

Presentation to CISU
10th December 2012

**South-based Funding Modalities:
The better way to effective
advocacy?**

Experiences from the Accountability
Tanzania (AcT) Programme, KPMG
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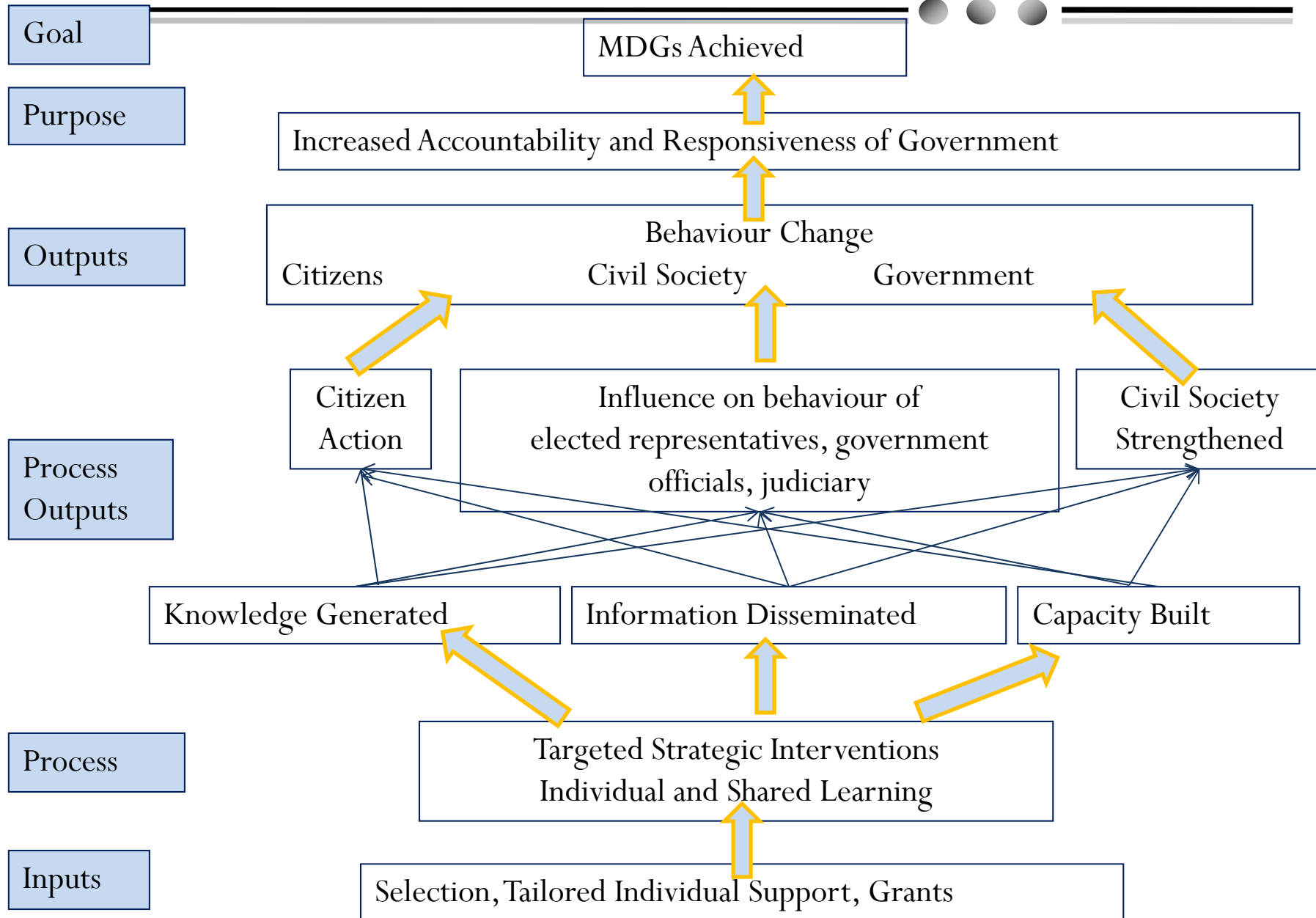
1. The AcT Programme

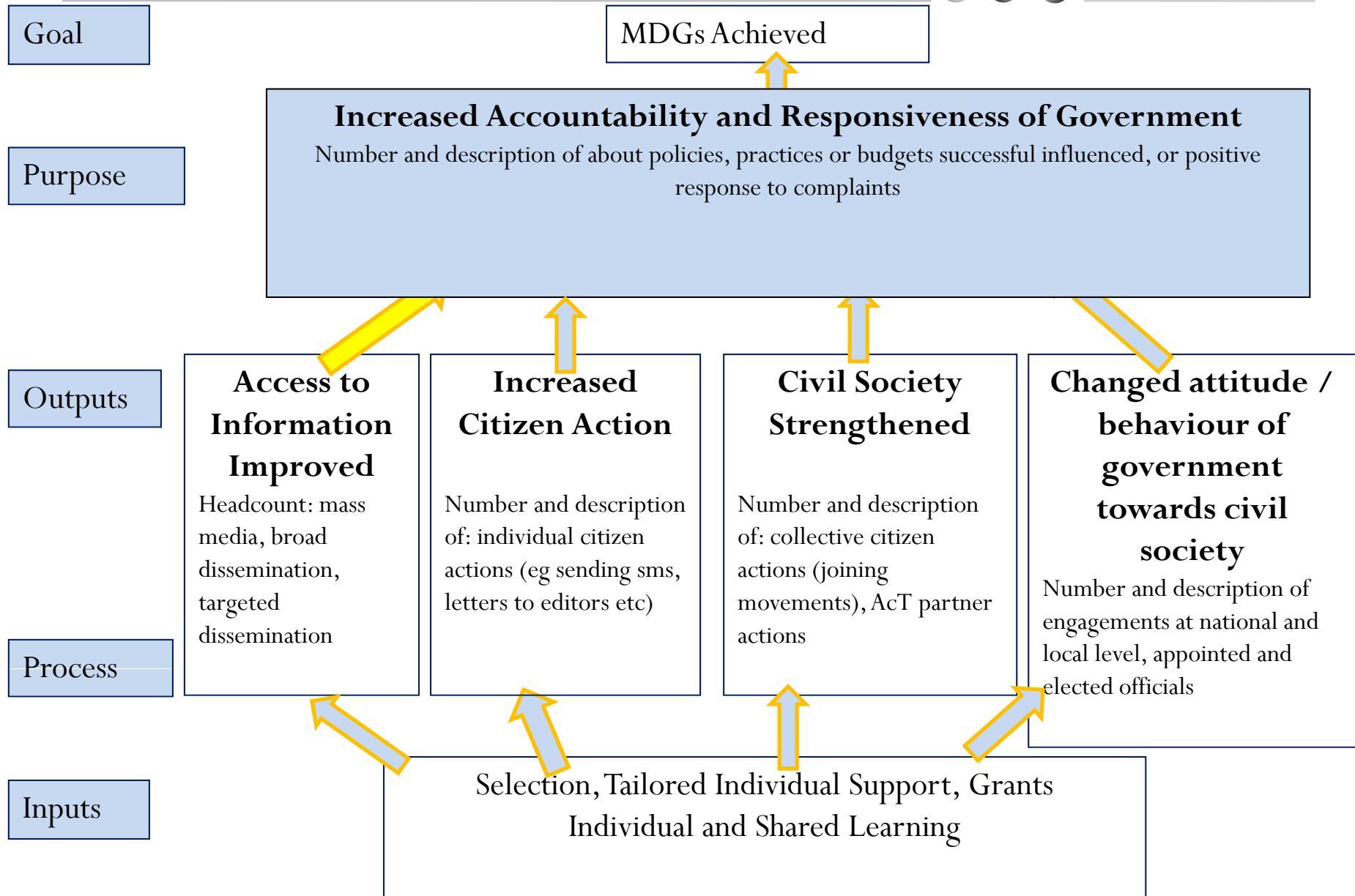
- £31m governance programme funded by largely by DFID and managed by KPMG –
- Six-year programme 2009 to 2015
- includes ring-fenced finance for governance and accountability issues linked to environment and climate change (including a contribution from DANIDA)

Our Theory of Change in short form

‘Supporting civil society partners to implement context-specific strategic interventions will enable them to influence positive change in the attitudes and behaviour of citizens, civil society and government, making government as a whole more responsive and accountable.’

AcT Accountability in Tanzania Programme





2. Role of Civil Society

(has the role of CS been instrumentalised?)

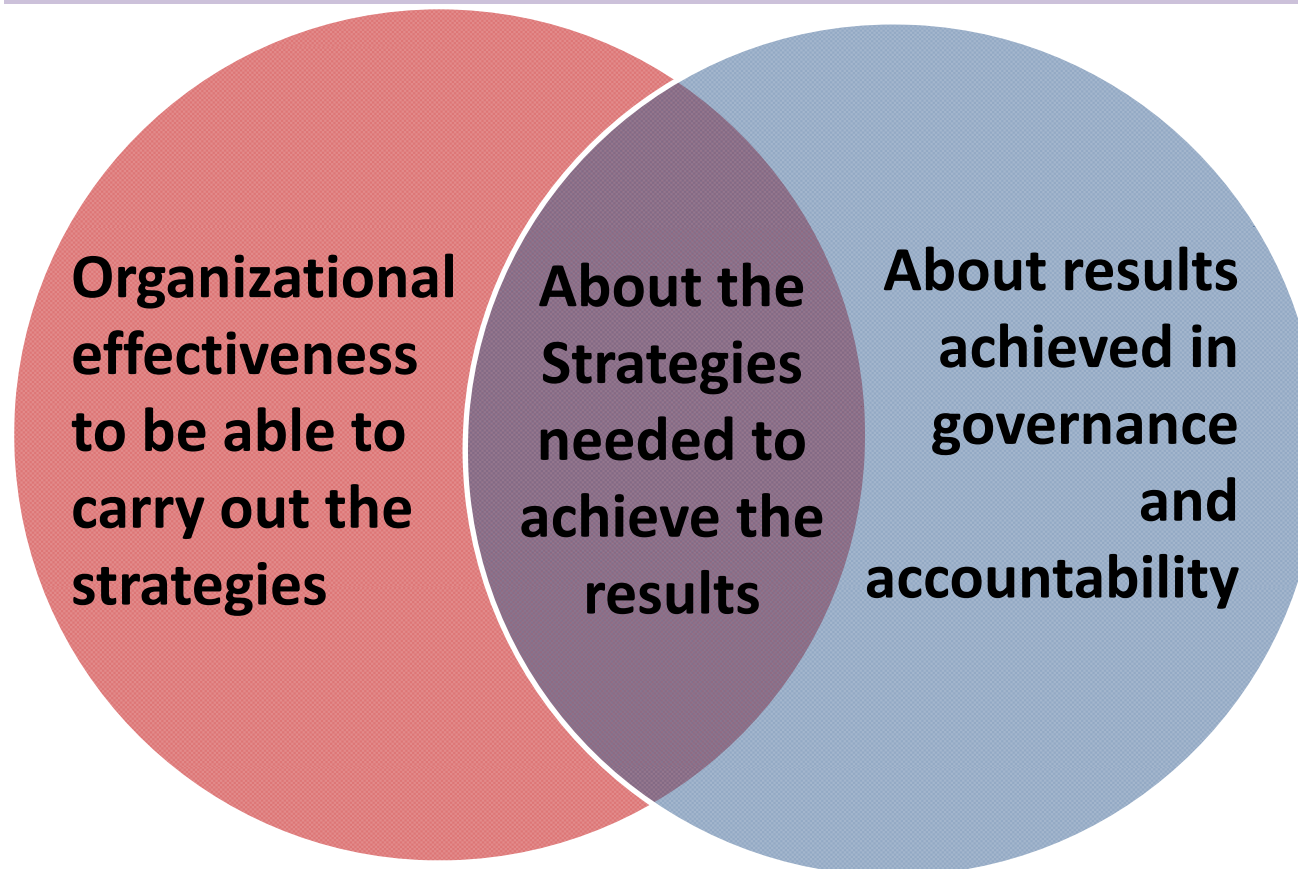
- ‘Ambiguity’ in the purpose level statement of the programme
- Has been a change over time in how the ‘through a strengthened civil society’ has been interpreted
- Political Economy of Tanzania – esp Govt / donor relations has changed since programme designed
- Diversity within the portfolio of partners supported reflects diverse roles of civil society.
- This also contributes to flexible response to changing political space.

3. Dimensions of Capacity Development in AcT Programme

- 3.1 Partnership approach (core funding, flexibility, promotion of learning)
'Accompaniment'
- 3.2 Formal Learning Strategy
- 3.3 Use of Outcome Mapping
- 3.4 Monitoring partner performance through
'Progress Markers for Partners'

3.2 Learning Strategy

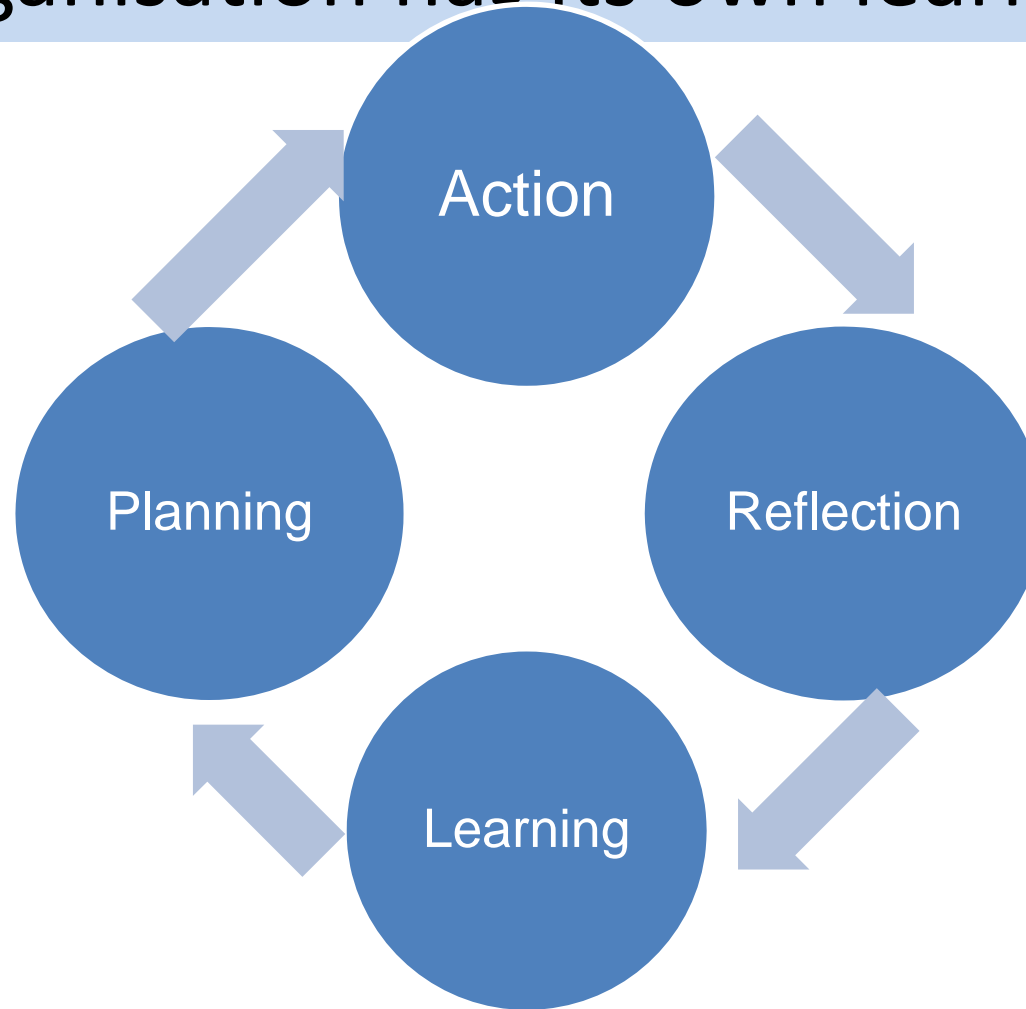
What are we learning about?



How are we going about it?

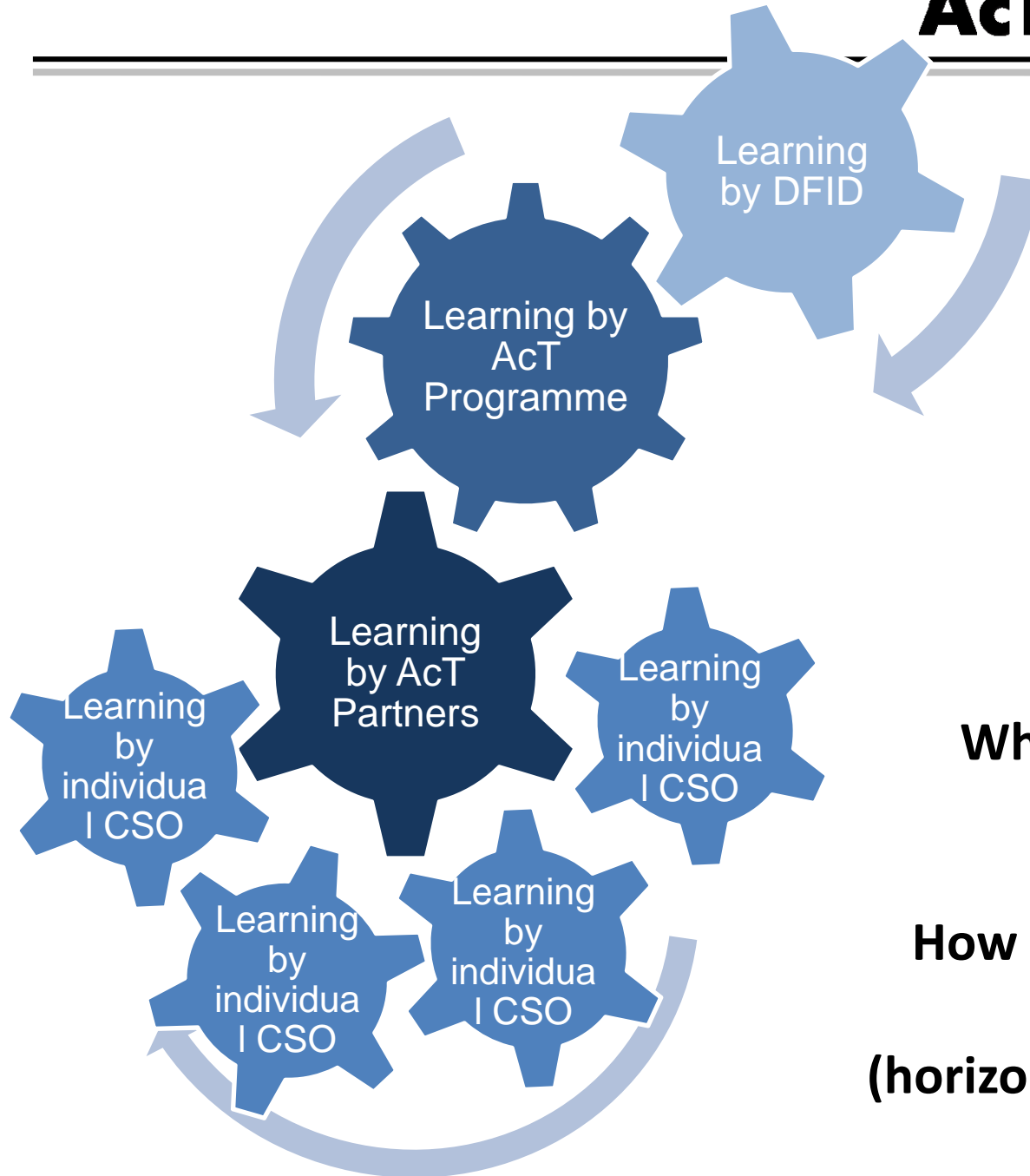
- Underlying principle – partner led
- Starting with questions that partners want to find answers to or issues they want to know more about
- Linked to individual learning and learning styles
- Cluster partners together where there are interests in common and work out a process which works for them.

Each organisation has its own learning cycle



– even if its implicit / full advantage not taken

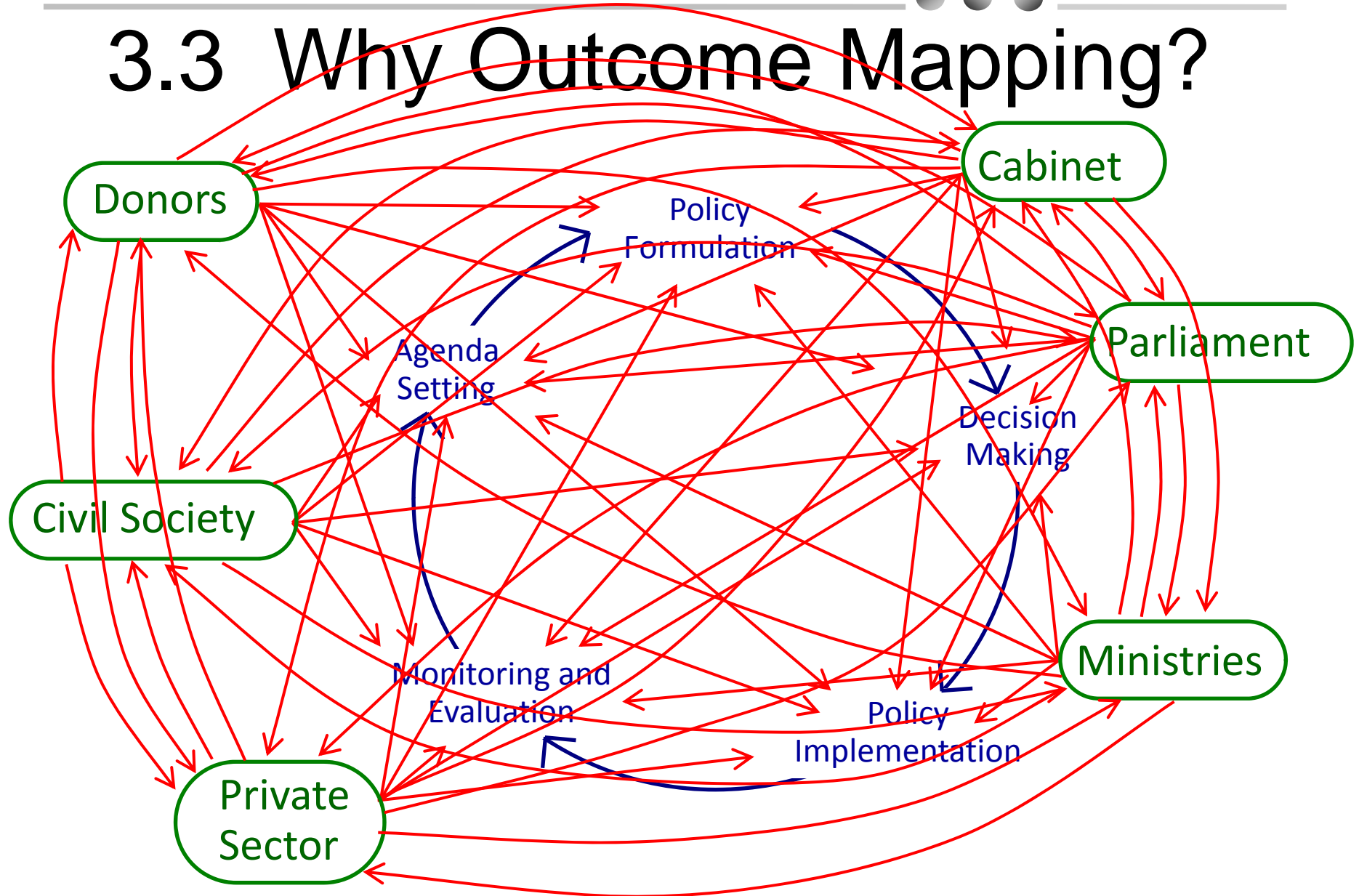
**challenge is
linking up
the learning**



**Who is learning what, at
which level?**

**How is this being captured
and used and shared
(horizontally and vertically)?**

3.3 Why Outcome Mapping?



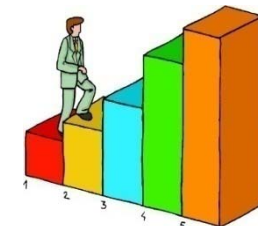
Measuring change

Conventional Indicators

- Good for clear major steps – eg in national poverty monitoring systems
- Good for linear relationships (more funding, more classrooms built, more children go to school) — *tho' even that's a bit disembodied!*

Progress Markers

- Capture different kinds of change from small to transformational
- Show transformation in a single partner
- Good for complex processes
- More informative than a single indicator



Why Graduated Progress Markers?

- Articulate the complexity of the change process
- Allow negotiation of expectations between the program and its partners
- Permit on-going assessment of progress
- Encourage the program to think about how it can intentionally contribute to the most profound transformation possible
- Help identify mid-course corrections and improvements

3.4 Assessing Partner Performance

Through descriptors of expect to see, like to see and love to see in:

1. Governance
2. Quality of strategic approach and planning
3. Organisational development
4. Approach to financial management
5. Operational Plans and Budgets
6. Financial and Operational Reporting
7. Value for money
8. Gender and Marginalised Groups - especially disabled
9. Narrative Reporting/Strength of results reporting
10. Technical use of monitoring, learning and outcome mapping
11. Approach to learning
12. Political Economy Analysis

4. Role of Intermediary Organisations – a route to more effective advocacy?

Experience of the AcT Programme, managed by KPMG:

- Shorter distance from programme design, to management to implementation
- One step removed from DFID Tz has advantages of greater freedom to run risks – eg focus on capacity development
- Possibly greater local knowledge?
- Consortium model makes sense for bidding and start-up – maybe not for longer term?
- Institutional identity and character – an unknown?
- Long term knowledge management and applications of lessons learned?

4. Role of Intermediary Organisations

4.1 Do different CSO target groups suit different kinds of intermediaries?

- Depends on what the intermediary is set up to do.
- Ultimately may be a value for money question
- Definitely a gap in the market, caused by need to move large sums of money

4.2 Can donors maintain a feel for the CSO agenda when not being directly involved in dialogue with CSO community?

- ‘the’ CSO agenda?
- Who is a donor?
- Important variables: calibre and credentials of staff employed on the programme; engagement outside of formal reporting processes; getting out more; shared learning processes

Thank you!

For more information, please visit:
www.accountability.or.tz