# Information for Accountability Workshops

# Workbook

RIGHTS AND RECORDS INSTITUTE
International Records Management Trust

The World Bank
*Danish Trust Fund for Governance*

Westminster Foundation for Democracy

# Information for Accountability Workshops

# Workbook

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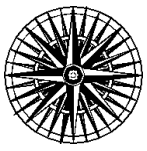

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# Table of Contents


Foreword 1
*Piers Cain, Director, Rights and Records Institute*

About the Workbook and Sourcebook 2

Information for Accountability Workshops: Frequently Asked Questions 3

A Workshop Planner 5

- Where to Begin? 6
- Planning the Workshop 14
- Monitoring and Evaluation 33
- Checklist for Producing Workshop Proceedings 36

Appendix A: Press Release: Information for Accountability Workshop, Ghana 37

Appendix B: Examples of Attitude Surveys 38

Appendix C: Example of Evaluation Form 48

# Foreword

The Rights and Records Institute was created by the International Records Management Trust to generate new thinking and develop new strategies and techniques for the management of recorded information. Archivists and records managers, who as a professional group tend to shun the limelight, need to play a more active role in safeguarding the rights of the citizen and by making a stronger contribution to the development of their countries.

The Information for Accountability Workshops initiative was developed to meet an unfulfilled need. Although records are essential for the protection of basic human rights, for the rule of law and for efficient public administration, the donor community has paid very little attention to or made investment in this area. Moreover, the Rights and Records Institute saw many examples of wasted investment in computers to improve public administration: computer systems become 'white elephants' because very little use is made of the information these systems process. Information systems that are not used will not be maintained and will quickly deteriorate.

We came to realise that we needed to find a way of enabling the ordinary citizen to access more easily the vast quantities of information that every government has in its possession. If we could stimulate public demand for information, this could lead to a culture of information use, which would ensure that information systems in the public sector, needed for accountability, would be maintained and be relevant.

Along with many other people in the field, the Rights and Records Institute became concerned that reforms to support accountability in developing countries were being pushed through by the donor community with little opportunity for the people of the countries themselves to express their views. Information for Accountability Workshops are designed to stimulate demand by the public for information from their governments through an open-ended discussion process. This deliberately avoids promoting a particular policy solution. Each country must decide what level of information disclosure and which policy options are appropriate for its own needs. The workshops simply provide a framework for the discussion to take place.

The workbook makes available the methodology for running Information for Accountability Workshops to those who would like to run workshops of their own and would like to benefit from our experience. It is the product of a twelve-month initiative to develop a methodology to allow members of the public, civil society organisations, civil servants, politicians and records and information professionals to come together. Two pilot workshops were held in Tanzania and Ghana in 2000.

This initiative has been carried out in collaboration with Transparency International, and with funding and support from the Danish Trust Fund for Governance administered by the World Bank. These organisations share an interest in the importance of making government information available to the public in support of accountable government. Transparency International's network of local chapters have been vital in providing guidance and input into the design of the workshops, as well as identifying key institutions and civil society organisations that were invited as participants.

*Piers Cain*
*Director, Rights and Records Institute*
*London, September 2000*

# About the Workbook and Sourcebook

The Institute developed the Information for Accountability Workshop methodology with funding from the Danish Trust Fund on Governance administered by the World Bank. This methodology derives from an approach developed by TI for its National Integrity Workshops and the broad design for each workshop was agreed between the Rights and Records Institute and TI and its local chapters.

There is a natural relationship between the International Records Management Trust's Rights and Records Institute and Transparency International (TI) because transparency is dependent upon open access to information and records. The Information for Accountability Workshops provides a focus for debating the issue of access to information; the goal being to agree practical steps to strengthen the delivery of information to the public.

The workbook provides a framework that should be adapted to the local context and political realities. It is intended to provide a step-by-step guide through the activities required to set up and run a successful Information for Accountability Workshop. It also provides guidance as to the purpose of the workshops and the support the Rights and Records Institute is able to offer. The Institute bears sole responsibility for the contents of the Workbook and Sourcebook.

Key to a successful Workshop is careful planning and 'behind the scenes' activity. The workbook takes organisers through this process beginning with forming a planning committee and organising meetings, through to developing budgets and assigning responsibility for actions.

It also provides useful advice on developing the workshop programme to ensure relevance to the local context, including how to identify the focus of the workshop, identify participants and handle the logistics of the workshop.

The workbook is set out as a narrative text with checklists, handy tips and examples taken from experiences in pilot workshops held in Tanzania and Ghana. Following these steps should help to deliver a meaningful workshop that meets its objectives.

Workshop planners are directed to the Sourcebook, which includes a number of background papers, a select bibliography and the location of sources available on the Internet. These materials may be useful as sources of background papers for workshop participants and also provide the means for workshop planners to educate themselves in the key issues.

# Information for Accountability Workshops: Frequently Asked Questions

## What is an *Information for Accountability Workshop*?

The Information for Accountability Workshops provide organisations with a methodology whereby government officials can identify and decide how to respond to citizens' legitimate demands for information about public programmes. They also provide a forum to enable civil society organisations to gain an understanding of some of the constraints within which governments operate. The aim is to encourage the public sector to educate citizens about what information is publicly available and how they may obtain it, but also what is not and why not. Workshops provide a starting point for the Government to determine what kind of information it should make available to demonstrate accountability to citizens and, therefore, which information systems are most critical to allow transparency of public services. Ultimately, the availability of more information should enhance the public's confidence in government.

## Why is a workshop needed?

One measure of good government should be the development of a clear and well-established consultative process that involves the input of citizens at various stages. For this to occur there must be open channels of communication and a free flow of relevant information; this includes knowing what information is available, how to obtain it and how and to whom to appeal if information is withheld.

Citizens know they can ask their elected officials to answer their queries. However, they also know that obtaining a response from government may require perseverance and courage. In an environment where information is withheld there will be inevitable tensions and mistrust; citizens can feel that government is somehow responsible for their misfortunes. The aim of the workshop is to increase access to information in order to develop a more informed civil society and provide the means for greater participation in government.

## Whom will it serve?

The workshop is designed to bring together senior government officials, members of the legislature and civil society organisations to discuss the problems of access to information. Organs of civil society are entitled to know the business of government because government is mandated to take actions on behalf of citizens. In turn, Government will benefit from increased participation and from the feedback it will receive about its programmes and reforms.

## What is the Rights and Records Institute and what on-going support can it provide?

The Rights and Records Institute is an operating division of the International Records Management Trust. The Institute's mission is to empower developing country governments to manage recorded information in support of citizens' rights and to make public service delivery more efficient, cost effective and transparent. The International Records Management Trust is a legally registered charity with six trustees. It works on a non-profit, cost recovery basis. The Trust was established to define and facilitate the introduction of methodologies for managing records as a core part of the business of government and to work toward articulating the significance of the records profession to public officials.

The Institute will be pleased to provide support to organisations wishing to use the materials but can only do so if there are funds to cover the costs. For instance, it can help to adapt materials to different country contexts, work with local partners to facilitate the setting up of workshops, and advise on selecting participants, speakers and suitable case studies. More specifically, the Trust has developed expertise in designing and running Information for Accountability Workshops. We anticipate working with local partners to develop a programme of workshops that will take this concept into new areas.

# A Workshop Planner

## Criteria for Success

- ✓ Strong partners. These should include:
  - ✓ a professional team with experience in delivering workshops
  - ✓ a viable civil society partner
  - ✓ a locally based organisation that can fulfil the role of secretariat
  - ✓ support of the head of the civil service
  - ✓ support of the national archivist.

  *It is advised that you draw up a Memorandum of Agreement in advance that clearly defines each partner's role and level of responsibility.*

- ✓ Political will to carry forward outcomes.

- ✓ Confident and enthusiastic workshop chairmen and facilitators.

- ✓ Established relationships within the country, particularly within government.

# Where to Begin?

This section provides guidance on how to initiate a workshop. It covers topics such as:

- forming a planning committee
- obtaining sponsorship
- holding planning sessions.

## Forming a Planning Committee

The first step in planning a workshop is to form a planning committee. The group will comprise active people with different perspectives and expertise and with a stake in the workshop.

The necessary range of resources and expertise may not be contained within a single organisation. It may be necessary to identify organisations that may be suitable partners. Key criteria will include:

- ✓ knowledge of the subject
- ✓ contacts at a senior level within government, the legislature and civil society
- ✓ expertise and contacts in the media
- ✓ ability to provide a secretariat.

**TIP**

**A memorandum of agreement should be drawn up between partners to clarify the roles and responsibilities of the organisations.**

The planning committee will:

- ✓ establish the purposes and objectives of the workshop
- ✓ plan the activities leading up to delivery of the workshop.

The composition of the planning committee is critical. Criteria to consider will include those listed above for identifying partners. In addition useful questions are:

- ✓ who can be counted on or motivated to give time, to contribute actively, to come up with new ideas?
- ✓ who is needed to make or facilitate key decisions?
- ✓ who is needed to facilitate the practical arrangements for the workshop?
- ✓ who will act as secretary to the group (this can be decided at the first meeting)?

Where there is doubt about the willingness or ability of individuals to participate, sound them out before formally inviting them to the first meeting.

## Obtaining Sponsorship

### *Budget preparation*

Begin by identifying sponsors. It is important to know which funding bodies are active in your country and have an interest in the issue of access to information. Bilateral donor agencies and the European Union are possible sources of funding for workshops in low income countries.

Depending upon the needs of the workshop, you have to seek funding from more than one sponsor. In preparation, you should request to meet with an appropriate officer within a funding body to identify and review proposal guidelines, ceiling amounts for funding and any budgetary specifications. Also, check with them whether the body has limitations on what it can fund; for example, it may exclude facilities and administrative costs. Your approach might include seeking out officers in charge of development areas such as governance and aid accountability.

In addition to seeking cash funding, you may want to consider approaching organisations for donations in kind such as providing facilities at no cost or photographic services, catering, recording equipment and so on.

### *Preparing an effective budget*

Preparing your budget is a good test of how well you have thought out your project. The budget is vital because funding bodies evaluate proposals based on funding requests as well as on proposed project plans. Preparing an effective budget is, therefore, an important step toward securing funding for your workshop. Often the development of the budget is governed by the application guidelines given out by a particular funding body.

*The budget should reflect your best estimate of the actual cost of conducting the activities outlined in the workshop proposal.*

When you are preparing a budget you should itemise direct costs and indicate cost sharing if appropriate. Direct costs are those that are directly attributable to the project. Cost sharing refers to moneys obtained from other funding bodies. For example if you obtain cash funding from two sponsors and support in kind (ie conference facilities) from a third then you would need to indicate to each funding body exactly who is providing what and whether that contribution is in cash or kind. In addition, you should be clear what expenses your organisation can cover, for example it may be donating your time, which has a cost.

The main direct costs to consider for a workshop include:

- ✓ room hire
- ✓ catering (coffee/tea breaks, lunch)
- ✓ closing reception

- ✓ supplies/stationary (eg flip charts, markers, pads of paper, pens, folders and so on)
- ✓ participants' travel allowances (if applicable)
- ✓ honoraria for keynote speaker/s, chairs and session speakers
- ✓ professional photographer
- ✓ production of background papers, information packs and publicity
- ✓ production, printing and binding of proceedings
- ✓ cost of translating proceedings into local language/s (if appropriate)
- ✓ distribution of proceedings
- ✓ web site publication.

Other main budget elements for workshop secretariat expenses may include:

- ✓ staff salaries/fees
- ✓ telecommunications costs
- ✓ photocopying costs
- ✓ other facilities and administrative charges (eg use of equipment and so on).

**TIP**

**If foreign speakers are to be invited to attend, you will also need to budget for travel and subsistence, visa and fees. You may also need to make provisions for the customs clearance of any workshop materials they may bring with them or ship in advance.**

## Holding Planning Sessions

Planning sessions should be well structured and keep to time. To achieve this, for each planning session you should:

- ✓ prepare an agenda and distribute it to each participant in advance
- ✓ begin the meeting with a welcome, introductions and apologies for absences
- ✓ describe the objectives of the meeting
- ✓ work through the agenda items
- ✓ ensure that full and accurate minutes are taken (see **Taking Minutes**)
- ✓ develop a checklist of activities required/action plan to arrange the workshop (see **Planning Calendar**)
- ✓ assign responsibility for each action to individual participants by agreement
- ✓ assign agreed task completion dates to each action
- ✓ update the action plan at each meeting
- ✓ agree a date for the next meeting.

**TIP**

**It may be necessary to establish working groups to carry out activities and report back to the planning group.**

### *Taking minutes*

The secretary should take minutes at every meeting of the planning committee. The minutes should:

- ✓ state the title of the meeting
- ✓ give details of date, time and venue in a heading or headings
- ✓ record accurately the names and titles of those present
- ✓ use a consistent layout and style
- ✓ summarise key points of discussions and record all points of agreement
- ✓ record all agreed action points, who is responsible for them and their completion times
- ✓ record major points of disagreement and how it has been agreed to resolve them.

The secretary should:

- ✓ circulate accurately typed minutes as soon as possible after the meeting
- ✓ attach to the minutes any papers tabled at the meeting.

## Minute Form

**MINUTES OF THE MEETING ON 10 SEPTEMBER 2000**

**PRESENT WERE:** Peter, Mary, John, Victor, Mark

**ABSENT WERE:** Elizabeth, Justus

**MINUTES TAKEN BY:** Peter

| No | Issue Discussed | Task/Result/Conclusion | Who is responsible? | When is the deadline? |
|---|---|---|---|---|
| 1 | Sponsors | Funding secured from A | Mary | Done |
| 2 | Venue | Investigate venues, select three possibles and report back | John | 3 Dec 2000 |
| 3 | Chair of workshop | B approached and declined; C to be approached | Peter | 3 Dec 2000 |
| 4 | Distribution of minutes | Participants and those absent to be sent a copy of the minutes by the following day | Peter | One day after meeting |

## Planning Checklist

A workshop planning checklist should be drawn up and updated at each meeting. Items may include:

✓ *Mark each box as you complete a task.*

- ☐ Date and time of workshop agreed
- ☐ Venue confirmed and booking made
- ☐ Refreshments/catering and water arranged
- ☐ Programme agreed
- ☐ Speakers and participants invited and fully informed of arrangements (use separate checklist of individuals)
- ☐ Note paper, pens, information packs for participants, name badges available
- ☐ Photographer booked
- ☐ Registration desk and forms available
- ☐ Name badges prepared for participants, observers, press, and workshop organisers
- ☐ Official opening organised
- ☐ Room arrangements made
  - ☐ table, chairs, platform, speaker's podium
  - ☐ special seating arrangements
  - ☐ name plates
  - ☐ audio-visual equipment
- ☐ Media plan agreed / publicity organised
  - ☐ background papers/information packs
  - ☐ press release (before and after)
  - ☐ interviews with media
  - ☐ advertising
  - ☐ distribution of papers presented and conclusions
- ☐ Workshop helpers briefed
  - ☐ directions
  - ☐ welcome
  - ☐ special guests
  - ☐ facilities available
  - ☐ clearing up.

A more detailed planning checklist may be needed for particular tasks, as the following example shows.

## Planning Checklist: Workshop Programme

✓ *Mark each box as you complete a task.*

- ☐ Programme agreed
  - ☐ draft programme approved by Planning Committee
  - ☐ invitations to speakers sent out
  - ☐ replies from invited speakers received
  - ☐ invitations to alternative speakers sent out
  - ☐ replies from alternative speakers received
  - ☐ final programme approved by Planning Committee
  - ☐ programme printed
  - ☐ programme distributed to speakers and participants.

### *Planning calendar*

Activities must be prioritised and a time frame assigned to different tasks. This will ensure that the preparations can all be achieved in an orderly and well-managed way by the time of the workshop. To achieve this:

- ✓ prepare a chart showing activities to be undertaken against weeks until workshop
- ✓ determine the order that activities must happen and the timeframe of each task
- ✓ build in some time in the schedule to allow for unexpected contingencies
- ✓ indicate who is responsible for each activity.

**TIP**

**Activities often take longer than expected – be realistic and allow time in the schedule for unexpected events.**

| TASK | START DATE | WHO IS RESPONSIBLE? | END DATE | COMPLETED? YES/NO |
|---|---|---|---|---|
| Book venue | 10 Jan 2000 | Peter | 15 Jan 2000 | Yes |
| Arrange catering | 10 Jan 2000 | Mary | 15 Jan 2000 | Yes |
| Book equipment | 10 Jan 2000 | Mary | 15 Jan 2000 | Yes |
| Finalise programme | 17 Jan 2000 | Justus | 1 Feb 2000 | No |

### *Managing expenditure*

A well-planned budget is the first step in ensuring that expenditure on the workshop can be managed. The budget for the workshop will be agreed with sponsors. To ensure that expenditure remains within agreed targets:

- ✓ allocate responsibility for authorising expenditure to one individual
- ✓ ensure that expenditure is monitored centrally, for example, by the secretary to the planning committee
- ✓ keep all invoices and receipts
- ✓ set up a commitment register to show different budget items, indicating the amount committed and actual expenditure. This is a vital tool for monitoring expenditure and must be kept up-to-date (see example below).
- ✓ review expenditure regularly and re-adjust priorities accordingly.

**TIP**

**Sponsors may require a financial report after the workshop to demonstrate that funds were spent in accordance with the agreed budget. This may include providing invoices, receipts and other documentation to support financial statements. Assign responsibility for maintaining these records to one individual.**

**Commitment Register**

| COMMITTED EXPENDITURE | | | | | ACTUAL EXPENDITURE | | NOTES AND |
|---|---|---|---|---|---|---|---|
| Date | Details | Invoice No | Amount Committed | Uncommitted Balance | Actual | Balance | ADJUSTMENTS |
| 2/10/00 | Toner | JAB31 | 45.00 | 45.00 | 39.60 | 50.40 | 12% discount |
| 3/2/00 | Paper | PC69 | 12.00 | 38.00 | 11.47 | 38.53 | |
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# Planning the Workshop

This section provides guidance on how to plan a workshop. Workshops should be carried out over a two day period to allow sufficient time for new concepts to be presented, problems discussed and recommendations agreed. It covers the following topics:

- identifying the focus of the workshop
- planning the timing of the workshop
- determining who should attend the workshop
- selecting a venue
- developing the workshop programme
- preparing information packs
- running the workshop
- making practical arrangements
- publicising the workshop.

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## Identifying the Focus of the Workshop

The workshop must have a clear focus that will aim to achieve specific aims and objectives within a two day period. The following are a series of key questions to help identify the focus:

### What aspects of public service reform address access to information issues?

These may include:

✓ customer service initiatives

✓ code of practice on access to government information

✓ anti-corruption strategies

✓ records and information management projects

✓ staff capacity enhancement through training

✓ citizens complaints bureaux/kiosks

✓ civil service programmes to re-orient systems, attitudes and behaviour

✓ ombudsman

✓ commission on human rights

✓ citizens advice bureaux.

### What are the main political agenda issues?

For example:

- ✓ good governance
- ✓ efficiency of public sector management
- ✓ service standards
- ✓ accountability and transparency
- ✓ protection of state assets
- ✓ openness and access to government information
- ✓ independence of judiciary
- ✓ rule of law
- ✓ respect for human rights
- ✓ protection of citizens' rights
- ✓ decentralisation
- ✓ economic development
- ✓ participatory democracy.

### What topics and/or sectoral issues are of key importance?

Topics for consideration might include:

- ✓ AIDS/HIV
- ✓ anti-corruption
- ✓ education and training
- ✓ environment
- ✓ gender
- ✓ governance and public sector reform
- ✓ health, nutrition and population
- ✓ law and justice

- ✓ participation
- ✓ poverty alleviation
- ✓ private sector development
- ✓ rural development and agriculture
- ✓ transportation
- ✓ urban development.

### What is the current formal position on accessing public sector information (including the legal and regulatory environment)?

For example:

- ✓ Is there an official secrets act?
- ✓ Is there a civil service code of conduct?
- ✓ Are there information and/or communication policies in effect?
- ✓ Is there records and archives legislation?
- ✓ Is there freedom of information legislation?
- ✓ What is the state of government records systems?
- ✓ Is public service culture an obstacle?
- ✓ Does the government support information delivery to citizens?
- ✓ Do citizens have to rely on 'informal networks' to obtain information because formal provision either do not exist or fail to work?

### What is the public's perception of its right/access to information?

- ✓ Are citizens often not aware of their right of access to public information?
- ✓ Is a culture of demand for public sector information lacking?
- ✓ Do the majority of the population in rural areas have access to sources of information delivery?
- ✓ Are socially disadvantaged groups, such as the physically handicapped, aged, or women, taken into account in information delivery programmes?

## Planning the Timing of the Workshop

The success of the workshop depends upon timing. This affects both participation and whether outcomes are achieved.

A key question for deciding when to hold the workshop is the stage in the current political cycle. For example:

- ✓ forthcoming election - it may be difficult for MPs to find time away from campaigning duties to attend the workshop
- ✓ dates of Parliamentary recess – MPs may be out of town.

Additional factors to consider include:

- ✓ visiting dignitaries (if known)
- ✓ other scheduled events involving the government/legislature (if known)
- ✓ public holidays
- ✓ religious holidays and festivals.

## Determining Who Should Attend the Workshop

It is important that all project partners agree who should be invited to attend, and that invitations are issued with enough advance notice to allow participants to schedule time to attend.

### *Participants*

Major stakeholders for consideration will include:

- ✓ public service managers
- ✓ members of the legislature or lawmakers
- ✓ civil society and professional groups
- ✓ information professionals.

You may want to grant observer status to representatives of the accredited press and the diplomatic and donor community.

### *Preparations*

The following activities will need to be carried out to obtain participation:

- ✓ Writing letters of invitation. These should include:
  - dates, venue, organisers
  - nature of participation, eg speaker, chair, participant, observer
  - names of organiser/s and sponsor/s
  - details of the focus of the workshop
  - name and contact details for confirmation of attendance
  - details of any material you would like them to provide, eg biographical information, copy of their paper, photograph, etc
  - financial details, eg honoraria or travel expenses to be paid to speakers and/or participants if appropriate

**TIP**

**Follow-up with participants by telephone or in person to check that invitations have been received.**

- ✓ Delivering letters to prospective participants with follow-ups and briefing sessions
- ✓ Confirming names and titles
- ✓ Keeping track of acceptances and nominations for replacements.

## Selecting a Venue

The location and size of the venue is key to a successful workshop. Consideration should be given to:

- ✓ the size of the venue: it should be large enough to hold plenary and breakout sessions, and provide space nearby for breaks and lunch
- ✓ ease of access to the venue for participants
- ✓ capacity of the venue to provide office services during the workshop (eg photocopying).

**TIP**

**If the venue provides separate rooms for breakout groups to meet in, be sure that they are not too far away from the room in which the plenary sessions are held.**

**You will not want to waste too much time trying to gather together participants.**

## Developing the Workshop Programme

### *Define workshop objectives*

It is important to build a workshop programme that will produce practical outcomes. To achieve this you must:

- ✓ prepare written objectives for the workshop
- ✓ prepare written objectives for each session
- ✓ when the first draft of the programme is complete, review objectives to ensure that they are achievable and contribute to the aims of the workshop.

Sessions must be structured to aid participants to meet these objectives. Leading questions for breakout group discussions will help to guide discussions. They will guide the facilitator in leading the discussion and in reviewing session outcomes against these objectives.

**TIP**

**To keep discussions on track, the facilitator/s should refer back to workshop objectives to remind participants what they are seeking to achieve. Facilitator/s should continually monitor whether objectives are being met.**

**It may help to have the objectives written on flip charts for participants to refer to.**

### *Create a coherent programme*

#### ▶ Develop and plan opening and closing ceremonies

The workshop programme should include both a formal opening session and closing ceremony. These would include, as appropriate:

- ✓ opening/closing remarks from chair
- ✓ keynote/closing address from stakeholder/s
- ✓ introduction to the workshop from the facilitator/s
- ✓ closing remarks from sponsor/s.

#### ▶ Develop and plan sessions

Once the objectives have been defined, the content of the sessions can be developed. Workshop sessions must be self-contained. There must be a logical flow throughout the two days, allowing participants to reach some recommendations by the end of the second day. Session topics to consider include:

- ✓ establishing the current formal legal/regulatory position and examining this against experiences
- ✓ discussing the appropriateness of different mechanisms of accessing information for the country/region
- ✓ reviewing existing/proposed access to information legislation/regulations
- ✓ examining existing information delivery systems and identifying good practice/ obstacles
- ✓ identifying in a concluding session the key issues and making practical recommendations.

### ▶ Identify speakers

Once the sessions have been planned, speakers with the appropriate expertise must be identified. These should present a range of different perspectives including:

- ✓ information management
- ✓ legal
- ✓ media
- ✓ civil service culture
- ✓ case studies (if appropriate).

A number of short (eg 20 minute) presentations will retain the interest of participants more effectively than one longer presentation. A 45 minute round table discussion with a panel addressing specific questions is another useful way to introduce concepts and focus discussion. In addition, this will help to ensure that both civil society and government perspectives are well represented.

### ▶ Plan the workshop timetable

The timing of sessions is key to achieving the workshop objectives. The workshop is a two-day n interactive event and participants must be given sufficient time to debate issues. Time must also be allowed for coffee breaks, lunch and opening and closing ceremonies. See below for a sample workshop timetable.

## Workshop Objectives

List the overall workshop objectives and distribute to participants with the programme. Objectives should provide the focus for the whole workshop and should be kept simple, achievable and measurable.

1 Workshop Objective One

2 Workshop Objective Two

3 Workshop Objective Three

DAY ONE

| | | |
|---|---|---|
| 8:30 – 9:00 | *REGISTRATION* | |
| 9:00 – 10:00 | OPENING CEREMONY | |
| | **Chairperson** [10 minutes] | Chairperson's Opening Remarks |
| | **Keynote speaker** [30 minutes] | Keynote Address |
| | **Facilitator** [20 minutes] | Workshop Introduction (including completion of Attitude Survey by participants) |
| 10:00 – 10:15 | *Coffee Break* | |
| 10:15 – 11:00 | SESSION I | |
| | List Session Objectives:<br>• Session Objective 1<br>• Session Objective 2<br>• Session Objective 3 | |
| | **Speaker I** [20 minutes] | <Topic A> |
| | **Speaker II** [20 minutes] | <Topic B> |
| 11:00 – 11:45 | **Facilitator** / Break-out Groups | Break-out Group Discussion |
| 11:45 – 12:30 | **Facilitator** / Break-out Leaders | Reporting Back |
| 12:30 – 13:30 | *Lunch* | |
| 13:30 – 13:45 | **Facilitator** | Reporting back on Attitude Survey |
| 13:45 – 14:30 | **SESSION II** | |
| | List Session Objectives:<br>• Session Objective 1<br>• Session Objective 2<br>• Session Objective 3 | |
| | **Roundtable Discussion** [45 minutes] | <Topic> |
| 14:30 – 14:45 | *Coffee Break* | |
| 14:45 – 15:30 | **Facilitator** / Break-out Groups | Break-out Group Discussion |
| 15:30 – 16:30 | **Facilitator** / Break-out Leaders | Reporting Back |
| 16:30 – 17:00 | **Chairperson** | Chairperson's Summary and Closing Remarks |

# DAY TWO

| | | |
|---|---|---|
| 8:30 – 9:00 | *REGISTRATION* | |
| 9:00 – 9:30 | WORKSHOP WELCOME: DAY TWO | |
| | **Chairperson** [10 minutes] | Chairperson's Opening Remarks |
| | **Facilitator** [20 minutes] | Review of Day One Conclusions |
| 9:30 – 10:15 | SESSION III | |
| | List Session Objectives:<br>• Session Objective 1<br>• Session Objective 2<br>• Session Objective 3 | |
| | **Speaker I** [20 minutes] | <Topic A> |
| | **Speaker II** [20 minutes] | <Topic B> |
| 10:15 – 10:30 | *Coffee Break* | |
| 10:30 – 11:30 | **Facilitator** / Break-out Groups | Break-out Group Discussion |
| 11:30 – 12:30 | **Facilitator** / Break-out Leaders | Reporting Back |
| 12:30 – 13:30 | *Lunch* | |
| 13:30 – 14:15 | **SESSION IV** | |
| | List Session Objectives:<br>• Session Objective 1<br>• Session Objective 2<br>• Session Objective 3 | |
| | **Speaker I** [20 minutes] | <Topic A> |
| | **Speaker II** [20 minutes] | <Topic B> |
| 14:15 – 15:00 | **Facilitator** / Break-out Groups | Break-out Group Discussion |
| 15:00 – 15:15 | *Coffee Break* | |
| 15:15 – 16:15 | **Facilitator** / Break-out Leaders | Reporting Back |
| 16:15 – 16:45 | Facilitator/s | Conclusions |
| 16:45 – 17:30 | **CLOSING CEREMONY** | |
| | **Chairperson** | Chairman's Conclusion |
| | **Closing Speaker** [20 minutes] | Closing Keynote |
| | **Sponsors** | Closing Remarks and Vote of Thanks |
| 17:30 | **RECEPTION [optional]** | |

## Preparing Information Packs

A number of different briefing packs must be prepared and distributed. Some of the contents will be the same but others will differ depending upon the category of participant. Some types of material that may be included are listed below.

| Materials | Speakers | Participants | Donors and Diplomats | Observers | Press |
|---|---|---|---|---|---|
| Workshop: Frequently Asked Questions | ✓ | ✓ | ✓ | ✓ | ✓ |
| Press release | | | ✓ | | ✓ |
| Workshop programme | ✓ | ✓ | ✓ | ✓ | ✓ |
| List of participants | ✓ | ✓ | ✓ | | |
| List of chairs/speakers | | | | ✓ | ✓ |
| Access to information: briefing notes on different mechanisms (eg codes of practice, FOI, citizens advice bureaux, etc) | | ✓ | ✓ | | |
| Case studies | | ✓ | ✓ | | |
| Briefing notes (information for preparing papers) | ✓ | | | | |
| Biographies (workshop facilitators) | ✓ | | ✓ | | ✓ |
| Promotional material (organisers/sponsors) | | ✓ | ✓ | | |

**Speakers** will require briefing material in good time before the workshop to assist them with the preparation of their papers.

Information packs for **invited participants** can be distributed at the workshop, as can press packs.

If representatives of the **donor and diplomatic communities** are invited to attend the opening or concluding session, information packs can be distributed to them at this time.

**Observers** may also be invited to attend specific sessions; information packs can be distributed to them as and when they arrive.

**TIP**

**It is useful to make available copies of speakers' papers for the press to quote from, and for participants to take away with them.**

## Running the Workshop

### *Selecting a chairperson/s*

Whom you select as a chairperson will make a statement about the workshop. Selection criteria should include:

- ✓ good social/professional standing and communication skills
- ✓ good understanding of issues
- ✓ commitment to hold the workshop on course
- ✓ track record in chairing large meetings.

**TIP**

**You may wish to choose different chairs for Days One and Two. For example, there could be a representative from civil society to chair on Day One as the key issues are drawn out, and a representative from the civil service on Day Two when recommendations are being made. Government must sign up to these recommendations if they are to be taken forward.**

### *Using facilitators*

A facilitator's task is to:

- ✓ help the group to appreciate and make use of their own knowledge and strengths
- ✓ help the discussion process to be coherent and result-orientated
- ✓ provide guidance on how the discussion should proceed
- ✓ ask the right questions to break deadlocks
- ✓ document the steps of the discussion process and the immediate results so that there is a record.

**TIP**

**Usually two people can fulfil the task of facilitating more easily than one.**

An ideal facilitator would be a person who is:

- ✓ regarded as neutral by all participants
- ✓ therefore an outsider to the discussion group, and
- ✓ able to use visualisation techniques, such as pinboards, flipcharts and whiteboards.

### *Breaking into groups*

Breaking into discussion groups allows participants to share ideas more easily and provides everyone with an opportunity to express his/her opinion. The following steps will help structure breakout sessions:

- ✓ identify stages in the workshop during which breakout groups will take place
- ✓ identify and provide necessary resources for breakout sessions
- ✓ identify criteria for constituting breakout groups
- ✓ identify topics for each breakout group
- ✓ decide beforehand methods for reporting back.

Where the topic is the same for all of the breakout groups, the facilitator should highlight common and divergent areas/opinions.

Where topics are different for breakout groups, the facilitator should pool and link views to session objectives.

### *Using briefing notes and background materials*

Brief position papers and other materials can be made available to participants to provide additional background to them on particular concepts, programmes, legislation and so on.

- ✓ workshop organisers should prepare relevant briefing notes and background materials for all the different breakout groups or roundtable participants.
- ✓ briefing notes should be short, clear and concise
- ✓ organisers should be on hand throughout the workshop to respond to queries and enquiries from participants
- ✓ copies of workshop materials should be deposited where they can be publicly accessible, including the national archives, parliamentary library and a university library.

**TIP**

**Chairs should be briefed at the start of each day. Briefings should include:**

- **the programme for the day**
- **biographies of speaker/s and facilitators**
- **timing of presentations and sessions**
- **bullets for closing remarks.**

## Making Practical Arrangements

### *Room set-up*

Once the venue has been determined, the layout of the room for the workshop must be planned. It is important for workshop facilitators and resource persons to visit the venue in advance of the workshop. Ideally chairpersons and speakers should also have an opportunity to visit the venue in advance. Arrangements must include:

#### ▶ For plenary sessions

- ✓ head table for the chairperson/s, keynote/closing speaker/s, session speaker/s (for their session), workshop facilitator/s
- ✓ cloth, place names, drinking water and flowers for the table
- ✓ banner with title of workshop, date, venue, organisers and sponsor/s logos
- ✓ seating for participants
- ✓ separate seating for observers and representatives from the press.

**TIP**

**If using one large room for both the plenary and breakout group sessions, designate space where chairs can be easily arranged into circles.**

#### ▶ For breakout sessions

- ✓ chairs grouped in a circle or semi-circle to facilitate group discussion
- ✓ groupings placed sufficiently far apart so that they do not disturb each other
- ✓ flip chart with marker pens for each group.

#### ▶ Breaks and lunch

If possible, there should be a separate area with adequate seating for serving refreshments and lunch. So that time is not wasted, this should be close to the main auditorium. The workshop programme is intensive and it is important that participants are able to have regular breaks.

### *Use of visual aids*

Visual aids will help the facilitators to focus discussions. Information to display on walls or flip charts includes:

- ✓ workshop/session objectives
- ✓ session outcomes
- ✓ recommendations
- ✓ leading questions
- ✓ areas of disagreement.

Facilitators can then use these as prompts to stimulate discussion and to remind participants of earlier resolutions.

**TIP**

**Prepare a list of technical equipment and ensure that all items on the list are tested in advance of the workshop. This will include:**

- **Microphones: for chair/s, facilitator/s, speakers, reporting back sessions**
- **Recording equipment: may be audio or audio-visual depending upon availability**
- **lighting**
- **air-conditioning.**

## Publicising the Workshop

### *Organise an e-mail exchange*

If a large number of stakeholders have access to email, a good way to generate interest and encourage debate is to hold a moderated electronic discussion over several weeks prior to the workshop. The duration of this should be clearly defined, questions should be posted at regular intervals and summaries of the discussion should be posted for each question. The Rights and Records Institute held an e-mail discussion on the issue of access to information in autumn 1999. The summaries from that discussion are reproduced in the accompanying **Sourcebook**.

### *Develop a media plan*

An agreed media plan is important for publicising the workshop. This will include:

- ✓ objectives of media plan
- ✓ advertisements eg banners in strategic locations
- ✓ press release
- ✓ radio interviews
- ✓ television interviews
- ✓ invitations to accredited press to observe and report substantive issues
- ✓ television/radio coverage of opening and closing ceremonies.

Responsibility for making the necessary arrangements with the media should be assigned to an individual and a timetable drawn up. This can be incorporated into the main planning checklist or be monitored separately as appropriate.

### *Producing and distributing a press release*

A press release should be prepared and sent to newspapers and radio and television stations a few days before the workshop. The press release should be about one page in length.

When writing the press release:

- ✓ use a dramatic heading
- ✓ describe the workshop in relation to current (ie newsworthy) concerns
- ✓ use self-contained paragraphs that can be quoted individually
- ✓ avoid jargon.

**Press Release Checklist (BEFORE the workshop)**

- ☐ Theme of the event
- ☐ Name of keynote speaker
- ☐ Date, time and venue
- ☐ Names of key participants
- ☐ Names of organiser/s and sponsor/s
- ☐ Logos of organiser/s and sponsor/s

*See* **Appendix A** *for an example from the Information for Accountability Workshop, Ghana*

A second press release should be written and distributed at the close of the workshop. Use the same writing style for this press release.

**Press Release Checklist (AFTER the workshop)**

- ☐ Theme of the event
- ☐ Name of keynote speaker
- ☐ Interesting quotation from keynote speech
- ☐ Date, time and venue
- ☐ Key outcomes of the workshop
- ☐ Names of key participants
- ☐ Names of organiser/s and sponsor/s
- ☐ Logos of organiser/s and sponsor/s

### *Preparing for radio and television interviews*

Arrangements for radio and television interviews should be made well in advance of the workshop because suitable slots must be booked with interested stations. The interviews should then be conducted close to the dates of the workshop – both before and after.

It may be necessary to prepare briefings for interviewers. These should include sample questions to help guide the interview. The interviewer may not have much information about the project so this will help get the most out of the interview.

**TIP**

**You may wish to obtain copies of radio and TV interviews as they could provide useful publicity material for future events. This can normally be arranged directly with the radio or TV station.**

# Monitoring and Evaluation

## Attitude survey

It is important to assess participants' perceptions of the issues to be discussed in the workshop. This must be done at the start of the workshop if it is to provide an effective benchmark against which to measure workshop outcomes. An effective way to assess this is through an attitude survey. Although the results of this will not necessarily provide an accurate assessment of the formal position on access to information in a country, it will indicate the reality as experienced by participants.

Where initial understanding of the issues and obstacles is limited, less may be achieved during the workshop. Where participants already have a good grasp of the issues, workshop outcomes may be more advanced.

The attitude survey should be planned once the focus of the workshop has been determined. It should be:

- ✓ anonymous
- ✓ short (no more than 20 questions)
- ✓ structured thematically.

Questions should give alternatives for participants to mark. Levels of understanding and experience cannot be assumed so provide "Do not know" options where appropriate.

See **Appendix B** for examples of attitude surveys taken from Information for Accountability Workshops held in Tanzania and Ghana. These reflect the different emphases in the two workshops because of the difference in focus.

## Evaluation forms

Conducting an evaluation survey will provide a reliable and useful method of analysing the results of the workshop programme. When planning the evaluation you should carefully define the purpose and scope of the survey.

The purpose of the evaluation survey is to:

- ✓ provide evidence of success or failure
- ✓ provide lessons to improve future performance
- ✓ help to ensure accountability of organisers to sponsor/s.

It should assess the satisfaction of participants with the:

- ✓ ability of the workshop to meet expectations
- ✓ organisation of the workshop
- ✓ handling of workshop logistics
- ✓ workshop programme and objectives.

As with the attitude survey, the evaluation form must be planned in advance of the workshop. Forms should be handed out on the final day of the workshop and completed forms should be returned before participants leave. It is important that space is provided for noting contact details - this section should be optional - and for any additional comments.

**TIP**

**Conducting an evaluation may be a requirement of the workshop sponsor/s. They may specify the format or types of questions that should be asked. Guidelines provided by the sponsor will indicate whether this is necessary.**

See **Appendix C** for an example of an evaluation form used in the Information for Accountability Workshop held in Ghana.

## Independent evaluation

Another way of gathering feedback is to commission an independent evaluation. Again, sponsors may require this. Selection criteria should be drawn up to help in the selection of an appropriate evaluator. These should include:

- ✓ expertise in evaluation and access to information issues
- ✓ level of understanding of the purpose of the workshop
- ✓ availability
- ✓ value for money (If appropriate - sponsors may require that evaluations are conducted without payment to ensure independence of findings).

A contract should be drawn up between the organisers and the evaluator to ensure that the purpose of the evaluation, the deliverables and the timeframe are clearly understood.

# Producing Workshop Proceedings: Checklist

It is standard practice to produce written proceedings of the workshop for participants and other interested persons. The following outline should provide some guidance on the various sections that a report of proceedings could contain:

I Acknowledgements

II Organising committee

III Table of contents

IV Foreword

V Chairperson's opening remarks

VI Keynote address

VII Workshop programme

VIII List of participants/observers

IX Sessions

- A Purpose and aims of session
- B Session papers and speakers biographies
- C Summary of discussion

X Outcomes

- A Analysis of attitude survey results
- B Summary of key outcomes
- C Press release/s
- D Summary of media coverage

NOTE: Include resource materials as appendices.

**TIP**

**To make the proceedings more attractive, a professional photographer should be asked to take photographs of the workshop. These should be included in the proceedings where appropriate, eg pictures of speakers, chairpersons, sessions in progress, group photograph, facilitator/s.**

**TIP**

**You may want to produce workshop proceedings both in English and the vernacular to increase access to the report.**

# Appendix A

International Records Management Trust
RIGHTS AND RECORDS INSTITUTE

TRANSPARENCY INTERNATIONAL
Ghana Integrity Initiative
(TI Ghana Chapter)

The British Council

# Press Release: Information for Accountability Workshop, Ghana

**24 August, 2000**

The Ghana Integrity Initiative (the local chapter of Transparency International) and the International Records Management Trust, Rights and Records Institute, will hold a two-day workshop on "Information for Accountability" in Accra.

The workshop is being held at the British Council on August 30 and 31 and will discuss the issue of Freedom of Information for Ghana. The draft *Right to Information 'Bill'* issued by the Institute for Economic Affairs provides the focus for discussion.

Citizens need improved access to government information if they are to have more confidence in the institutions of State. Members of Parliament need better access if they are to make better decisions and laws. The workshop will review the current formal position on access to information in Ghana, particularly the perspectives of government, the legislature, the press and the legal profession. More specifically it will look at the applicability of Freedom of Information legislation as a solution to providing greater transparency and encouraging more equitable government.

The workshop brings together Members of Parliament, professional associations, and senior civil servants to develop consensus on the draft Right to Information 'Bill' and to identify the key administrative provisions required to improve the delivery of information to the public. Freedom of Information is an important part of the Governments' national anti-corruption strategy. The workshop will help to build consensus and make recommendations that can be taken forward to support this element of the strategy. Representatives from political parties have been invited to attend along with accredited members of the press. Observers and experts from Canada, Kenya, the United Kingdom, and Zimbabwe will also be present.

Speakers at the workshop will include Hon John Mahama, Minister of Communications and Dr Robert Dodoo, Head of the Civil Service.

Other speakers are Prof Kofi Kumado, Senior Lecturer, Faculty of Law, University of Ghana, Legon; Mr Yao Boadu-Ayeboafoh, Ghana Journalists Association; Mr B J da Rocha, Member, Institute of Economic Affairs and Prof Emmanuel Gyimah-Boadi, Executive Director, Centre for Democracy and Development.

The team of expert facilitators is made up of Mrs Angeline Kamba, former Public Service Commissioner, Zimbabwe; Dr Justus Wamukoya, Head of Archives and Records Management Department at Moi University, Eldoret, Kenya, and Mr Tom Riley, Executive Director of the Commonwealth Centre for Electronic government.

The workshop is sponsored by the World Bank, Danish Trust Fund on Governance, the Westminster Foundation for Democracy and the British Council.

# Appendix B

# Examples of Attitude Surveys

## Attitude Survey: Tanzania

***This survey is anonymous. Please do not write your name.***

**ACCESS TO INFORMATION**

1 a) Do you believe that citizens should have the right to be informed about government actions taken on their behalf?

Yes / No / Do not know (circle one)

b) Should government have an obligation to provide information to citizens about its actions?

Yes / No / Do not know (circle one)

2 Are the existing rights of access to information: (mark one ✓):

- ☐ good
- ☐ adequate
- ☐ not adequate
- ☐ poor
- ☐ do not know

3 With which of the following statements do you most strongly agree? (mark one ✓):

- ☐ Information held by the government is held for official purposes and effectively belongs to the government
- ☐ Information held by the government is held on behalf of the public interest and should be made available wherever and whenever this would not damage the public interest or harm private individuals
- ☐ It is solely for the government to decide what information should, and what should not, be made available to the public

4 Do you believe that all citizens have equal access to government information under existing arrangements, ie rich and poor, urban and rural, private citizens and the media?

Yes / No / Do not know (circle one)

5 Which is the most reliable source for obtaining information on government services? (mark one ✓):

- ☐ Member of Parliament
- ☐ District Officer
- ☐ Ministry in Dar es Salaam
- ☐ media
- ☐ friends/personal contacts
- ☐ other *please specify* _____

**INFORMATION FOR ACCOUNTABILITY**

6 The information made available to Members of Parliament for them to discharge their functions is: (mark one ✓)

- ☐ good
- ☐ sufficient
- ☐ not sufficient
- ☐ poor

7 The *publicly-owned* media's performance in informing the general public of government programmes and services is: (mark one ✓)

- ☐ very independent, fair and objective
- ☐ reasonably independent, fair or objective
- ☐ not very independent, fair or objective
- ☐ biased, unfair and lacking objectivity

8 The *privately-owned* media's performance in informing the general public of government programmes and services is: (mark one ✓)

- ☐ very independent, fair and objective
- ☐ reasonably independent, fair or objective
- ☐ not very independent, fair or objective
- ☐ biased, unfair and lacking objectivity

9 a) The ability of the auditor general to provide up-to-date reports to Parliament on the accounts provided to them by the accountant general is: (mark one ✓)

- ☐ good
- ☐ acceptable
- ☐ not acceptable
- ☐ poor
- ☐ do not know

b) The availability of the auditor-general's reports to the general public is: (mark one)

- ☐ good
- ☐ acceptable
- ☐ not acceptable
- ☐ poor
- ☐ do not know

10 When a journalist asks a Minister's department for information the department should: (mark one ✓)

- ☐ Provide the information unless there are good reasons why it should not, and if not, refer the matter to the Minister's office
- ☐ Refuse to provide the information unless it has been instructed to release it
- ☐ Refer the journalist to the Minister's office on a 'no comment' basis

**GOVERNMENT SERVICES**

11 What aspects of government do citizens most want information about? (mark all that apply ✓)

- ☐ health
- ☐ education
- ☐ government budget and expenditure
- ☐ legal system
- ☐ pensions
- ☐ land ownership
- ☐ public works, eg roads, bridges, etc.
- ☐ other *please specify* _____

12 Do you believe that the information provided by government about their activities is: (mark one ✓)

- ☐ very reliable
- ☐ reliable
- ☐ not reliable
- ☐ wholly inaccurate

13 If you are not satisfied that the information you have received from a Ministry or government office is accurate and complete, would you be: (mark one ✓)

- ☐ very confident to appeal
- ☐ reasonably confident to appeal
- ☐ not confident to appeal
- ☐ frightened to appeal

14 Civil servants, when providing information in response to requests from citizens, are usually: (mark one ✓)

- ☐ very helpful
- ☐ helpful
- ☐ not helpful
- ☐ obstructive

**EDUCATION**

15 How useful would you find it to obtain information on: (mark all that apply ✓)

| | **essential** | **useful** | **not useful** | **don't know** |
|---|---|---|---|---|
| Education budget | ☐ | ☐ | ☐ | ☐ |
| School annual accounts | ☐ | ☐ | ☐ | ☐ |
| Annual student progress reports | ☐ | ☐ | ☐ | ☐ |
| Examination results | ☐ | ☐ | ☐ | ☐ |
| School maintenance | ☐ | ☐ | ☐ | ☐ |
| Distribution of school materials | ☐ | ☐ | ☐ | ☐ |
| Government development programmes | ☐ | ☐ | ☐ | ☐ |
| Other (please specify) | ☐ | ☐ | ☐ | ☐ |

16 Which categories of information about primary education is it reasonable for government to keep confidential? (mark all that apply ✓)

| | **essential** | **reasonable** | **not reasonable** | **don't know** |
|---|---|---|---|---|
| Information about individual student | ☐ | ☐ | ☐ | ☐ |
| Information about annual student progress | ☐ | ☐ | ☐ | ☐ |
| Examination results | ☐ | ☐ | ☐ | ☐ |
| Teachers qualifications and performance | ☐ | ☐ | ☐ | ☐ |
| School annual accounts | ☐ | ☐ | ☐ | ☐ |
| Distribution of school materials | ☐ | ☐ | ☐ | ☐ |
| School building plans | ☐ | ☐ | ☐ | ☐ |
| Other (please specify) | ☐ | ☐ | ☐ | ☐ |

**GOVERNMENT RESPONSE**

17 Citizens face what obstacles in obtaining access to government information? (mark all that apply ✓)

- ☐ do not know where or who to ask
- ☐ distance to travel
- ☐ inconvenient office hours
- ☐ obstructive officials
- ☐ information considered confidential
- ☐ official cost, eg photocopying charges
- ☐ bribery
- ☐ complicated procedures
- ☐ records too disorganised for staff to locate relevant information
- ☐ information does not exist

18 a) Please indicate below what should be a reasonable response time for a Ministry or District Office to answer a request for information from the public: (circle one)

up to 1 week / up to 2 weeks / up to 1 month / up to 3 months / never

b) Please indicate below when you would expect, in reality, to receive a response to a request for information from a Ministry or District Office (circle one).

up to 1 week / up to 2 weeks / up to 1 month / up to 3 months / never

19 Well-maintained records are essential to support access to information principles. In Tanzania, are government records (mark one ✓):

- ☐ good
- ☐ adequate
- ☐ inadequate
- ☐ poor

20 List the three most important practical steps that need to be taken to provide access to information:

1 _____

_____

2 _____

_____

3 _____

_____

***Thank you for your participation.***

## Attitude Survey: Ghana

***This survey is anonymous. Please do not write your name.***

1 Do you believe that the right to information is a fundamental human right? (mark one ✓)

- ☐ Yes
- ☐ No
- ☐ Do not know

2 Are the existing rights of access to information: (mark one ✓)

- ☐ good
- ☐ adequate
- ☐ not adequate
- ☐ poor
- ☐ do not know

3 Do you feel there needs to be a law governing the right to information? (mark one ✓)

- ☐ Yes
- ☐ No
- ☐ Do not know

4 Do you think a law will improve access to information? (mark one ✓)

- ☐ Yes
- ☐ No
- ☐ Do not know

5 Should Freedom of Information legislation be a priority for government in light of other policy initiatives? (eg poverty alleviation, health, education and so on)

- ☐ Yes
- ☐ No
- ☐ Do not know

6 The press are often accused of producing sensational or even unfounded stories. Will not Freedom of Information just give the press more license to be irresponsible?

- ☐ Yes
- ☐ No
- ☐ Do not know

7 With which of the following statements do you most strongly agree? (mark one ✓)

- ☐ Information held by the government is held for official purposes and effectively belongs to the government
- ☐ Information held by the government is held on behalf of the public interest and should be made available wherever and whenever this would not damage the public interest or harm private individuals
- ☐ It is solely for the government to decide what information should, and what should not, be made available to the public

8 Do you believe that all citizens have equal access to government information under existing arrangements

- ☐ Yes
- ☐ No
- ☐ Do not know

If no, do you feel that it is easier for certain classes or groups of individuals to gain access than others because of: (mark all that apply ✓)

- ☐ gender
- ☐ economic level
- ☐ religious affiliation
- ☐ geographic area
- ☐ ethnic orientation
- ☐ other *please specify* _____

9 What aspects of government do citizens most want information about? (mark all that apply ✓)

- ☐ health
- ☐ police
- ☐ national budget and expenditure
- ☐ education
- ☐ local government expenditure
- ☐ national defence
- ☐ legal system
- ☐ passport
- ☐ pensions
- ☐ licensing
- ☐ public works, eg roads, bridges, etc.
- ☐ land ownership
- ☐ other *please specify* _____

10 Who do you feel most benefit from the implementation of Freedom of Information legislations? (Choose the three (3) most important and number **1 2 3** in order of priority)

**BENEFICIARY**

_____ Ordinary Citizens
_____ Members of Parliament
_____ Press
_____ Lawyers
_____ Opposition Parties
_____ NGOs
_____ Private Enterprise
_____ Researchers
_____ Other (please specify)_____

11 Do you believe that the information provided by government about their activities is: (mark one ✓)

☐ good
☐ adequate
☐ not adequate
☐ poor

12 If you are not satisfied that the information you have received from a Ministry or government office is accurate and complete, would you know where to go to seek redress? (mark one ✓)

☐ Yes
☐ No
☐ Do not know

13 Which categories of information is it reasonable for government to exempt under Freedom of Information? (mark all that apply ✓)

| | **reasonable** | **not reasonable** | **don't know** |
|---|---|---|---|
| Defence | ☐ | ☐ | ☐ |
| Government policy | ☐ | ☐ | ☐ |
| Policy advice to cabinet | ☐ | ☐ | ☐ |
| Relations with foreign powers (diplomacy) | ☐ | ☐ | ☐ |
| Government revenue | ☐ | ☐ | ☐ |
| Government expenditure | ☐ | ☐ | ☐ |
| Law enforcement and national security | ☐ | ☐ | ☐ |
| Information given in confidence | ☐ | ☐ | ☐ |
| Commercially sensitive information | ☐ | ☐ | ☐ |
| Personal information (unless related to the person making the request) | ☐ | ☐ | ☐ |
| Minutes of Cabinet meetings | ☐ | ☐ | ☐ |

Other (please specify) _____

_____

14 What obstacles do citizens face in obtaining access to government information? (mark all that apply ✓)

☐ do not know where or who to ask
☐ distance to travel
☐ inconvenient office hours
☐ obstructive officials
☐ information considered confidential
☐ cost, eg photocopying charges
☐ complicated procedures
☐ records too disorganised for staff to locate relevant information
☐ information does not exist

15 Well-maintained records are essential to support access to information principles. In Ghana, are government records (mark one ✓):

- ☐ Very good
- ☐ Adequate
- ☐ Inadequate
- ☐ Poor
- ☐ Do not know

***Thank you for your participation.***

# Appendix C

# Example of Evaluation Form

**OPTIONAL:**

Name: _____

Position: _____

Contact Details: _____

_____

1 What did you expect to achieve by attending the Workshop?

_____
_____
_____

2 Were your expectations met?

☐ Yes
☐ No

If not, please explain why:

_____
_____
_____

3 What have you learned from the workshop?

_____
_____
_____

4 What aspect/s of the Workshop worked well?

_____
_____
_____

5 What aspect/s of the Workshop did not work well?

_____
_____
_____

6 Did the Workshop sessions meet their objectives?

☐ Yes
☐ No
☐ Do not know

7 Were the breakout group sessions relevant and structured? (If not, suggests ways these sessions could have been strengthened.)

☐ Yes
☐ No
☐ Do not know

Suggestion/s:_____
_____
_____

8 Were the briefing packs provided at the Workshop useful?

☐ Yes
☐ No
☐ Do not know

If not, what information would have been useful?

_____
_____

9 Were session speakers relevant and informative?

☐ Yes
☐ No
☐ Do not know

10 Do you feel that the right participants were involved?

☐ Yes
☐ No
☐ Do not know

If not, what other group/s should have been invited?

_____
_____

11 Did you receive adequate notification and information before the Workshop?

☐ Yes
☐ No
☐ Do not know

If not, what would have been useful for you to receive in advance?

_____
_____
_____

12 Would you support Freedom of Information legislation? Circle One

☐ Yes
☐ No
☐ Do not know

13 Has your opinion changed because of the Workshop?

☐ Yes
☐ No
☐ Do not know

***The Organising Committee is grateful for your participation. If you have any additional comments, please write them on the back of this survey.***