

Citizen participation in auditing. Experiences from the education sector

Marcos Mendiburu , August 10 2022

A decorative light blue triangle is located in the bottom right corner of the slide.

Declarations from OLACEFS' General Assembly

- The Lima Declaration (1995)
- The Asuncion Declaration (2009)
- The Santiago de Chile Declaration (2013)
- The Punta Cana Declaration (2016)

OLACEFS General Assembly's Declaration from Punta Cana (2016)

Maturity model for citizen participation

- **Basic Level** – related to the promotion of the right to information, right to petition and filing complaints/ denounces
- **Low Level** – related to pro-active disclosure of audit outputs and related information (audit reports)
- **Intermediary Level** – related to training and implementation of participatory tools along the audit cycle
- **High Level** – related to partnerships between SAI and the citizenry through citizen inputs in SAI's decision-making while also ensuring its independence

Cases

- An audit con school facilities/ infrastructure - Dutch Court of Audit
- Programa Auditores Juveniles Escolares – CGR Peru
- Programa Monitores Ciudadanos de Control – CGR Peru

1. An audit on school infrastructure & quality– Dutch Court of Audit (2014)



De website is een initiatief van de Algemene Rekenkamer van Nederland. Het onderzoek heeft van 22 september tot 28 oktober 2016.



An initiative of



Algemene Rekenkamer

Increase contrast



About this research

The Court of Audit checks whether central government spends money and implements policy as

NATIONAL AVERAGE PER QUESTION

QUESTION 1

It is clean in my school building



ASR: 1 2 3 4 5 6 7 8 9

We conduct research into the quality of school buildings in primary, special and secondary

We will send a report to the House of Representatives on 4 February 2016. This also includes the

Key features & lessons learned

Key features

1. Gathering of feedback - including photos - from the public (8400 students, parents a teachasers) through the “Check your School Building” website and online survey
2. A country-wide coverage of schools
3. Use of ICT for citizen engagement
4. Incentives for encouraging survey completion (a tablet was given to a student as a prize through a contest among survey respondents)
5. Survey with 9 questions (ex. school’s air quality, class’ temperature, etc)
6. Display of geo-referenced information on the website

Lessons learned

1. SAI had to adjust its communication approach to almost real-time engagement through social media. It forced SAI to follow upon communication and provide quicker responses and be interactive
2. The importance of data privacy from survey respondents and of the quality of information collected
3. Use of citizens’ feedback as complementary source of information for SAI
4. An effort to build an online community to bring traffic to the website

Overall observations

The use of a crowdsourcing approach

Thin citizen engagement through the use of ICT

Use of participatory tools according to the participants' profile

2. Citizen Monitors' Program (MCC) – CGR Perú

SAI public call for
MCC applications

MCC's accreditation
and training



SAI – Follow up
(Gestión de alertas y
servicios de control de la
CGR)

SAI communication
with public institutions
targeted by the MCC
program



MCC's in situ visits
to public works and
submission of
reports to the SAI

Key features

Key features

1. Program implemented across the entire country
2. Citizen oversight of public works of less than 10 million (soles – local currency)
3. Monitoring based on a SAI-developed checklist of items that are easy to be visually verifiable by citizens
4. Use of ICT (mobile phones) to collect evidence (photos & videos) of non-compliance which is later uploaded to the SAI MCC app
5. Verification of information published on the InfObras portal against progress made on the ground
6. A commitment in the Open Government Partnership (OGP) action plan (2018-2020)
7. Adaptation of the program to COVID-19 pandemic context for virtual monitoring of information (contracts uploaded online; public institutions' compliance with pro-active transparency provisions according to ATI law, etc.)

*Perfil de monitores y obras visitadas



Mujeres: 46%

Rango etario	(18-33)	80%
	(34-48)	14%
	(49-65)	5%
	(>66)	1%

Según Profesión	Con Profesión	44%
	Sin Profesión	56%



Hombres: 54%

*Tipología de obras visitadas y presupuesto acumulado.

Agua y saneamiento	Pistas y Veredas	Centro Educativo	Hospitales y Post Médicas	Carreteras	Parques	Edificaciones	Otros	Total
212	434	181	18	59	84	77	210	1275
17%	34%	14%	1%	5%	7%	6%	16%	100%

Presupuesto acumulado: S/. 2,733,884,239.82 (Control Social).

3. School Youth Auditors – CGR Peru

PROGRAMA “AUDITORES JUVENILES”

PROCESO DE EJECUCIÓN DEL PROGRAMA



**Depende si el Tema de VE si está dirigido a IE Privadas*

PROGRAMA "AUDITORES JUVENILES"

EJECUCIÓN DE VEEDURÍAS ESCOLARES



VEEDURÍA PRESENCIAL

2010
2019

- ❖ Alimentación Saludable - Quioscos Escolares
- ❖ Limpieza y Desinfección de Servicios Higiénicos y Áreas Comunes
- ❖ Educación Preventiva ante Sismos
- ❖ Municipio Escolar
- ❖ Convivencia Escolar, otros



VEEDURÍA VIRTUAL

2020

- ❖ Estrategia Educativa "Aprendo en Casa"
- ❖ Servicio Alimentario Qali Warma



2021

- ❖ Propaganda Electoral
- ❖ Dotación de Material Educativo
- ❖ Limpieza Pública
- ❖ Entrega de Tablets
- ❖ Accesibilidad y Ciclovías
- ❖ Estrategias Educativas



SAI in XXI century

- Open to cooperation with various external stakeholders
- Able to experiment, promote learning and innovation
- Results-focused
- Contributing to the accountability ecosystem and the improvement of people's quality of life

Thank You