Civil Society Budget Monitoring for National Accountability

Workshop Report

17th – 19th February 2004

Lilongwe, Malawi

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for

OXFAM GB

Cover Page Photograph of Participants by Arman Navasardyan, OXFAM (GB) Armenia

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A note on reporting format:

Participants at the workshop were provided with a CD containing all the presentations made during the workshop. These have not been repeated in this report. Rather, readers are invited to refer to that CD as appropriate, or to obtain it in electronic format from: mlawson@Oxfam.org.uk or SAikman@Oxfam.org.uk

LIST OF ABBREVIATIONS

ANCEFA	African Network Campaign on Education For All
CSCQBE	Civil Society Coalition for Quality Basic Education (Malawi)
CSO	Civil Society Organisation
CSPR	Civil Society for Poverty Reduction (Zambia)
CEF	Commonwealth Education Fund
DFID	Department for International Development (UK)
EYC	Elimu Yetu Coalition (Kenya)
GCE	Global Campaign for Education
IBP	International Budget Project
INSET	In-Service Education and Training
MDG	Millennium Development Goal
MEJN	Malawi Economic Justice Network
MPRS	Malawi Poverty Reduction Strategy
NDI	National Democratic Institute
NEP	NGO Education Partnership (Cambodia)
PPEs	Protected Pro-Poor Expenditures (Malawi)
PRA	Participatory Rural Appraisal
PRS	Poverty Reduction Strategy
PRSP	Poverty Reduction Strategy Paper
SDSS	Service Delivery Satisfaction Survey (Malawi)
SEND	Social Enterprise Development Foundation (Ghana)
TOT	Training of Trainers
TEN/MET	Tanzania Education Network/Mtandao wa Elimu (Tanzania)
UDN	Uganda Debt Network (Uganda)
UPPAP	Uganda Participatory Poverty Assessment Programme
ZANEC	Zambia National Education Coalition (Zambia)

DAY 1: TUESDAY 17TH FEBRUARY 2004

Opening and Welcome

Each of the participants were asked to introduce themselves to the group and give a brief overview of the work they are doing in the area. The participants were then welcomed to Malawi and the workshop by Nellie Nyang'wa, Country Programme Manager of OXFAM in Malawi.

This also gave the participants the opportunity to outline their hopes, fears and establish ground rules.

Workshop Aims, Objectives and Daily Themes

The fourfold objectives of the workshop were identified in advance as being:

1. To bring together individuals and representatives of organisations involved in budget monitoring, or the development of monitoring processes and tools, with a view to developing a supportive community of practice of those organisations/ individuals.
2. Locate budget tracking exercises within the broader budget cycle and budget work in general.
3. Analyse work done to date, through the development of a case studies, assessing their impact and the nature of the tools and methods that were used
4. Identify best practices in terms of budget tracking work, including ensuring its gender sensitivity, and linkages into lobbying and advocacy activities.

Each day of the workshop had a particular theme, as follows:

Day One: Generating a shared understanding of the context that budget tracking work is carried out in.

Day Two: Generating a shared understanding of technical issues in carrying out budget tracking work

Day Three: Understanding the factors involved in promoting the impact of a study; planning ways forward.

Gallery Walk

As a means of introducing the work of the various organisations present, all countries had been asked to prepare three flip chart pages outlining the following information in advance:

- Country and Organisation
- Name of those Participating
- State of the Sector they are working in
- Information about their Organisation
- Information on the Study Undertaken
- Impact

- Lessons Learned

The following countries (and organisations) displayed the information

- Armenia (OXFAM GB Armenia and Transparency International)
- Azerbaijan (OXFAM GB / Azerbaijan)
- Cambodia (NGO Education Partnership (NEP))
- Georgia (Young Economists' Association of Georgia / Association of Disabled Women and Mothers of Disabled Children / Grassroots Support Centre)
- Ghana (Social Enterprise Development Foundations (SEND) / OXFAM GB Ghana)
- Kenya (Elimu Yetu Coalition)
- Malawi (Malawi Economic Justice Network and Civil Society Coalition for Quality Basic Education)
- Tanzania (TEN/MET - Tanzania Education Network / Mtandao wa Elimu Tanzania)
- Uganda (Uganda Debt Network)
- Yemen (OXFAM GB)
- Zambia (Civil Society for Poverty Reduction (CSPR) and Zambia National Education Coalition (ZANEC))

In addition, information was provided by other international organisations participating, principally IDASA, Christian Aid and Action Aid.

The flipcharts, along with examples of publications and advocacy documents were placed around the room and participants were given time to examine the work of others. (See Annex Three for a reproduction of the information contained in the various displays).

Introduction to Budgets and Budget Work

As a means of placing budget tracking within the framework of broader work carried out, Bethan Emmet (Oxfam GB), made a presentation on the budget cycle, with the objective of locating tracking exercises within the broader budget cycle.

Presentation

The presentation focussed on the Budget Cycle, and identified where budget tracking fits into this cycle. It started by discussing what is a pro-poor budget, highlighting that one of the major problems with this is that formulating a poverty policy is difficult. The presentation also defined a Pro-poor Budget as one that allocates resources to the poor.

The concept of the budget cycle was introduced (see figure 1), and reasons for its breakdown were highlighted. This was followed by an introduction to why budget tracking is important, identifying that the objective of a tracking exercise is to examine the flow of public funds and the extent to which resources actually reach the target groups.

The presentation also identified the rationale for carrying out such type of work as follows:

- Improves effectiveness of service delivery
- Promotes accountability and performance incentives
- Encourages citizens to demand goods and services from government for the taxes they pay

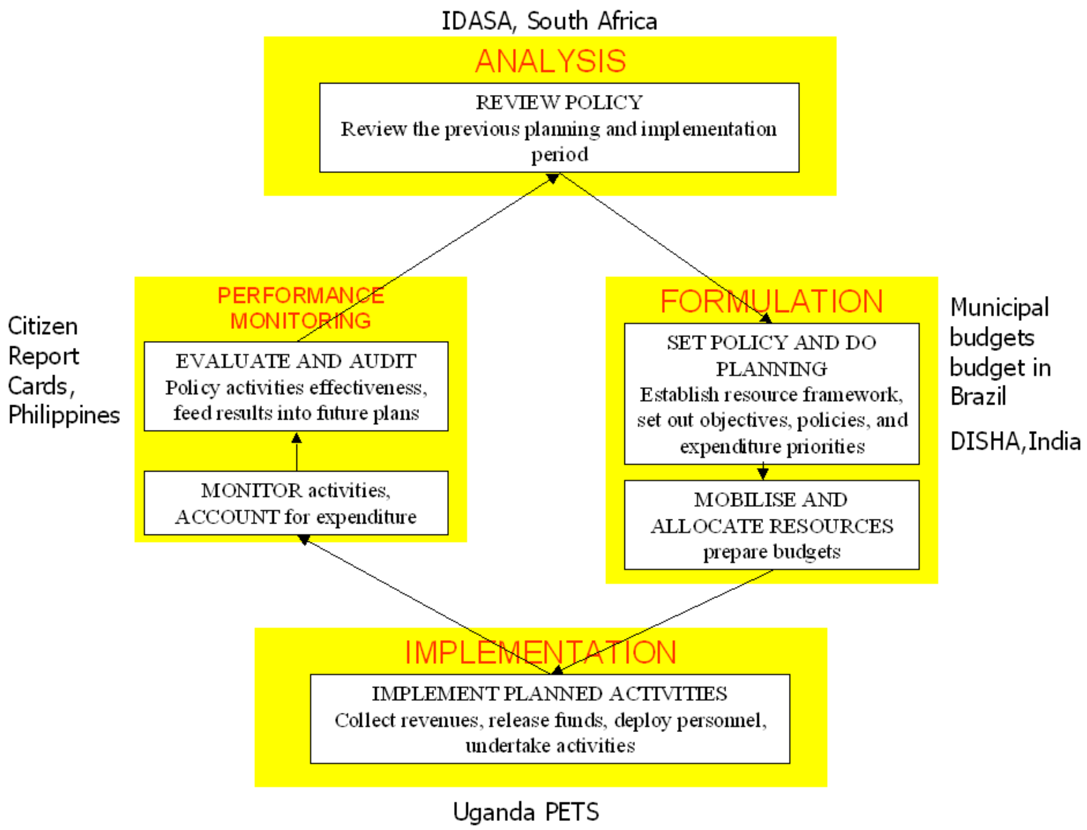
Discussion

The discussion after the presentation raised a number of issues, particularly concerning the breakdown of the budget cycle. The main reasons for this were identified as follows:

- Corruption, which includes issues related to the shadow economy, which is not captured in the national budget, protectionism, monopolies and the connections between politicians and business people, which often leads to tax evasion.
- Currency depreciation makes the budget unrealistic when it comes to implementation.
- Non-priority votes still take a huge share of budget in some countries and get over 100% of what they request.
- Large amounts of expenditure in many countries are off budget – this presents a difficulty in terms of analysis or tracking, and has real implications for transparency. This can come about when, on the revenue side, the returns from natural resources are not included in the budget. Particular problems often emerge with spending institutions that rely on state resources.
- When the budget is written it is often only an estimate, neglecting realistic assessments of revenue collection and receipts

With regard to the breakdown of the budget cycle, and the reasons identified for this, participants felt that if there is ***political will*** these issues can be overcome. In the absence of this, what is required is a strong legal framework that shows what will happen if there is under- or overspend in a particular ministry. In addition, there is a need for a clear legal framework for fiscal relations between central and local government.

Figure One: The Budget Cycle and Opportunities for Civil Society Participation



Participants also highlighted that the budget itself, as well as the implementation of the budget, is where the ***real prioritisation*** takes place. Often the stated priority issues from policies are the first to lose funding, whereas others, such as state residences and defence receive their full amount.

The fact that the prioritisation process is not always within the control of the national government and its domestic partners was also raised. This particularly referred to ***donor conditionality***. Participants felt that the best illustration of this concerns the time frames that countries are expected to work under, for instance for the Completion Point.

On the issue of pro-poor budgets, the question was raised as to whether the ***voices of the poor*** are evident in influencing the budget. It was stressed that this voice should come from the poor themselves, rather than being hijacked by technocrats (including those working for centralised NGOs). The fact that the published national budgets are very large and contain the same language year after year would seem to suggest that this is not the case.

As a direct response to the question ***What is meant by the budget system?*** It was highlighted that this refers to the whole set of institutions from policy inception, through to implementation with all the actors on the way. The system is in fact the 'rules of the game' for how resources are gathered allocated, disbursed and accounted for.

It was also highlighted that budget analysis needs to focus on ***revenue*** as well as expenditure, as often these estimates are unrealistic, or neglect large chunks of revenue. As well as over estimating receipts, sometimes the estimates can be too low, so the government can say they are exceeding targets.

It was the general feeling amongst participants that CSOs biggest issue is getting a foot in the door from the start – not only at the implementation stage. The conclusion was ***we need to be there at all stages of the cycle***.

In the wrap up session, it was highlighted that every stage of the cycle is highly political from revenue, through to allocation, spending and accounting, and that for civil society it is important to try to identify the most effective entry points.

Where Does Our Work Fit on the Budget Cycle?

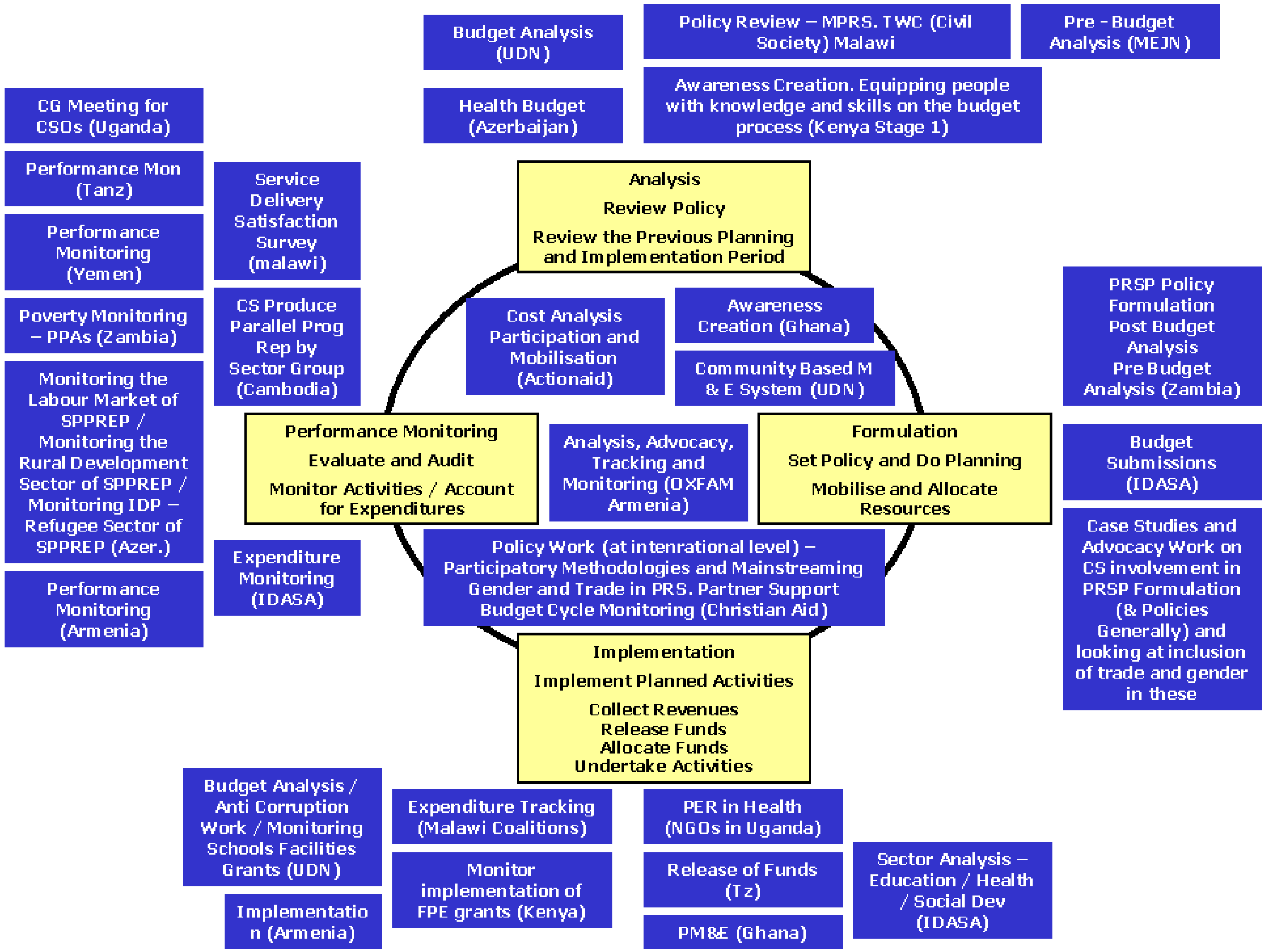
Following on from the discussion about the budget cycle, each country was asked to indicate where in the budget cycle their current activities focus. The results of this are highlighted in Figure Two (on the next page).

It is apparent that activities are focussed on all of the major stages of the budget process, and that quite often, to be active in one particular area, involves the development of expertise in another. For instance, to be able to carryout and expenditure tracking exercise, an organisation will have to first carry out some type of budget analysis.

It is also apparent from the diagram that a number of countries (and institutions) are involved in expenditure tracking exercises of various forms. These are principally those concentrated in the third stage of the cycle, focussing on the implementation of the budget.

Some organisations, such as OXFAM(GB) in Armenia are supporting partners to be active at all points on this cycle, whereas others, such as IDASA (in South Africa) focus on pre- and post-budget analysis in the formulation stage, while also attempting to influence the budget enactment stage in parliament through making submissions.

Figure Two: Where do the Various Interventions fit on the budget Cycle



Political and Economic Context

The afternoon session of the first day focussed on the importance of having a clear understanding of the political, economic and sector context for budget tracking work, as an initial step in defining 'good practice'

The session was based around the presentation of three case studies, from Malawi, Tanzania and Azerbaijan[1]. These presentations focussed on four specific areas;

1. Political and Economic Context of country
2. Policy Environment for the Sector in Question
3. Organisation / network carrying out study
4. Rationale for undertaking this particular study at this time

After clarifications on some of the points, the discussions focussed on they key questions that have to be asked if an organisation is planning (or supporting) a budget tracking exercise.

Discussion on Presentations[2]

The **Malawi** presentation and discussions focussed very much on the relationship between the Coalition for Quality Basic Education's relationship and parliament. Parliament was an important ally for civil society in helping to open the door for them to undertake the monitoring exercise in the first year, despite difficulties in getting permission from official sources to undertake any monitoring. To assist, the Chair of the relevant parliamentary finance committee provided them with a letter that encouraged various institutions to provide information.

In terms of feedback and getting results used, the relationship with parliament is again critical – the CSOs present their issues and this feeds into the second day of Parliament's sitting when they summons officials and specific questions are asked of them. This has also helped to strengthen the relationship with parliamentarians, who often do not have the information to really engage with government officials.

The issue of the relationship between the long term policy and the PRS was also raised – there was a concern from Ghana that once there was a change in Government their Vision 2020 was dropped. In Malawi, it was pointed out that there is a greater coherence between the policy documents with key points taken out of the Vision into the PRS.

Questions about the presentation from **Azerbaijan** focussed on issues of access to budget data. It was identified that the budget document is published as soon as it is accepted by parliament, however there are only a limited number printed, available only in the Ministry of Economic Development, and only in the capital. Further, these documents are often not accessible to ordinary people as they contain many figures and nobody understands their meaning. It was also pointed out that to get the real figures one needs to know people in the ministries to access these through the back door.

The discussions after the Tanzanian presentations centred on the links between the institution carrying out the work and the relevant ministry, and their involvement in Technical Working Groups while also utilising informal structures.

[1] The case studies were prepared by Leyla Karimli (Azerbaijan), Nico Shauri Eatlawe and Stanley Kachecheba (Tanzania) and Chikondo Mpokosa, Rhino Chiphiko and Limbani Nsapato (Malawi).

[2] The actual country presentations are included in the CD-ROM which was provided to participants.

The question was also raised as to how does Tanzania civil society manage the process of being too close to government, and being co-opted. The response centred on the importance of building alliances with various institutions, while also managing to maintain independence. It was felt that this is not necessarily contradictory, and that to effect change in an environment of building national consensus, they need to be involved. It was also highlighted that Civil Society needs to make sure that it gets involved in discussions that are of relevance to them, as opposed to getting side tracked into issues which are marginal to identified strategic priorities.

After the discussions, the participants divided into groups to identify what are some of the key questions to ask before undertaking any form of tracking exercise.

Table One: Key Information Required and Questions to Consider before Undertaking Expenditure Tracking

Political and Economic Context	**Type of Economy in the Country:** GDP structure, main economic activities, formal or informal economy, poverty levels, **Macro-economic**– understanding the nature of debt and other macro-economic issues. Understanding Revenue Issues – local Vs Donors, tax regime, employment sectors **Demographic Data:** employment, poverty, life expectancy, illiteracy, vulnerability, **Corruption:** Corruption levels **Priorities:** What are the development priorities of the country? **Political System:** what is the nature of the political regime? Legal Frameworks for access to information and press freedom? Freedoms – press, information, of association **Data Availability:** Is any data available on public expenditure and revenues? What is the source of this information – government, donors, INGOs? **Key Actors:** Strength of civil society; Relationship between donors, government and civil society
Policy environment	**Audit of Existing Policy Documents:** Is there any policy? What is it? Is it pro-poor? Links between sectoral policy and policy framework? Quality of the data / basis of policy formation (is it based on theory or reality)? What are the financial and human resources allocated? Is the policy SMART? Does it have indicators, targets, monitoring and policy review? **Participation in policy formulation and implementation:** Who is involved? – Who are the key players and policy drivers besides government (donors, religious organisations, other institutions), who are the implementers? Who are the beneficiaries? Who are the potential losers from policy (ie policy destructors and detractors)? Is the policy environment participatory? What are the entry points for advocacy? How receptive is government? **Implementation:** Institutional Arrangements – particularly between local and central government? What is the implementation Strategy? **International:** What is the impact of the international environment on national level? To what extent is government involved in PRSPs, MDGs, WTO etc.
Organisation Doing the Work	**Alliances:** Strategic Allies, Linkages and Alignments? Relationship with the policy Environment? Relationship with the Media? **Linkages of the Work:** Linkages with other work – within your own organisation and with other organisations **The Network:** Within Networks, is there a shared vision and partnership? How representative is the Network of others in the field? of grassroots organisations?; Is the work part of the network's Core Business (Vision Missions and Goals); Positioning of Networks within the existing policy context; **What Capacity currently exists within the organisation?:** Technical and Institutional Capacity (skills and know how, finances, coverage / partners, human resources). Credibility and Legitimacy. Appropriateness of strategy / methodology? Context / Understanding of Policy Environment

Rationale for the Study	**Potential Impact:** Are you able to have some impact? How will the study bring about its expected impact? What are the changes we are looking for? What is the Potential for Change? **Have Advocacy opportunities been fully explored?:** Advocacy Opportunities (CG meetings, Budget Speech, PER)? What are the chances for lobbying? **Why do the exercise:** To play an oversight or watchdog role over government; Does the study build on particular expertise which the organisation or network already has? **Relevance:** How relevant is the study to poor people? What are the poor saying? Would it be relevant to them? What potential is there for community mobilisation around this issue? **Overlaps and Consistency:** Is anyone else doing this work? Data / studies available (are there other studies before)? How hot is the issue? Is this a short term response to a hot issue, or something which is more substantive and will have a longer term usefulness?

To conclude, it was agreed that:

- It helps to keep all four levels of a study in mind at the same time.
- A study will have maximum impact if there is consistency between all four of the levels. For example, a study needs to have strong rationale in its own right, to be consistent with levels of capacity and the existing work of the organisation and appropriate to the policy environment and the political and economic context of the country.
- If this happens, the chance of the study promoting genuinely pro-poor policies and budgets is enhanced.

DAY TWO – WEDNESDAY 18TH FEBRUARY

The objective of the second day was to try to generate a shared understanding of the technical issues necessary in carrying out budget tracking work.

This was to cover the following issues:

- Indicator selection,
- Sampling,
- The selection and training of fieldworkers and researchers,
- The choice of methodology to carry out the work and
- The analysis of the work

Selecting Indicators

The particular focus of the session on indicators was to generate an understanding of the importance of selecting appropriate indicators as a component of expenditure tracking, and that monitorable indicators are necessary to provide a clear link to policies. The session involved a brief overview of some of the theory behind the selection of indicators, made by Chris Pain, and then an outline of the experiences of some countries in the selection of indicators for their work. Again, this presentation is on the CD Rom.

Presentations

The first presentation dwelt on issues such as what are indicators and the characteristics of a good indicator, the different type of indicators necessary for monitoring a PRS – particularly Input, Output, Outcome, Impact and Process indicators. The latter are most important for assessing issues like the quality of participation. It also stressed the need to consider issues of disaggregation, and difficulties with producing sex disaggregated and gender relevant information.

This was followed by an overview from each of the three case study countries on how they have selected their indicators.

In **Azerbaijan**, it was highlighted that the PRS indicators are mostly dealing with impacts rather than budget monitoring, meaning that there are more questions than answers on this subject. The questions the OXFAM partner, the Association of Economic Journalists, have asked are related to salary payments, maintenance of health facilities, the effectiveness of public expenditures. These questions include[3]

- What percentage of budget expenditures is spent to cover the salary payments?
- How many people receive these payments?
- What is the average salary?
- Whether this salary can be considered as satisfactory?
- Is it big enough to prevent the personnel in health care centres from corruption?

In **Malawi**, while the country does not have an output-based budget, the government has identified PPEs – Protected Pro-Poor Expenditures in the MPRS, because of pressure from Civil Society. Within education, these cover teaching and learning materials, teacher training. salaries, and the inspectorate and are the basis for the exercises indicators. But this has

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[3] A full list of the questions is available in the presentation, which was included on the CD-ROM

provided some difficulties for the exercise, as from one budget year to the next, some PPEs are dropped and new ones introduced, making it difficult to make comparisons.

In **Tanzania**, the focus of the exercise has been on school committee training and teacher INSET (In-Service Education and Training) looking at inputs, outputs and outcomes / results. In particular, the focus has been on how much money has been allocated and disbursed. The questions asked at the district level, concern information on the level of funding from the Ministry of Finance, and how much had been disbursed to school bank accounts. How much money retained at district level? How many teachers trained? How many school committees have been trained? At the school level, the questions address how much money has been received. How much money spent on these two areas? Has the training taken place? How many women and men have been involved? Also was the training was useful to them? How should it be done differently?

Discussion

The discussion again pointed out that there is a big difference between the ideal and the reality, with many PRSs neglecting the inputs, outputs and outcomes, overly focussing on the impact indicators. There is also a difficulty concerning whether the data actually exists. It was highlighted that in many cases relevant indicators do not exist and that it is often a case of going to find it and developing baselines. In such an instance, thinking of the criteria for a good indicator is important.

It was also highlighted that for any Civil Society exercise to be accepted, it is important that the indicators are agreeable also to government. There is a particular challenge for some of the qualitative work and dealing with issues of use and satisfaction with facilities – for instance, the quality of education offered. This is very relevant to outcome indicators – and combined with qualitative work can shed light on why children are not in school.

The discussion mentioned how easy it is to manipulate data, and the importance of selecting indicators that cannot show progress where none has been achieved. Examples were given from Malawi and Uganda where there has been disputes over the validity of information and figures released, and a fear that they had been manipulated for political purposes.

On the subject of improving accessibility and availability of gender disaggregated data, particularly in countries where it is not available, it was suggested that Civil Society can work with larger organisations such as Unifem who have expertise in this area. In instances where the need for this type of information is disputed by government, it can also be important to develop a case study in which you would collect your own data, and start the process of making the case for the systematic collection of data.

The importance of process indicators, dealing with how strategies are developed and implemented, was underlined during the discussion. This is particularly pertinent to issues of participation of CSOs in the PRS – none have valid indicators to assess the quality of the participation.

Sampling

A session on sampling was included in the programme to ensure an understanding of the technical issues connected to this. The justification for this was that in exercises where sampling has been weak it could lead to rejection of the overall research findings.

Presentation

The initial overview of some of the technical issues dealt with what sampling is (selecting cases in a way that enables the researcher to make accurate inferences about a larger population), and the major steps necessary in a sampling process – identified as

- Defining the Population,
- Sample Design (including identifying the sampling unit),
- Choosing the Sample Size and
- The Execution of the Sampling Process

It also dealt with issues connected to Probability Sampling (Simple Random, Systematic Random and Stratified Random), Non Probability Sampling and Purposive Sampling.

This was supplemented by an example from the CSCQBE in Malawi, who have undergone a rigorous process of sampling to ensure the greater acceptance of their work amongst technicians in government. This has led to an increase in their sample size from 51 schools (in 2002) to 411 schools (in 2003). They received assistance in doing this from the National Statistical Office, which lead to the results of the exercise being much more widely accepted, than when the smaller sample of schools was used in the 2002 study.

Discussion

There was also some debate about the need for sampling – some participants felt that once, as civil society, you demonstrate that there is a problem, it is up to others to go and do the quantifying of it. On the other hand, with budget tracking, a quantified component to the work, adds much credibility to the case being made. Once a study plans to include a component of this sort, it is essential to make that component authoritative and credible, through the use of statistically sound sampling procedures.

Key questions focussed on how big is a credible sample size. It was finally agreed that it is not an issue of size – rather the issue is the quality of the sample, how representative it is, and how far generalisations can be made from it.

It was also pointed out that it is important to design the sample carefully and stick to it – especially when using volunteers, who will general opt for non-probability samples (that is target whoever is nearest to them).

It was also highlighted in the discussions that it is important to use case studies and 'human interest stories' to supplement understanding of particular components of a statistically sound sample.

The example of Kenya was included – in this case, the Elimu Yetu coalition purposively selected their sites based on a number of pre-defined criteria, including the district's performance on a range of poverty indicators and the strength of the local government. They chose one particularly weak district and one strong one.

Field Workers and Researchers

Many of the organisations that have carried out tracking exercises have used volunteers, however this can, in some cases, compromise the quality of the work. The purpose of this session was to address how this can be prevented in the future, while managing to build on the very strong element of volunteerism, which has pushed many of the exercises forward already.

With the **Tanzania** case study, the budget tracking exercise started with a training to familiarise members of the network with the scope of budget work. Following this, volunteers were sought to take part in a budget tracking exercise. They were people working for organisations that already had a presence in particular communities and districts, which would become of the focus of the tracking exercise. A few organisations developed and tested a research tool, and then the volunteers were brought together for orientation on the specific task of the tracking and familiarisation of the research tool. In **Armenia**, the exercise to date has involved using only two well qualified and committed people. They did not have any difficulty in accessing information, because of who they are – they belong to Transparency International, and if they are not provided with data at local level, this would definitely lead to problems for those who do not provide the information.

In **Malawi**, the CSCQBE has specifically used volunteers from among the members of the coalition. They rely on their sub-committee on research, who look at technical aspects of the questionnaire, and then brief the data collectors on how to administer the questionnaire. Unfortunately, this does not provide a comprehensive training, which has led to some difficulties, as not all questionnaires are administered in a way that makes their findings exactly comparable. Conversely, MEJN brought everybody together and had a detailed training session and pre-testing for their Service Delivery Survey. Further, during the fieldwork, they had some local supervisors to make sure that everything was being done properly and there was quality control.

In terms of selecting field workers and equipping them to carry out an exercise, it has proved important to have some form of clearance to allow them access information. In Malawi this took the form of a letter of introduction from the parliamentary committee on budget and finance, in Tanzania, it entailed equipping data collectors with the presidential decree on rights to information on information from school. Even with this Municipal Officers sometimes still wanted clearance from government leaders at district level.

The following are the recommendations made after some group work on how to equip data collectors better, and some of the issues that need to be considered.

Table Two: Issues for Consideration in the Selection of Field Workers

Training	This is vital to ensure the questionnaire is understood – ideally it should entail the direct training of all fieldworkers (rather than ToT). This training needs to be comprehensive. Even if it is part of an annual exercise, refresher training is essential. It is also important to have a debrief after the collection of the questionnaires, this facilitates building on previous years' tools to promote understanding
Piloting the Questionnaire	It is important to pilot the survey, including, if possible, with fieldworkers who are going to be carrying out the study. This entails checking / testing the questionnaire or research instrument. The involvement of the field workers in developing research methodology and analysing results increases understanding and ownership.
Professional Vs Volunteer	The use of Volunteers leads to dedication and ownership of the process, and the selected fieldworkers must have interest and knowledge of the subject However, there is a role for professionals, during sampling, the development of the methodology and the analysis, this can add quality to the work. It is important to have clear Terms of Reference even for volunteers, so that the expectations of them are made clear in writing
Do you use a letter of introduction?	To ensure cooperation from a government agency it is advisable to get a letter of authority from a senior person in the ministry.
Supervision	During any fieldwork, it is important to monitor the data collection process as it is going along. This can be assisted by assigning Local Supervisors to spot problems early on and ensuring quality control. Another approach, though potentially more costly, is to pair up the researchers with one asking questions and one taking notes. This has been demonstrated to be particularly effective in participatory fieldwork.
Payment	While suggesting that the spirit of volunteerism should be fostered and supported and the *per diem* culture discouraged, it should not entail abusing the commitment of field workers. Their costs should be covered, perhaps by means of field allowances to enable them visit the selected places. It is also important to bear in mind that motivation does not only come with money – being part of a good process also helps.

Language	It is important for the field workers to translate into the most easily accessible language for respondents. If the questionnaire is not in the local language, the translation needs to be agreed. If it is just left to fieldworkers, they might each use a slightly different translation or explanation of the question, resulting in responses that are not strictly comparable.
Gender	Gender (and other marginalized groups) need consideration in selection of field workers. Guidelines for their use could be developed. However, it was also pointed out that it more important to have fieldworkers who are sensitive to issues of marginalisation and can handle them appropriately in the field, than just to select them on the basis of membership of a particular group.

Design of the Research Tool

The purpose of focussing on potential research tools was to generate a shared understanding of the importance of selecting and designing the right data collection tool as a component of good practice. The sessions dealt with both qualitative and quantitative research tools

REFLECT and Participatory Research related to Budgets

The first of the potential research methodologies was presented by Kate Newman of Actionaid (UK) based on her experiences in developing the REFLECT methodology (which is a participatory approach to adult learning and social change)[4]. She started the session by relating issues of budgets to something that everybody can understand – in this instance the question of who made the budget for the workshop. The point to this was the importance of starting with something familiar and work out from there.

Amongst the tools Kate suggested could be used for discussions of budget at school level were *chapatti* diagrams for plotting power relations, budget trees, budget pie charts and budget calendars. (See Figure Three). These tools can be used in a Focus Group Discussion, and their real value lies in the fact that they are aids to community members doing their own analysis of the prevailing situation.

Some of the questions Kate suggested could be used to generate interest in school budgets at local level were:

- What are the costs to parents, how do these compare to the government contributions?
- Who makes the decisions about the school budget (is it available in printed or written format)?
- What are the different types of expenditure?
- How much would the budget need to increase if all children attended school? – is this the same as cost sharing?
- Can expenditure be tracked?

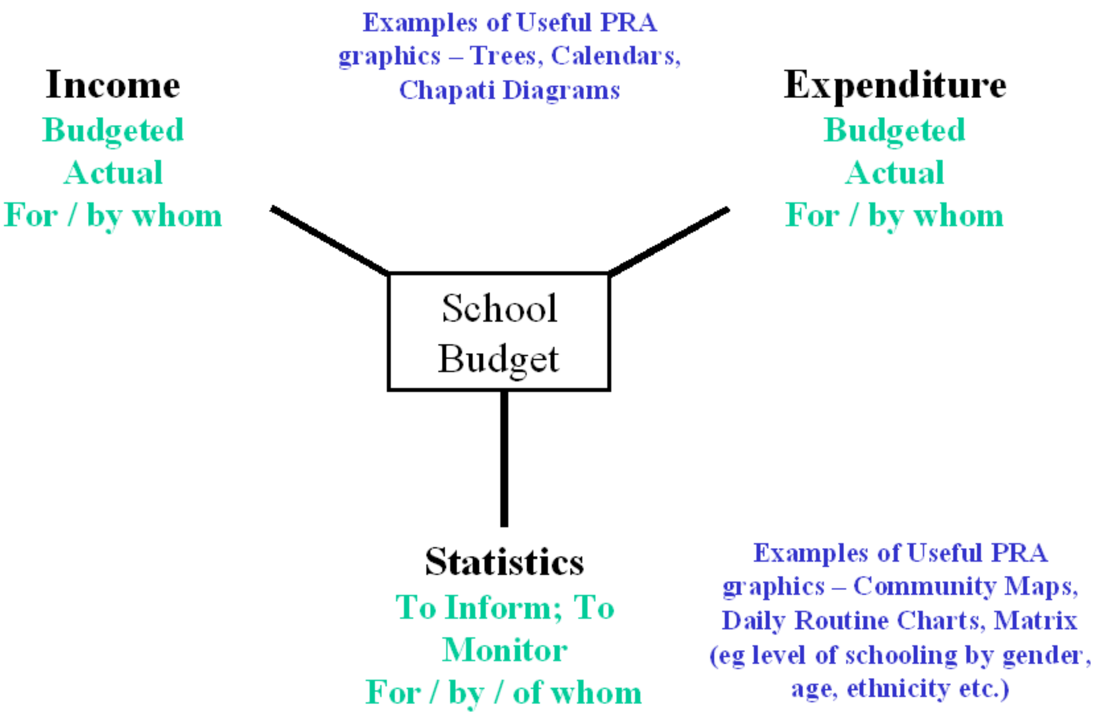
She also highlighted that the issues can be set in context through national level information gathering

- What is understood by free education?
- What is the Government's education budget? – how much should each school receive?
- What contributions might people be making through taxes?
- How realistic are government plans given what is happening on the ground? – are government policies consistent with reality? What influence do donors have? What percentage of the budget comes from donors?

[4] More information is available at www.reflect-action.org.

- Are there regional disparities? – why might this be? What can be done about them?
- Tracking expenditure

Figure Three: Dimensions to be Considered when analysing budgets and Useful PRS Tools



Kate also made the very important point that information generated in the REFLECT approach locally is owned by the local people. However, they might want to link up with wider campaigns to make their voice stronger. In this regard, issues of power and control must be considered. Feedback at community level of research findings is essential, both to verify the 'findings' that are being taken away, to promote community ownership, and reduce the extent to which work at community level is 'extractive' of data, involving time and energy from community members, but with little obvious benefit for them.

The discussions after the presentation included the potential for using PRA techniques to generate figures and quantitative information. It was pointed out that this is possible, and research is being carried out on this at the moment by two UK based academic institutions (Natural Resources Institute (NRI) and University of Reading). It was also highlighted that figures can come from other sources, and be used to triangulate the results generated from the participatory exercises.

Participants also highlighted that the value of such type of work is also in checking the quality of services, and that this type of research puts a human face on the research.

It was also argued that often participatory work is not as strong as it needs to be, and some practitioners do not produce good work – this must be avoided otherwise the work will be ignored by those you are trying to influence. In this regard, the importance of training people to do the work (for example, so that they ask same the questions the same way) and the purposive sampling of the communities to make sure that the results are credible statistically is important. In this regard, a code of conduct is being developed to improve the quality of participatory research[5].

The remainder of the second day was taken up with a field visit to three local schools. Further work on data collection tools was carried out on the third day.

Field Visit

The aim of the field trip was to find out what information is available at budgeting at school level, and what understanding of education financing issues, to understand what might be entry points to budget tracking work at community level in Malawi.

Four schools were chosen in collaboration with the Ministry of Education officials. Each of the schools was located within 10 kilometres of the conference centre, and could be considered typical of schools in the vicinity. Further, none had any long term NGO programme presence in the schools.

Participants divided into three groups in order to prepare for visits to schools. At each school, the groups divided again into two, with half talking with teachers and the other half with school committee members and parents. In each case meetings went on for 60-90 minutes.

[5] This will be forwarded to participants after the workshop

DAY 3 – THURSDAY 19TH FEBRUARY

The theme of the third day was to understand the factors involved in promoting the impact of a study and planning ways forward.

However, because of the over run of the second day it proved necessary to finish with issues connected to the design of the data tool and the analysis of the results.

Feedback from Field Trip

Participants recorded the following lessons learned from the fieldwork.

Table Three: Lessons Learned from the Field Trip

Lessons Learned about Malawian Schools	Lessons Learned About Budget Tracking at Community Level in Malawi
▪ Parents are apparently unconcerned about the quality of education (but district head was present) ▪ Beneficiaries are not ready for participation as they are concerned with lack of materials mainly, but there is no common understanding on education problems ▪ Very poor infrastructure (deteriorated buildings, delayed repairs, not enough classrooms) ▪ Despite UPE the quality of education remains very poor (at least infrastructure and materials as far as we could tell) ▪ Communities and parents are detached from the school management ▪ Education is poor, classroom not lighted enough ▪ Poverty hinders quality of education ▪ No infrastructure and few teachers ▪ Education is still low ▪ Poor performance ▪ No infrastructure and qualified staff ▪ Lack of access to the decision making processes ▪ Lack of resources and requisites to provide quality schooling ▪ Problems are pretty similar to a number of other countries.	▪ Beneficiaries not ready for participation – no idea on budgeting and advocacy or idea of their necessity ▪ Lack of information about inclusion in budgetary processes ▪ Education Management system is poor; not possible to do budget tracking ▪ No accounts for a school ▪ No idea of what and why tracking ▪ Lack of information on funds from government hinders parents and communities to track budgets ▪ No information about budget and not able to find it (no empowerment) ▪ School committees and teachers do not know anything about the budget allocated to them ▪ Very little participation of parents or teachers in the budgeting process of their school. ▪ The community takes less risks / has more space to demand information than the teachers ▪ School visited had no idea whatsoever of what it is all about ▪ No cash at school level – only in kind and physical contributions ▪ HIPC resources are reaching, but not enough ▪ The need for clarity about what to study

Overall it was concluded that before any budget tracking work can take place there should be a good understanding of the four contextual issues elaborated on day one of the workshop (page 9 of this report), and that an effective research team would have much more detailed preparation than we were able to do in the course of a short workshop.

Design of the Data Collection Tool (Cont.)

Following on from the presentation the previous day of the participatory tools for data collection, Limbani Nsapato of the Civil Society Coalition for Quality Basic Education in Malawi made spoke briefly on the tool used by the coalition in their data collection exercise. This is predominantly a mixture of questionnaires and desk based research and budget analysis. The questionnaire used both closed and open questions, and is used to collect information directly from the schools. The questionnaires targeted specific PPE issues, and were administered to District Education Managers, head teachers and district staff. Data was also gathered from qualitative interviews and survey of literature at national level. One of the most important lessons from the Malawi example is the need to triangulate information from different sources. Further, they have gone back to the various schools over time and so can get temporal comparisons.

In the case of the TEN/MET budget tracking exercise, different questionnaires had been used at national, district and school level. Information gathered about disbursements from national level were triangulated against information about receipts at district level. Similarly, information about disbursements and about the quantity, quality, and effectiveness of training carried out at district level, was compared with information and perceptions from school level. Hence both closed quantitative questions were used about finance and training which had taken place, and more open-ended qualitative information about the effectiveness of training. Anticipating difficulties in accessing data, fieldworkers were also asked to record the number of times they had to visit particular district offices to get information and the kinds of responses offered by officials when it was not given. This was in order to document qualitatively and quantitatively the kinds of problems with access to information that NGOs face.

Discussions

Participants were provided with examples of a number of data collection tools:

- a check list for guiding data collectors during focussed group discussions (used by Maarifa ni Ufunguo in Tanzania),
- an open ended questionnaire, that contained space for including figures and qualitative information (used by CSCQBE in Malawi)
- a closed questionnaire used by MEJN in Malawi for their Service Delivery Satisfaction Survey.

Participants broke into a number of groups, led by people with experience of implementing the various tools, and discussed how they could improve the tool in question for future rounds of the exercise, and whether they could use it themselves going forward.

Feedback from the small group discussions focussed on:

- Reiterating that qualitative work can also generate statistics; it is not just 'human interest stories' to draw attention to particular problems with policy or implementation. However, just like there is a discipline and a rigour in issues like indicator choice and sampling for quantitative work, the same rigour has to be applied to generating sound and persuasive qualitative work.

- Effective qualitative work often involves a great deal more investment in the quality and training of fieldworkers, as they are much more than just 'enumerators' filling in forms, and must be left to use their own judgement in many circumstances.

Analysis of the Data

Following on from the discussion of the research tool, was the question of who will do the analysis of the returned data. Three potential ways of doing this were identified – namely statistical analysis by an outsider to the organisation, community analysis and analysis by the research team. A number of positives and negatives were identified to each of these approaches – as identified in the following table:

Table Four Who should analyse the data?

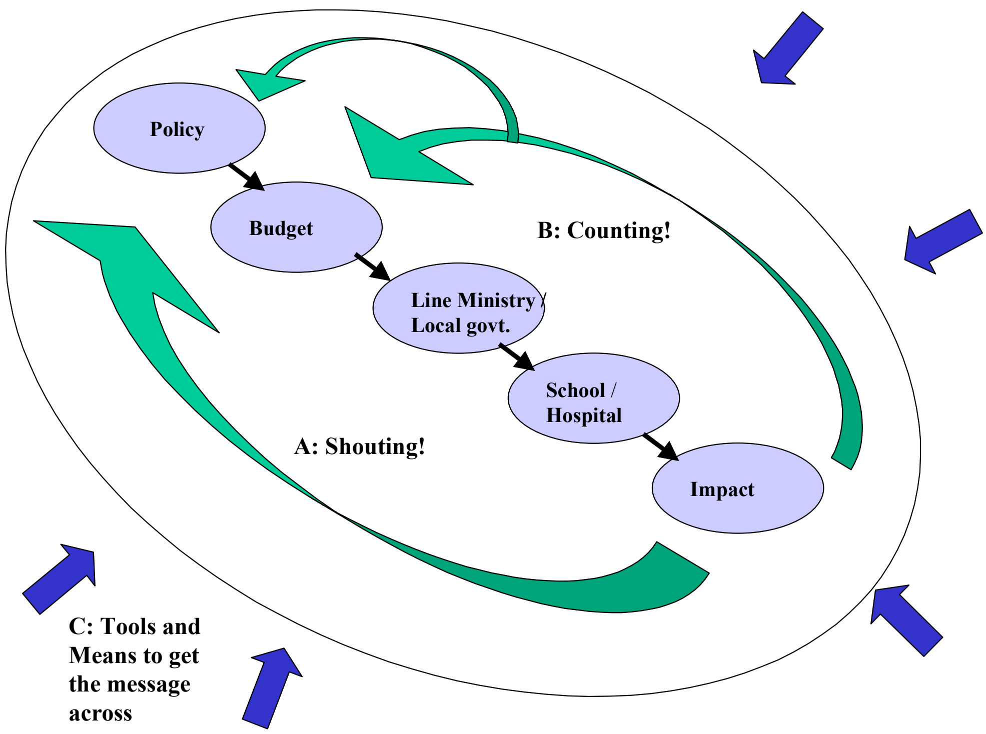
	Advantages	Disadvantages
Statistical Analysis by Outsider	Where a lot of data are involved, it can be much more cost effective and quicker to involve people who are already experts at computer data entry and analysis. The quality of the work can be better It can add to the strength of the advocacy work that comes out of the research, if it is seen to have been done by an independent credible body.	Experts can lack local knowledge. Sometimes they follow corporate priorities and don't understand the needs and priorities of the researchers Reduced ownership of the findings by the researchers. Can deprive the Community of Ownership Does not build capacity of the researchers/network carrying out the work. Not so appropriate for qualitative work. Potential financial cost Some of the above disadvantages can be overcome by
Community Involvement in Analysis	Provide insider information Builds buy-in, participation and commitment to the findings Ownership at community level Greater validity because it is related to what people say Build Capacity of the Community More Accurate – More Credible Communities become empowered throughout all the process	Is it cost effective? Conventional Researchers / Government may not accept the findings Lead to controversy and difficulty agreeing conclusions to use in advocacy work Subjectivity Requires a high amount of skill which may not exist Can provide poorer quality research data No broad perspective Time Consuming Difficult to use to influence policy (needs more creativity)
Research Team Analysis	Research teams have good involvement in the process and have the trust of the beneficiaries Training in using tools and analysis builds their long term capacity Clarity and Better Understanding of the Issues Cheaper than external data analysis if voluntary Building Capacity and Commitment is part of the process	May carry along errors made at the start of the research process if there is no independent oversight of the process No independence can effect credibility Sometimes researchers lack local knowledge Training is needed Efforts needed to overcome subjectivity and preconceptions of researchers.

After discussion, it was concluded that each of the different approaches had a validity and a usefulness, and that there were strong benefits to be gained by using them in combination. The key deciding factor is the methodology adopted and the target of the research, in particular whether the aim is to promote community understanding and empowerment with a long term view towards influencing policy processes from the bottom up, or whether the aim is a shorter term influence on particular advocacy opportunities such as a policy review.

Summary and Conclusion

As a way of concluding the technical issues (indicator selection, sampling, selection of the research tools and the choice of who analyses the work), before moving on to discussions of the tools and means to get the message across, the following diagram was used.

Figure Four: From Shouting to Counting



The chain down the centre of the diagram is familiar to most advocacy organisations, and much work has been done to highlight the difference between policy intentions and the impact at grassroots level. This is represented by arrow A. It can be characterised by the use of good qualitative work, including case studies to influence policy discussions, as well as 'shouting' (for instance, through the media) about the gap between policy and practice.

In contrast, arrow B, characterises budget work, where the budget is seen as the key instrument by which policy gets translated into practice, and hence where CSO input can directly show how the desired changes in impact can be brought about through changes in budgetary allocations and disbursements. Influencing budgets involves much more systematic 'counting', and hence issues of indicators, sampling, research methodologies, research tools, and the training of fieldworkers skilled in qualitative and quantitative techniques become much more important.

However, once research is done, there is still a need for the other, perhaps more familiar forms of advocacy work, in order to get the findings publicised and acted upon. These include 'human interest stories' to bring a human face to sometimes dry statistics, the use of the media, the mobilising of networks and alliances and so on. The need is always for clarity of strategic thinking so that the means to get a message across into the public domain is not allowed to stand in for systematic and rigorous research which will be persuasive to key decision makers.

Linkages into Advocacy Work

The purpose of this session was to promote understanding of the linkages between budget tracking and broader advocacy strategies. In particular, it was intended to address the question *What makes a study have impact?*

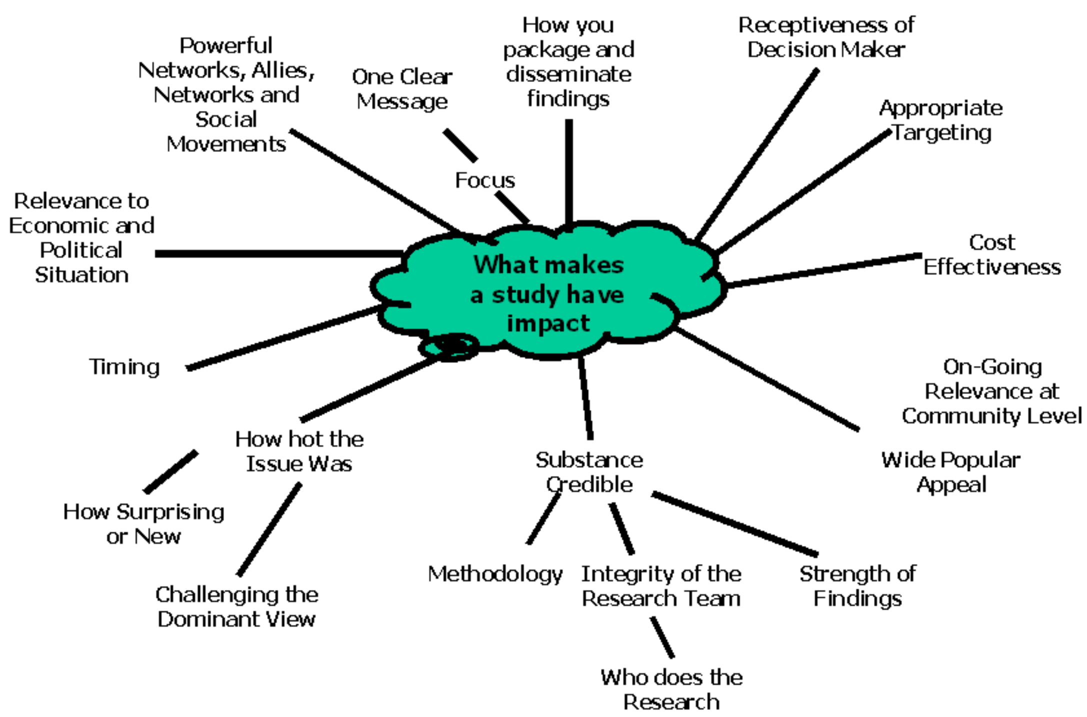
During a brainstorming session, a number of different ways of making a study have impact were identified. These are summarised on the following page.

It was noted that some of the key factors are:

- Relevance to the economic and political situation in the country, and the credibility and mandate of the organisation carrying out the work
- The credibility and soundness of the research methodology

The first of these relates to material covered in the first day of the workshop and the second to the material covered on the second day. Hence the last stage of the workshop about linking effectively with broader advocacy strategies will not be successful if the starting points of the piece of tracking work are flawed.

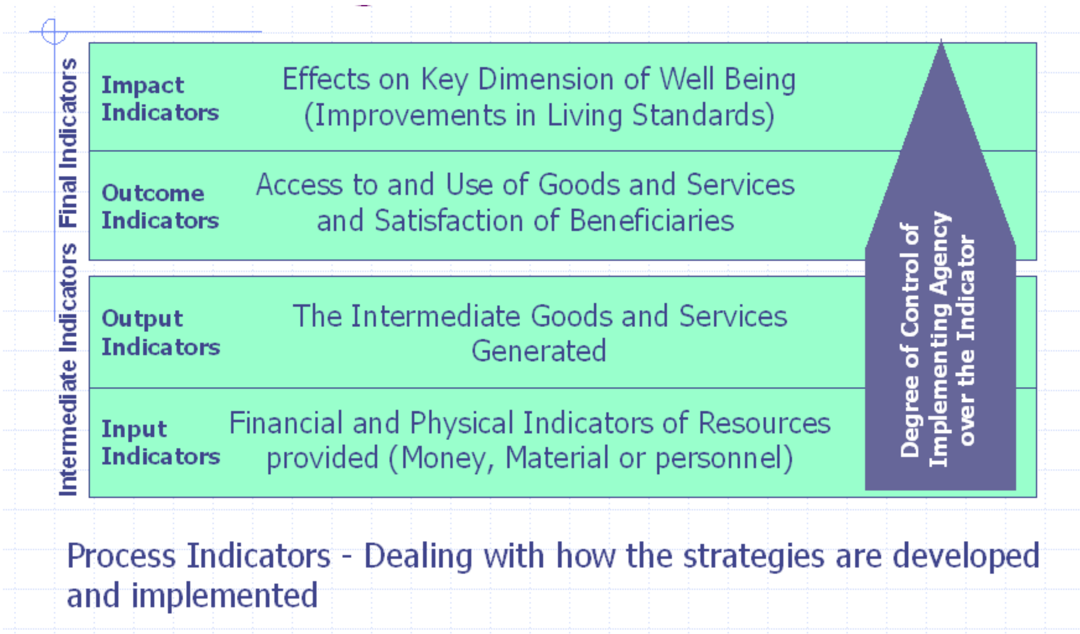
Figure Five: What Makes a Study Have Impact



Evidence of Impact

Following from the discussion on what makes a study have impact, attention turned towards the kinds of indicators that can be used in assessing the impact of a study, and for assessing the process of our own work. To facilitate the exercise, participants were asked to consider the definition of the indicators presented during the second day (See Figure Six)

Figure Six: The Indicator System



Before the work started, there were some questions concerning why we would want to do such an exercise, with some participants proposing that the choice of such indicators should be intuitive. After some discussion, it was agreed that it is helpful in such an exercise in measuring progress at every stage – to cost and to justify the costs. The point of doing this exercise was to challenge ourselves to be a little bit more rigorous in our thinking about our own work. It was felt that this is necessary if we are to demonstrate that we are achieving something. Similarly, if civil society is challenging Government to be able to produce these kind of indicators – there is a need to 'put our own house in order'. We need to be able to demonstrate the effectiveness of our work, as part of our own reflection and lesson learning, as well as being useful for donor reporting.

Participants worked in groups to identify examples of the different kinds of indicators (process, input, output, outcome, impact). In the time available, it was not possible to make these SMART, so what is recorded below is simply the kinds of issues, which could be developed into fully-fledged indicators.

Among the potential **process indicators** were

- The sampling procedures
- Participation in the Planning Process (Strategy, Tools, Development) – this is being done in Uganda already as part of the consultation process and deals with questions of who was involved in the process, where they were from
- Number of Partners / Allies involved in the development of the process;
- Issues of Timeliness (how timely is the exercise – deviation from the planned time);

It was pointed out that the process indicators in particular do not have to be about numbers, but can be qualitative in nature.

The **input indicators**, as could be expected, dealt very much with the resources and personnel given over to carrying out the work. Suggested indicators at this level include:

- Fieldworkers available and trained; Amount of personnel (including data entry clerks, entry and analysis, report writers)
- Budget available (size of the budget);

The **output indicators** covered the following:

- Study conducted
- Analysis conducted
- Report produced (Number of copies produced and distributed)
- Findings Disseminated (Number of feedback meetings with community / stakeholders, media, policymakers
- Deadlines met

In addition to these very quantitative indicators, it was also felt that there was space for some qualitative indicators, concerning the quality of the report and its user friendliness.

There was also discussion over where the number of meetings belongs – as a compromise, it was agreed that how the indicator is phrased determines where it belongs. It also relates to the function of the meeting, for example whether it was part of the alliance building before carrying out dissemination work. It also has to do with who is calling the meeting. If the organisation in question is inviting people to attend and pays their expenses, it is more an indicator of activities having taken place than it is of the success of the dissemination. On the other hand if other organisations invite researchers to a meeting because they wish to find out about the research findings it can be a good indication of interest in the work.

The potential **outcome indicators** were identified as follows

- Strengthened Capacity of civil society;
- Awareness;
- Policy Declarations (there were examples of this already being achieved from Azerbaijan, where the government has made a declaration on IDPs / Refugees and made amendments to the budget);
- Better schools – more materials, more training for teachers;
- Greater efficiency and effort to allocation of spending;
- media prominence;
- Reactions from stakeholders, community and policymakers;
- Number of beneficiaries (meetings, infrastructure (classrooms etc), people trained, committees established).

The discussion over **impact indicators** was somewhat more contentious, with some arguing that an increase in the budget allocation to a particular area was sufficient to assess the impact of the study. Others charged that this did not meet the criteria for improving the livelihood of the population, and that increases in the allocation to a specific area fell more under the heading of outcomes. It was felt that impact indicators can be compared to the 'aim' line of a log frame, and hence are largely general. They often relate to long term social change that can take more than five years to show through.

The Impact indicators that were suggested during the session are as follows.

- Affordability of social services,
- Increased contribution of government,
- Accountability of government;
- Reduction of Poverty;
- Involvement more of organisations – influence, putting your mark on the map;

- Better education / Quality of education services improved;
- Policy change

In the discussion that followed, it was stressed that the inputs and outputs are very much under the control of the implementing agency, and that outcomes and impacts are much less so. It was felt particularly useful in looking at things this way, as for example a study could have an outcome concerning generating debate and building credibility of the network – but still may not make an impact in terms of changing policy. At this point, the long term nature of impact was also stressed.

This session also dealt with issues of attribution – it was felt that this is increasingly difficult as we move towards impact – it is very hard to say that a report produced by a civil society organisation (or indeed anyone) has led to a decline in the poverty level. However, it may be reasonable to assess that it had some influence on this, in conjunction with other activities. This is, however, a problem for agencies who have to seek funding from donors, as many of these demand to see the impact of their work as distinct from that of other players. The solution to this was to not over claim responsibility, but rather to talk about contribution.

One way of assessing the strength of different contributions is talking to those who are targeted with the work. Research carried out under the auspices of the Uganda Participatory Poverty Assessment (UPPAP), established that the media take their information about corruption from Uganda Debt Network, underlining the effectiveness of their work. Monitoring media coverage of a particular issue or organisation's standpoint on that issue can also be used.

Another way of assessing outcomes and attributions was given from Malawi, where it was possible to have a control environment for the PPEs. There were 12 of these, of which Civil Society monitored nine – the money for these were fully allocated, whereas sizable portions of the budgets for the other three 'disappeared'. This suggests that the work of Civil Society had some contribution to ensuring the allocated budget went to the sectors it was supposed to. Comparing what is being watched and what is not is perhaps the easiest way of assessing the success of expenditure tacking.

There was also an issue raised connected to whether the agency would want to take credit for some of the decisions that were taken. The example was given of improved budgetary allocations to a particular sector – this should really be ascribed to MPs and government doing their job properly, and it should not be implied that the intention of Civil Society is to take over the budgeting processes.

International Linkages and Alliances

This short session focussed on linkages between local/national level monitoring exercises and international advocacy issues, particularly dealing with the disconnect between (a) pressing the international community to obtain more money for priority sectors (living up to their international commitments on this) and (b) spending what is available more wisely

Panel Discussion on linking national and international levels

The session was conducted as a panel discussion with contributions from the floor. The panellists were Basil Kandyomunda (Uganda Debt Network) (BK), Max Lawson (Oxfam GB) (ML) and Anne Jellema (Global Campaign for Education) (AJ)

Panellists were initially invited to comment on the use and value of international forums.

BK: UDN started as a coalition around **debt relief**. Local and international forces campaigned together from 1996. However, it became apparent that poverty reduction and better services was not only an issue of debt relief, so they registered as a local NGO. Uganda was the first country to get HIPC debt relief, channelled into the Poverty Action Fund (PAF) – which identified priorities for spending. According to the plans, most resources were going down to community level, so UDN had to decide how to monitor, but to also empower communities to articulate their own needs. Policy means nothing until it translates into well-being at community level. UDN facilitated the discussion on PEAP. In every policy process UDN is now amongst the first to be invited to participate, and they have big impact on policy discussions. However, in Uganda there is a big **donor presence and influence**, so UDN works also at national level with these players. UDN is also involved in IBP, Afrodad, and Eurodad, which have an influence on national and international processes.

AJ: **Donors have a very direct role in budgetary problems in third world countries**. Aid practices distort budgetary processes. They undermine the accountability of governments to their own people. In some countries, the World Bank has to sign off on the budget before it can be presented to parliament. This makes very little space available for citizens. This issue needs to be tackled at national level, but also at regional and international level, as through the Jubilee 2000 Campaign. Once you make those international linkages, you can bring in the public in the North, whose governments resource the agencies like the World Bank etc – and that can have a big impact.

There are also **technical issues around donor involvement**, for example, in sector plans. Why did Malawi monitor textbooks? Most textbooks supplied to schools come from the donor directly, by passing government systems and processes. There was money in the national budget, but it did not get spent. In other words, government resources and processes were being pushed out of the way, however well intentioned the donor. There are also many well documented problems of project approaches contradicting with each other and also of donors funding capital expenditure, but not recurrent, so that for example, schools can be built but without the funding to cover teachers salaries.

National level work has increased leverage if it links with international work. Most governments have signed up to international and regional targets, though these tend to be more general than for example, PRS targets, which are more country specific. Because these international targets also have the backing of UN agencies and various bilaterals they have broad based support and energy. This can give leverage to get more resources and support at national level. It also helps to get more energy from the Northern public, who pressurise their governments in support of ensuring that the targets are achieved.

Work at international level also means access to international and regional forums where finance ministers and others meet. If we organise to get access to those forums to present the evidence, it will give collective and individual country influence. It is often easier to get access to a minister at an international meeting, for example, than to get a meeting in his office. Horizontal linkages also help with meetings, such as this one, to share methodologies and tools for example, and also to agree key messages to get across to national and international forums. These will then have more weight, as representing a collective voice

On the whole, international and regional linkages generate a win-win situation. However, this is not to say that there are not problems.

ML: There is a problem in current work, which was not there with the debt campaigns. **Global objectives are about more money. At local level it is more about money at national level being spent properly**. The Northern commitment is to more money, and more debt relief, but at national level there is more focus on accountability and corruption with national governments. We need to address that debate, or we are not going to win at the international level. The World Bank will say no more money to a particular country as it is corrupt and the money will not be spent properly. The Southern argument is about making government work, whereas the Northern debate is about more money, though, in fairness, they are increasingly talking about coordination and accountability with aid.

How do we tackle the contradiction? We need a clear programme of good **budget tracking** to show civil society is really watching what is happening, to be convincing that more money would be properly used.

We need also to start challenging myths about **corruption and absorption**. Donors are part of the problem with why governments cannot absorb. We cannot wait until a country is a good performer before giving them resources. Even if all money is well spent, it still wouldn't be enough to provide decent basic services to the population. We do need to be asking for more – and for greater accountability as well. Corruption does exist but the need then is to tackle it, not just to use it as an excuse for doing nothing.

BK: We also need to be specific about what kind of money? Not just any – need to make a distinction between loans, grants, debt relief and then also trade justice, which would enable greater generation of a country's own resources.

ML: The WB and IMF use corruption as an excuse for fiscal constraint. However, we must not 'throw out the baby with the bathwater' – need to be able to deal with it. That is why tracking is so important. Tracking enables the issue to be tackled and to avoid excuses.

We need more detailed work at national level about what is actually happening with donor money, to get at the issue of absorption. This is linked to the Fast Track Initiative and the need to agree indicators for donor practice. Donors are hiding behind government and laying blame there, when there are problems with what they themselves are doing.

BK: Is **corruption** really a reason for not giving money? No, not really. Some very corrupt governments carry on getting money such as Uganda. WB is corrupt as they give money to their friends. We need to tackle the bilaterals. They just give money to their friends and monitor carefully their spending. There are examples in Uganda of resources continuing to be allocated to projects, which are not carrying out stated aims or activities, and even without adequate reviews of what is happening. Sometimes international linkages can help with this. An example was given of highly problematic on-going donor funding for nutrition and early childhood work, which Save the Children took up at international level, and UDN took up at national level.

AJ: **Linkages between levels can be very powerful**. Cost sharing in education was in the interim in PRSP in Tanzania but there was a lot of opposition to it in Tanzania. Simultaneously there was also a lot of activity in the US from churches putting pressure on Congress that aid money should not be put into programmes which support cost sharing. Because of this, the interim PRS could not go ahead. There needs to be more of this kind of link up.

Most people in the North believe that aid helps alleviate poverty, they don't know what the real grey areas are. If they did, they would put a lot of pressure on governments to change their policy for example, towards the World Bank. There is also potential to use **regional groupings**, such as through ANCEFA. There could be collective action involving relevant CSO alliances, to influence, for example East African Community, SADC, AU and NEPAD.

We have to **challenge CSOs in the South**. There are very many organisations, but very few are committed to policy work, and even fewer really 'put our heads on the chopping board', to expose the problems that are there. Shrinking traditional job markets mean that NGOs are the new job market. Not all are activists, it's just a job. When you start building coalitions, we need to understand that numbers are not always a strength. Some people are only doing it for a job and for allowances.

There is space for us but we don't use it fully enough. There is a related issue of capacity.

Linkages may be there, but if you do not have the skills for advocacy to work at international level, then we will not get any benefits. Coordination and information sharing still weak even at national level.

On the other hand, **CSO strategies are also distorted by donor priorities**. For example, a donor might say you have to say will engage with government, when actually the organisation sees the need to be confrontational. Once you are in the space allowed for participation, you get heavy condemnation from government if you are part of the process and then go outside and criticise decisions made as part of a process you have participated in. There is a cultural issue that some people have to overcome. It is possible to be critical without it being taken as a personal affront. How far are we prevented from really examining donor practices because of the funding that CSOs receive from the bilaterals? How easy would it be for Oxfam to criticise DfID, since a large proportion of their funds come from DfID?

There is also a need to understand that the **debates are actually more nuanced than is often seen.** For example, government criticises NGOs for paying allowances as this means that government cannot do its work because they cannot keep pace with the level of allowances NGOs pay. NGOs often do not recognise, for example, staff shortages which effect government capacity to deliver, even where there is the motivation to do so.

Concluding remarks:

BK: We need to get the fire back that was there over debt. In terms of confrontational issues – local NGOs have the edge. We do not have to be in line with INGO head offices. Our policy starts and ends with ourselves. We need each other to make it happen

ML: We need accountability of donors, govt and ourselves. Credible work and research is the basis of this.

AJ: Governments and donors have a pact. The need is for a sound plan and then the donors deliver the extra funds. The Global Initiative is the way to make this pact happen.

Forward Planning

The focus of the last sessions of the workshop were on ways forward. Time was provided for participants to work in country groups to develop a definite country plan. It was recommended that this should address

(a) How this workshop is going to be shared in country, where possible (eg participants present have a mandate / authority to do so)

(b) How the lessons learned from this workshop can be used for planning future tracking studies

(c) What could most usefully be done in terms of keeping going as a group, for on-going sharing of information and learning

(d) Immediate feedback to GCE and ChristianAid plans.

Additional Inputs

There was a short session of sharing existing plans and possibilities to give the national teams further stimulus for their future plans.

Action Points!

- **GCE Global Education Watch**. This was explained through a PowerPoint presentation, which is included with the CD Rom. A budget tracking exercise is being considered as one of a number of options for monitoring movement towards EFA goals at national, regional and international levels. Anne Jellema wanted to assess levels of interest in this. She needs to have feedback within the next two months from national coalitions before GCE plans are finalised.

- **ANCEFA Real World Strategy**. This will cover 10 countries, six of which are in East and Southern Africa. Country networks and coalitions work with their members to identify their needs, and there will be 'regional expert teams' (drawn from national coalitions and others with appropriate capacity), who can help build capacity. This should not be an add on separate project, but part of on-going capacity building support. Will also be 'country conveners' to work with national coalitions to support national coalitions. It will be a two year project. It should have started last year, but now there are plans to move forward immediately. Country level meetings need to be between March and end of April.

- **Christian Aid**. Their partners have identified the need for a tool to help them with PRS monitoring and budget tracking. There is already a lot of information, especially from the World Bank, but they wanting to do it from a civil society perspective. It would very much build on materials from this workshop, but making an accessible tool-kit, which could be used by people who had not attended the workshop.

- **Capacity Building on Budget Analysis and Awareness.** TEN/MET and Oxfam had produced a booklet called 'A Simple Guide to Working with Finances and Education'. Much of the information is applicable to all sectors, not just education. Most of the examples are related to Tanzania, but it is being provided to all participants in electronic copy on the CD, as it would be simple to change the examples and publish a different version specific to a different country.

Immediate feedback to GCE was that there would be interest in a 'Global Education Watch', but consultation was necessary within national coalitions. The Proposed ChristianAid toolkit was widely welcomed with various of those present offering to provide case study material to strengthen it.

Participants then broke down into country and other relevant groups to address the following questions:

1. How is this workshop going to be shared at national level?
2. What budget tracking and other budget work is being planned? When are they likely to be available? Which specific parts of this workshop can be incorporated into it?
3. How can we usefully keep going as a group?

The following table provides answers to the first two questions, with the third one being discussed in plenary at the end.

Table Five: The Next Steps and Future Actions

Country	How is this workshop going to be shared at national level?	What budget tracking and other budget work is being planned? Which specific parts of this workshop can be incorporated into it?	Other
Armenia, Azerbaijan and Georgia	Do workshop for Oxfam staff and partners and send materials	Do the indicators better Do more bottom up monitoring Do gender budget monitoring Fit the workshop findings to our local context	
Ghana	To organise a one day workshop for Oxfam partners involved in monitoring	To work with partners to organise women in selected districts to assess and monitor gender related projects in	Linkages: exchange relevant literature and

		gender related projects in district budgets, budget analysis, planning and implementation. Also, evaluation of the HIPC Watch project, using tools of impact assessment	literature and visits between SEND and UDN (Oxfam Ghana); Establish learning links between GNECC/NNED and TEN/MET
Kenya		Planned work for Elimu Yetu Coalition: Monitoring Free Primary Education grants; expect report at end of 2004 (using CEF funds)	Suggest CEF / Chike produce a matrix on work funded through CEF
Malawi	Summarise the workshop: Share the report to members (electronic list-serve and meetings) Assist in planning budget work in networks (sectoral planning) Share with government officials (evidence from DfID education specialist)	Budget monitoring by sectoral networks (April/May) Satisfaction Delivery Surveys (MEJN) April – June) Budget Tracking – NDI (on-going). Data generated used by networks in monitoring and triangulation Results dissemination June – August: parliament; Government / Executive; Civil Society (strategising and teaming up); Media Specific workshop components to be used: selecting indicators, sampling, designing of research tools, advocacy and international linkages especially GCE.	
Tanzania	Debrief steering committee and members Hold follow up workshop on budget tracking Dissemination workshop (AGM)	Conduct training on budget tracking for the network with emphasis on methodology Also follow up study on budget tracking Information sharing electronically; additional support required is facilitation for attending meetings and workshops	
Uganda	UDN to share electronically the workshop report and resources with partners etc. Oxfam (via Monica) to share with staff and the NGO Forum UDN to use this to inform work with CBMES	UDN – to use this in the Budget Transparency project with Municipal Government (Kampala) to enhance community participation. Particularly using PRA tools (REFLECT); Oxfam working with women's groups to carry out a gender budget analysis of agriculture.	Uganda, Kenya and Tanzania regional connections and visits in addition to emails etc Work on-going – development of a learning document of UDN's experience in Participatory

			Budget monitoring in Uganda.
Yemen	Debriefings and sharing the materials (Oxfam staff and relevant partners) immediately	Service delivery monitoring by CSOs (on-going); training of CSOs on budget analysis (March 04) and Gender budgeting (March 04)	
Zambia	CSPR monthly steering committee ZANEC board meeting Oxfam Programme meeting Sharing the workshop report – half day discussion	CSPR (IDASA) TOT Training Pamoja Training (REFLECT) Mid-Year ZANEC and CSPR members Will incorporate material from budget cycle, sessions on methodology, indicator setting and how to measure impact)	Additional support for information flow, technical support, and financial (additional resources). Request to make use of Kate Newman for community training and capacity building.
Oxfam's HECA region	Report / resources to share with networks / coalitions / Oxfam partners	Could use through Real World strategy and Oxfam partners etc to promote / encourage others Janice and Andiwo as regional resource persons	Matrix / 1 paragraph summaries of basic information on existing work done in budget tracking would be useful Additional support – training package /manual on : budget tracking tools; research; policy analysis; Monitoring and evaluation. Do these exist with other agencies?
HQs of the Inter-national Organis-ations present.			General manual on budget tracking (interagency) Website linking IBP and GCE focussing on budget tracking

There was discussion of the best ways to keep working together as a group, in some form of 'community of practice'. It was agreed to:

- Use the e-mail addresses provided during the workshop (annex one) to contact people according to need.

- Oxfam to establish a list-serve, which would be used to communicate to all any specific progress, reports, lessons learned and so on. People should avoid using it for just 'thank yous' and so on, so as not to clog people's mail boxes.
- In Mid August all participants committed themselves to sending an update on their work over six month period. Paco from Oxfam will send a reminder in early August.

Closure of the Workshop.

Participants revisited the objectives of the workshop and agreed that we had covered what we had set out to do. After this, Sheila Aikman thanked all present for their various contributions, and in particular the two facilitators, and closed the workshop.

ANNEX ONE: LIST OF PARTICIPANTS AND CONTACT DETAILS

1. Mr Arman Navasardyan	Republic of Armenia	anavasardyan@oxfam.org.uk
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26. Ms Anne Jellema	South Africa	anne@campaignforeducation.org
27. Mr Gregory Chikwanka	Zambia	cspr@zamnet.zm
28. Mr. Rhino Chiphiko	Malawi	rchiphiko@malawi.net
29. Ms Chilufya Kasutu	Zambia	ckasutu@oxfam.org.uk
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34. Chris Pain	Malawi	chrispain@yahoo.co.uk
35. Kate Dyer	Tanzania	brandondyer@eoltz.com

ANNEX TWO: ANALYSIS OF EVALUATION FORMS

Participants were asked to complete a brief, two page, evaluation form at the end of the third day. The form contained both quantitative and qualitative questions.

On the quantitative element, participants were asked to respond to 11 questions covering various aspects of the workshop – they were asked to rank their satisfaction on a scale of one to five (with five being the highest score possible). From this it appears that the quality of the facilitation (4.46), the plenary discussions (4.29), the resource person's presentations (4.18) and the handouts (also 4.18) scored highest. On the other hand, administrative arrangements, such as the quality of the food (3.25), the quality of information prior to the workshop (3.35) and the travel and accommodation arrangements (3.8) scored the lowest.

How would you rate the quality of the resource people's presentations	4.18
How would you rate the quality of the facilitation	4.46
How would you rate the quality of the information prior to arrival at the workshop	3.35
How would you rate the travel and accommodation arrangements	3.80
How would you rate the food	3.25
How useful did you find the case studies for informing your own future work	4.14
How useful did you find the quality of the handouts	4.18
How useful did you find the plenary discussions	4.29
How useful did you find the small group work	4.14
How did you find the balance between the plenary discussions and the small group work	3.93
How valuable did you think the field trip was to improving your understanding of how to carry out an expenditure tracking exercise	3.89
Overall Average	**3.98**

The results of the qualitative questions reinforce and explain the quantitative scoring.

On the **Facilitation** participants suggested that the facilitation had created an excellent learning / sharing atmosphere, and in particular the dynamic exercise contributed to learning about people's work without getting bored by too many presentations (in this regard, the gallery walk as a means of introducing everybody's work was well received). In particular, favourable comments were passed about the balance between group and plenary work.

While one participant suggested that there had been over 90 per cent participation, another commented that there was a need to control the level and contribution of some to prevent their domination of the discussions. A further suggestion was to have a few more interactive ways of considering elements of budget tracking, such as the sampling and indicators.

One participant commented that the workshop was useful because it built up slowly towards getting us to understand what is meant by budget tracking. It was frustrating at the start but once we got to the end I understood why we had to be clear and focussed about what we are doing. GOOD PLANNING.

Finally, the immediate inputting of the results from the participatory work into the computer and the provision of this during the feedback session seems to have been well received and was seen as contributing to participants learning what has been done.

On the **resource person's presentations**, it was felt that the case studies were particularly strong, and a good way of getting the experiences from the participants. (However, one comment was passed that the case studies were a bit too homogeneous in terms of region and subject, meaning that some participants wondered about their applicability to their own subject area and region.)

Further to this, participants seemed to be satisfied with the mix of practical, in country experiences, and the brief overview of the theory presented at the start – in particular, this was mentioned for the discussion on the budget cycle, indicators and sampling. The discussions on the political and economic context in which to carry out any budget tracking exercise also seemed to be well received.

On the specific use of introducing the **Case Studies** as a means of illustrating the discussion it was felt by some that this could have been done better.

On the **Field Visit** many participants felt that this had been a worthwhile exercise, in terms of exposing those present to the reality of the education sector in Malawi. To improve this in the future it was felt that providing better information on whether expenditure tracking is actually being carried out at the facility level, or actually asking participants to field test elements of an expenditure tracking exercise would be beneficial.

The discussions on **Methodology**, **Advocacy** and **International Linkages** appear to have been particularly singled out as requiring more attention (even though some of the other sessions such as indicators were mentioned, but less frequently). On Advocacy, participants would have liked more information on tools and means to get message across and practices and real examples of impact from anywhere. There was also a feeling that including this session on the final day meant that participants were too tired to discuss this in detail.

Of the issues that were not particularly covered in the workshop, Gender budgeting and Budget Analysis (specifically how people have taken am 800 page budget document and managed to identify useful bits) were also singled out as areas requiring more information.

On **Administration** the participants had a number of suggestions to make to improve this for future such workshops:

- Photocopying and provision of handouts need to be done in a timely manner (having this done quite a distance from the workshop centre caused unnecessary delays in this)
- Prepare a more detailed handout and resource file
- Handouts should be ready in advance
- The Venue was too far from other facilities, and was lacking in certain key elements such as reliable e-mail communication

Finally, one participant commented that the *administrative issues were like in deep forest – no light, no understanding, no responsibility*.

ANNEX THREE: OVERVIEW OF ACTIVITIES OF PARTICIPATING ORGANISATIONS

Country	Organisation	Name of those Participating	State of the Sector	Information about Organisation	Information on the Study Undertaken	Impact	Lessons Learned
Armenia	OXFAM GB Armenia Transparency International	Arman Navasardyan Varuzhan Hoktanyan	Institutional accountability, transparency, anti-corruption	Centre for Regional Development / Transparency International (Armenia)	Expenditure Tracking and Performance monitoring of schools of Shizak Mazz, June 2003 – May 2004 1. The implementation of the project will (a) enhance the accountability and transparency in the financial management of the general secondary schools (b) involve the community members, especially poor (local NGOs other stakeholders) in the decision making process in public sector (c) enable to trace possible malpractices and differences in schools financial management 2. The project consists of three major components (a) tracking	Interim – (a) No serious problems, delays of loss have been revealed so far in the flow of means from the state budget to the school budget. (b) community members are in active participation in public hearings conducted in the schools (c) public officials were cooperative and transparent in giving needed information to the members of the project team (d) gender equity in the parental councils, pedagogical councils and partially in school boards through which the community members participation in decision making is institutionalised	(a) More elaborate preliminary desk research (in the phase of proposal development) is necessary; (b) Corruption and other problems mainly exist in the nest chain of budget flow – that is, inside the schools which requires another serious study. (c) in overall school boards and other institutions designed for the involvement of community level and grassroots in decision making are very passive. Other possible institutions should be activated or legal basis and procedures for the operation of existing ones be revised.

Country	Organisation	Name of those Participating	State of the Sector	Information about Organisation	Information on the Study Undertaken	Impact	Lessons Learned
					expenditures of selected schools aimed at finding possible problems and bottlenecks (b) dissemination of the obtained information among stakeholders and beneficiaries (c) monitoring the performance of the selected schools in order to detect how the means spect enhanced the performance of the schools		
Azerbaijan	OXFAM GB / Azerbaijan	Leyla Karimli	Restricted Access to Information Corruption Ineffective Governance SPPREQ (PRSP)	Expert Economic Magazine (Union of Economic Journalists – GB / Azerbaijan)	The study aims at identifying whether (1) budget expenditures in health are effective (ii) resources allocated in health expenditures are delivered to beneficiaries as put in the budget document (iii) different strata if population can equally benefit from the stat expenditures on health – NB the study is on-going the	EXPECTED Poor people can benefit from state expenditures on health that are more effective in the state budget for 2005-6	

Country	Organisation	Name of those Participating	State of the Sector	Information about Organisation	Information on the Study Undertaken	Impact	Lessons Learned
					report will be ready at the end of march.		
Cambodia	NGO Education Partnership (NEP)	Leonie Venroij		Communicate about Ministry Reform and NGO Member Experience Represent NGOs at Ministry and Donor Meetings Canvas Opinions, Circulate Information, Elicit Responses (Represent as one voice – no yelling!) NEP Gets Invited and Government is more willing to listen Concerns – Common Terminology Independent intern auditing before fact spending – no control mechanism when yearly lump sum . Decentralisation – many steps, no management skills and training - Disbursement in cash (no paper trail) - No external	NGO Forum NPRS Implementation – Government gives annual progress report – NGO statement (sectoral groups) Govt consideration to NGO comments NPRS process led to sharing and discussion of Poverty Reduction proposals Discussion largely donor led NPRS summary of existing plans of sector Sector dominated by different sets of donors NPRS introduced in existing dysfunctional planning system – largely unchanged Leading to unclear prioritisation and overlaps NPRS overlap with social economic		

Country	Organisation	Name of those Participating	State of the Sector	Information about Organisation	Information on the Study Undertaken	Impact	Lessons Learned
				audit / watch dog	development plan Min Econ and Finance Min of Planning (both compete to lead planning) NGOs need to encourage better links between planning and output (eg prioritisation and disbursement) – action plan costs four times more than budget received by Sept 2003, 80% of 2002 disbursed.		
Georgia	Young Economists' Association of Georgia Association of Disabled Women and Mothers of Disabled Children Grassroots Support Centre	Tamar Sabedashvili			**Main Activities** Monitoring of the Georgian State Budget Monitoring of Zugdidi Regional Budget Monitoring of the State Program on Urgent Medical Care	**Impact of the Project** Increased Media involvement in the budget monitoring activities (in average 6-7 publications covering the activities of the project per month); The State Minister of Georgia ordered Ministry of Finances to prepare comments on the findings of the State Budget and Zugdidi	**Lessons Learned** Unpredictable political changes, even positive ones, can diminish the impact of budget monitoring findings; Strong need to develop gender budget monitoring tools; Importance of personal contacts for gathering and dissemination of information.

Country	Organisation	Name of those Participating	State of the Sector	Information about Organisation	Information on the Study Undertaken	Impact	Lessons Learned
						Regional Budget monitoring report; Ministry of Health and Ministry of Finances admit that findings of the monitoring report on the State Program on Urgent Medical Care should be taken into consideration; Zugdidi local self-governance mobilized.	
Ghana	Social Enterprise Development Foundations (SEND) / OXFAM GB Ghana	Kuupiel Cuthbert Baba (SEND) Mohammed Baba Tuahiru (OGB)	Ghana Poverty Reduction Strategy (GPRS) with emphasis on HIPC funds usage - Inflation 23% (2003); 12-15% (2002) - GDP 5.2% (2003); 4.7% (2002) - Interest Rate 26% (2003); 30% (2002) - Budget Deficit Targeted at 3% for 2004 - Poverty Incidence 39%		Ghana HIPC Watch – Overall Goal *to enhance impact of GPRS on Livelihood Security (food and income) and welfare needs (health, education, water and sanitation) on the resource poor.* Objectives (1) Awareness creation of the GPRS (2) Establish and Strengthen Participatory Monitoring and	More than 200 CSOs educated on GPRS Media awareness and interest in project established Over 90 women leaders trained on the tenets of the GPRS to enable them educate their Constituents A PM&E manual developed and launched 25 district HIPC monitoring committees have been established and	Partnership approach is a good option for undertaking PM&E There is a keen interest at the community level to engage in monitoring of public projects Government can be willing to adjust through constructive engagement with CSOs Focus on HIPC limits ability of project to assess impact on

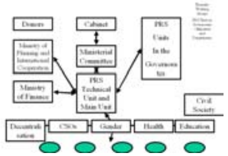
Country	Organisation	Name of those Participating	State of the Sector	Information about Organisation	Information on the Study Undertaken	Impact	Lessons Learned
			- Poverty Among Food Crop Farmers 59% - Under 5 Mortality Rate 200/1000 - Growth Rate of Agriculture 4.1% (2002) - GDP / capita Growth 1.9% (2002); 2.1% (2003) - Gross Primary School Enrolment 77.6% (2002) - Growth Rate of Industry 4.7% (2002)		Evaluation Capacities of Focal NGOs, District HIPC monitoring Committees (DHMCs) and District Assemblies to participate in the HIPC process Strategy – Workshops, replication and circulation of GPRS document, publications, lobby team, PM&E framework, field monitoring Key Monitoring Indicators – Good Governance, Accountability, Equity	been established and are operational A sense of accountability and transparency of district assemblies developed	poverty reduction
Kenya	Elimu Yetu Coalition		Free Primary Education (Since 2003) Direct disbursement of government grants to schools Communities / parents / schools not	Elimu Yetu is a lobby group for education for all in Kenya. Has a membership of over 40 organisations – OGB is a members. Lobby for EFA by 2015 and mainly	Study undertaken at two levels – two districts and national. - Identify key actors in education - Identify their contributions - Identify availability	Awareness of the community / parents / schools CSOs on the budgeting process and watch dog role Parents asking questions on grants	Budget Making and budgeting process is so technical that there is need for stakeholders to understand the biggest picture to be able to identify

Country	Organisation	Name of those Participating	State of the Sector	Information about Organisation	Information on the Study Undertaken	Impact	Lessons Learned
			involved in budget process Govt budgeting process centralised with less room for influencing from other stakeholders – parliament included General ignorance on the budgeting process in the country	involved in campaigns, research, capacity building communities and other organisations to engage government on policy change. It is the biggest voice on EFA in the country. Amongst many campaign / strateges is the development of the budget tracking tools	of resources at all levels Formulation of budget tracking tools - Planning / budgeting - Allocation / disbursement - Implementation / Utilisation - Monitoring / Auditing (Tools have been translated into Kiswahili and Kimaa languages and 3000 copies have been shared out) Dissemination and training of trackers - Tools were launched and disseminated to key stakeholders (EYC members and districts) - Trainings on use of tools were undertaken Training of trainers - District Inspectors	given to schools under FPE (disbursements published in the press)	- Windows of opportunity for influencing - Who to influence - At what stage of the process to influence for maximum effect / impact

Country	Organisation	Name of those Participating	State of the Sector	Information about Organisation	Information on the Study Undertaken	Impact	Lessons Learned
					of Schools - CSOs - Parents Associations - Teachers Unions - The Media - Groups in Urban Informal Settlements Establishment of tracking teams - National Level - Provincial Level - District Level		
Malawi	Malawi Economic Justice Network	Dalitso Kubalasa		Activities / Programmes (i) economic literacy for CSOs / Grassroots; MPRSP / budget monitoring – inputs, outputs, outcomes and impacts; Budget participation initiative – budget training CSOs Successes – Established conduits of information to grassroots through district chapters; established effective	Participatory Research and Survey - Service Delivery Satisfaction Survey (MPRSP and Budget Impact) - Advocacy / Dissemination with feedback to Parliament, through the budget and finance committee and other committees, government	Changed government attitude towards civil society in Malawi – positively growing, and is now a key partner and making a constructive contribution	

Country	Organisation	Name of those Participating	State of the Sector	Information about Organisation	Information on the Study Undertaken	Impact	Lessons Learned
				CSO division of labour (advocacy, research) through sector specific networks (in agriculture, health and education); enhanced level of participation (by communities) in budget monitoring / tracking	ministries and other stakeholders; Radio, newspapers and community feedback sessions Initiated national budget analysis – slated recommendations for allocations revisions geared for pro-poor		
	Civil Society Coalition for Quality Basic Education	Rhino Chiphiko; Limbani Nsapati, Chikondi Mpokosa		The Coalition provides a voice for the marginalised in education and carries out - MPRS Budget Monitoring - Community Mobilisation - Research - Capacity Building of CSOs - Advocacy This is done through sub-committees to which coalition members belong The coalition has also developed	Have been carrying out a successful budget monitoring exercise since 2002	Since carrying out the budget monitoring exercise and advocacy have managed to Get suggested PPEs incorporated into Govt PRS	There are a number of challenges facing Civil Society - Member CSOs have limited skills for monitoring and evaluation, advocacy and research - Communication within the Coalitions - Civil Society is young and politicians are yet to become familiar with them - Government failure to implement and

Country	Organisation	Name of those Participating	State of the Sector	Information about Organisation	Information on the Study Undertaken	Impact	Lessons Learned
				partnerships with other networks locally and internationally. Achievements - Membership increase to 46 - GCE activities			disseminate key education policies and strategies - PPE (Protected Pro-Poor Expenditures) are not adequately protected in the education sector - Community Involvement in expenditure tracking needs enhancement
Tanzania	Tanzania Education Network / Mtandao wa Elimu Tanzania	Janice Dolan Kate Dyer, Nico Shauri Eatlawe, Stanley Kachecheba, Silas Likasi, Christine Okurut Obure	Tanzania has embarked on huge programme of education known as Primary Education Development Programme (PEDP) – HIPC Funded and free. Objectives of PEDP - Enrolment Expansion - Quality Improvement - Capacity Building - Institutional Arrangement	TEN / MET is an informal coalition of international / national and local NGOS / CBOs established in 1999. Steering Committee oversees it while a coordinator, programme officer and office assistant are involved with the daily running of the network	TEN / MET undertook a study on financing for school committee training and teacher in service training in September 2003, 14 districts (of 123) in six regions (of 22).	Some government officials at district level have been awakened Some NGOs have decided to take this up in their own areas (including CSO Capacity). Increase budget allocation to capacity development in this year's budget guidelines	

Country	Organisation	Name of those Participating	State of the Sector	Information about Organisation	Information on the Study Undertaken	Impact	Lessons Learned
Uganda	Uganda Debt network	Basil – UDN Monica - OXFAM	HIPC gains are not enough to adequately reduce poverty. Compounding this issue is lack of capacity of local government politics and corruption. Added to this is World Bank PRSP prescriptions (privatisation, downsizing of the state, manage inflation as opposed to increased services)	UDN started in 1996 to campaign for debt relief (As a coalition). In 1997 it registered as an NGO. Its mission is to promote and advocate for pro-poor policies.	Monitoring the use of the school facilities grant for primary schools	Revision of SFG guidelines	- Challenges of decentralisation (who is accountable? Where does the buck stop?) - Empowering communities to challenge government and monitor use of resources is very important. Leads to democracy - Governments can listen to civil society – if you have facts and a strong constituency
Yemen		Ayman Omer Yaser Mubarak	(i)PRSP in Yemen Interim PRSP – April 2000 – Feb 2001 PRSP (May 2002) Duration 2003 – 2005 Axes: (1) Economic Growth (2) Human Resources Development (3) Infrastructure (4)Social Protection (5) Participation and		Focus – Availability, accessibility, quality and sufficiency of (i) education (ii) Health (iii) Drinking Water Supply Objectives – Monitoring, planning, advocacy Implementers – 9 diversified CBOs with OXFAM's technical		

Country	Organisation	Name of those Participating	State of the Sector	Information about Organisation	Information on the Study Undertaken	Impact	Lessons Learned
			(5) Participation and Good Governance – Cross Ctting		and financial support Coverage – 9 sub-districts in 7 governorates Duration – Jan to April 2004 Preparatory Work – TOT (18 from 9 CBOs) Participatory Development and Methodology (Household Questionnaire and PLA methods and tools). Training and data collection teams (local CBOs networks composed of 92 CBOs) Field Work – On Going Analysis and Reporting – Will be undertaken by the CBOs after being trained by a national consultant		
Zambia	Civil Society for Poverty Reduction (CSPR) Zambia National	Chilufja Kasuti (OXFAM) Joe F	State of PRSP Third year of implementation HIPC funds not	Activities - Monitoring PRP funds - Production of	Future - Expenditure tracking for poverty programmes		Budget tracking work for a number of CSOs is fairly new Requires

Country	Organisation	Name of those Participating	State of the Sector	Information about Organisation	Information on the Study Undertaken	Impact	Lessons Learned
	Education Coalition (ZANEC)	Makano (ZANEC) Gregory Chikwanka	entirely used for intended purposes PRP given big allocation in 2004 budget State of Education Strategic Plan 2003 – 07 9000 Teachers Unemployed Free Education Directive Rise in Community Schools (Grants to Accredited Schools) Perpetual strike by teachers	newsletter - Monitoring education budget Poverty monitoring through PRAs - Hosting bi-monthly discussion - Simplification and translation of PRSP documents - Pre / Post budget analysis Achievements - PRSP reflecting fairly large amount of CSO concerns - Expanded role of CSPR to include monitoring of national budget in relation to PRS	- Budget tracking training - Study on pro-poor - Study on PRP disbursements since 2002 - Pre and post budget submissions and discussion forums		considerable skill and knowledge building 

In addition to the country information, some of the international organisations present also provided information on their work

1. Action Aid UK

Costs of Education – Short 3 month project took place in 2003

Participatory Research and Mobilisation (integrated into wider network on education campaign).

8 Different countries involved across Africa, Asia and Latin America.

Used PRA tools (trees and calendars) to look at how much poor families were contributing to their child's education (direct, indirect and in-kind; voluntary and compulsory)

Aim was also to get people to reflect on the issue, decide what 'free education' meant to them and what they could do to achieve free education and what they would like people (NGOs) at the national level to do

Results:

- Uniform, often single most expensive cost – extra tuition fees undermine teaching quality in schools, and place education in the wider picture (family planning, farming, income generation)
- Can't look at costs without considering quality
- Attitudes towards cost sharing vary greatly
- No consensus on most problematic costs or what free education means (but transport, stationery, uniforms and school meals difficult and in all countries some level of parental contribution is acceptable – preferably through in-kind contributions / income generating projects)
- Huge variety in costs – both within and across countries, with reports varying from 5 per cent to 110 per cent of family incomes

Groups are now looking at where to go from here – how to link costs with wider work on budgets – different level of integration into on-going work and different level of links with media / government etc.

2. IDASA South Africa

Budget Information Services – IDASA

- Africa Budget project
- Sector Budget Analysis – Local Government, Health, Education, Social Development
- Aids Budget Unit
- Children's Budget Project
- Women's Budget Project
- Tax Initiative
- Budget Training Squad

Africa Budget Project – Unit in BIS

Works to build capacity in civil society and legislators to participate effectively in budget processes in support of poverty alleviation. Activities –

- Joint Research Initiatives
- Research
- Technical Assistance
- Exchange Programme
- Training and Workshops
- Networking and Facilitation of contact between organisations

What we Offer:

- Radio Programmes

- Newsletters
- Research Methodologies / tools
- Numerous Publications eg Budget Guide and Dictionary'
- Budget Brief
- Expenditure Monitors
- Submissions.