

MODULE 1



INTRODUCTION AND GOALS OF THE WORKSHOP

STRUCTURE OF THE MODULE

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| 1. Welcome | 5 minutes |
| 2. Economy of Words | 45 minutes |
| 3. Overview and Goals of the Training Workshop | 10 minutes |
| 4. Budget BINGO! | 10 minutes |
| 5. Ensuring Maximum Participation and Learning | 10 minutes |
| 6. Task 1.1 ■ Participants' Poster Preparation | 25 minutes |

INTRODUCTIONS AND GOALS OF THE WORKSHOP

Duration of session: 1 hour, 45 minutes

1. WELCOME

5 MINUTES

- Welcome all the participants to the training course. Ask everyone to write their names on a name tag.
- Explain that the aim of this first session is purely to get to know one another better and to introduce some important aspects of the course.
- If necessary, clarify any practical arrangements that may be worrying or distracting participants, so that everyone is relaxed and at ease.

2. ECONOMY OF WORDS

45 MINUTES

- Each participant will introduce themselves and state in exactly 5 words what they want to change about the health system in their country.
- Ask each participant to introduce themselves in the following way:
“My name is _____, and if I could change one thing about the health system in _____ (the name of their country) it would be _____ .”
- If all the participants’ 5 words end up being very similar, draw out the point that the group already shares many commonalities despite working in different contexts and on different issues.
- If the participants’ 5 words turn out to be very different, perhaps this shows how diverse civil society health work can be – and how powerfully issues can be expressed in just a few words.
- Close the exercise by bringing it back to budget advocacy work: Why did we ask you to use only 5 words? It was an exercise in trying to achieve as much as you can with as little as possible. Like language, most resources have limits. We don’t often have unlimited resources at our disposal. Budget work involves making strategic choices and deciding what is most crucial to pursue with available resources. It also involves getting the right message across at the right time – choosing your words carefully for maximum impact.

3. OVERVIEW AND GOALS OF THE WORKSHOP

10 MINUTES

- Distribute a copy of the Participant's Workbook to each person in the group. Explain that it contains almost all of the information participants will need during the course of the training.
- Ask participants to turn to the "Goals of the Health & Budgets Training Workshop" in the Preface of their Workbooks. The goals are:
 - *To demonstrate that adequate allocations and expenditures for health can strengthen provision of public health services and promote realization of the right to health.*
 - *To build the capacity of civil society organizations in budget research, analysis, and advocacy to improve allocations and expenditures so as to advance enjoyment of the right to health;*
 - *To enhance understanding of how these skills have an impact on issues like transparency, accountability, citizen participation, and people's enjoyment of their right to health; and*
 - *To highlight the importance of strategic collaborations among different kinds of institutions and organizations promoting public health.*

Discuss why it is so important for participants to strengthen and develop their skills, capacities, *and* strategic vision when they want to build the impact of their health and budget work.

- Participants will be split into four working groups for most of the workshop. The working groups allow for greater participation by each person and provide a space where participants can practice using their new knowledge and skills. Participants in these working groups should have a mix of knowledge and skills, so that each group has within it the capacities necessary to do the tasks assigned to them. Those with greater knowledge and skills in necessary areas should be expected to help others in their group when they are struggling. Briefly explain to participants that they are going to be split into four working groups for most of the workshop and how these groups should function.
- Briefly present the "Health & Budgets Training Workshop Agenda," which appears after the Preface in the Participant's Workbook:
 - Field any questions for clarification. Explain that the course makes use of experiential learning activities, together with inputs to present new information.

- The approach to training that will be used throughout the workshop emphasizes active and equal participation, open discussion and debate, mutual respect, and learning by asking and doing.
- Distribute copies of the evaluation form and briefly explain how the evaluation process will work. Participants are encouraged to use the evaluation form to assess the learning process throughout the workshop.
- Explain that the workshop has two methods of evaluation:
 - The first takes place during the workshop. Facilitators will ask for two volunteers to talk with the other participants each day to get their opinions on content, administration and logistics, participation, training, and facilitation. The volunteers will then provide this feedback to the facilitators at the end of each day. The facilitators will consider how to modify and improve the workshop as it is occurring in response to the feedback.
 - The second evaluation takes place via the form that participants receive to fill out throughout the workshop (and to complete at the end). These two types of evaluation will help to improve the overall workshop experience.

4. BUDGET BINGO!

10 MINUTES

- **The aim of this exercise** is to enable participants to get to know each other better.
- Refer participants to the **BUDGET BINGO!** sheet in their workbook.
- Game rules:
 - You need to score 4 blocks across, 4 blocks down or 4 blocks diagonally.
 - As soon as you find a person who responds to the description in a block, write that person's name in the block.
 - You need to have one person per block.
 - When you have a name in each of four adjacent blocks in a line – across, down or diagonally – call out BINGO!
 - You cannot write your name in any of the blocks.
 - You may use a person twice, but not in adjoining blocks.

5. ENSURING MAXIMUM PARTICIPATION AND LEARNING 10 MINUTES

- Ask the participants to consider what they need in order for them to feel that they are in an environment that allows for open, respectful dialogue, and maximum learning and participation.
- Open with an example: “For me to feel comfortable, mobile phones should be switched off or turned on silent.”
- Hand out two pieces of Post-It notes to each participant.
- Ask each participant to write one contribution per note.
- Participants should stick these up on the flipchart paper provided.
- Facilitators should sort the notes according to themes/similarities.
- Read these out, *ask if there is agreement*, and then display what has been agreed upon throughout the workshop.
- Key principles are: coming on time to sessions; no talking while someone is else is talking; mobile phones should be switched off; no checking email, chatting online, or reading websites during the workshop; and maximum participation.

6. TASK 1.1 ■ POSTER PREPARATION FOR “A NETWORK OF BUDGET ADVOCACY” 25 MINUTES

- Ask participants to work with colleagues from their organization.
- Provide each participant (or team, in cases where there is more than one participant from the same organization) with one sheet of flipchart paper.
- Participants’ presentations should cover the following:
 - The name of their organization.
 - How long has their organization (and they) been doing budget work?
 - The number of people in the organization involved in budget advocacy work.
 - The level of government at which the organization works (e.g., national, sub-national, local).
 - The focus of their organization’s budget work (e.g., earthquake relief, children’s budgets, gender responsive budgeting, health, etc.).

- How the organization works (e.g., public hearings, advocacy, research, capacity-building, networking with other organizations).
- The impact that their budget work has had on policies, laws, civic participation, budget transparency, the lives of people in the communities in which they work, etc.
- Remind participants of their “Economy of Words” exercise – that is, they should be as concise as possible in describing their organization and its work.
- Ask them to write their points on the flipchart paper. Encourage participants to be creative in depicting the work they do.
- Explain to participants that these posters make up part of **MODULE 2: CIVIL SOCIETY BUDGET WORK –STRATEGIES AND IMPACTS**, and that they are preparing them as part of the 10-minute presentations that they will give at the start of each day.
- Each day two organizations will give their presentations to the entire group. The two organizations will be selected and notified the day before they are to give their presentations.