



ACTION FOR TRANSPARENCY

Putting the power to change in the hands of citizens

Advocating for Action for Transparency

A Handbook for A4T Advocates

Funded by:



TRANSPARENCY
INTERNATIONAL
KENYA



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INTRODUCTION

This guide is aimed at helping advocates to deliver the one-day workshops on tracking government spending in the health and primary education sectors, which are being organised as part of the Action for Transparency (A4T) program in Kenya during 2017-18.

It sets out a plan for the workshops, giving a structure and approach to the day. It covers the main points of the content, as an indication of what should be covered and what not. Remember, these are one-day workshops and it is not the intention that participants should be educated to degree standard!

Participants come to learn a little more about government spending, so that they can find out what should be happening in their local health centre or primary school, and what is actually happening. We will show them how they can look for further information and report any suspicions of mismanagement or corruption if, for example, there aren't the number of doctors or teachers there ought to be.

The handbook does not go into extended detail about the content of each workshop session. The sessions will have to be prepared by the relevant advocates, close to the delivery time, and making use of the latest and most relevant local information. We hope and expect, of course, that you will share your knowledge and experiences with your colleagues so that each workshop is as effective as it can possibly be.

The plans laid out here were developed at a workshop in Kenya in November 2016, and build on the work of previous Action for Transparency initiatives in Uganda and Zambia between 2013 and 2015. Thank you to all those who took part for their invaluable insights and contributions. I have tried to reflect them as fully and accurately as I am able. Where I have made errors, I apologise. I invite you to make corrections.

This is intended to be a living document. It will evolve and improve as more workshops are run. Please help to make this handbook as good as it can be. Make suggestions to the project team. And, if you are one of those updating the document, please make a note of your changes below, so we can ensure everyone has the latest version and any insights are shared among all.

Version Log

Version no.	Date	Author/ Editor	Notes
0.1	20.12.2016	Kevin Burden	First Draft
0.2	17.01.2017	Kevin Burden	Revised first draft: Incorporated additions from Nairobi Team.

PART I: Action for Transparency (A4T)



Action for Transparency is a Nairobi-based project that seeks to strengthen democratic accountability and transparency in Kenya through citizen monitoring of government expenditure. The aim is to uncover suspected corruption and mismanagement of public funds.

The project involves developing and implementing a set of secure tools and methodologies for carrying out citizen monitoring of public resources at public primary schools and health centres in Nairobi County. By using these tools, journalists, community leaders, civil society activists and local civil servants will be empowered to monitor government funds and report suspected corruption, in order to defend the public's right to education and health care.

The project has the following main objectives:

- To contribute to strengthened democratic accountability and transparency in Kenya
- To develop and implement a set of secure tools and methodologies to make it possible for citizens to report suspected corruption
- To empower journalists, community leaders, community members, civil society and civil servants at national and county level to monitor government funds, in order to defend the human rights to education and health.

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Facebook: Action for Transparency Kenya | **Twitter:** @a4tkenya

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The project partners



The project brings together two organisations in Kenya with complementary visions and activities with a development organisation from Sweden and Swedish funding.

Transparency International Kenya (TI-Kenya) is a not-for-profit organisation founded in 1999 in Kenya with the aim of advocating for a transparent and corruption-free society through good governance and social justice initiatives.

TI-Kenya is one of the autonomous chapters of the global Transparency International movement, a non-partisan coalition of individuals with a shared vision of a corruption-free world.

TI-Kenya works to strengthen the capacity of the public to not only recognize corrupt practices, but to also take action against such practices.

TI-Kenya is also keen

skills that can help citizens build political capital that can in turn enable them to effectively influence public policy and provision of public services. This is done through capacity building and civic engagement under the four programs around which TI-Kenya works. These programs are:

Citizen Demand Program

This program is involved in advocacy, youth engagement and public service delivery.

Governance and Policy Program

Seeks to achieve effective critical institutions of Governance in the public and private sectors in addressing corruption in Kenya.

Pawa 254 Initiative is Kenya's unique art and cultural collaborative

Humanitarian Aid Integrity Program

It aims to enhance transparency and accountability in the implementation of humanitarian operations at institutional, policy and operational

levels.

Research and Learning Program

This program conducts study and research on corruption and governance issues.

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hub that supports and fosters young creative and promotes arts and culture geared towards social impact in Kenya.

Through vibrant use of art in organising, or to use our coinage, 'artivism', PAWA Initiative runs a creative hub that houses, fosters and catalyses creative and community-driven projects for social change across Kenya. Among the creatives who collaborate in our dynamic space are photographers, graphic artists, filmmakers, journalists, musicians and poets.

PAWA Initiative is a not-for-profit initiative established in Kenya in 2009. Since its inception, it has creatively invested in artists for their personal growth and boldly organized and championed citizen protests against poor governance, corruption and injustice using art as a medium of communication.

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Fojo Media Institute is Sweden's leading development centre for professional



journalists, and now forms part of Linnæus University, one of the largest in Sweden.

Since it was founded in 1972, Fojo has trained thousands of journalists in Sweden, and now manages training programs for the media and civil society in many countries worldwide, including Kenya, Rwanda, Somalia and Zimbabwe.

Web: <http://fojo.se/where-we-work/kenya>

International Project Manager: Anki Wood, anki.wood@lnu.se

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Swedish development cooperation helps reduce poverty in the world. Our support contributes to economic and political development in poor countries. This strengthens their democracy and creates conditions for people to lift themselves out of poverty.

The objective of Swedish development cooperation is to create opportunities for people living in poverty and under oppression to improve their living conditions. Everyone living in Sweden and paying taxes is contributing to this. The government decides how much money is allocated to development in the annual budget. It has long been about one per cent of Sweden's GDP. The Swedish state authority for development cooperation, Sida, has the power to decide about a half of the Swedish aid budget and is subject to the Swedish Ministry for Foreign Affairs.

Web: <http://www.sida.se/English/>

The project Workflow

The project is working in several phases:

- A baseline survey had taken place to set the benchmarks for the project indicators against which after implementation the project's success will be measured against.
- Secondly, a public expenditure tracking survey (PETS) is taking place to gather information about the sums allocated to, and actually reaching, primary schools and health centres in Nairobi County, starting in Embakasi and widening out. The study is uncovering invaluable information about ways in which funds are lost or diverted. All this information is being entered into a master database. The process is also highlighting where there is a lack of information and source data.
- At the same time, a web site and a smartphone app are being developed. These will be the way that members of the public will access the data and make reports where they think that something is amiss.
- Advocates who have an understanding of government finance, particularly local government budgeting and expenditure, either through their work in the civil service, civil society or journalism, have been identified and have attended training of advocates workshops.
- Over the coming months, these advocates will train around 1700 journalists, civil servants and civil society activists to access, assess and communicate information about government budgeting and mismanagement of public funds.
- Finally, there will be a big public awareness campaign to launch the project and to get everyone using the resources to monitor public spending in their schools and health centres.

You, the advocate

You have been selected as an advocate because of your understanding of the subject of government finance and for your ability to communicate this knowledge and motivate others to use it.

You are not expected to know everything there is to know about government spending, nor should you be embarrassed about this. The important thing is that you are able to point participants in the right direction to get answers to their questions.

Advocates will generally work in pairs: one with a specialist knowledge of the subject, probably because of their work within government or a civil society organisation. We have called this person the subject matter expert. The other advocate will be someone who is experienced in communicating the complex issues around government spending to the general public. These advocates often have a background in journalism, but they might equally work in civil society. We have called them the communications specialists.

We believe that each advocate will bring their own skills, knowledge and experience to bear. It may be that the subject matter expert is better equipped to deliver the sessions on government finance, for example, and the communications specialist the sessions on investigating and communicating, but there are no hard and fast rules. It is up to each pair of advocates to decide, in collaboration with the project leaders, how to divide the day amongst themselves.

It is usually best for one advocate to be in the lead at each time, otherwise there is a danger that discussions jump around randomly rather than in a logical order. Worse, tension may even arise between the advocates. While one advocate is leading a session or part of a session, the other can play a supporting role – for example, taking notes on the board, adding (occasional) comments, or facilitating work in smaller groups. For the next session or part sessions, the roles can be reversed.

Part II: Corruption

Generally defined as “the abuse of entrusted power for private gain,” corruption can be classified as grand, petty and political, depending on the amounts of money lost and the sector where it occurs.

Grand corruption consists of acts committed at a high level of government that distort policies or the central functioning of the state, enabling leaders to benefit at the expense of the public good.

Petty corruption refers to everyday abuse of entrusted power by low- and mid-level public officials in their interactions with ordinary citizens, who often are trying to access basic goods or services in places like hospitals, schools, police departments and other agencies.

Political corruption is a manipulation of policies, institutions and rules of procedure in the allocation of resources and financing by political decision makers, who abuse their position to sustain their power, status and wealth.

What are the costs of corruption?

Corruption impacts societies in a multitude of ways. In the worst cases, it costs lives. Short of this, it costs people their freedom, health, or money. The cost of corruption can be divided into four main categories: political, economic, social, and environmental.

- On the political front, corruption is a major obstacle to democracy and the rule of law. In a democratic system, offices and institutions lose their legitimacy when they're misused for private advantage. This is harmful in established democracies, but even more so in newly emerging ones. It is extremely challenging to develop accountable political leadership in a corrupt climate.
- Economically, corruption depletes national wealth. Corrupt politicians invest scarce public resources in projects that will line their pockets rather than benefit communities, and prioritise high-profile projects such as dams, power plants, pipelines and refineries over less spectacular but more urgent infrastructure projects such as schools, hospitals and roads.

Corruption also hinders the development of fair market structures and distorts competition, which in turn deters investment.

- Corruption corrodes the social fabric of society. It undermines people's trust in the political system, in its institutions and its leadership. A distrustful or apathetic public can then become yet another hurdle to challenging corruption.
- Environmental degradation is another consequence of corrupt systems. The lack of, or non-enforcement of, environmental regulations and legislation means that precious natural resources are carelessly exploited, and entire ecological systems are ravaged. From mining, to logging, to carbon offsets, companies across the globe continue to pay bribes in return for unrestricted destruction.

How can corruption be measured?

By its nature, corruption is secretive and complex. Given that bribes occur illicitly, however, a specific figure can only ever be approximate, and it excludes other corrupt transactions such as the embezzlement of public funds or theft of public assets, or non-monetary bribes such as favours, services and gifts. Analyses which focus on the movement of money also ignore the social costs of corruption, which are impossible to quantify.

No one knows how much the loss of a talented entrepreneur or an acclaimed scientist costs a country. Who can say what social malaise, illiteracy, inadequate medical care or means in economic terms? Over time, however, research has shown us that people's perceptions offer a reliable estimate of the nature and scope of corruption in a given country. The perceptions of country analysts, business people or the general public form the basis of TI's corruption indices, the Corruption Perceptions Index (<http://transparency.org/research/cpi>) and the Global Corruption Barometer (<http://transparency.org/research/gcb>).

What kind of environment does corruption thrive in?

Corruption thrives where temptation meets permissiveness: where institutional checks on power are missing, where decision making is opaque, where civil society is disempowered. It is therefore important to establish control mechanisms and systemic hurdles to prevent people from abusing their

power.

Can corruption be seen as normal in some societies?

While there are varying norms and traditions in terms of giving and accepting gifts around the world, clearly the abuse of power for personal gain – the siphoning-off of public or common resources into private pockets – is unacceptable in all cultures and societies. This is confirmed by TI's Global Corruption Barometer survey, which analyses people's views and experiences of corruption in more than 60 countries.

The forms and causes of corruption vary across countries, however, meaning that the best ways to address it differ too. This is why TI's approach to fighting corruption is grounded in its system of national chapters, which are run by people who are anchored in their societies and are therefore in the best position to understand and tackle corruption in their respective countries.

Corruption in Kenya: key facts

On a variety of measures, Kenya is consistently rated as one of the more corrupt countries in the world. Here are some key findings, together with the sources. You might find it useful to look at some of them in more detail.

Kenya is one of the world's most corrupt countries

The 2015 Corruption Perceptions Index from Transparency International rates the perceived levels of public sector corruption in 165 countries and territories. Scores are given from 0 – highly corrupt – to 100 – very clean. The global average score is 43; in sub-Saharan Africa it is 33.

Kenya scored 25 points out of 100, placing it among the 30 most corrupt countries in the world.

It is ranked in the worst third of all 47 Sub-Saharan countries, alongside Uganda, DR Congo, CAR and Nigeria.

Over the past twenty years, the Corruption Index for Kenya has averaged 22.16. Its highest (best) score was 27 in 2012; its lowest (worst), 19 in 2002.

Source: *Corruption Perceptions Index 2015, Transparency International*

www.transparency.org/cpi

Kenyans are greatly concerned about corruption

According to this survey, with data covering 2014 and the first half of 2015, corruption is one of the great concerns of citizens, who cite it as one of the main factors affecting economic growth; property rights come second.

Source: *Index of Economic Growth Survey, The Heritage Foundation*

<http://www.heritage.org/index/ranking>

Kenyans feel the pinch of corruption

TI-Kenya asked people across Kenya how much corruption they experienced.

62% of the respondents described the level of corruption as high.

20% said it was average.

43% of respondents rated services at health facilities and pharmacies as average.

75% of the respondents rated pre-primary education as average/good with about 20% rating it as poor.

Source: *The Kenya County Governance Status Report 2016, Transparency International*

<https://www.tikenya.org/index.php/county-governance-status-report-2016>

School finances are not routinely audited

One of the key findings from Transparency International's Kenya Education Sector Integrity Study Report 2010 was that, while the legal framework governing the education sector imposes a requirement on educational institutions to rely on the office of the Controller and Auditor General for financial audits, there is no explicit provision for the auditing of finances in primary and secondary schools.

Money is stolen from schools

The 2015 Examination Report into the Disbursement and Utilisation of Free Primary Education (FPE) Fund, Ethic and Anti-Corruption Commission found that 30% of cash set aside for free learning goes into the pockets of the teachers and their cohorts.

http://www.ipsos.co.ke/NEWBASE_EXPORTS/Education%20-%20TWAVEZA/160526_The%20Standard%20-%20Thursday_8_b53a8.pdf

Significant government spending may be incorrectly recorded

The Office of the Auditor-General is mandated by the constitution to audit and report on the accounts of national and county governments and other publicly-funded bodies.

In its most recent general report, the Auditor-General gives an adverse opinion for the Ministry of Education, Science and Technology, noting that although the financial transactions are recorded and there are books of accounts, the Auditor-General may be 'unsatisfied with the veracity' of significant amounts of expenditure.

The report gives a 'qualified' opinion for the Ministry of Health, noting that by and large the financial transactions are recorded and are deemed to be in agreement with the underlying records, but there may be cases where the Auditor-General is unsatisfied with the veracity of certain expenditures, which in his view may not be significant.

Source: Office of the Auditor-General, 2014/2015

http://www.kenao.go.ke/index.php/reports/cat_view/2-reports/9-national-government/69-government-ministries

International donors have removed funding because of corruption

The Ministry of Finance carried out an In-depth Risk-Based Fiduciary Review of Kenya's education sector in 2009-10.

The audit revealed that Kenyan Shillings (Ksh) 4.2 billion (almost \$55 million) from donors and Kenyan taxpayers meant for education had been squandered by senior Ministry of Education officials and head teachers.

Consequently, the World Bank suspended its funding to the Kenya Education Sector Support Project in September 2009, followed by the UK in December 2009. The United States of America also suspended around \$7 million in January 2010.

Police, judiciary, registry, lands and tax also affected by corruption

The East African Bribery Index Trends Analysis shows that the police, judiciary, registry and licensing services, lands services and tax services across the region have been consistently affected by bribery in the past five years.

Source: The East African Bribery Index Trends Analysis (2010-14), TI-Kenya

<http://www.tikenya.org/index.php/press-releases/406-bribery-remains-a-challenge-in-kenya-security-administration-of-justice-land-services-most-affected>

In business, corruption is even worse

The 2016 Survey on the Prevalence of Economic Crimes from accountants and business consultants PricewaterhouseCoopers (PwC) placed Kenya as the third most corrupt country in the world with embezzlement as one of the most predominant economic crimes in Kenya.

<https://www.standardmedia.co.ke/article/2000193065/survey-kenya-ranked-third-most-corrupt-country-in-the-world>

Citizens are unimpressed with government efforts to fight corruption

This study found that 70% of Kenyans believe the Government is doing badly in the fight against corruption while 37% of those interviewed acknowledge having paid a bribe. Bribery rates are far higher than the regional average.

Source: *The Global Corruption Barometer 2015*, Transparency International

<http://www.tikenya.org/index.php/the-global-corruption-barometer>

People’s right to know and to report

The Action for Transparency project is based on the rights of citizens to know how public money is being spent, and to raise their concerns with the authorities if they suspect that public funds are being stolen or misused. These rights of public participation are enshrined in the Constitution and various laws.

The Constitution

The Constitution of Kenya emphasises the need for public participation in several places:

Article 1	States that the sovereign power belongs to the people of Kenya.
Article 10	Provides for national values and principles of good governance. It emphasis the need for equity, inclusiveness, integrity, transparency and accountability.
Chapter 4	Provides for the Bill of Rights that provides for the rights and duties of different people in fulfilment of all the rights provided in the Constitution.
Articles 34 & 35	Provide for freedom of the media and the right to access information respectively.
Article 43	Notes that every person has a right to the highest attainable standard of health and also the right to education.
Article 118	Provides that parliament shall conduct its business in an open manner and its sittings and those of its committees shall be open to the public.
Article 119	Provides for the right to petition parliament.
Article 201	Provides guiding principles in all aspects of public finance including openness and accountability

Article 174	Provides for the objects of devolution, key among them the promotion of democratic and accountable exercise of power; self-governance to the people and enhancement of participation of the people; and recognition of the right of communities to manage their own affairs and to further their own development.
Fourth schedule	Provides that the county governments shall ensure and coordinate public participation in governance at the local level.

The Public Finance Management Act (2012)

This Act provides for public engagement and participation on financial matters that touch upon the public interest.

The Act sets out the process to be followed in preparing the budget. At county level this will be guided by documents such as county plans and county fiscal strategic papers.

The County Budget and Economic Forum ensures public participation at the county level by bringing together county officials and the public.

The Access to Information Bill

The Access to Information Bill (2015) has also boosted access to information. It allows the public to seek information from government, and obliges public servants to make sure they provide that information, or risk hefty fines or jail terms. The Commission on Administrative Justice (the office of the ombudsman) reviews and enforces these guidelines.

The Education Act and the Public Health Act

The Education Act 2013 seeks to ensure that the public is involved in the work of schools by establishing Boards of Management (BoMs) and Parents Associations (PAs).

The Public Health Act (Cap. 242) performs a similar role in health services, through the establishment of Health Management Boards and Committees.

The language of anti-corruption

Access to information	The right by law — often through freedom of information legislation (acts or laws) — to access key facts and data from the government and any public body. Budgets, project approvals and evaluations are typically published although citizens can petition for more materials to be released.
Accountability	The concept that individuals, agencies and organisations (public, private and civil society) are held responsible for executing their powers properly.
Audit	An internal or external examination of an organisation's accounts, processes, functions and performance to produce an independent and credible assessment of their compliance with applicable laws, regulations and audits.
Bribery	The offering, promising, giving, accepting or soliciting of an advantage as an inducement for an action which is illegal, unethical or a breach of trust. Inducements can take the form of gifts, loans, fees, rewards or other advantages (taxes, services, donations, etc.).
Code of Conduct	Statement of principles and values that establishes a set of expectations and standards for how an organisation, government body, company, affiliated group or individual will behave, including minimal levels of compliance and disciplinary actions for the organisation, its staff and volunteers.
Collusion	A secret agreement between parties, in the public and/or private sector, to conspire to commit actions aimed to deceive or commit fraud with the objective of illicit financial gain. The parties involved often are referred to as 'cartels'.

Compliance	Refers to the procedures, systems or departments within public agencies or companies that ensure all legal, operational and financial activities are in conformity with current laws, rules, norms, regulations and standards.
Conflict of interest	Situation where an individual or the entity for which they work, whether a government, business, media outlet or civil society organisation, is confronted with choosing between the duties and demands of their position and their own private interests.
Corruption	The abuse of entrusted power for private gain. Corruption can be classified as grand, petty and political.
Debarment	Procedure where companies and individuals are excluded from participating or tendering projects. Governments and multilateral agencies use this process to publicly punish businesses, NGOs, countries or individuals found guilty of unethical or unlawful behaviour.
Disclosure	Provision of information as required under law or in good faith, regarding activities of a private individual, public official, company or organisation. Information can include a political candidate's assets, a company's financial reports, an NGO's donors or a whistleblower's accusations.
Embezzlement	When a person holding office in an institution, organisation or company dishonestly and illegally appropriates, uses or traffics the funds and goods they have been entrusted with for personal enrichment or other activities.
Ethics	Based on core values, a set of standards for conduct in government, companies and society that guides decisions, choices and actions.
Extortion	Act of utilising, either directly or indirectly, one's access to a position of power or knowledge to demand unmerited cooperation or compensation as a result of coercive threats.

Fraud	To cheat. The act of intentionally deceiving someone in order to gain an unfair or illegal advantage (financial, political or otherwise). Countries consider such offences to be criminal or a violation of civil law.
Governance	A concept that goes beyond the traditional notion of government to focus on the relationships between leaders, public institutions and citizens, including the processes by which they make and implement decisions. The term can also be applied to companies and NGOs.
Grand corruption	Acts committed at a high level of government that distort policies or the central functioning of the state, enabling leaders to benefit at the expense of the public good.
Money laundering	The process of concealing the origin, ownership or destination of illegally or dishonestly obtained money by hiding it within legitimate economic activities.
Nepotism	Form of favouritism based on acquaintances and familiar relationships whereby someone in an official position exploits his or her power and authority to provide a job or favour to a family member or friend, even though he or she may not be qualified or deserving.
Oversight	The process of independently monitoring and investigating — internally or externally — the operations and activities of a government agency, company or civil society organization to ensure accountability and efficient use of resources.
Patronage	Form of favouritism in which a person is selected, regardless of qualifications or entitlement, for a job or government benefit because of political affiliations or connections.

Petty corruption	Everyday abuse of entrusted power by low- and mid-level public officials in their interactions with ordinary citizens, who often are trying to access basic goods or services in places like hospitals, schools, police departments and other agencies.
Private sector	Any company, household and institution that is not controlled by the public sector and which is run for private profit. Private sector corruption is characterised by groups from this sector influencing decisions and actions that lead to abuses of entrusted power.
Public sector	The government and its decentralised units — including the police, military, public roads and transit authorities, primary schools and healthcare system — that use public funds and provide services based on the motivation to improve citizens' lives rather than to make a profit.
Procurement	A multi-step process of established procedures to acquire goods and services by any individual, company or organisation — from the initial needs assessment to the contract's award and service delivery.
Solicitation	The act of a person asking, ordering or enticing someone else to commit bribery or another crime.
Transparency	<p>Characteristic of governments, companies, organizations and individuals of being open in the clear disclosure of information, rules, plans, processes and actions.</p> <p>As a principle, public officials, civil servants, the managers and directors of companies and organizations, and board trustees have a duty to act visibly, predictably and understandably to promote participation and accountability</p>

Whistle blowing

The sounding of an alarm by an employee, director, or external person, in an attempt to reveal neglect or abuses within the activities of an organisation, government body or company (or one of its business partners) that threaten public interest, its integrity and reputation.

Source: The Anti-Corruption Plain Language Guide, Transparency International, 2009 Part III: The A4T App

Part III:

The A4T App

The A4T smartphone app provides a way for people with smartphones and tablets with internet access to get information about the finances of all the featured primary schools and health centres, and to report their concerns.

People without a smartphone or other mobile device may access similar services at the A4T website, www.actionfortransparency.org

Download and installing the app

1. If you have an Android phone or tablet, go to the Google Play Store; if you have an iPhone or iPad go to the Apple Store.
2. Search for Action for Transparency or A4T.
3. Select the A4T app.
4. Click on install and accept the installation.
5. Once installation is complete, open the app.
6. You may now start using it.

Using the app

Sites list

When you start the app, you are taken to the sites list, which shows a list of the targeted public primary schools and health centres covered under the project with information in relation to:

- Location
- No. of teachers/health workers at the institution
- No. of pupils/patients served by the institution
- Termly/quarterly budget allocations
- Annual expenditure of funds

Click on the Education tab to see primary schools; Health to see health centres. The General reports tab lists reports that don't relate to a specific school or health centre.

<p>Sites map</p>	<p>If you prefer, you can choose to see the targeted public primary schools and health centres displayed on a map. If you have location services switched on your device, you will also see your present location. Clicking on one of the marked facilities will display how far away the site is.</p> <p>Clicking on the view details on a site takes a user to the detailed view for that site to access information on location, population, budgetary allocations and yearly expenditures.</p>
<p>Report a case</p>	<p>Any user may report a complaint in relation to institutions covered under the project or make general reports on mismanagement of public resources.</p> <p>A report relating to a particular institution under the project may be made through the site list detailed view or the site map view.</p> <p>The general reporting functionality is not attached to any site and may be accessed through the app menu.</p> <p>Reports submitted through the app are anonymous. The app will not store any personal information from the user.</p> <p>To give more details on reports and make follow-ups, a user may contact us through a toll-free no. 0800 720721</p>
<p>Notifications</p>	<p>The A4T app will have periodic notifications on updates for information and other improvements. The notifications may also be used for notifying users on upcoming activities under the A4T project.</p>
<p>Public ICT Accountability Platforms</p>	<p>The app will host other public accountability platforms which a user may access through a link. The platforms are meant to provide users with additional sources of information as well as avenues for oversight of public affairs.</p>

How it works

This item guides users how to use the app using images and explanatory text.

Part IV:

The Workshops

A4T aims to reach out to 1700 journalists, civil servants and members of civil society organisations in Kenya.

There will be up to 36 workshops, each lasting a day, or most of a day.

Around 48 participants will be invited to each workshop. The groups will be mixed – so participants will typically come from a variety of backgrounds. (We may also run smaller workshops for selected groups – for example, staff at a single media outlet, or a group of women community activists, but these workshops will have to be especially designed.)

Trainees will most likely be:

- Diverse in background, education and gender
- With an above-average interest in, and knowledge of, public administration
- Motivated to increase their knowledge and to gain relevant new skills
- Motivated to challenge corruption and mismanagement of public funds
- Interested in opportunities to do their work better, gain greater esteem in their work, networking opportunities and career progression

These will be large and diverse groups. The levels of interaction between the advocates and each participant will inevitably be low. But we want participants to be stimulated and motivated to track spending and report on any issues they discover. We will concentrate on equipping participants with the skills and motivation to do this. Filling them up with knowledge that they will not need is not a priority!

The advocates' energy levels must be high, the content interesting, and the presentation lively!

Setting a 'SMART' objective

We will tell the workshop participants that during the workshop they will:

- ***Learn how to monitor the flow of public funds to primary schools and health centres in their area, and report any suspected loss or misuse of funds.***

Setting a clear objective like this, right from the advance publicity, informs potential participants and helps them to decide whether or not they would benefit by attending.

It also spells out clearly what is to be achieved, and what is beyond the scope of the workshop, so if unexpected questions come up, you are able to say "I'm sorry, we're not really planning to go into that today, but I'm happy to look into that for you later and try and find the answer you're looking for." (We even provide a form to capture these questions so we don't forget to follow them up.)

It is important for you, too, as an advocate, to keep the workshop objective in mind when you are training. Do not try to burden participants with all your knowledge about government finance. They do not need to become experts. Tell them only what they need to know. If they want to know more, they can seek more knowledge from another workshop or through private reading. You can help them by pointing them in the direction of further information or training.

Concentrating on the key objective helps to ensure that the workshop doesn't get bogged down, but stays focussed and accessible to all participants.

It also enables participants to say, at the end of the day, "Ah, that was an effective workshop – I learned what I came here for."

Rewarding and recognising attendance

Most people find there is ample reward in learning a new skill or gaining new knowledge, especially if it helps them to do something they have long wanted to do – or if it answers a question they have sought the answer to.

We will motivate our participants to attend and to participate fully, by seeking to reward them with these new skills and knowledge.

We will not be paying people to attend. However, we are able to repay people's travel expenses.

Many people find that getting a certificate at the end is an important motivator for attending a training course. Therefore, all attendees will be issued with a Certificate of Attendance to acknowledge their involvement in the workshop programme.

Note that we do not test participants at any time, so the certificate records attendance rather than course completion.

You will find a template for the certificate at the back of this handbook.

Monitoring and evaluation

An external consultancy company will be continuously monitoring the impact of the workshops, to check that they are having the desired effect.

For a start, we need to be able to show the funders (thank you, the Swedish government!) that their money is being well spent. But we also need to find out if we are not presenting the material successfully – for example, if participants find the subject matter too complicated or dull. We need to continuously refine and improve the workshops.

For this reason, every participant will be asked to complete a pre-course questionnaire before or when they arrive, and an evaluation form before they leave. The data will be collated and used to investigate the immediate impact of the workshops. It will be fed back to the project leaders in each country and to the project office in Sweden.

You should find a copy of the forms at the back of this handbook.

Participants will be asked to rate their experiences of the workshop – of the content, of the venue, and of you as a facilitator – on a scale from 1 to 6. They will be asked how much they knew about each key part of the content before they arrived, and how much they knew at the end. This gives us an indication of how much they believe they have learned. Finally, as you would expect, they are invited to give their comments.

This combination of quantitative (number) and qualitative (words) helps to build a good picture of participants' views on the workshop which can be shared in a variety of ways – from the funder to the press.

Part V:

Session plans

Suggested timetable

0830	Registration
0900	Session 1, WELCOME: Welcome and introductions
0930	Session 2, MOTIVATE: Lost funds, lost lives
1030	Tea
1100	Session 3, EMPOWER: Your right to know
1145	Session 4, MONITOR: Follow the money
1230	Lunch
1330	Session 5, REPORT: The A4T app/web
1430	Session 6: NEXT STEPS: What next?
1530	Close

Arrival and registration

Registration should open at least 30 minutes before the scheduled start of the workshop.

Refreshments should be available.

As participants arrive, they should be greeted and welcomed and invited to sign a register. Arrangements for reimbursing their travel expenses (if applicable) should be explained (participants should give their costs when they arrive; they will be reimbursed at the end of the day).

Participants should be provided with name badges or labels.

Inside the training venue, the advocates' projector should be showing an interesting PowerPoint presentation on a loop with images, quotes and contact details for the project and the partner organisations (email, phone, twitter, Facebook, web details).

A pen and paper should be provided for all participants.

ACTION FOR TRANSPARENCY

Additionally, there should be a welcome quiz sheet, which will give participants something to do (and some easy learning) while they wait for others to arrive.

Resources required

- Register
- Refreshments
- Pens and paper
- Name badges or labels (plus marker pen to write them)
- Expenses claim form
- Quiz sheets
- PowerPoint welcome slide or presentation

Session 1: Welcome and Introductions (WELCOME)

Duration

30 minutes

Suggested lead advocate

Both advocates together

Session objective

To ensure that participants are clear about the content and the shape of the day; to set realistic objectives; and to give participants an opportunity to ask questions.

Session outline

1. Welcome everyone to the workshop
2. Introduce yourselves – by name and briefly by background
3. Explain the Action for Transparency programme briefly:
 - Explain that the programme has gathered data about the government

money (or public funds) that has been allocated to primary schools and health centres in Nairobi County. This information has come from government sources. It represents the official picture. It has been stored in a big database.

- Everyone can see this information, by going to the project website (www.actionfortransparency.org) or by using an app on a smartphone or tablet.
 - If people don't have access to a computer or a smartphone, then they can get the information by calling the programme partners and asking the staff to look up the information for them.
 - But what if the information doesn't match reality? What if the database says there should be eight teachers, and you know there are only three? Two nurses when there should be six? You can make a report using the same website or app. If you don't have a smartphone or computer with access to the Internet, you can call the partner organisations or visit their offices to make a report.
 - The information is added to the database, so that others can see it. It will be displayed in the app and on the project website and Facebook sites.
 - Over time, Action for Transparency will build up a picture of where the money government money has been allocated, and where it has been spent and where there is suspected corruption and mismanagement.
4. Set out the workshop objective: tell the participants that during the workshop they will learn to use the A4T app/web and other sources to monitor the flow of public funds to primary schools and health centres in the district, and report any suspected loss of funds.
 5. Give practical information about the workshop and the venue: timing, meals and refreshments, toilets, fire escapes, etc.
 6. Set out the house rules: phones on silent mode, leave the room to make/receive calls, feel free to ask questions, please allow others to have their say.
 7. Run through the outline of the day (PowerPoint slide).
 8. Promise that participants will find the answers to the quiz they were asked to complete as they arrived.

9. Invite participants to ask questions and make comments.

Resources required

- PowerPoint presentation 1 – 'WELCOME'

Session 2: Lost funds, lost lives (MOTIVATE)

Duration

1 hour

Suggested lead advocate

Communications advocate

Session objective

To motivate participants to investigate government spending and report where they find apparent loss or diversion of funds.

Key learning points

- The cost of corruption: how the loss of funds through corruption, loss and mismanagement hurts our society
- How the country rates in world scales
- How the A4T project aims to help citizens to track the flow of public funds to primary schools and health centres in the studied district(s)

Rationale

The right to health and education are basic human rights. The government of Kenya consequently allocates about a quarter of its annual budget (???) on these issues. But a large proportion of these allocations are captured for other purposes. Corruption is widespread at all levels.

Session outline

1. Play the motivational video that illustrates the costs of corruption (video).
2. Invite everyone to guess where Kenya stands on the global ranking of corruption. Try and get as many people as possible to make a guess. Ask them to explain what has influenced their thinking. (You will find some information in Part II of this handbook in the section called 'Corruption in Kenya: Key facts'.)

3. Reveal the true current ranking (slide).
4. Ask participants to guess where the country stands in comparison to its neighbours. Where is the problem worse? Where is it less of a problem?
5. Reveal the regional rankings (slide). [One source is a BBC web page based on a Transparency International survey: <http://www.bbc.co.uk/news/business-23231318>]
6. Ask participants for their personal examples of where they suspect that public funds intended for clinics or schools have been diverted. Try to get examples from these fields; keep the discussions focussed on health and education! Did they have to pay for services that should be free? Ask people whether they investigated their suspicions further. If not, why not? Take 2 or 3 examples – enough to make the point.
7. Point out that their experiences are not unusual. Give some findings from the public expenditure tracking survey, the auditor general's reports, or news reports which show how in real life funds have been diverted in the past (for example, by head teachers claiming vastly inflated numbers of pupils) (PETS summary hand-out).
8. Give, if possible, a figure for the total losses to the public purse. Show what this figure could pay for (slide).
9. Ask whether the participants would like to find out where this money goes and how they can help to track it. If they say yes (and hopefully they will!), invite them to stay for the rest of the day to find out how.

Resources required

- Water' video (may be included in PowerPoint presentation)
- PowerPoint presentation 2 – 'MOTIVATE'
- Expenditure Tracking Survey summaries for all participants

Session 3: You have the right (EMPOWER)

Duration

45 minutes

Suggested lead advocate

Either

Session objective

By the end of the session, participants will appreciate that they have the legal right and even responsibility to report on suspected mismanagement or loss of public funds; will know the key pieces of legislation that enable this; and will be motivated to use the legislation to make reports.

Key learning points

- The public's rights under the Constitution and other legislation to have access to information and participate in monitoring public spending
- How others have successfully used the legal framework to make reports

Session outline

1. Acknowledge that a rather depressing picture has been painted of the extent and consequences of corruption.
2. But point out that Kenya has a strong legislative framework and a relatively open budget monitoring process - these are tools for fighting corruption, and we can use them.
3. Give an example of how the President or government ministers have expressed their public support for a crackdown on loss and diversion of government funds. Have a quote on a slide – or even a video clip or video message.
4. Present the key sections of legislation which empowers (and even requires) citizens to report corruption, such as:
 - The Constitution
 - The Public Finance Management Act
 - The Access to Information legislation
 - The Education Act and the Public Health Act

The chapter 'People's right to know' in Part II of this handbook gives more details about this legislation. There's no need to go into too much detail – just enough to reassure participants that monitoring and reporting on government spending is legal and even a civic duty.

5. Ask whether anyone has reported loss or mismanagement of public funds and, if so, what their experience was.
6. Give examples of how different people or organisations have successfully reported corruption/loss of funds. Again, these could be slides, but ideally would include video clips.

Resources required

- PowerPoint presentation 3 – EMPOWER – with case studies
- Hand-outs illustrating the relevant legislation

Session 4: Follow the money (MONITOR)

Duration

45 minutes

Suggested lead advocate

Subject matter expert

Session objective

By the end of the session, participants will know how government spending is allocated and how it is disbursed.

Key learning points

- How budgets are prepared and funds dispersed from higher to lower levels of government.
- What is the national budget and why is it important?
- How funds are dispersed
- How the budget is monitored
- How the budget is evaluated

Rationale

Journalists and human rights activists have generally little knowledge of how to access, assess and communicate information about government budgets –

for example, journalism training does not provide for specialisation in economic or financial reporting.

Session outline

1. Play the short video film that shows water being siphoned off illegitimately as it is distributed around a village (video).
2. Ask participants to think about how water is gathered and distributed.
 - Show a picture or conjure up an image of a lake or reservoir. This is where water is collected.
 - Show a picture or illustration of water pipes – or even hold up a piece of pipe! This is how water is fed to people across the country.
 - Show a (picture of) a tap or standpipe. This is how users receive their supply.
3. But what if they open the tap, and nothing comes out – or little more than a trickle? We know that the water was gathered – but it's not all reaching the people who need it! No system is perfect and completely free of leaks, but we do expect that most that enters the system is available for use. What is happening?
4. Show a picture or illustration of an illegal diversion to a pipeline. Somewhere along the way, it has been diverted.
5. Show a picture of a broken, leaking pipe. Or perhaps the network is old and dilapidated. The pipes are leaky. The water is wasted, and just spills out into the ground.
6. We know that diversion and loss are both happening. But how can we find out where?
7. The answer is to measure how much goes in, and how much comes out – in total – at the end. If we trace the supply back, we can then find out where are the leaks and the illegal diversions.
8. As it is with public water supplies, so it is with government spending. Money is put into the system and it flows through the networks – through districts and ministries and what have you through smaller and smaller pipes until it reaches the users – the schools and health centres, let's say.
9. The budget is the total of all the money that the government needs to spend during a year to meet the needs of the people. How does it know

how much it needs? There is a process of allocation each year. Explain more: the role of civil servants and of government/parliament to approve.

10. The rain is revenue – the government's income. In this country it largely comes from taxation, on business, individuals and on the sale of goods and services. There are government fees, and import duties. Name the major sources and show them on screen by dividing up the water in the reservoir proportionately.
11. What's called distribution with water is called disbursement with money. It's just a word for saying the same thing. Instead of pipes the money is channelled in various ways: For example, with schools, money may be piped through the Ministry of Education, through the district and some might even be sent direct.
12. But when the schools and health centres open the taps, they find they are dry. The money has been siphoned off or just squandered along the way.
13. Do you know how much of it is lost? Some estimate that as much as 80% of government funds fail to reach the target.
14. XX% is due to mismanagement – we could call that leaks.
15. And YY% is due to diversions. Another word for that would be fraud.
16. To find out where it is happening, we need to track it in the same way as we would do with water.
17. Monitoring – checking that the 'water' arrives. What if it doesn't?
18. Finally, invite participants to ask questions about the budget cycle

Resources required

- Video film (may be incorporated into PowerPoint presentation)
- PowerPoint presentation 4 - MONITOR

Session 5: Using the A4T app/web (REPORT)

Duration

1 hour

Suggested lead advocate

Both advocates together

Session objective

By the end of the session, participants will be able to use the A4T website and app to investigate a clinic or school, and report any suspicious loss or mismanagement of funds.

Key learning points

- How to install the app
- How to use the app
- How to use the website
- How to use the Facebook site
- How to make an ethical report
- How generally communicate findings on government budget issues and suspected mismanagement.

Session outline

1. Either: Demonstrate the app – ideally using a large-screen display of what's on the phone screen – or play a video which demonstrates the use of the app (video)
2. Divide the group. Create one small group (of no more than 8) of people who are interested to get hands-on experience with the app. If there are more than 8, split them into smaller groups and let the two groups take turns. One advocate (evidently the most tech-savvy of the two) should take this group.
3. If anyone has a smartphone, help them to download the app.
4. Give as many as possible the opportunity to test the app using their own local schools and health centres.
5. Meanwhile, using dummy data (or real data if possible), the other advocate

should ask the other participants to write a report suitable for filing using the app or website. It should meet standards:

- It should be specific
 - It should be factually accurate
 - It should not accuse individuals
 - It should not contain gossip
6. The report can be hand-written or filed using the website.
 7. Individuals should do this and share their attempts with the advocate, who should give feedback.
 8. Lead a discussion on how to communicate findings, for example, by talking to journalists or using social media.
 9. Give information about the ALAC centres:
<http://www.tikenya.org/index.php/report-corruption>
 10. Take any remaining questions.

Resources required

- Video of the app being demonstrated or a way to display the screen of a phone on a larger screen
- Smartphone with access to wireless data (eg 3G/4G network) or wifi
- Computers with internet access – at least one per six participants
- Cards or leaflets showing the web address and instructions for downloading the app

Session 6: What next? (NEXT STEPS)

Duration

30 minutes

Suggested lead advocate

Both advocates together

Session objective

To close the day, provide opportunities to the participants to ask any outstanding questions, and to provide feedback on their experience. To motivate them to continue to be a part of the A4T programme.

Session outline

1. Review the day, reminding participants of the sessions and one or two main points from each.
2. Give participants an opportunity to ask any outstanding questions. If you can't answer them there and then, and they are within the scope of the project, make a note of their question and their contact details on an inquiry form. Make sure this gets to the project team so they can follow up and deal with the question or comment. Ask whether people have felt their day well spent.
3. Tell them about the forthcoming A4T public awareness campaign.
4. Invite them to stay in touch with the A4T network.
5. Tell them about other potential training opportunities.
6. Hand out a copy of the evaluation form to each participant. Explain that it is needed to see how effective the workshops are, and where improvements need to be made. Give the group 10 to 15 minutes to complete the form. When it looks as if most people have completed the form, start to gather them in and tell everyone else to finish them within 5 minutes. Don't look at the forms as you collect them, but set them aside discreetly.
7. Let the participants know that there will be a public information campaign surrounding the launch of the A4T app/web. Explain that you would like their help to spread the word. Invite them to join the network on Facebook, Twitter, etc.

ACTION FOR TRANSPARENCY

8. Thank everyone warmly for coming and wish them a safe journey home. Let them know they can collect a certificate of attendance on their way out. (If the group is small, you may wish to hand them out individually, but we do not recommend this where the group is large unless participants request some kind of ceremony.)
9. As participants collect their certificates, they should also be able to collect any agreed reimbursement of travel or other expenses.

Resources required

- PowerPoint presentation 7 – NEXT STEPS – with contact details etc.
- Evaluation forms
- Inquiry forms
- Certificates of attendance
- Cash to reimburse travel and other expenses
- Cash ledger to record receipt of expenses

Part VI:

Templates and forms

This section contains standard forms and templates that you may find useful. You should amend and update them as necessary.

They include:

- Letters of invitation to potential participants
- Equipment and resources checklist for workshops
- Attendance registers
- Inquiry form – for passing questions that can't immediately be answered on to the project team
- Pre-course questionnaires
- End of workshop evaluation (feedback) forms
- Certificates of attendance

Invitation letters

Dear Sir/Madam,

We are writing to invite you to be a part of a very special programme.

'Action for Transparency' is a pioneering project that will help citizens to fight corruption by highlighting and challenging the loss and diversion of government funds – for example, to corrupt officials.

Anyone with access to a smartphone or a computer with internet access will be able to check the amount of government money pledged to each public primary school and public health clinic in selected districts. They'll also be able to check the amount actually spent. And, if the situation on the ground is not as it ought to be, then they will be able to report that fact.

We'd like you to be a part of the programme. We are organising a number of training days where we'll show you the new website and smartphone app. We will also explain how the government sets its budget and distributes funds – and show you how to find out more information about government spending.

In this way we hope to help you and others – including journalists, civil society activists, civil servants and concerned citizens – to track government spending in the fields of health and education, and ensure that public money is spent in the way in which it is intended.

We'd like to invite you to take part in the training day

at on.....

The day will start with registration at 0900 and finish at **xxxx**

We hope you will be able to join us. Please let us know by

.....

Best regards,

Xxxxxx

Workshop checklist

Ensure that you have, or will have at the venue, everything you need, including:

- A computer
- External speakers
- A compatible projector and screen
- Power leads for computer, projector and speakers
- Lead to connect the projector to the laptop – must have the correct plugs
- Lead to connect the speakers
- Lead to connect the computer to the internet (unless wifi access is available)
- Access to the internet for the advocates' computer
- Other computers attached to the internet for the participants to try using the A4T website
- A smartphone
- Wireless internet (if demonstrating the smartphone app)
- Flipchart
- Whiteboard and markers/blackboard and chalk
- The workshop PowerPoint presentations on the computer or a USB drive

- Name badges/labels
- Project banners/stands
- A4T leaflets
- Advocates' handbook
- Hand-outs /handbook for participants
- Evaluation (feedback) forms
- Attendance list, including column for travel expenses
- Cash to repay expenses
- Certificates of attendance

Corruption quiz sheet

Welcome to the Action for Transparency workshop. While you're waiting for others to arrive, and for proceedings to begin, we invite you to take our Corruption Quiz! Can you answer our questions?

1. What percentage of people in Kenya reported that they had to pay a bribe last year to access public services?
 - 17%
 - 27%
 - 37%
2. Who is more likely to be demanded to pay a bribe – the poor, or the well-off?
3. Where does Kenya rate in the global scale of corruption?
 - Least 25% corrupt countries
 - Middle 50% of countries
 - Most 25% corrupt countries
4. How much of government spending was lost to corruption in the country last year?
5. Which of the following statements is correct? Tick those you agree with.
 - Reporting suspected corruption is a right.
 - Reporting suspected corruption is a responsibility.
 - Reporting suspected corruption is a risk.
6. How could you make a difference in the fight against corruption?

Quiz answers

1. What percentage of people in Kenya reported that they had to pay a bribe last year to access public services?
37%
2. Who is more likely to be demanded to pay a bribe – the poor, or the well-off?
It is the poor. Across the continent, poor people are twice as likely as rich people to have paid a bribe, and in urban areas they are even more likely to pay bribes
3. Where does Kenya rate in the global scale of corruption?
Most 25% corrupt countries
4. How much of government spending was lost to corruption in the country last year?
Which of the following statements is correct? Tick those you agree with.
5. All are true. Discuss examples.
Reporting suspected corruption is a right.
Reporting suspected corruption is a responsibility.
Reporting suspected corruption is a risk.
6. How could you make a difference in the fight against corruption?
Discuss.

Pre-course questionnaire

A4T Advocates Training

Pre-Training Questionnaire

The purpose of this questionnaire is to help us understand how the training that will be provided by A4T project will assist you in your work. Please do answer as honestly as you can. We highly value the information you will provide us.

Please be assured that your answers are confidential.

Section 1: Personal Details

1. Gender

Male

Female

2. Which of the following best describes your role in your community/what you do?

- Journalist
- Civil servants
- Community leaders
- Campaign groups
- Community representatives (e.g. PTAs, health service management committees)
- Writers and bloggers interested in health, education and government spending

3. How would you describe your role in the community where you live?

Please write

.....

.....

.....

Section 2: General skills

4. What are you expecting from this training? Include any skills or knowledge you hope to gain from the training sessions

.....

.....

.....

.....

5. In what ways do you think this training could be of importance to your work? Include any specific ways it could support your work.

.....
.....
.....
.....

6. Have you participated in any training on corruption or governance in the past? Kindly list them.

.....
.....
.....
.....

7. Have you participated in any anti-corruption initiative in the past? Kindly list them.

.....
.....
.....
.....

8. If yes above, what would you say are the greatest challenges in fighting corruption or increasing accountability in your community? Include any barriers that you think could be overcome through receiving this training.

.....
.....
.....
.....

Section 3: Knowledge and understanding of specific issues

9. How would you rate your knowledge and understanding on the following issues, where 1 is very poor and 5 is very good? Please circle the appropriate answer.

		Very poor	Poor	OK	Good	Very good
a).	A4T project aims and objectives	1	2	3	4	5
	The Impacts of corruption					
b).	Kenya's global ranking on corruption	1	2	3	4	5
c).	Laws governing access to information	1	2	3	4	5
d).	Channels of reporting corruption	1	2	3	4	5
e).	How government budgets are prepared and funds disbursed	1	2	3	4	5
f).	The Kenya National budget process	1	2	3	4	5
g).	A4T App (installation and use)	1	2	3	4	5
h).	How to use the A4T website	1	2	3	4	5

10. Do you have any specific requirements from the training? Kindly list them

Section 4: Comments

11. Do you have any general comments to make about the training or this evaluation form?

Thank you for your time. Please return your completed form before you leave the training venue.

END

End of workshop evaluation form

A4T Advocates Workshop Post-Training Questionnaire

The purpose of this questionnaire is to help us understand how the training that you have received will assist you in your work. Please do answer as honestly as you can. We highly value the information you will provide us.

Please be assured that your answers are confidential.

Section 1: Personal Details

12. Gender Male Female

13. Which of the following best describes your role in your community/
What you do?

- Journalist
- Civil servants
- Community leaders
- Campaign groups
- Community representatives (e.g. PTAs, health service management committees)
- Writers and bloggers interested in health, education and government spending

Section 2: Delivery & Content

14. How relevant was the information/ topics covered during the training to you?

(1= not at all, 5=completely)

1 2 3 4 5

15. Please rate the following: (1= very poor, 5=excellent)

- The trainer' (s) delivery of the training (was the training engaging, easy to understand)?

1 2 3 4 5

- The training methods and activities

1 2 3 4 5

16. Do you have any other comments on the delivery of the training, or the trainer?

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.....
.....
.....

17. What was the most useful part(s) of the training?

.....
.....
.....
.....

18. What was the least useful part(s) of the training?

.....
.....
.....
.....

19. How likely are you to use what you have learnt during the training in your day to day work? (1= not at all likely, 5=very likely)

1 2 3 4 5

20. Can you think of any examples where you plan to use what you have learnt in your day to day work? If yes, list details.

.....
.....
.....
.....

Section 3: Knowledge and understanding of specific issues

21. How would you rate your knowledge and understanding on the following issues, where 1 is very poor and 5 is very good? Please circle the appropriate answer.

		Very poor	Poor	OK	Good	Very good
a).	A4T project aims and objectives	1	2	3	4	5
b).	The impacts of corruption	1	2	3	4	5
c)..	Kenya's global ranking on corruption	1	2	3	4	5
d).	Laws governing access to information	1	2	3	4	5
e).	Channels of reporting corruption	1	2	3	4	5
f).	How government budgets are prepared and funds disbursed	1	2	3	4	5
g).	The Kenya National budget process	1	2	3	4	5
h).	A4T App (installation and use)	1	2	3	4	5
i).	How to use the A4T website	1	2	3	4	5

Section 4: Implementing the training

22. What part(s) of the training do you think you'll find the easiest to implement and why?

.....

.....

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.....

.....

23. What part(s) of the training do you think you'll find the most difficult to implement and why?

.....

.....

.....

.....

24. What support would you require from A4T to be able to effectively implement the training?

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.....
.....

25. What suggestions do you have for how the training can be improved for future?

[Probe for: what there should be more or less focus on, materials, training activities, delivery, etc.]

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.....
.....

26. Are there any skills that you were unable to acquire during the training that you think would have been useful to you?

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.....
.....

27. Do you have any comments about the trainer/s who worked with you?

.....
.....
.....
.....

Section 5: The organization of the training

28. Please rate the following elements of the training (circle): (1= very poor, 5=excellent)

- The Training Venue

1 2 3 4 5

ACTION FOR TRANSPARENCY

- The programme for the training (the agenda for the day(s))

1 2 3 4 5

- The length of the training

1 2 3 4 5

- The equipment available for the training

1 2 3 4 5

- The ease of use of training materials and guide

1 2 3 4 5

29. Overall, how good was the organisation of the training? (1= very poor, 5=excellent)

1 2 3 4 5

30. Do you have any other comments on the general organisation of the training, location, timings etc.?

.....
.....
.....
.....
.....

END

Thank you for your time. Please return your completed form before you leave the training venue.

Inquiry form



ACTION FOR TRANSPARENCY

Your name: _____

Contact details: _____

Workshop location and date: _____

Your question or comment:

.....

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For official use

Followed up by: _____

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Action taken: _____

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Date: _____

Certificate

of Attendance

This is to certify that

.....
Attended a one-day workshop in
Understanding and reporting on government spending
Delivered under the action for transparency programme

At

On

Signed

.....
PAWA initiative Programs Manager



Funded by:



