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International Foundation for Election Systems

1101 15th STREET, N.W. • THIRD FLOOR • WASHINGTON, D.C. 20005 • (202) 828-8507 • FAX (202) 452-0804 • WWW.IFES.ORG

Project ECSELL
(Enhancing Civil Society Effectiveness at the Local Level)

TRAINING MANUALS
for IFES Workshops in Ghana

WORKSHOP I:
The Structure and Function of the District Assembly
and the Role of Civil Society in a Democracy

March 1998

F. Clifton White Resource Center
International Foundation
for Election Systems 11/4/98
1101 15th Street, NW
Washington, DC 20005

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The map displays the following regions and their constituent districts:

- Brong-Ahafo:** Bono, Bono West, Bono East, Bono West, Bono East, Bono West, Bono East.
- Central:** Kumasi, Kumasi West, Kumasi East, Kumasi West, Kumasi East.
- Eastern:** Kibi, Kibi West, Kibi East, Kibi West, Kibi East.
- Greater Accra:** Accra, Accra West, Accra East, Accra West, Accra East.
- Northern:** Wa, Wa West, Wa East, Wa West, Wa East.
- Volta:** Ho, Ho West, Ho East, Ho West, Ho East.
- Western:** Tarkwa, Tarkwa West, Tarkwa East, Tarkwa West, Tarkwa East.
- Ashanti:** Kumasi, Kumasi West, Kumasi East, Kumasi West, Kumasi East.

Project ECSELL
(Enhancing Civil Society Effectiveness at the Local Level)

TRAINING MANUAL
Workshop for
District Assembly Officials

Workshop I:
The District Assembly and
its Relationship with Civil Society

Final Draft
February 1998

ABOUT THIS MANUAL

This curriculum was developed as part of Project ECSELL (Enhancing Civil Society Effectiveness at the Local Level) of the International Foundation for Election Systems (IFES). It represents in part the foundation workshops to be held with civil society organizations (CSOs) and District Assemblies (DA) across Ghana. The main objective of this project is to enhance the participation of stakeholders in local governance in Ghana.

The process and ideas represented in this manual is drawn from a collective effort by the following individuals:

Tony Batse – Nkum Associates
Eva Osei – Nkum Associates
Immanuel Tettey – Nkum Associates
Dorothy Agbemavah – Organization Capacity Improvement Consultants (OCIC) (Gh) Ltd
Samuel Sarpong – OCIC (Gh) Ltd
Noel da Cruz – OCIC (Gh) Ltd
Francis Sackitey Matey – OCIC (Gh) Ltd
John Yelevielbayire – Centre for the Development of People (CEDEP)
Ernest Dumor – Development and Communications Research (DCR) Ltd
Collins Amofa – DCR Ltd
Rushdi Nackerdien – Institute for Democracy in South Africa (IDASA), South Africa
Steve Snook – IFES/Ghana
Sue Palmer – IFES/Washington

We owe this group our heartfelt thanks for their hard work in putting this manual together and also thank their organisations for their collaboration on this project.

Some of the contents of this manual have been drawn from training and other materials provided by members of the above group. We would like to acknowledge DCR Ltd for material relating to civil society, and the roles and functions of the District Assemblies.

IFES particularly thanks Rushdi Nackerdien for his tireless guidance and quiet inspiration, all of which made our process of curriculum development collaborative, enjoyably productive, and we hope, mutually enriching.

BACKGROUND

Project ECSELL

Project ECSELL

Project ECSELL (Enhancing Civil Society Effectiveness at the Local Level) is a project of IFES which began in 1997 with an assessment, in the fall of that year, of the challenges facing District Assemblies and civil society at the district level. The assessment missions led to the design of Project ECSELL, a project which seeks to:

- ▶ increase the capacity of civil society organizations (CSOs) to achieve their set objectives and to advocate the interests of their members to local government;
- ▶ increase the capacity of local government to respond to citizens; and
- ▶ provide support for civic and government leaders to work together effectively to resolve local problems at the local level.

Project ECSELL will work to enhance the capacity of CSOs and local government by holding a series of workshops designed to foster professional development of CSO leaders and local government officials as well as to strengthen collaborative relationships between both sets of actors. The workshops will be sponsored by IFES and led by Ghanaian experts who will employ participatory methods in the context of real world issues and action.

The project will proceed in two cycles over a period of four years. In the first cycle, IFES will conduct approximately six workshops in 20 districts throughout Ghana (2 districts per region) between February 1998 and the third quarter of 1999. Workshops will be conducted at an average rate of one workshop per district every three months. In four of the workshops, CSO leaders and local government officials will meet separately to address on professional development topics relevant to their areas of focus. Professional development workshop topics will address such issues as strategic planning, financial management, and coalition-building. In two other workshops, the two sets of leaders will meet together to examine community problems and develop joint problem-solving strategies.

The first three workshops will be as follows:

Workshop I: The District Assembly and its Relationship with Civil Society
[District Assembly and CSOs meet separately]

Workshop II: Collaborative Analytical Problem-Solving (CAPS) Discussion
[District Assembly and CSOs meet together]

Workshop III: Strategic Planning
[District Assembly and CSOs meet separately]

By late summer/early fall 1998, IFES will make a small amount of funds available to support the joint problem-solving strategies that have been developed by workshop participants. Workshop participants will be invited to submit proposals to IFES for potential funding. As IFES funds are limited, it is likely that not all proposals will be able to be accepted.

In the first cycle of the project, (1998-1999), IFES is working in the following districts:

Ashanti Region:	Adansi East; Afigya Sekyere
Brong Ahafo Region:	Tano; Berekum
Central Region:	Upper Denkyira; Effutu Awutu Senya
Eastern Region:	Manya Krobo; Suhum Kraboa Coaltar
Greater Accra Region:	Ga, Dangbe East
Northern Region:	Tolon, Yendi
Upper West Region:	Bongo, Kassena/Nankana
Upper East Region:	Wa, Nadowli
Volta Region:	Sogakope, Jasikan
Western Region:	Nzema East, Wiawso

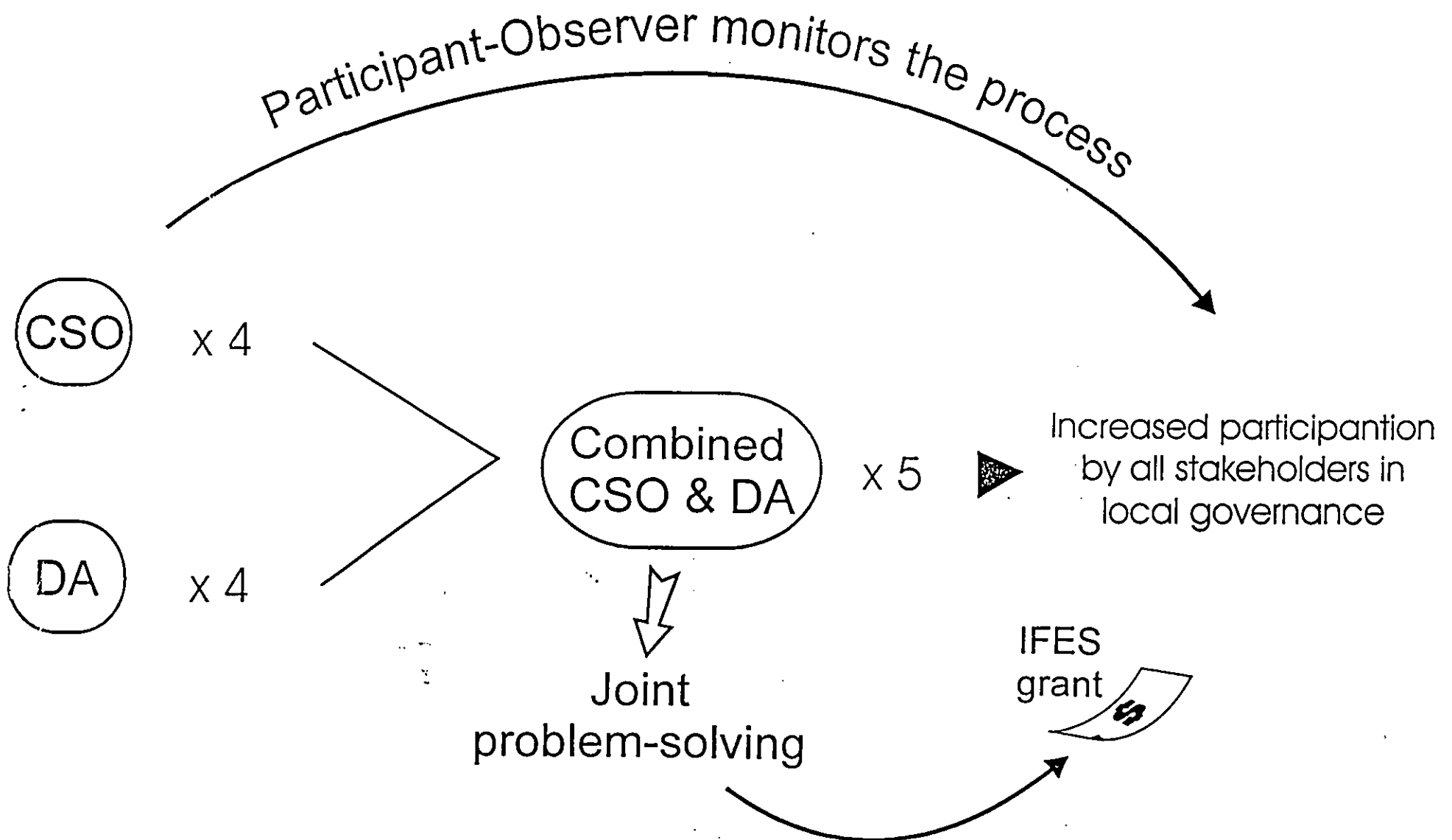
About IFES

The International Foundation for Election Systems (IFES) was founded in 1987 as a private, non-profit, non-partisan organization to provide consultative assistance and technical support to electoral and democratic institutions in emerging, evolving and established democracies. IFES has worked in over 90 countries in Africa, the Americas, Europe, the Near East and the former Soviet Union. By basing its assistance on the unique social, cultural and political characteristics of each individual country, IFES avoids the imposition of predetermined concepts in shaping the assistance it provides. Consequently, IFES has found that its assistance has proved to be successful and enduring.

IFES' services can be divided into seven areas as follows: 1) election administration, 2) professional development and information services, 3) voter and civic education, 4) political party development, 5) legislative strengthening, 6) civil society strengthening, and 7) opinion research.

IFES' first involvement in Ghana was in 1992 when IFES conducted a pre-election assessment in May of that year. In November-December 1993, IFES sent a technical assessment team to Ghana to look particularly at the voters register. In 1994, IFES began the STEP Project (Strengthening the Electoral Process) which worked with the Electoral Commission; IFES then opened an office in Accra in 1995 to support the STEP project. Aspects of the STEP project continue today with a focus on institutionalizing the Inter-Party Advisory Committees at the national and local level, continuing assistance to the Electoral Commission to increase its capacity to manage elections, and assisting the National Commission of Civic Education to promote increased participation of women in the political process.

IFES' Project ECSELL



IFES Project ECSELL (Enhancing Civil Society Effectiveness at the Local Level) EVALUATION TOOLS

LEVELS OF WORKSHOP EVALUATION

The Kirkpatrick model proposes that the effects of training can be evaluated at four levels as follows:

- 1. Satisfaction:** Were workshop participants satisfied with the quality of their training?
- 2. Learning:** Did workshop participants learn, or acquire, the knowledge, skills or attitudes the training was intended to convey?
- 3. Application:** If they learned, did the workshop participants apply to their jobs, or at their work place, their new knowledge, skills or attitudes (KSA)?
- 4. Organizational Performance:** If KSA were applied, did that make a measurable difference to the performance of the organization concerned?

Definitions for each of these levels, according to USAID's Human Resources Development Assistance (HRDA) project, are offered below:

Level 1: Satisfaction

By satisfaction, we mean the workshop participant's reaction to his or her instruction. We should ask participants questions that allow us to assess the overall learning environment established by the workshop facilitator. We do not simply want to know, "Were you satisfied?" We want to know the participant's estimation of the professionalism of the facilitators, the quality of materials used, the pace of instruction, and so forth. Monitoring at Level 1 means assessing the quality of the learning environment.

Level 2: Learning

The function of training is the transfer of learning. Workshop participants can acquire new knowledge, skills and attitudes (KSA). We monitor learning, or acquisition of KSA, to ensure that the training is working as an instructional medium. We can monitor learning with written tests, through demonstration of skills, through oral presentations, and possibly other means. Good facilitators continually monitor learning during the course of training. What is not learned cannot be applied, so it is important that we know if the learning has occurred. Monitoring learning can give valuable information about the facilitators, the presentation method., and about individual trainees.

Level 3: Application

If the function of training is to transfer KSA, the purpose of training is to change behavior. *All training aims at changing actual or potential behavior.* In strategic, or results-oriented training, changing behavior usually means performing a job better or differently. It is the application of new skills that leads in the direction of results. When a person has demonstrated learning through training but has failed to make that learning translate into work-place reality, the purpose of strategic training is cut off before it can take root. Monitoring the application of learning provides information about workshop participants and their organizations.

Level 4: Organizational Performance

When training alone has led to improvements in job outputs that in turn cause gains in organizational performance, we can reasonably attribute the performance gains to training. When other interventions have also been applied, we can say that training contributed to organizational performance improvement. Monitoring organizational performance reveals information about organizations' structures and about the feasibility of development partnership with them.

IFES WORKSHOP EVALUATION PLAN

- Evaluation tools:**
1. Workshop evaluation forms (Level 1)
 2. Facilitator workshop report (Level 2)
 3. Facilitator final report (Level 2)
 4. Baseline questionnaire (Level 3 & 4)
 5. Monitoring by participant observers, other mechanisms to be determined (Level 3 & 4)
 6. Final questionnaire (Level 3 & 4)

1. Workshop Evaluation Forms

Workshop evaluation forms will measure *satisfaction* (Level 1). The facilitator and/or participant observer should administer questionnaires to workshop participants at the conclusion of each workshop. Two forms need to be prepared for Workshop I: one for Workshop IA (for District Assembly officials) and one for Workshop IB (for CSO leaders).

2. Facilitator Workshop Report

Each workshop facilitator will submit a report on each workshop conducted. The report will measure workshop participants' *learning* (Level 2). The report will also make recommendations on the format/subject of future workshops.

3. Facilitator Final Report

Each workshop facilitator will submit final report which will: a) serve as a self-evaluation, b) summarize the facilitator workshop reports, and c) make recommendations concerning future IFES activity.

4. Baseline Questionnaire

The baseline questionnaire will be administered to all workshop participants prior to the start of the workshop by the facilitators and/or participant observers. The questionnaire will allow IFES to establish a baseline of the workshop participants' knowledge, skills and attitude and the performance of their organizations.

5. Monitoring by Participant Observers

Following each workshop, the participant observers based in each district will track the *application* (Level 3) and *organizational performance* (Level 4) of the workshop participants. Workshop participants will be asked to undertake several Action Steps after each workshop to apply their learning and increase organizational performance.

6. Final Questionnaire

Measured against the baseline questionnaire, the final questionnaire will measure *application* (Level 3) and *organizational performance* (Level 4). The final questionnaire will be administered to workshop participants at the end of the workshop series in each district (1999).

Project ECSELL Format of Trainer's Reports

The following items would be useful to include in the post-workshop report:

1. Comments on Logistics

- a) meals/breaks
- b) venue
- c) accommodation
- d) travel
- e) other

2. Assessing the workshop activities

- a) What worked?
- b) What didn't work?
- c) What adaptations/modifications would you suggest?

3) Assessing the participants

- a) What was the level of participation?
- b) What was the nature of the participation?
- c) What were participants' attitudes to the workshop and how did this impact on the workshop?

4) Assessing participants' learning

To what extent did participants understand the key learning points of the activities and the workshop?

5) Assessing your own learning

- a) Which part of the facilitation did you have problems with?
- b) How did you improve on this and what ideas do you have for the future?

Key issues for the Final Summary Report

- Recommendations on the format of the workshop
- Recommendations on the subject of the next workshops

No limits are placed on the length of these reports.

Project ECSELL

Workshop ONE:

The District Assembly and its relationship with Civil Society

WORKSHOP OBJECTIVES

- To improve the DAs knowledge of their roles and functions
- To understand the importance of CSOs and the role they play
- To explore increased partnerships between CSOs and DAs
- To explore how DAs can improve their ability to respond to requests from civil society

WORKSHOP PROGRAMME

DAY 1

9:00-10:00	Registration Baseline questionnaire administration
10:00-10:45	Welcome Introductions Expectations Housekeeping
10:45-11:00	Break
11:00-12:30	Orientation on Local Government Structure a) Broad local government structure b) District Assembly structure
12:30-13:00	Lunch
13:30-15:45	Roles and Functions of District Assemblies a) Functions of District Assemblies b) Identification of key players c) Functions of key players d) Relations with central government

DAY 2

9:30-9:45	Re-cap of Previous Day's Work
9:45-10:45	District Assemblies' Internal Communication a) Description of perfect DA communication
10:45-11:00	Break
11:00-12:30	b) Description of reality c) What can be done
12:30-13:30	Lunch (snack given)
13:30-15:30	District Assembly/Civil Society Relations a) Value of civil society to democracy b) Communicating to the general public c) Quality of DA response to public concerns d) Role of civil society in the district e) Nature of collaboration between DAs and civil society
15:30-16:00	Conclusion/Evaluation

Workshop ONE:

The District Assembly and its relationship with Civil Society DETAILED WORKSHOP ACTIVITIES

DAY 1

1. REGISTRATION /BASELINE QUESTIONNAIRE

Time: 9:00-10:00

Materials: Registration forms, baseline questionnaire

Activity Steps

1. Distribute Baseline Questionnaire to participants when they arrive. Ask participants to complete the registration form as well.
2. Ensure that the questionnaires are properly filled in before the start of the workshop.

Trainer's Notes:

The purpose of the Baseline Questionnaire is for IFES to measure progress at the end of the project by comparing participants' knowledge before and after the project.

* * *

2. INTRODUCTORY ACTIVITIES

Time: 10:00-11:00

Materials: flipchart, permanent markers, masking tape

Objectives:

- To create a friendly atmosphere for participants to know one another
- To establish common expectations for the workshop
- To share the aims and objectives of the workshop with participants
- To settle all housekeeping issues

Activity Steps

a. Welcome

The District Chief Executive (DCE) or his/her representative is likely to officially welcome participants and declare the workshop opened. (If arrangements have not been made for this activity, please proceed to the introductions.)

b. Introduction

Two options are suggested:

i) Self-introduction by participants

1. Ask participants to answer the following questions:

- Name
- What you would like to be called at this workshop
- Position
- Your likes and dislikes (2 each)
- Your expectations

ii) Partner introduction

1. Let each participant choose a partner.
2. Allow each to seek information (as above) for 5 minutes
3. The participant introduces his/her partner to the group.

Trainer's Note:

The trainer takes part in the exercise. Write down the expectations on a flip chart. Go through and summarize expectations with participants.

c. Housekeeping

Discuss the workshop program in relation to:

- a. Project ECSELL
- b. The number of workshops involved, mention some of the topics
- c. Regular monitoring & the role of the IFES participant observer
- d. Workshop plan: programme/procedure/aims/objectives
- e. Negotiate starting and finishing times. Amend program as appropriate.
- f. Remind people of IFES-visits and discussions on snacks, allowance to cover any lunch and travel, no accommodation. See the Logistics fact sheet for housekeeping details.

ECSELL WORKSHOP 1: LOGISTICS SHEET

District Assembly Participants

- For the DA workshop, participants will break for the morning snacks at the time indicated on the agenda. The afternoon snack will be available at the lunch break. The morning snacks will consist of Meatpie plus tea, coffee or cocoa; the lunch snack will be Sandwich and minerals.
- Each DA participant will draw a flat allowance of 10,000 cedis for lunch at the close of each day's session.
- Transport and Traveling (T&T) expenses will be reimbursed only in respect of participants who have been invited from places outside the district capital.

Civil Society Organization Participants

- For the CSO workshop, participants will break for the morning snacks and the afternoon snacks at the times indicated on the agenda. The morning snacks will consist of Meatpie plus tea, coffee or cocoa; the afternoon snack will be Sandwich and minerals.
- Each CSO participant will draw a flat allowance of 10,000 cedis for lunch at the close of each day's session.
- Transport and Traveling (T&T) expenses will be reimbursed only in respect of participants who have been invited from places outside the district capital.

Trainer's Note:

Write the program on a flip chart and take the participants through.

* * *

3. ORIENTATION ON LOCAL GOVERNMENT STRUCTURE FOR DAs

Time: 11:00-12:00

Materials: Blank and filled in local government structure chart, Blank and filled in District Assembly structure chart

Objectives:

To enhance participants' appreciation of the local government structure.

Activity Steps

1. Lead a discussion on the broad local government structure, using the following suggested questions:

- a. What is your understanding of the concept of decentralization?
- b. How does the broad local government structure enhance the decentralization process?

2. Break group into pairs or trios

3. Distribute blank local government structure. Ask the pairs/trios to fill in the components of the structure. Whilst pairs/trios are busy, reproduce the same blank chart on flipchart.

4. Allow each pair present the structure to the larger group. Allow 2 or 3 comments/questions for other participants.

Trainer's Note:

Trainer should not make comments or judge at this stage.

5. Show the correct components (after all pairs have presented) using the prepared flipchart. Compare with what the pairs have produced and discuss with participants (briefly).

Alternative process 1:

6. Using the same pairs/trios, repeat the exercise for the District Assembly structure. Use the blank District Assembly structure provided.

7. Discuss both structures (District Assembly and local government) with participants. Possible issues for discussion:

- The existence of the structure in the District Assembly
- Problems associated with its operation.
- Any need for modification and how

8. Ask participants to place themselves in the structure.

Alternative process 2:

6. Form 2 groups. Provide each group with flipchart and permanent marker. Ask each group to sketch out the structure of their DA.

7. After roughly 10 minutes, ask the groups to present their sketches in plenary.

8. Discuss the similarities and differences between the two sketches.

9. Relate this discussion to the model structure which is contained in the manual. Attempt to reconcile any differences that may exist between the model and those made by participants.

Possible issues for discussion:

- The existence of the structure in the District Assembly
- Problems associated with its operation.
- Any need for modification and how

10. Ask participants to place themselves in the structure.

Trainer's Note:

Do not get stuck on too much of the detail of the structure. The activity is meant to be a refresher and provide an overview or context of the structure. The emphasis is more towards the functions and roles people play.

* * *

BREAK 12:30 to 13:30

* * *

4. ROLES AND FUNCTIONS OF DISTRICT ASSEMBLIES

Time: 13:30-15:45

Materials: flipchart, permanent markers, masking tape

Objectives:

- To assess participants' understanding of the general functions of District Assemblies
- To enable participants to identify and assess problems associated with the performance of these functions.

Activity Steps

1. Break participants into groups of 5.
2. Ask each group to list as many functions of the District Assembly as they know.
3. Ask each group to present its output in plenary. Capture these reports in the form of a list on flipchart, adding new functions as they are reported. Allow for 1-2 comments.

Trainer's Note:

Do not make any judgements.

4. Create a table on flipchart (DA Functions by Category) and help participants to categorize/arrange the general functions of the District Assemblies with participants. Ensure that participants play a leading/active role, rather than you providing answers.
5. In plenary, brainstorm with participants, using the flipchart, to identify key players. Discuss and reach consensus on who the key players are.

Trainer's Note:

Write the list of key players on a flipchart: DCE, DCD, PM, Assembly members, DPO, DFO, DBO, Subcommittee chairpersons, Heads of departments

6. Divide participants into groups of 3. Assign 2-3 key players to each trio or small group to identify their functions.
7. Ask each group to present its report to the wider group.

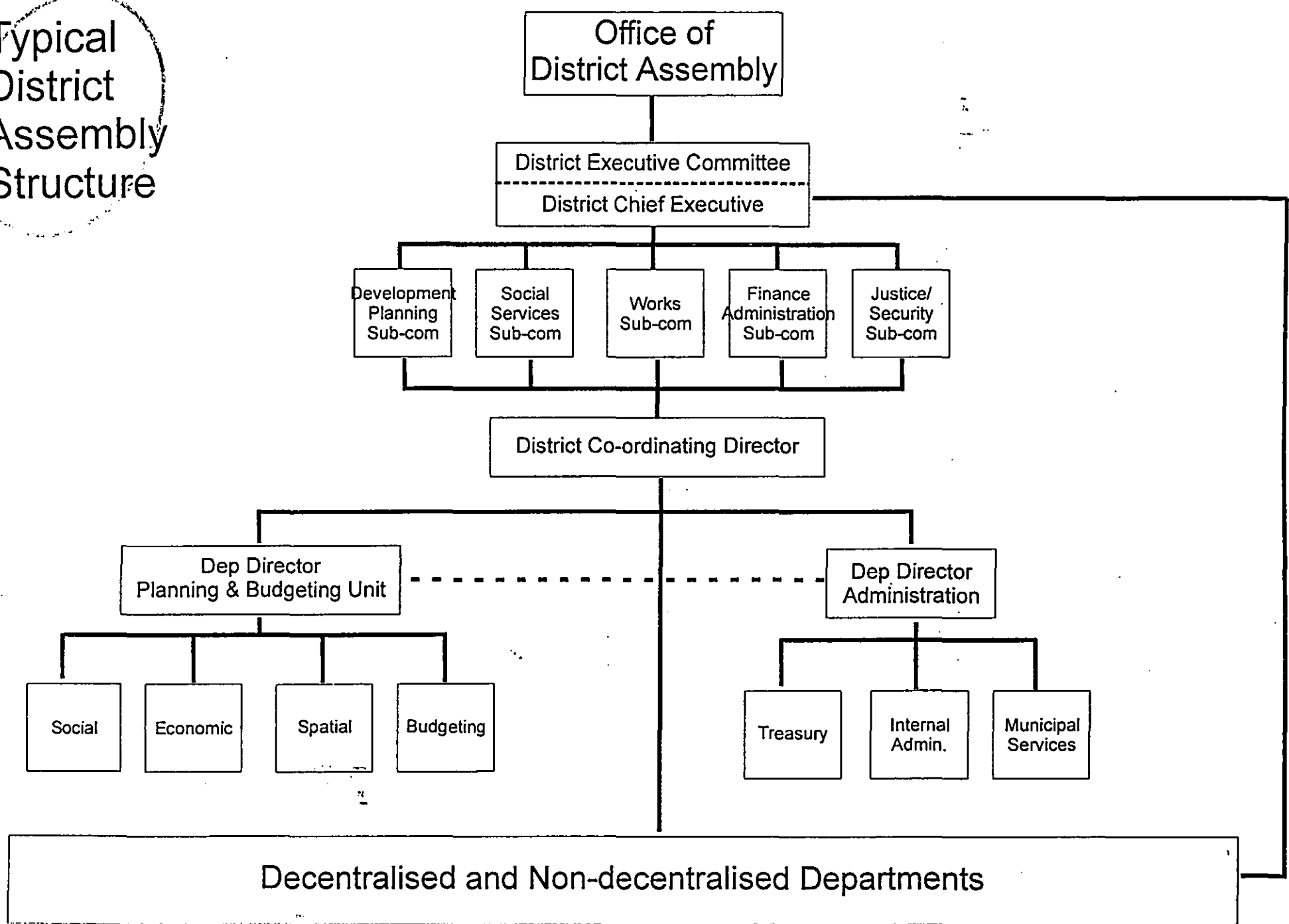
Trainer's Note:

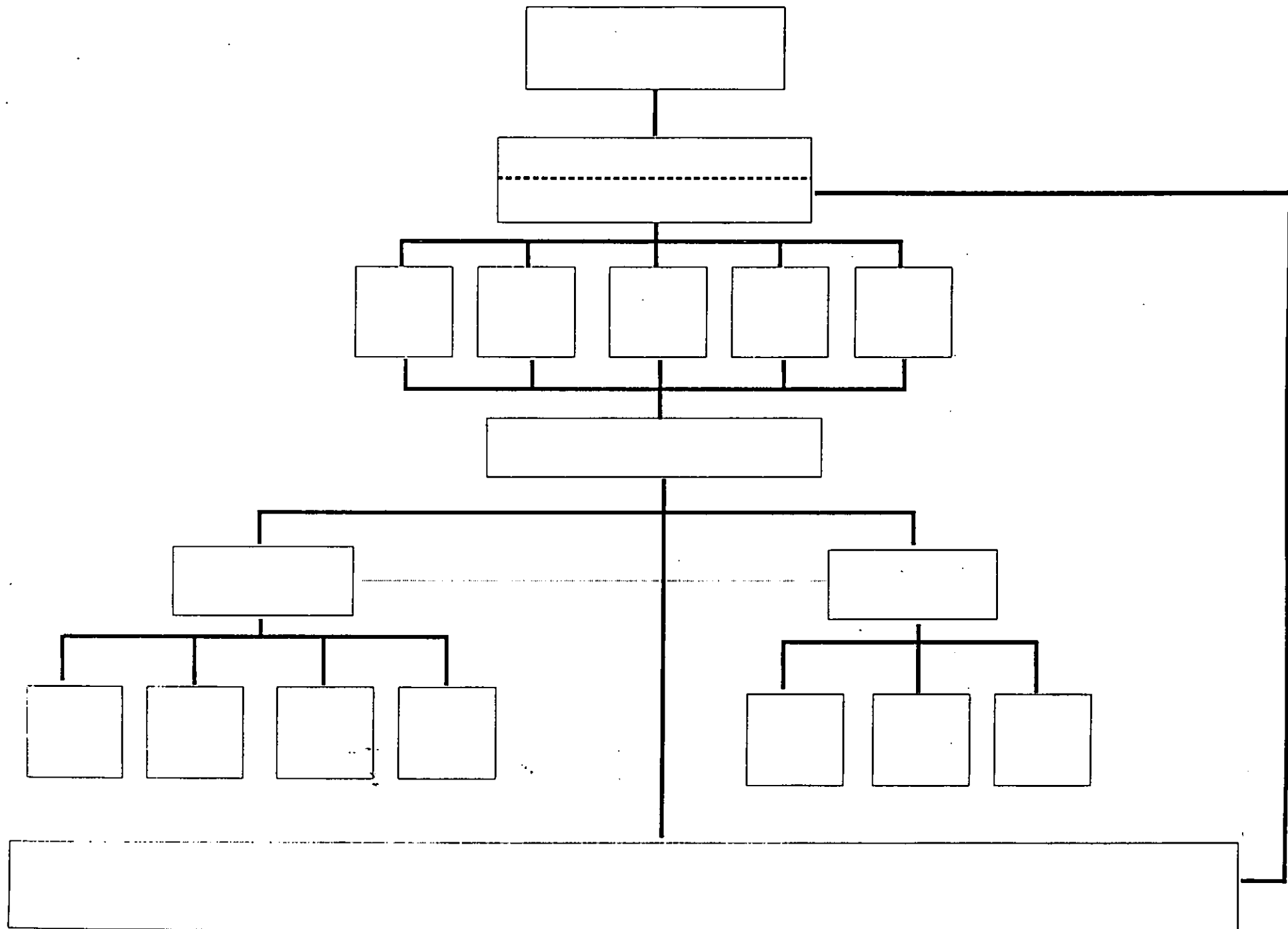
As much as possible, minimize the possibility of participants discuss their own functions.

8. Discuss the overall presentation with participants:
 - Distinguish between the functions as expected by law and what is actually practiced.
 - Identify the duplications—if any.
9. Ask participants what the significance of the exercise was. Referring to the objective of the exercise, tie in participants' comments and clarify the learning points of the activity.

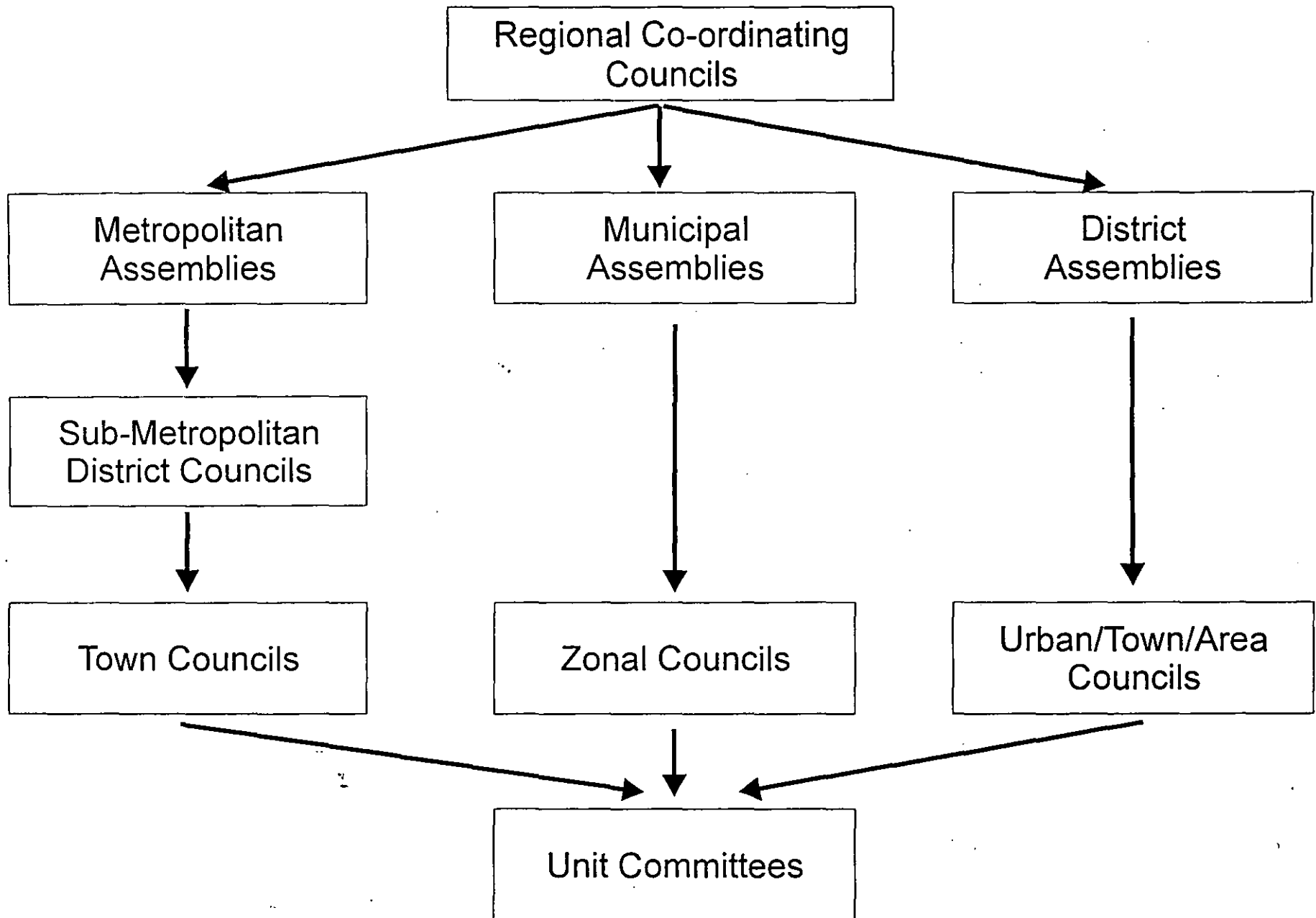
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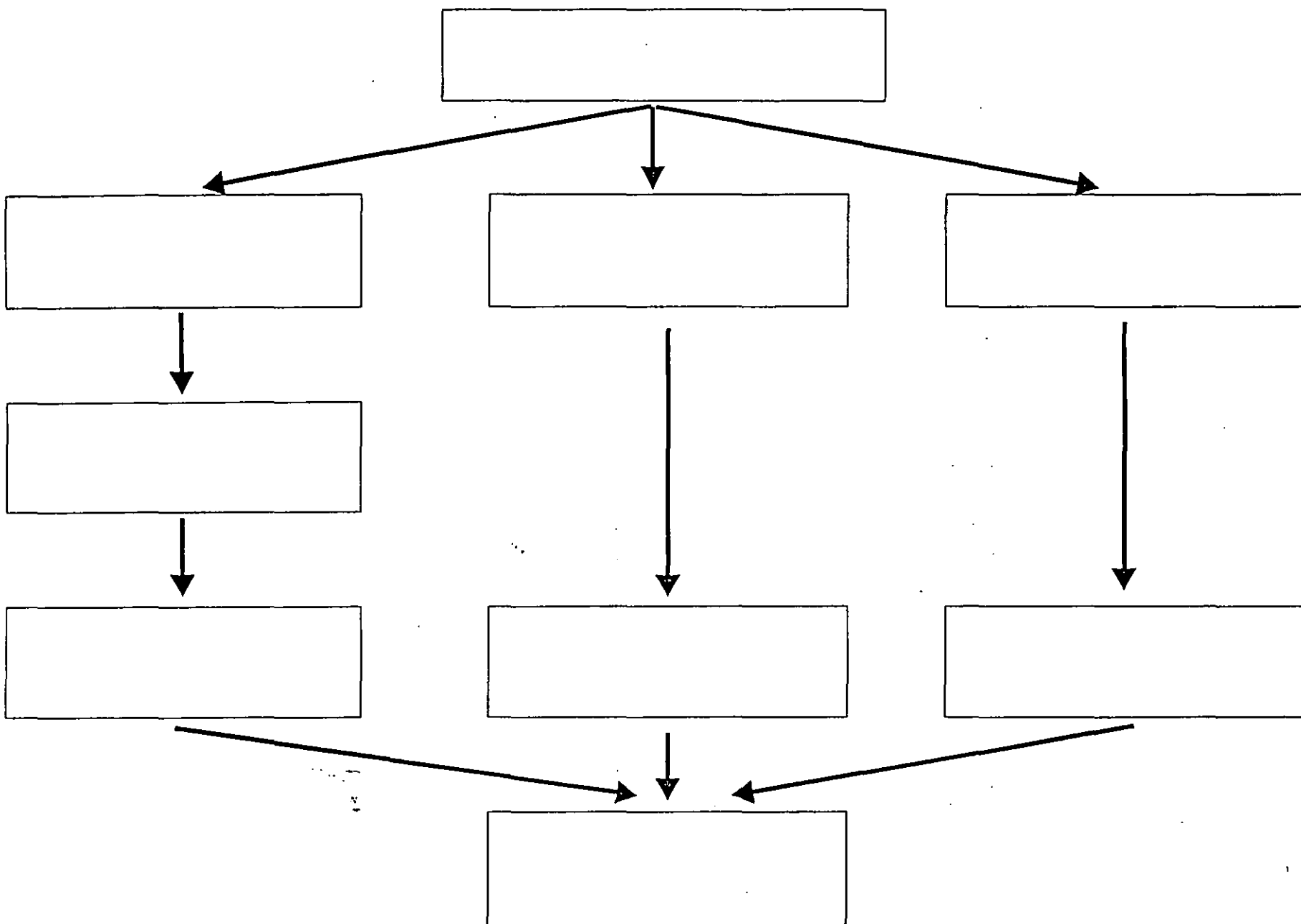
Typical District Assembly Structure





The Local Government System of Ghana





5. RELATIONS WITH CENTRAL GOVERNMENT

Time: same session as above ending at 15:45

Materials: flipchart, permanent markers, masking tape

Objective:

To develop and understanding of the relationship between DAs and Central Government.

Activity Steps

1. Divide participants into 2 groups. Write the following statements on flipchart:
 - *The RCC is supreme when it comes to making decisions in relation to the Assembly.*
 - *A district development plan is not final until it is approved by the NDPC.*
2. Assign a statement below to each group. Ask each group to discuss the statement.
3. Ask each group to present its views/findings to the larger group. Discuss the presentations with participants (in a plenary).
4. Summarize and wrap-up for the day, mentioning the different issues that have been covered during the day and some of the key issues that the participants have raised in relation to the programme.

Trainer's Note:

- Let participants understand that the statements are meant to sensitize them on their relationship with central government.
- Do not take a stand or make judgements.

* * *

DAY 2

6. RE-CAP OF THE PREVIOUS DAY'S WORK

Time: 9:30-9:45

Materials: flipchart, permanent markers, masking tape

Objective:

- To briefly review the activities of the previous day.

Activity Steps

1. Ask participants (volunteers) to give a summary of the previous day's activities.
2. Find out from participants if there are things that need further clarification.
3. Briefly add elements to the volunteers summary of the previous day's activities (if needed) and present the program for the day.

* * *

7. DAs INTERNAL COMMUNICATION

Time: 9:45-12:30 (with break from 10:45 to 11:00)

Materials: flipchart, permanent markers, masking tape

Objectives:

- To identify the bottlenecks in the internal communication of the DAs.
- To assist DAs to improve upon their internal communication.

Activity Steps

1. Write the following statement on flipchart.
"Assume that USAID has given your DA \$80 million for the construction of schools."
2. Ask participants to form groups of 5.
3. Using the statement (above), ask each group to determine how a decision on the project could be reached and implemented. The following questions could assist the group in this activity.
Write them on the flipchart.
 - Who participates in the decision-making process?
 - What are the sources of information?
 - What factors are taken into account?
 - Who receives the information about the decisions?
5. Ask each group to make a presentation to the wider group indicating the flow of information.

6. Discuss the presentations with participants, identifying the gaps and making suggestions as to what needs to be done.

* * *

BREAK 12:30 to 13:30

* * *

8. DA & CIVIL SOCIETY RELATIONS

Time: 13:30-15:30

Materials: flipchart, permanent markers, masking tape

Objectives:

- To make the DAs more sensitive to the concerns of CSOs
- To promote more collaboration between DAs and CSOs

Activity Steps

1. Ask participants to identify the civil society groups in the district. List these on flipchart and use it to reflect on the next discussion.
2. Lead a discussion on what civil society is, drawing on participants' contributions.

Trainer's Note:

1. Civil Society consists of:

- a) consisting of a range of different groups, give examples from CSOs present
- b) being situated between the people (grassroots) and the political space (Government and political parties)
- c) representing a sort of network to advance their interests or views.

The USAID definition of civil society to consist of all organized local bodies exclusive of groups formed solely to seek economic profits or political power. This definition excludes political parties and individual business firms.

There are roughly 2 types of civil society groups:

- corporatist ie. state supported groups (this is excluded from the USAID definition, which is preferred for the purposes of IFES workshops)
- voluntarist-plenast: associations voluntarily organized to compete with one another in the promotion of their socio-economic interest.

The general characteristics of civil society include:

- substantially voluntary and independent
- trans-ethnic, class, religion, etc in character
- a measure of organizational continuity
- internal structures and processes must be democratic
- democratic temper: tolerance, consensus-building

The functions of civil society include:

- promotion (not only) of their socio-economic interests, but also those of other groups and broader national concerns
- defining the rules for settling conflicting claims and interests
- seek to influence public policy-making and its implementation through variety of formal and informal channels including lobbying.

3. Explain that a roleplay will be enacted. Call 4 volunteers. Brief them privately, after having informed the group that you will be doing so.

4. Brief the role players quickly as follows: Three (3) will representing a CSO and 1 will represent a DA to act the following—

“CSO is a family planning group interested in promoting the use of condoms. It approaches DA for support from Assembly members. The Assembly Member take a moral position.”

5. Return to plenary and enact role-play.

6. Discuss the roleplay with participants, asking them:

- a) what they saw?
- b) does this scenario happen in real life?
- c) what does it say about the relations between the two parties?

Trainer's Note:

Any other issue, such as potable water or family planning, may be used to illustrate the roleplay. This depends on the discretion of the trainer. Use examples which are relevant to the district.

* * *

9. ROLE OF CIVIL SOCIETY

Time: same as above session to end at 15:30

Materials: flipchart, permanent markers, masking tape

Objectives:

- To have participants explore the opportunities to build relationships between DAs and CSOs.
- To have participants see how the two structures compliment and reinforce one another.

Activity Steps

1. Ask participants to brainstorm with a partner (in pairs) on what CSOs/functional groups are doing to support development programmes of the DA. Also ask what support the DA is providing to CSOs. Capture the answers on 2 different sheets of flipchart.
2. Compare the comments from the 2 flipcharts to see if the actual roles reinforce each other. If they do not, then divide the participants into 3 groups to discuss what needs to be done.
3. Wrap up this discussion focusing on the strengths of working together.
4. Invite 4 volunteers to enact a roleplay. 2 participants would represent the DA and 2 would represent a CSO. Brief the participants that the DA intends to organise a cleanup campaign in the district and wants the assistance of CSOs. Note that the emphasis here is the partnership between the DA and CSO.
5. Have volunteers enact the roleplay.
6. After the roleplay, discuss and draw out the benefits of such collaboration.

* * *

10. CONCLUSION

Time: Same as above, ending at 16:00

Materials: Evaluation Questionnaire

Objective:

To summarize the two days, focussing on the key learning points.

Activity Steps

1. Summarise the sessions of the day, also drawing on the activities of the previous day, focusing on the key learnings that have emerged.
2. Linking with the broader project and the subsequent workshops, ask participants what they would like to see as the topics for the next workshop.
3. Distribute the evaluation forms to participants, explaining the value of their feedback. Allow participants to complete questionnaire from roughly 15:30 to 16:00.

4. Collect the forms at the end of the workshop. Thank participants for their contributions and conclude the workshop.

--end--

Project ECSELL
Workshop ONE: The District Assembly and
its relationship with Civil Society
EVALUATION FORM

Please complete this evaluation and help us improve the workshop.

Name of your district:.....

1. What have you learnt at the workshop

.....

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2. How are you going to apply these learnings?

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3. How will you share this with the rest of the DA-members?

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4. What did you like in this workshop?

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5. What were the things you did not like in this workshop?

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

6. How could it be improved?

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

Rate the following:

Circle one of the 5 possible answers.

1= poor, 3 = good, 5= excellent

7. Seating arrangements	1	2	3	4	5
8. Workshop organisation	1	2	3	4	5
9. Time schedule	1	2	3	4	5
10. Food	1	2	3	4	5
11. Venue	1	2	3	4	5
12. Trainer's Presentation	1	2	3	4	5
13. Clarity of trainer's voice	1	2	3	4	5
14. Use of language	1	2	3	4	5
15. Clarity of expression	1	2	3	4	5
16. Use of visual materials	1	2	3	4	5
17. Trainer-participants relationship	1	2	3	4	5

Please return this form to the trainer.
Thank you for helping us improve this workshop.

Purpose:

This questionnaire will be used by IFES to assess the impact of the series of workshops that we are sponsoring in this district for the next two years. It is important for us to know over the course of the two years how many of the participants are changing their opinions, and the reasons why. The only way to do this is to have participants put their names on our questionnaires. However, we will treat this as a CONFIDENTIAL document. *We will not release this document outside of IFES.*

Thank you for responding to this questionnaire. When you have finished please return the completed questionnaire to the IFES staff member who will seal it in an envelope without reading it.

QUESTIONNAIRE FOR DISTRICT ASSEMBLY OFFICIALS

Name: _____

Title: _____

Sex: _____

District Capital: _____

1. Overall, how responsive is your District Assembly to the needs of this community? (tick one)
 - a. very responsive____
 - b. somewhat responsive____
 - c. not very responsive____
 - d. not sure____
2. How would you describe the relationship between the District Assembly and the civic organizations in this District? (tick one)
 - a. good____
 - b. average____
 - c. poor____
 - d. not sure____
3. Would you say your District Assembly solicits the views of the civic groups in this District? (tick one)
 - a. often____
 - b. sometimes____
 - c. never____
 - d. not sure____
4. Has your District Development Plan been reviewed by the community? (tick one)
 - a. yes____
 - b. no____
 - c. not sure____

5. Over the past 12 months, how many public meetings has the District Assembly held? (tick one)
- a. zero___
 - b. one___
 - c. two___
 - d. three or more___
 - e. not sure___
6. Over the past 12 months, how many times has the District Assembly taken action based on the request of a citizen or a group in this District?
- a. zero___
 - b. one___
 - c. two___
 - d. three or more___
 - e. not sure___
7. How many of the formal means of citizen participation listed below does this District Assembly employ? (tick as many as apply)
- a. joint boards___
 - b. citizen advisory committees___
 - c. ombudsmen___
 - d. public hearings___
 - e. other___
 - f. none of the above___
 - g. not sure___
8. How many times in the past 12 months has this District Assembly invited public participation in policy making? (tick one)
- a. zero___
 - b. once___
 - c. twice___
 - d. three or more times___
 - e. not sure___
9. In the last 12 months about how many civic groups came to the District Assembly to advocate the views of their members? (tick one)
- a. zero___
 - b. one to five___
 - c. six to ten___
 - d. more than ten___
 - e. not sure___
10. In the past 12 months how many District Assembly policies were changed as a result of community input?
- a. zero___
 - b. one___
 - c. two___
 - d. three or more___
 - e. not sure___

11. Which of the following statements is true of the civil society organizations (CSOs) in this District? (tick all that you agree with)
- a. most CSOs here do not have any impact on our work____
 - b. most of the local CSOs help us do a better job____
 - c. hardly any of our CSOs collaborate with us____
 - d. many local CSOs engage in joint planning with us____
 - e. a few CSOs interfere with us doing our job____
12. How would you describe the relationship of the central government to this District Assembly? (tick one)
- a. cooperation____
 - b. interference____
 - c. the relationship is neutral____
 - d. not sure____
13. Overall, how effectively would you say Ghana's District Assembly system is working? (tick one)
- a. very effectively____
 - b. somewhat effectively____
 - c. not very effectively____
 - d. not sure____
14. Under Ghana's system of local government, some District Assembly officials are elected while others are appointed. How well do the appointed officials and the elected officials in this District work together? (tick one)
- a. very well____
 - b. somewhat well____
 - c. poorly____
 - d. not sure____
15. How effective is the collection of local taxes in this District? (tick one)
- a. very effective____
 - b. somewhat effective____
 - c. not very effective____
 - d. not sure____
16. Thinking back five years to 1992, would you say this District Assembly is working for the people... (tick one)
- a. more effectively____
 - b. about the same____
 - c. less effectively____
 - d. not sure____
17. Thinking back five years to 1992, would you say that today Ghana's government is working for the people... (tick one)
- a. more effectively____
 - b. about the same____
 - c. less effectively____
 - d. not sure____



Project ECSELL
(Enhancing Civil Society Effectiveness at the Local Level)

TRAINING MANUAL
Workshop for
Civil Society Leaders

Workshop I:
Civil Society Organisations and
Their Relationships with District Assemblies

Final Draft
February 1998

About this manual

This curriculum was developed as part of IFES' Project ECSELL and represents in part the foundation workshops to be held with Civil Society Organisations (CSOs) and District Assemblies (DA) across Ghana. The main objective of this project is to enhance the participation of stakeholders in local governance in Ghana.

The process and ideas represented in this manual is drawn from a collective effort by the following individuals:

Tony Batse – Nkum Associates
Eva Osei – Nkum Associates
Immanuel Tettey – Nkum Associates
Dorothy Agbemavah – Organization Capacity Improvement Consultants (OCIC) (Gh) Ltd
Samuel Sarpong – OCIC (Gh) Ltd
Noel da Cruz – OCIC (Gh) Ltd
Francis Sackitey Matey – OCIC (Gh) Ltd
John Yelevielbayire – Centre for the Development of People (CEDEP)
Ernest Dumor – Development and Communications Research (DCR) Ltd
Collins Amofa – DCR Ltd
Rushdi Nackerdien – Institute for Democracy in South Africa (IDASA), South Africa
Steve Snook – IFES/Ghana
Sue Palmer – IFES/Washington

We owe this group our heartfelt thanks for their hard work in putting this manual together and also thank their organisations for their collaboration on this project.

Some of the contents of this manual have been drawn from training and other materials provided by members of the above group. In particular we would like to acknowledge DCR Ltd and IDASA for material relating to civil society, the roles and functions of the District Assemblies and advocacy.

IFES particularly thanks Rushdi Nackerdien for his tireless guidance and quiet inspiration, all of which made our process of curriculum development collaborative, enjoyably productive, and, we hope, mutually enriching.

BACKGROUND

Project ECSELL

Project ECSELL

Project ECSELL (Enhancing Civil Society Effectiveness at the Local Level) is a project of IFES which began in 1997 with an assessment, in the fall of that year, of the challenges facing District Assemblies and civil society at the district level. The assessment missions led to the design of Project ECSELL, a project which seeks to:

- ▶ increase the capacity of civil society organizations (CSOs) to achieve their set objectives and to advocate the interests of their members to local government;
- ▶ increase the capacity of local government to respond to citizens; and
- ▶ provide support for civic and government leaders to work together effectively to resolve local problems at the local level.

Project ECSELL will work to enhance the capacity of CSOs and local government by holding a series of workshops designed to foster professional development of CSO leaders and local government officials as well as to strengthen collaborative relationships between both sets of actors. The workshops will be sponsored by IFES and led by Ghanaian experts who will employ participatory methods in the context of real world issues and action.

The project will proceed in two cycles over a period of four years. In the first cycle, IFES will conduct approximately six workshops in 20 districts throughout Ghana (2 districts per region) between February 1998 and the third quarter of 1999. Workshops will be conducted at an average rate of one workshop per district every three months. In four of the workshops, CSO leaders and local government officials will meet separately to address on professional development topics relevant to their areas of focus. Professional development workshop topics will address such issues as strategic planning, financial management, and coalition-building. In two other workshops, the two sets of leaders will meet together to examine community problems and develop joint problem-solving strategies.

The first three workshops will be as follows:

Workshop I: The District Assembly and its Relationship with Civil Society
[District Assembly and CSOs meet separately]

Workshop II: Collaborative Analytical Problem-Solving (CAPS) Discussion
[District Assembly and CSOs meet together]

Workshop III: Strategic Planning
[District Assembly and CSOs meet separately]

By late summer/early fall 1998, IFES will make a small amount of funds available to support the joint problem-solving strategies that have been developed by workshop participants. Workshop participants will be invited to submit proposals to IFES for potential funding. As IFES funds are limited, it is likely that not all proposals will be able to be accepted.

In the first cycle of the project, (1998-1999), IFES is working in the following districts:

Ashanti Region:	Adansi East; Afigya Sekyere
Brong Ahafo Region:	Tano; Berekum
Central Region:	Upper Denkyira; Effutu Awutu Senya
Eastern Region:	Manya Krobo; Suhum Kraboa Coaltar
Greater Accra Region:	Ga, Dangbe East
Northern Region:	Tolon, Yendi
Upper West Region:	Bongo, Kassena/Nankana
Upper East Region:	Wa, Nadowli
Volta Region:	Sogakope, Jasikan
Western Region:	Nzema East, Wiawso

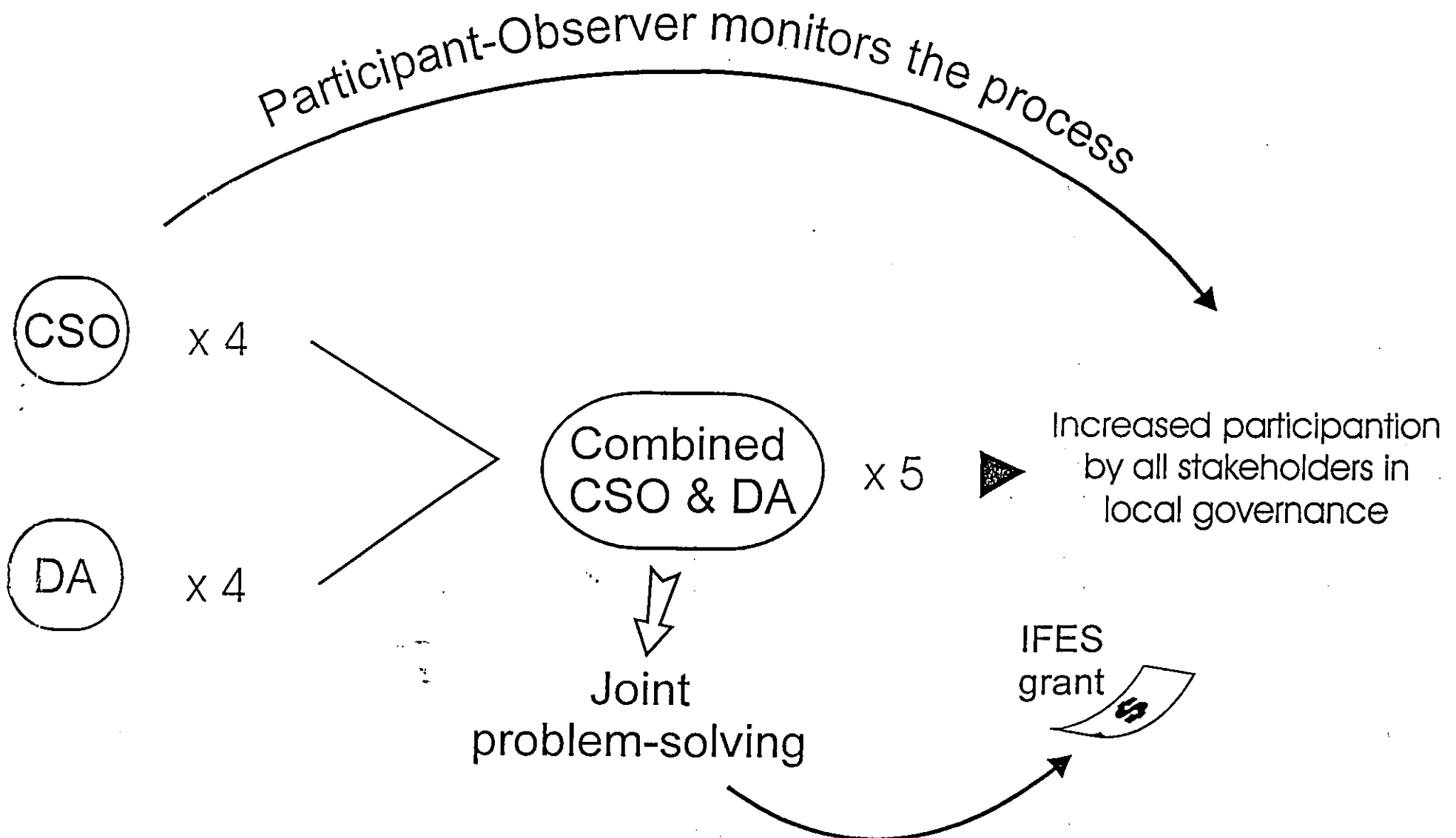
About IFES

The International Foundation for Election Systems (IFES) was founded in 1987 as a private, non-profit, non-partisan organization to provide consultative assistance and technical support to electoral and democratic institutions in emerging, evolving and established democracies. IFES has worked in over 90 countries in Africa, the Americas, Europe, the Near East and the former Soviet Union. By basing its assistance on the unique social, cultural and political characteristics of each individual country, IFES avoids the imposition of predetermined concepts in shaping the assistance it provides. Consequently, IFES has found that its assistance has proved to be successful and enduring.

IFES' services can be divided into seven areas as follows: 1) election administration, 2) professional development and information services, 3) voter and civic education, 4) political party development, 5) legislative strengthening, 6) civil society strengthening, and 7) opinion research.

IFES' first involvement in Ghana was in 1992 when IFES conducted a pre-election assessment in May of that year. In November-December 1993, IFES sent a technical assessment team to Ghana to look particularly at the voters register. In 1994, IFES began the STEP Project (Strengthening the Electoral Process) which worked with the Electoral Commission; IFES then opened an office in Accra in 1995 to support the STEP project. Aspects of the STEP project continue today with a focus on institutionalizing the Inter-Party Advisory Committees at the national and local level, continuing assistance to the Electoral Commission to increase its capacity to manage elections, and assisting the National Commission of Civic Education to promote increased participation of women in the political process.

IFES' Project ECSELL



IFES Project ECSELL

(Enhancing Civil Society Effectiveness at the Local Level)

EVALUATION TOOLS

LEVELS OF WORKSHOP EVALUATION

The Kirkpatrick model proposes that the effects of training can be evaluated at four levels as follows:

- 1. Satisfaction:** Were workshop participants satisfied with the quality of their training?
- 2. Learning:** Did workshop participants learn, or acquire, the knowledge, skills or attitudes the training was intended to convey?
- 3. Application:** If they learned, did the workshop participants apply to their jobs, or at their work place, their new knowledge, skills or attitudes (KSA)?
- 4. Organizational Performance:** If KSA were applied, did that make a measurable difference to the performance of the organization concerned?

Definitions for each of these levels, according to USAID's Human Resources Development Assistance (HRDA) project, are offered below:

Level 1: Satisfaction

By satisfaction, we mean the workshop participant's reaction to his or her instruction. We should ask participants questions that allow us to assess the overall learning environment established by the workshop facilitator. We do not simply want to know, "Were you satisfied?" We want to know the participant's estimation of the professionalism of the facilitators, the quality of materials used, the pace of instruction, and so forth. Monitoring at Level 1 means assessing the quality of the learning environment.

Level 2: Learning

The function of training is the transfer of learning. Workshop participants can acquire new knowledge, skills and attitudes (KSA). We monitor learning, or acquisition of KSA, to ensure that the training is working as an instructional medium. We can monitor learning with written tests, through demonstration of skills, through oral presentations, and possibly other means. Good facilitators continually monitor learning during the course of training. What is not learned cannot be applied, so it is important that we know if the learning has occurred. Monitoring learning can give valuable information about the facilitators, the presentation method, and about individual trainees.

Level 3: Application

If the function of training is to transfer KSA, the purpose of training is to change behavior.

All training aims at changing actual or potential behavior. In strategic, or results-oriented training, changing behavior usually means performing a job better or differently. It is the application of new skills that leads in the direction of results. When a person has demonstrated learning through training but has failed to make that learning translate into work-place reality, the purpose of strategic training is cut off before it can take root.

Monitoring the application of learning provides information about workshop participants and their organizations.

Level 4: Organizational Performance

When training alone has led to improvements in job outputs that in turn cause gains in organizational performance, we can reasonably attribute the performance gains to training. When other interventions have also been applied, we can say that training contributed to organizational performance improvement. Monitoring organizational performance reveals information about organizations' structures and about the feasibility of development partnership with them.

IFES WORKSHOP EVALUATION PLAN

- Evaluation tools:**
1. Workshop evaluation forms (Level 1)
 2. Facilitator workshop report (Level 2)
 3. Facilitator final report (Level 2)
 4. Baseline questionnaire (Level 3 & 4)
 5. Monitoring by participant observers, other mechanisms to be determined (Level 3 & 4)
 6. Final questionnaire (Level 3 & 4)

1. Workshop Evaluation Forms

Workshop evaluation forms will measure *satisfaction* (Level 1). The facilitator and/or participant observer should administer questionnaires to workshop participants at the conclusion of each workshop. Two forms need to be prepared for Workshop I: one for Workshop IA (for District Assembly officials) and one for Workshop IB (for CSO leaders).

2. Facilitator Workshop Report

Each workshop facilitator will submit a report on each workshop conducted. The report will measure workshop participants' *learning* (Level 2). The report will also make recommendations on the format/subject of future workshops.

3. Facilitator Final Report

Each workshop facilitator will submit final report which will: a) serve as a self-evaluation, b) summarize the facilitator workshop reports, and c) make recommendations concerning future IFES activity.

4. Baseline Questionnaire

The baseline questionnaire will be administered to all workshop participants prior to the start of the workshop by the facilitators and/or participant observers. The questionnaire will allow IFES to establish a baseline of the workshop participants' knowledge, skills and attitude and the performance of their organizations.

5. Monitoring by Participant Observers

Following each workshop, the participant observers based in each district will track the *application* (Level 3) and *organizational performance* (Level 4) of the workshop participants. Workshop participants will be asked to undertake several Action Steps after each workshop to apply their learning and increase organizational performance.

6. Final Questionnaire

Measured against the baseline questionnaire, the final questionnaire will measure *application* (Level 3) and *organizational performance* (Level 4). The final questionnaire will be administered to workshop participants at the end of the workshop series in each district (1999).

* * *

Project ECSELL

Format of Trainer's Reports

The following items would be useful to include in the post-workshop report:

1. Comments on Logistics

- a) meals/breaks
- b) venue
- c) accommodation
- d) travel
- e) other

2. Assessing the workshop activities

- a) What worked?
- b) What didn't work?
- c) What adaptations/modifications would you suggest?

3) Assessing the participants

- a) What was the level of participation?
- b) What was the nature of the participation?
- c) What were participants' attitudes to the workshop and how did this impact on the workshop?

4) Assessing Participant Learning

To what extent did participants understand the key learning points of the activities and the workshop?

5) Assessing you own learning

- a) Which part of the facilitation did you have problems with?
- b) How did you improve on this and what ideas do you have for the future?

Key issues for the Final Summary Report

- Recommendations on the format of the workshop
- Recommendations on the subject of the next workshops

No limits are placed on the length of these reports.

* * *

Project ECSELL

WORKSHOP ONE:

Civil Society Organisations and their relationships with District Assemblies

WORKSHOP OBJECTIVES

- 1) To explore the role of CSOs in relation to society and themselves
- 2) To introduce CSOs to the local government structure, its functions and its performance and practice in reality
- 3) To examine CSOs relationship with District Assemblies
- 4) To strengthen CSOs advocacy role and explore coalition building as a tool within the role
- 5) To begin a basic assessment of CSOs and their progress through Project ECSELL

WORKSHOP PROGRAMME

DAY ONE

SESSION 1 10:00 TO 11:30

1. Introduction
2. Housekeeping:
 - workshop procedure
 - workshop programme and time
 - practical arrangements (snacks, allowances, etc.)
 - Project ECSELL

BREAK 1130 TO 1200

SESSION 2 1200 TO 1330

3. Hopes, Fears and Expectations
4. What does it mean to be a CSO?
5. The role of CSOs i.t.o.:
 - society
 - membership
6. Other CSOs and working together

BREAK 1330 TO 1400

SESSION 3 1400 TO 1530

7. The District Assembly System
 - Brief Historical Background
 - Structure of the DA
 - Functions of the DA
 - Performance and Practises of the local DA
8. Review of Day 1
 - Assessment of Day 1: Strengths/Weaknesses

DAY TWO

SESSION 1 10:00 TO 11:30

9. Review of Day 1

10. CSOs relations with local DA

- The present situation
- The reasons for the current circumstances
- How can this be improved or sustained?

BREAK 11:30 TO 12:00

SESSION 2 12:00 TO 14:30

11. Advocacy role of CSOs

- understanding advocacy
- recap roles and coalition building as a strategy
- how can CSOs play this role?

12. Ways to use the learnings of the workshop

13. Sum up +Follow up activities: the next round of workshops

14. Evaluation questionnaire

DETAILED WORKSHOP ACTIVITIES

DAY ONE

1. REGISTRATION/BASELINE QUESTIONNAIRE

Time: 09:00 to 10:00

Materials: Baseline questionnaire

Objective

To complete the IFES Baseline questionnaire

Activity Steps

1. Hand out the questionnaire to participants as they arrive.
2. Collect the completed forms.
3. Ask late participants to complete it during break time.

* * *

2. INTRODUCTION

Time: 10:00 to 10:30

Materials: None

Objective

Break the ice for people to get to know each other, make friends, talk freely, settle down and avoid shyness and find out about participants' expectations

Activity Steps

1. Facilitator introduces him/herself and IFES project.
2. Active participant introductions:
Option A: Get participants to line up in two rows representing a bus. They must imagine they are travelling to the workshop. They must introduce themselves to their partner and talk about what they are going to do at the workshop.
Option B: Ask participants to form pairs and talk about an interesting issue from the area. Give some relevant examples. After a few minutes ask them to find a new partner and repeat.
3. Ask participant-pairs to share their expectations in plenary.

* * *

3. HOUSEKEEPING

Time: 10:30 to 10:50

Materials: Diagram of Project ECSELL

Objective: To address participant's expectations, provide an overview of Project ECSELL, logistical issues and develop consensus on the workshop plan.

Activity Steps

1. Discuss participants' expectations in relation to:
 - a. Project ECSELL
 - b. The number of workshops involved, mention some of the topics
 - c. The credit facility of grants/loans

- d. Regular monitoring & the role of the IFES participant observer
- e. Workshop plan: programme/procedure
- f. Negotiate starting and finishing times
- g. Remind people of IFES-agreements ie. 2 snacks, allowance to cover any lunch and travel, no accommodation.

* * *

4. WHAT DOES IT MEAN TO BE A CSO?

Time: 10:50 to 11:30

Materials: flipchart, permanent markers, masking tape

Objectives

1. To reach a common consensus on what Civil Society means.
2. To have participants remind themselves why their CSOs were formed
3. To explore the organisational strengths and weaknesses of CSO
4. To share some achievements of CSOs in relation to their membership and the benefits to society and other CSOs.
5. To develop ways in which organisational performance can be improved.

Activity Steps

1. Ask participants to think individually about what “civil society” means
2. Then ask participants to form groups of 5 and share their ideas on civil society.
3. Ask groups to report to plenary and capture these on flipchart. Discuss groups’ ideas in plenary
4. Summarise the discussion by focusing on civil society:
 - a) consisting of a range of different groups, give examples from CSOs present
 - b) being situated between the people (grassroots) and the political space (Government and political parties)
 - c) representing a sort of network to advance their interests or views.

Trainers’ Note

The USAID definition of civil society to consist of all organised local bodies exclusive of groups formed solely to seek economic profits or political power. This definition excludes political power and individual business firms.

5. Remind participants that they need to complete the Baseline Questionnaire during break.

* * *

Break 11:30 to 12:00

* * *

ECSELL WORKSHOP 1: LOGISTICS SHEET

District Assembly Participants

- For the DA workshop, participants will break for the morning snacks at the time indicated on the agenda. The afternoon snack will be available at the lunch break. The morning snacks will consist of Meatpie plus tea, coffee or cocoa; the lunch snack will be Sandwich and minerals.
- Each DA participant will draw a flat allowance of 10,000 cedis for lunch at the close of each day's session.
- Transport and Traveling (T&T) expenses will be reimbursed only in respect of participants who have been invited from places outside the district capital.

Civil Society Organization Participants

- For the CSO workshop, participants will break for the morning snacks and the afternoon snacks at the times indicated on the agenda. The morning snacks will consist of Meatpie plus tea, coffee or cocoa; the afternoon snack will be Sandwich and minerals.
- Each CSO participant will draw a flat allowance of 10,000 cedis for lunch at the close of each day's session.
- Transport and Traveling (T&T) expenses will be reimbursed only in respect of participants who have been invited from places outside the district capital.

4. WHAT DOES IT MEAN TO BE A CSO CONTINUED...

Time: 12:00 to 13:30

Materials: flipchart, permanent markers, and masking tape

Objectives

See objectives above

Activity Steps

1. Refer back to the previous activity, emphasizing relevant points that you can use in this activity.
2. Explain that this session will focus on how we can help our organisations improve.
3. Divide participants into organisational-pairs and have them discuss why their CSO was formed, what the CSOs strengths and weaknesses are, and some achievements of their CSO.
4. After roughly 5 to 10 min ask all the participants to form 2 large groups. Each facilitator will work with a group.
5. Each facilitator should take reports in the 2 groups on the pair discussion and capture these on flipchart.
6. Once both groups are finished, participants should return to plenary. Facilitators will report on the group-reports and discuss the reports with participants.
7. Chief facilitator ask participants:
 - a) How has your achievements benefited the community you live in?
 - b) What are the things that threaten these achievements?
 - c) What opportunities exist to improve CSOs to the benefit of the membership of CSOs and the broader community?
8. Capture responses on flipchart and summarise. The summary should focus on:
 - a) what changes can be made within the organisation
 - b) what changes rely on the support of the community
 - c) what changes require the intervention of government (District Assembly)
 - d) how can other CSOs help us improve
9. The facilitator should emphasise positive action in addressing these improvements.

* * *

Break **13:30 to 14:00**

* * *

5. THE DISTRICT ASSEMBLY SYSTEM

Time: 14:00 to 15:30

Materials: Diagram of a typical District Assembly, prepared flipchart listing of DA functions, permanent markers, masking tape

Objectives

1. To have participants understand the Decentralisation Model of Local Government.
2. To have participants understand the District assembly system, its structures and functions.

Activity Steps

1. Ask participants to state some problems in their communities and projects that are addressing

these problems. It is important to emphasise the community nature of the problem, rather than look at individual problems.

2. Find out from participants how some the problems came about, as well as the projects to address them.

3. In groups of 3 each, ask participants to discuss what changes they would like to see in their communities:

a) in one year's time and

b) in five years' time

4. Take reports in plenary and capture these on flipchart.

5. Ask participants in plenary "Who is responsible for these changes?" Briefly discuss responses.

6. Ask participants to brainstorm in plenary what they understand by the term "decentralisation".

Present a brief introduction to the Decentralisation Model.

7. Ask participants to identify the role-players or structures that they know of in the District Assembly. Where participants name actual assembly members or administrators, ask them to state what that particular person's function is. Capture these reports on flipchart.

8. Using these reports, construct a diagram of the local District Assembly structure, correcting some of the misconceptions that may exist about where different people are placed.

9. Stick up the list of the functions of the District Assembly and discuss these functions with participants.

10. Divide participants into groups of 5 to discuss the practical ways in which District assembly roleplayers engage with the community.

11. Take reports from the groups on flipchart and discuss the performance of the District assembly in relation to these reports.

12. Summarise the entire session, referring to key points highlighted in the earlier discussions.

Trainer's Notes

1. Be sure to be familiar with the Ministry of Local Government's booklet on "The New Local Government System" prior to presenting this session.

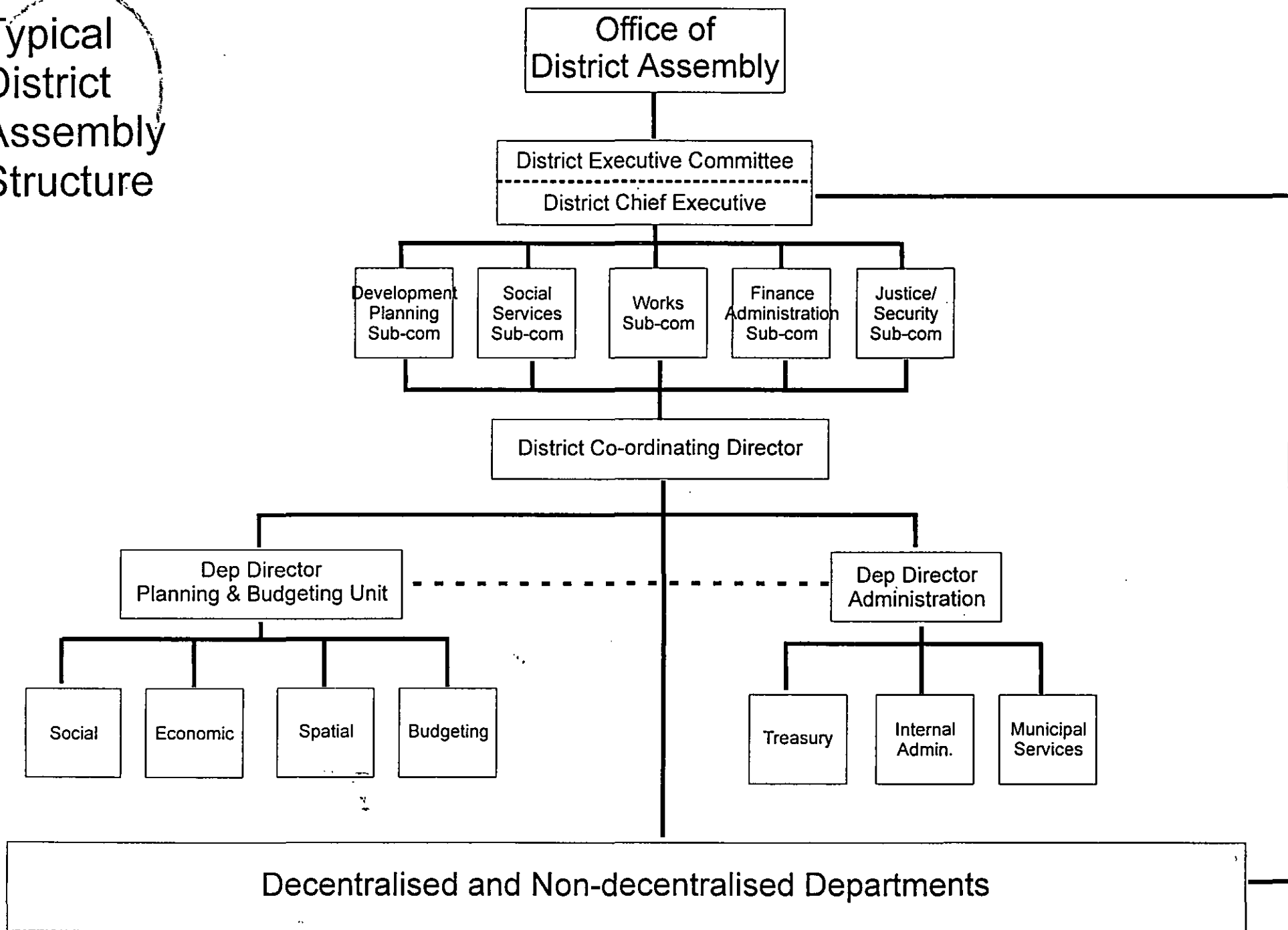
2. The objective of a District Assembly is:

- to accelerate growth in rural economies and develop rural communities.
- to ensure that development is equitably spread in a cost-effective manner.
- to ensure development reflects the aspirations of the people as expressed in the priorities and felt needs.
- to empower communities to be able to effectively participate in the decision-making process that relates to the overall management and development of the district.

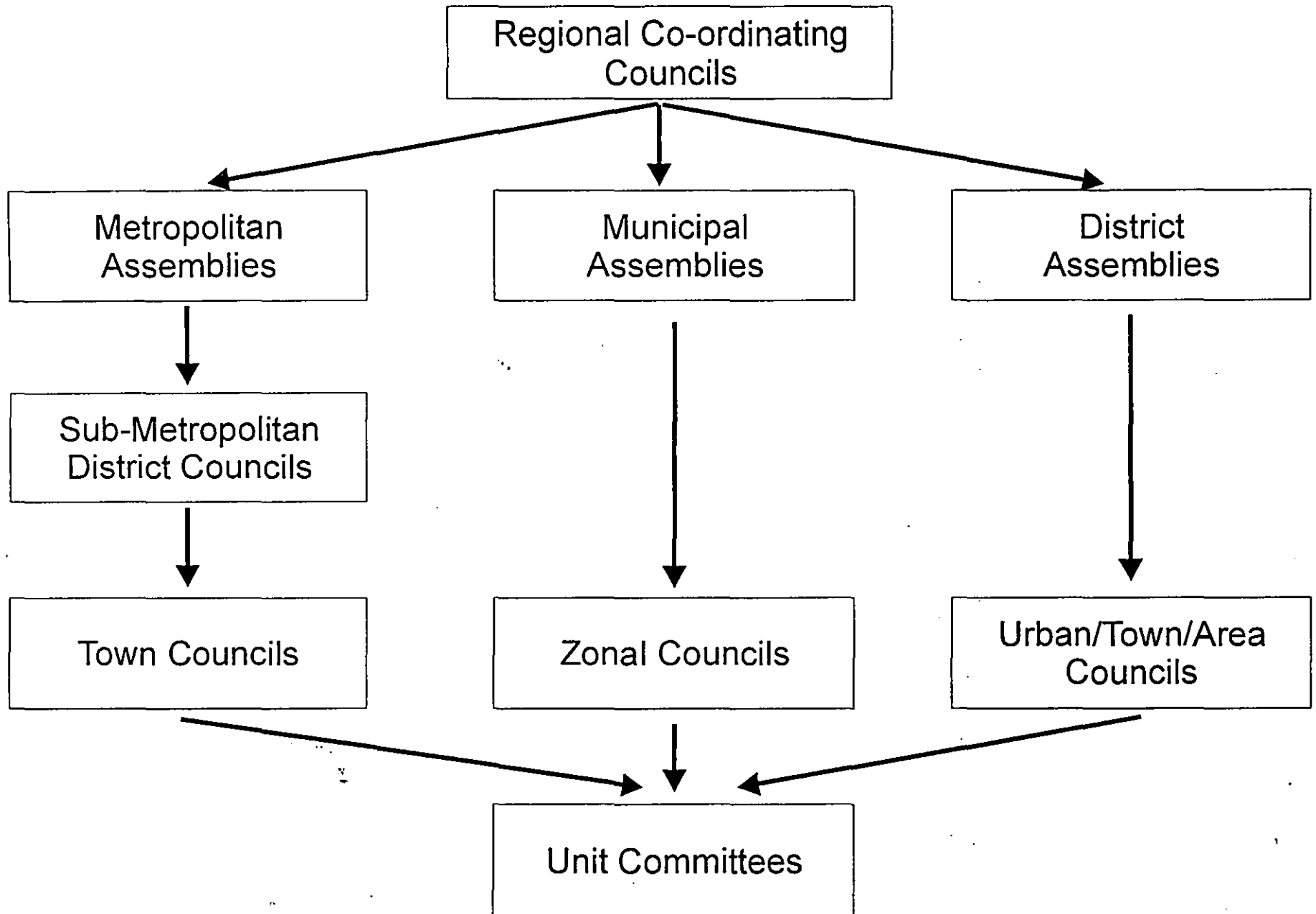
3. The specific functions of the District Assembly is to:

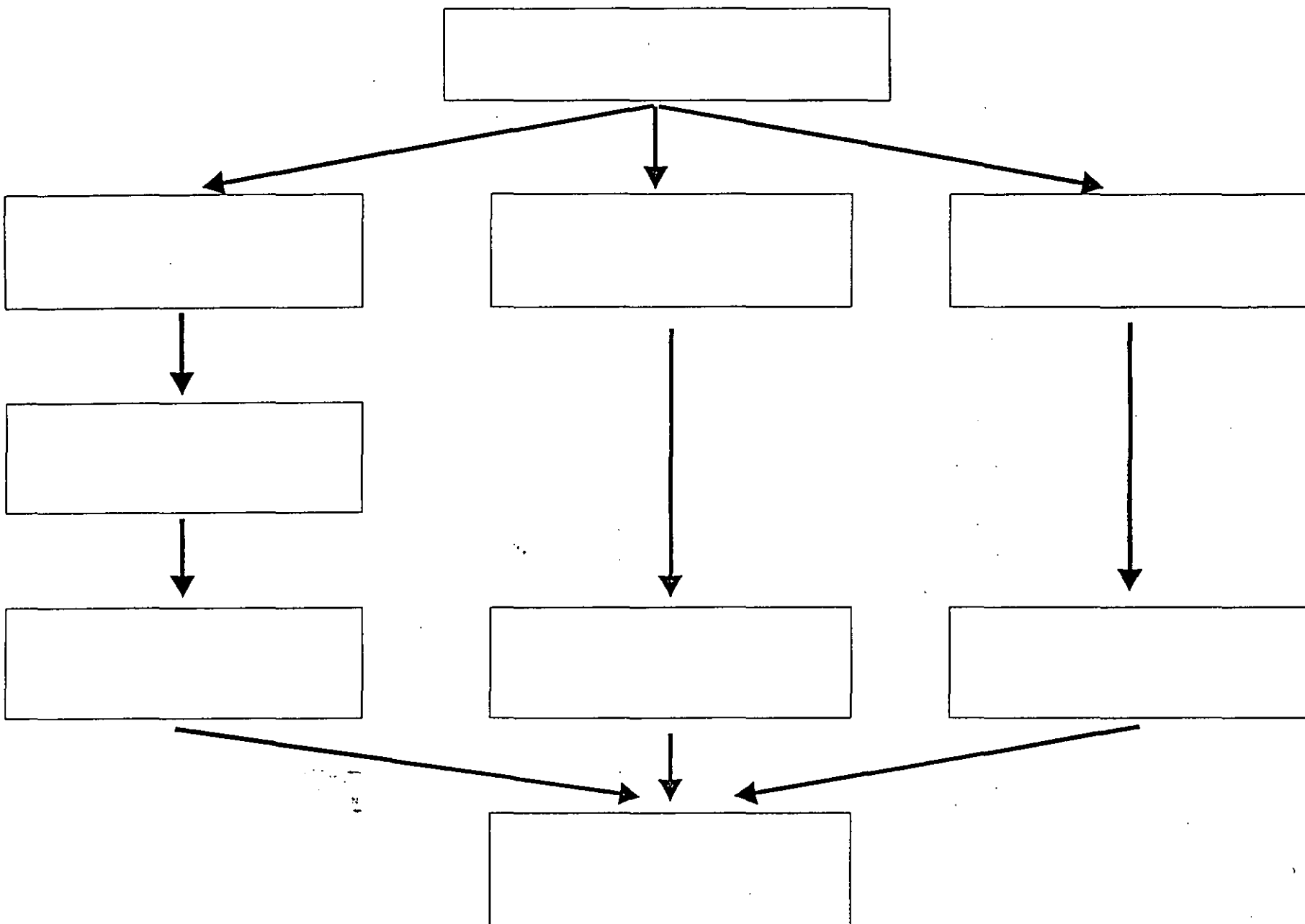
- formulate programmes for effective mobilisation and utilisation of human, physical, financial and other resources.
- Promote and support productive activity and social development and remove any obstacles to initiative and development.
- Initiate programmes for the development of basic infrastructure and works.
- Be responsible for the development, improvements and management of human settlements and the environment.
- Be responsible (along with other agencies) for the maintenance of security and safety in the district and ensure ready access to the courts and public tribunals in the district for the promotion of justice.

Typical District Assembly Structure



The Local Government System of Ghana





- Initiate, sponsor or carry out such studies as may be necessary for the discharge of other functions confessed on the assemblies.
- The overall development of the district and ensuring the preparation and submission to the central government for approval the development plans and budget of the district.

6. REVIEW THE DAY

Materials: Flipchart, permanent markers, masking tape

Objective

To assess how participants experienced the day's activities and gain consensus on the time-arrangements for tomorrow.

Activity Steps

1. Ask participants to state in plenary:
 - a) What worked well during the day?
 - b) What didn't work very well?
2. Write these reports down on flipchart and then ask participants:
"How could we improve on those things that didn't work well?"
3. Negotiate the potential earlier starting and ending time to the workshop tomorrow. These negotiations must take into consideration any travelling arrangements participants may have to make to get to the workshop.
4. Remind participants that they need to have returned the Baseline Questionnaire before the Participant Observer will pay their lunch allowances to them. This will happen from 15:30 till roughly 16:30.

* * *

DAY TWO

7. REVIEW THE PREVIOUS DAY

Time: 10:00 to 10:30

Materials: None

Objectives

To have participants recap what they did the previous day and to address any issues which participants are concerned about before the start of the workshop programme for the day.

Activity Steps

1. Welcome all participants back to the workshop.
2. Using stop-start drama, ask one participant to begin a review of the previous day and ask others to continue with the drama.
3. Thank participants for their involvement and the review. Briefly inform the participants what the programme outline for the day will involve.

* * *

8. CSOs RELATIONSHIP WITH DAs and SOCIETY

Time: 10:30 to 11:30

Materials: flipchart, permanent markers, masking tape

Objectives

- 1) For participants to analyse the existing relationship between CSOs, DAs and society.
- 2) For participants to explore ways in which to strengthen or improve these relationships.
- 3) For participants to begin seeing the importance of fostering inter-CSO relationships.

Activity Steps

1. Pick up on issues from the previous day's discussion on the DA-session that may have relevance for this particular session.
2. Divide participants into 4 groups, representing 2 x CSO, 1 x DA and 1 x society, to role-play the relations the existing groups.
3. As this is an unscripted role-play, brief participants about using their personal experiences as a basis for acting their roles. Groups are given a few minutes to prepare their roles. The role-play content can be anything the groups desire. The first role-play will be between the CSO group and the society group. The society group will start the role-play with an issue of concern to them.
4. After the first role-play, have plenary discussions about the role-play as depicted. Questions that could guide the discussion are:
 - a) Describe what you saw in the role-play?
 - b) Does this situation reflect reality?
 - c) What are the effects of such issues on the relationship?
 - d) How has this relationship developed this particular way?
5. Ask the CSO group and DA group to enact their role-play. The CSO groups will begin the role-play with an issue that affects them.
6. After the role-play, discuss the role-play using the questions above to guide the discussions.
7. Summarise the different role-plays. Then ask participants to buzz in groups of three about ways to improve the relationships depicted in the role-plays, as well as between CSOs.

8. In plenary, capture reports on flipchart and discuss the reports.
9. Summarise the session by focusing on the strengthening on relationships between CSO/DA, CSO/CSO and CSO/Society.

* * *

Break **11:30 to 12:00**

* * *

9. THE ADVOCACY ROLE OF CSOs

Time: 12:00 to 13:30

Materials: Case study, a broom, flipchart, permanent markers, masking tape

Objectives

- 1) For participants to understand the concept of advocacy
- 2) For participants to accept their roles as advocates
- 3) To explore methods by which they can play this role
- 4) To focus on coalition-building as a specific strategy of advocacy

Activity Steps

1. Divide participants into groups of 6 participants.
2. Distribute a copy of the case study, flipchart and permanent markers to each group.
3. Ask one group-member to act as the group-secretary and another to report on the groups' views. This person will read the case study aloud to the rest of the group. The groups must then brainstorm solutions to the exercise described in the case study. The group-secretary must document these solutions on flipchart.
3. Ask groups to report in plenary, using their flipcharts
4. Highlight the salient points from the discussion to illustrate their role as advocates.
5. Using a broom, ask one of the participants to volunteer for a small task. Take one of the sticks in the broom and ask the volunteer to break it. After this, ask the volunteer to break all the sticks in the broom, whilst they are tied together in the broom.
6. Ask the participants to brainstorm what lessons can be drawn from this exercise. Emphasise the issue around standing together and collective action.
7. Continue this plenary discussion by asking participants how CSOs can best work together to address issues of common interest and concern. Summarise this discussion, emphasising the key points about coalition-building, such as:
 - a) understanding what your *needs* are
 - understanding what your *rights* are.
 - b) understanding what your *responsibilities* are.
 - c) agreeing on what your *common interests* are.
8. Depending on the level of understanding of the participants, provide a brief input on "advocacy"

Trainer's Notes

The central concern of advocacy is the promotion and protection of a system of rights and obligations. The success in advocacy relies on civil society:

- acting as a pressure group able to garner enough united support for its cause.

- able to publicize the objectives of the cause and cooperate with other groups towards a shared goal, which may not sometimes not benefit them directly.
- able to resist pressure from others on the group themselves
- able to apply sanctions of some kind to reinforce their position
- able to coordinate action amongst the different supporting groups

Ways in which ordinary citizens can make their voices heard are:

- sign petitions
- take part in marches
- organise boycotts
- write letters to newspapers
- publish and distribute pamphlets
- join an organisation
- attend meetings
- contact elected officials

* * *

Case Study: Kookoase Village

In the village of Kookoase, the people have identified their main need as a 3-classroom block for their children who are in the Junior Secondary School (JSS). The community has been pleading with the District Assembly for support for the past three years. But nothing seems to be forthcoming.

The Assembly Person together with the Chief and his elders managed to convince the people to initiate a self-help project on the school building. They were able to build the school up to roofing level till they had no financial strength to continue.

Just at that time a contractor came to the community to inform them that he has been contracted by the District Assembly to put up a community centre in the village. The people were not happy because it was not needed, neither was any of those in authority locally (including the Assembly Person) informed. They then decide to protest to the District Assembly to rather complete their school building project for them, but to no avail.

Answer the following questions

1. What issues can you pick from this case study?
2. What went wrong? What was not done correctly?
3. What will you do as civil society organisation in the community?
4. How would you resolve this situation?

10. CONCLUSION

Time: End of last session

Materials: Evaluation questionnaire

Objectives

- 1) To refresh participants' minds on the key issues of the workshop over the two days.
- 2) To assess what participants would like to see as the focus of future workshops.
- 3) To remind participants of the subsequently activities of the Project ECSELL
- 4) To have participants assess the content of the workshop, the quality of the presentation and practical arrangements.

Activity Steps

1. Ask participants to repeat the bus-exercise from the beginning of the workshop. This time the bus is leaving the workshop and they are heading home. Participants must tell their partner:
 - what they have learnt at the workshop
 - how they are going to apply it
 - how will they share this with the rest of their CSO-membership
2. While participants are in pairs, distribute the evaluation sheets and ask each pair to complete one evaluation sheet together based on their conversation on the bus.
3. Collect all the forms from the participants.
4. In plenary review the key issues of the workshop and emphasize them.
In plenary, refer to Project ECSELL and ask participants to brainstorm what they would like to see as the focus of the next workshop. Write these report down on flipchart and reinforce participants' expectations from the beginning of the workshop and how the future workshops will hopefully try to address them.
5. Remind participants of the role of the participant observer and make sure that everyone has completed the Baseline Questionnaire.
6. Have a closing ceremony thanking everybody for their valuable contributions and conclude the workshop. OR sing a closing-song to complete and end the workshop. The closing technique is dependent on the atmosphere that existed through the workshop and will differ from district to district.

--end--

Workshop ONE:
Civil Society Organisations and
their relationships with District Assemblies

EVALUATION SHEET

Please complete this evaluation and help us improve the workshop.

Name of your district:.....

1. What have you learnt at the workshop

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2. How are you going to apply these learnings?

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3. How will you share this with the rest of their CSO-membership

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4. What did you like in this workshop?

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5. What were the things you did not like in this workshop?

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6. How could it be improved?

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Rate the following:

Circle one of the 5 possible answers.

1= poor, 3 = good, 5= excellent

7. Seating arrangements	1	2	3	4	5
8. Workshop organisation	1	2	3	4	5
9. Time schedule	1	2	3	4	5
10. Food	1	2	3	4	5
11. Venue	1	2	3	4	5
12. Trainer's Presentation	1	2	3	4	5
13. Clarity of trainer's voice	1	2	3	4	5
14. Use of language	1	2	3	4	5
15. Clarity of expression	1	2	3	4	5
16. Use of visual materials	1	2	3	4	5
17. Trainer-participants relationship	1	2	3	4	5

Please return this form to the trainer.
Thank you for helping us improve this workshop.

Purpose:

This questionnaire will be used by IFES to assess the impact of the series of workshops that we are sponsoring in this district for the next two years. It is important for us to know over the course of the two years how many of the participants are changing their opinions, and the reasons why. The only way to do this is to have participants put their names on our questionnaires. However, we will treat this as a CONFIDENTIAL document. *We will not release this document outside of IFES.*

Thank you for responding to this questionnaire. When you have finished please return the completed questionnaire to the IFES staff member who will seal it in an envelope without reading it.

QUESTIONNAIRE FOR CIVIC LEADERS

Your Full Name: _____

Full Name of Your
Organisation: _____

Your Title: _____

District Capital: _____

1. About how many members does your organisation have in this District? _____

2 Is your organization registered? (tick one)

- a. yes, both in Accra and here in the District _____
- b. yes, in Accra but not here in the District _____
- c. yes, in the District but not in Accra _____
- d. no _____
- e. not sure _____

3. How are officials selected in your organisation? (tick one)
- a. the organisation is led by its founding members____
 - b. consensus acclaim by the members____
 - c. formal election by the members____
 - d. appointment by the Board of Directors____
 - e. appointment by the founding members____
 - f. by traditional means____
 - g. by other means____
 - h. not sure____
4. How many officials does your organisation have?_____
5. How many of your officials are women?_____
6. How are decisions made in your organization? (tick all that apply)
- a. by the executive____
 - b. at meetings between the members and the executive____
 - c. by the members____
 - d. other____
 - e. not sure____
7. If there is a major decision to be made, how many key executives are involved?_____
8. How does your organisation learn the interests and opinions of the members? (tick as many as apply)
- a. general meetings____
 - b. going to meet with them in their homes, businesses or offices____
 - c. meeting with them socially____
 - d. polls or opinion surveys____
 - e. by other means____
 - f. not sure____
9. Does your organization have a written constitution? (tick one)
- a. yes____
 - b. no____
 - c. not sure____

10. Does your organization have an action plan or strategic plan? (tick one)
- a. yes, and it is being implemented____
 - b. yes, but it is not being implemented____
 - c. a plan is being prepared____
 - d. no____
 - e. not sure____
11. Does your organisation operate a bookkeeping or financial ledger system? (tick one)
- a. yes____
 - b. no____
 - c. not sure____
12. What are your organisation's sources of funding? (tick as many as apply)
- a. membership dues____
 - b. national or regional headquarters
 - c. donations____
 - d. proceeds from enterprises____
 - e. proceeds from harvests____
 - f. special appeals for funds____
 - g. fund raising drives____
 - h. fees charged on members absent from meetings____
 - i. the Common Fund____
 - j. the national government____
 - k. international donors____
 - l. other sources____
 - m. not sure____
13. From where does your organisation borrow money? (tick as many as apply)
- a. banks____
 - b. cooperatives____
 - c. IFAD____
 - d. other sources such as *susu* savings clubs____
 - e. private lenders____
 - f. wealthy members____
 - g. my organisation has never borrowed money from any source____
 - h. not sure____

14. How much is your organisation's annual budget in this District? _____
15. Is this budget sufficient to meet your organisation's set objectives?
- a. yes _____
 - b. no _____
 - c. not sure _____
16. How well informed are you of what your District Assembly does? (tick one)
- a. very well _____
 - b. somewhat _____
 - c. not at all _____
17. How would you describe the relationship between your organisation and the District Assembly? (tick one)
- a. good _____
 - b. poor _____
 - c. average _____
 - d. not sure _____
18. How independent is your organisation from the District Assembly? (tick one)
- a. very independent _____
 - b. somewhat independent _____
 - c. not independent at all _____
 - d. not sure _____
19. How often in the past has the District Assembly interfered with your organisation? (tick one)
- a. three times or more _____
 - b. twice _____
 - c. once _____
 - d. never _____
 - e. not sure _____
20. In how many activities does your organisation cooperate with the District Assembly? (tick one)
- a. one _____
 - b. two _____
 - c. three or more _____
 - d. not sure _____

21. How often during the past 12 months has your organisation cooperated with the District Assembly? (tick one)
- a. once____
 - b. twice____
 - c. three times or more____
 - d. not sure____
22. Has the District Assembly ever interfered with your organization? (tick one)
- a. yes____
 - b. no____
 - c. not sure____
23. To your knowledge, has your district's development plan ever been reviewed by the community? (tick one)
- a. yes____
 - b. no____
 - c. not sure____
24. To your knowledge, how many public meetings has the District Assembly held over the past 12 months? (tick one)
- a. one____
 - b. two____
 - c. three or more____
 - d. not sure____
25. To which of the formal bodies or public events listed below does your organization send representatives? (tick as many as apply)
- a. joint boards____
 - b. citizen advisory committees____
 - c. ombudsmen____
 - d. public hearings____
 - e. other____
 - f. none of the above____
 - g. our District Assembly doesn't do any of these things____
 - h. not sure____

26. How often during the past 12 months has your organisation participated in one of the above mechanisms of citizen participation? (tick one)
- a. never____
 - b. once____
 - c. twice____
 - d. three or more times____
 - e. not sure____
27. To your knowledge, about how many other organizations are using the above mechanisms in this district? (tick one)
- a. no others____
 - a. one other____
 - b. two others____
 - c. three or more others____
 - d. there are no such mechanisms in this district____
 - e. not sure____
28. To your knowledge, in the past 12 months, how many District Assembly policies have changed as a result of action by local civic organizations? (tick one)
- a. zero____
 - b. one____
 - c. two____
 - d. three or more____
 - e. not sure____
29. To your knowledge, in the past 12 months, how many District Assembly policies have changed as a result of action by an ordinary citizen? (tick one)
- a. zero____
 - b. one____
 - c. two____
 - d. three or more____
 - e. not sure____
30. Are there other organizations in the District with which your organisation cooperates? (tick one)
- a. yes____
 - b. no____
 - c. not sure____

31. Does your organisation belong to a formal network or coalition of organizations? (tick one)
- a. yes___
 - b. no___
 - c. not sure___
32. Over the past 12 months, how many times has your organization held meetings with non-members who live in the District? (tick one)
- a. zero___
 - b. once___
 - c. twice___
 - d. three or more times___
 - e. not sure___
33. Does your organisation ever conduct membership drives?(tick one)
- a. yes___
 - b. no___
 - c. not sure___
34. Do non-members assist your organization in undertaking activities? (tick one)
- a. yes, often___
 - b. yes, sometimes___
 - c. never___
 - d. not sure___
35. Has your organisation ever gone to a District Assembly official to advocate on behalf of your membership? (tick one)
- a. yes___
 - b. no___
 - c. not sure___
36. How often does the District Assembly consult your organization? (tick one)
- a. often___
 - b. sometimes___
 - c. never___
 - d. not sure___

37. How concerned is your organization about issues of social justice? (tick one)
- a. very concerned___
 - b. somewhat concerned___
 - c. not very concerned___
 - d. not sure___
38. In the past, has your organization acted in the District to promote democracy in Ghana? (tick one)
- a. yes___
 - b. no___
 - c. not sure___
39. How effective is the collection of local taxes in this District? (tick one)
- a. very effective___
 - b. somewhat effective___
 - c. not very effective___
 - d. not sure___
40. On the whole, does your membership have confidence in the District Assembly?
- a. yes, a great deal___
 - b. yes, some___
 - c. no, none___
 - d. not sure___
41. In your opinion, how many of your members believe that the District Assembly is addressing your organisation's concerns? (tick one)
- a. almost all___
 - b. about half___
 - c. almost none___
42. Thinking back five years to 1992, would you say this District Assembly is working for the people... (tick one)
- a. more effectively___
 - b. about the same___
 - c. less effectively___
 - d. not sure___

43. Thinking back five years to 1992, would you say that today Ghana's government as a whole is working for the people... (tick one)
- a. more effectively____
 - b. about the same____
 - c. less effectively____
 - d. not sure____