



GUIDANCE NOTES

Gender-transformative social accountability

Gender and Social Inclusion in Citizen Voice and Action in SHOMOTA

Research partners

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Acroynms

CVA	Citizen Voice and Action
FGD	focus group discussion
GESI	gender and social inclusion
ISF-UTS	Institute for Sustainable Futures, University of Technology Sydney
SGM	sexual and gender minorities
SHOMOTA	Strengthening Gender Equality and Social Inclusion in WASH in Bangladesh
UoR	University of Rajshahi
UP	Union Parishads
WASH	water, sanitation, and hygiene
WATSAN	water and sanitation
WVB	World Vision Bangladesh

1. Introduction

Purpose and scope of these Guidance Notes

These Guidance Notes are intended to support World Vision Bangladesh (WVB) in their understanding of gender-transformative social accountability and its application to WVB's implementation of Citizen Voice (CVA) and Action in the SHOMOTA Project. The guidance includes recommendations to extend the Citizen Voice and Action approach to be more intentional of gender and social inclusion and support gender-transformative change.

CVA is planned and initiated within the local context. Citizens take the lead, with World Vision acting in a facilitative role for local partners and citizens. Because of this approach, it is hard to provide guidance on the specific actions that may be included during implementation since the community determines their own initiatives. These Guidance Notes can therefore provide only limited and general guidance. Field staff should contextualise the guidance to the districts (Gaibandha, Jamalpur, Satkhira) where they are implementing the SHOMOTA project based on the local situation and initiative of local partners and citizens.

These Guidance Notes were jointly developed by staff from the Institute of Sustainable Futures, University of Technology Sydney (ISF-UTS), WVB and the University of Rajshahi through a co-design workshop held in Dhaka on 9 to 11 February 2020 and collaborative drafting and review processes.

Target audience

The Guidance has been prepared to support facilitators of CVA in SHOMOTA. The primary audience for the Guidance Note is WVB staff including: SHOMOTA Project Manager; SHOMOTA Gender and Social Inclusion Advisor; SHOMOTA Field Staff; WVB Head Office staff; WVB Social Accountability Officers. This document may also be used by SHOMOTA project partners including: SKS Foundation; Centre for Disability in Development; Disabled Rehabilitation and Research Association; National Council of Disabled Women; BBC Media Action; and Unilever Bangladesh.

This pilot implementation of gender-transformative social accountability in the SHOMOTA project will provide learning for use by World Vision in other country contexts.

Although this document is tailored to the SHOMOTA project of WVB, the guidance is also intended to provide inspiration to other organisations implementing social accountability models, the wider global WASH sector and to demonstrate the relevance of gender-transformative social accountability in promoting inclusive WASH.

How to use this guidance

This guidance may be used in the following ways:

- (1) For planning of social accountability activities
- (2) For training of the CVA working group
- (3) To prepare translated materials for local staff or partners
- (4) As a quick reference when facilitating or supporting others to facilitate

Structure

This Guidance Note has three sections. Following this first introduction section, consideration of gender and social inclusion is provided in the second section. The third section provides guidance for adapting the 'essential elements' of the Citizen Voice and Action approach for gender transformation.

Why focus on gender-transformative social accountability in inclusive WASH?

In rural Bangladesh, women, people with disabilities and other marginalised groups often have poor access to basic water, sanitation and hygiene (WASH) services. These groups are also excluded from public discussion and decision-making on management of WASH services. Social accountability is an approach that can be used to strengthen WASH governance and improve levels of service.

‘Social accountability’ can be defined as a broad range of citizen-led efforts to increase state accountability and promote improvements in service delivery. Social accountability is concerned with increasing citizen engagement, especially for marginalised or vulnerable groups. However, awareness of the gendered nature of voice, accountability and empowerment is often absent in social accountability. Despite concerns about social inclusion, there has been little investigation into how social accountability could support gender equality and women’s empowerment. Within the broad group of ‘citizens’, there are different types of people, inclusive or marginalised or disadvantaged groups who have a variety of needs and interests which need to be addressed.

Overview of the SHOMOTA Project and Research Award

The preparation of these Guidance Notes is part of a research project which explores the contribution of social accountability to inclusive water, sanitation and hygiene (WASH), with a focus on improving water service levels in rural Bangladesh. The research contributes to WVB’s implementation of CVA which mobilises and equips citizens to monitor and advocate for the improvement of government services. World Vision International’s Guidance Notes for CVA can be strengthened with a gender-transformative approach.

The research is being implemented through an academic-NGO partnership between: the Institute for Sustainable Futures, University of Technology Sydney (ISF-UTS); World Vision Bangladesh (WVB); World Vision Australia (WVA); and the University of Rajshahi (UoR).

The research is linked to the implementation of Strengthening Gender Equality and Social Inclusion in WASH in Bangladesh (SHOMOTA), a civil society organisation (CSO) project also funded under the Water for Women Fund. Implemented by WVB, SHOMOTA is an integrated project incorporating water, sanitation and hygiene (WASH), the empowerment of women and people with disabilities, and engagement with government and the private sector. The project’s primary goal is to equip key stakeholders within sub-national governments, schools, businesses and community-based organisations (CBOs) to improve gender- and disability-inclusive WASH in schools and communities. SHOMOTA aims to create space for women and people with disabilities to influence decisions related to resource allocation, design and monitoring of WASH services. Through greater representation and meaningful participation, women and people with disabilities will influence social norms, institutions and communities to prioritise their needs. CVA is an important part of SHOMOTA’s Theory of Change.

2. Gender and social inclusion in Citizen Voice and Action

Gender-transformative and social inclusion approaches can be applied to social accountability, to increase equity outcomes and ensure WASH services reach marginalised groups including women, sexual and gender minorities (SGM), elderly and people with disabilities.

Approaches to gender programming

Gender programming can be categorised in different ways and is often described on a continuum¹.

Gender blind	Gender sensitive	Gender specific	Gender transformative
Projects that create, exacerbate or ignore gender inequalities in pursuit of project goals	Projects that maintain existing gender dynamics and roles in pursuit of project goals	Projects that support and improve outcomes for a specific gender group in pursuit of project goals	Projects that actively reduce gender inequalities to enhance achievement of project goals

Figure 1.

Gender blind programs may fail to acknowledge the role of power within the household, community and political sphere resulting in reinforcing harmful gender norms. For example, the household head (usually male) is invited to a consultation and standard WASH facilities are provided to a household, without consideration of the needs of women, children and people with a disability.

Gender sensitive programs may recognise existing inequities but may fail to actively transform norms and power relations. For example, girls are trained about menstrual hygiene management and given safe hygiene facilities at school, but the intervention fails to include boys and teachers in the training to reduce stigma around menstruation.

Gender specific programs often include explicit measures targeting women, recognising that some issues have a greater impact on women because of their social status and differences in access to decision making processes². For example, women are offered training in public-speaking to increase their skills and confidence to take part in community gatherings.

Gender-transformative change

Gender-transformative programs aim to transform gender roles, norms and power relations to create more gender equitable outcomes. It aims to increase power of women and SGM to make choices over their own lives. A gender-transformative approach seeks to transform structures, leading to a sustainable change in people's power and choices over their public and private lives³, in order to increase their ability to contribute equally to, and benefit equally from, social, political and economic development.

Like gender specific programs, gender-transformative programs are inclusive of gender equity, in that they consider the needs of different groups, and adjust delivery of services so that all people benefit more equally.

By taking a gender-transformative perspective to social accountability, we aim to promote the voice and decision-making roles of women and other marginalised groups, recognising existing gender inequalities in the social context.

Transformative change is recognised as a long-term and non-linear process, and some progress may be accompanied by setbacks in other domains. Robust systems to measure change are required to both identify immediate and intermediate outcomes for women and SGM, and 'stepping stones' that indicate future and sustainable transformation of gender relations⁴.

¹ Vunisea, A.L., Bridgitte; Bernard, Karen; Duaibe, Katalaine; Cleary, Laura; Manley, Marita; Leavai, Peniamina. 2015, *The Pacific Gender and Climate Change Toolkit: Tools for Practitioners*, p.13.

² Vunisea et al, p. 8.

³ DFID PPA Gender Learning Partnership (2015), 'What works to achieve gender equality and women's and girls' empowerment?', p.3.

⁴ Asian Development Bank, AusAID. (2013). Tool Kit on Gender Equality Results and Indicators, <https://www.adb.org/documents/tool-kit-gender-equality-results-and-indicators>, viewed 27 April 2018.



Women's group receive training on WASH - Photo credit: World Vision Bangladesh.

Inclusion of sexual and gender minorities

Programs that target the structural causes of gender equality should also aim to address norms and practices which limit inclusion of people with diverse sexual orientation, gender identity/expression and sexual characteristics (SOGIESC). It is important to address discriminatory social norms such as heteronormativity which presumes all people should be heterosexual and excludes from social acceptance and opportunities lesbian, gay, bisexual and other sexual minorities, and excludes gender identity and expression outside of male and female because it relies on the norm of gender binaries⁵.

There are several international human rights instruments that protect the rights of SGM in development. Of relevance to CVA in WASH, is the Yogyakarta Principle 35 which states that “everyone has the right to equitable, adequate, safe and secure sanitation and hygiene, in circumstances that are consistent with human dignity, without discrimination, including on the basis of sexual orientation, gender identity, gender expression or sex characteristics”⁶. In community-based organisations such as World Vision implementing a rights-based approach to development, promoting the inclusion of SGM is an important step in achieving fulfilment of rights and inclusion of everyone.

As SGM include marginalised and vulnerable people, it is important to promote inclusion in a way that foremost protects their safety and wellbeing. World Vision staff and partners may be new to relating with and designing programs for SGM and require specific training in SOGIESC issues. Staff and organisation preparation should include a risk management plan for inclusion of SGM. Lastly, World Vision staff and partners should seek advice and support from specialists who are appropriately qualified and experienced in working with SGM during program implementation and monitoring and evaluation.⁷

⁵ Edge Effect (2018) *SGM in Development and WASH Workbook*, prepared for 'Water for Women: Sexual and Gender Minorities in Development and WASH Programs' workshop with Plan International 9 August 2018, p. 10.

⁶ International Drafting Committee for the Yogyakarta Principles Plus 10 (2018) *The Yogyakarta Principles Plus 10: Additional Principles and State Obligations on the Application of International Human Rights Law in Relation to Sexual Orientation, Gender Identity, Gender Expression and Sex Characteristics, to Complement the Yogyakarta Principles*, Meeting of Experts in Geneva.

⁷ Edge Effect (2018) SGM inclusion scorecard, prepared for 'Water for Women: Sexual and Gender Minorities in Development and WASH Programs' workshop with Plan International 9 August 2018.

Social inclusion

All people, regardless of their abilities, disabilities or health care needs, have the right to be respected as valuable members of their communities. However marginalising social forces jeopardise these rights in public and private spheres. In Bangladesh men tend to receive more attention because they enact their citizenship in the public sphere, whereas women have more restricted mobility and enact their citizenship in the private sphere which is often ignored by decision-makers. People with disabilities and other marginalised groups may experience discrimination or stigma, which coupled with scarcity of information or services, results in their needs being unmet.

Social inclusion is the process of improving the terms on which individuals and groups take part in society – improving the ability, opportunity and dignity of those disadvantaged based on their identity. Measures include supporting development of skills and confidence among those likely to be excluded on the basis of their identity, to increase their ability to participate. Social inclusion also involves addressing attitudinal, environmental and institutional barriers that hinder the participation of any disadvantaged individual or group on an equal basis with others.

An important element of social inclusion is to ensure accessibility for all. Accessibility is defined as: dignified access to all facilities, information, communications, technologies and systems, on an equal basis with or without disabilities.

Intersectionality

The intersections between different identities of race, ethnicity, gender, disability, religion, class, age, sexuality, rural/urban background and how these combine to constrain the rights of people need to be considered. For example, women and girls with disabilities often experience double discrimination on the basis of gender and having a disability. We also need to account for the varied needs and lived experiences of people within these marginalised groups. For example, there are a diversity of disabilities and not all people with disabilities are equally disadvantaged.

Intersectional analysis aims to address the manner in which racism, patriarchy, class oppression and other systems of discrimination create inequalities that structure the relative positions of women and men. An intersectional approach can help illuminate the interconnectedness of multiple levels of marginalisation, and the effects these can have on women and SGM⁸. One way to take an intersectional approach is to include perspectives of those who are multiply-marginalised in information gathering and decision-making.



Bangladeshi woman in a wheelchair is able to wash her hands in a raised basin - Photo credit: World Vision Bangladesh.

⁸ Choo, H.Y. and Ferree, M.M., 2010. Practicing intersectionality in sociological research: A critical analysis of inclusions, interactions, and institutions in the study of inequalities. *Sociological theory*, 28(2), pp.129-149.

Do no harm

A 'do no harm' approach is critical to a gender-transformative programming because there is a risk of increasing women and girls' burden that could exacerbate inequalities, that facilitating their empowerment could put them at risk of violence, or that marginalised groups will be further stigmatised by culturally inappropriate interventions.

Doing no harm requires an in-depth understanding of the complex dynamics of people's lives and having robust systems to monitor and assess unintended consequences. Any WASH or other development program can potentially result in negative consequences, particularly for marginalised people, who may unintentionally be exposed to increased stigmatization or risk of gender-based or targeted violence. For example, while it is critical that women gain increased leadership and decision-making power over WASH decision-making in households, communities and institutions, a 'do no harm' approach requires sensitivity to the responsibilities women already carry. Taking up these roles may increase women's workload or result in risk of violence. It is important that women are supported to participate and take on new roles, meaning that their work loads are shared by men in the family or community and they are protected and safe from any backlash. It is important that underlying norms or attitudes that lead to exclusion are addressed so that promotion of gender-transformative change is supported by multiple actors in the community.

While acknowledging this is a challenging area to address, it is important to be aware of risks and potential for harm so that harm can be prevented. Monitoring changes surfaces quickly any unintentional negative outcomes so that they can be addressed and programs are planned recognising the consequences for all different groups in the community to ensure no harm in the process of gender-transformative change. We keep the 'do no harm' principle in mind throughout these Guidance Notes, looking at the broader context and mitigating potential negative effects, particularly for women and marginalised groups.

Gender and social inclusion in WASH

Access to water and sanitation is a human right.⁹ This is also reflected in the Sustainable Development Goals (SDG), which have placed a strong focus on access to water and sanitation for all. The WASH SDG targets will not be achieved unless WASH programs intentionally aim to include everyone, and ensure everyone in the community benefits.

Actions taken to improve accessibility of WASH infrastructure will benefit everyone in the community, including pregnant women, SGM, elderly people, people with disabilities and children.

Consideration of gender-transformation and social inclusion in CVA at a glance

These Guidance Notes include recommendations to extend the CVA approach to be more intentional of gender and social inclusion and support gender-transformative change. Recommendations are linked to the World Vision International (WVI) CVA approach (Citizen Voice and Action Guidance Notes 2016) and more particularly the Essential Elements:

Please note that to be considered Citizen Voice and Action the programme must contain all of the 'essential elements' of the approach. To support adaptation of CVA, please also see The Essential Elements of CVA (Citizen Voice and Action Guidance Notes 2016, p.2).

The CVA process is outlined below in Figure 2. Figure 3 links consideration of gender-transformation to each phase of the CVA process.

Overview

Citizen Voice and Action (CVA) is a local level advocacy and social accountability approach that facilitates dialogue between communities and government in order to improve services (like health care and education) that impact the daily lives of children and their families.

⁹ Article 14, paragraph 2 (h) of Convention on the Elimination of All Forms of Discrimination against Women. Convention on the Elimination of All Forms of Discrimination against Women, adopted 18 December 1979, 1249 UNTS 13 (Entered into force 3 September 1981).

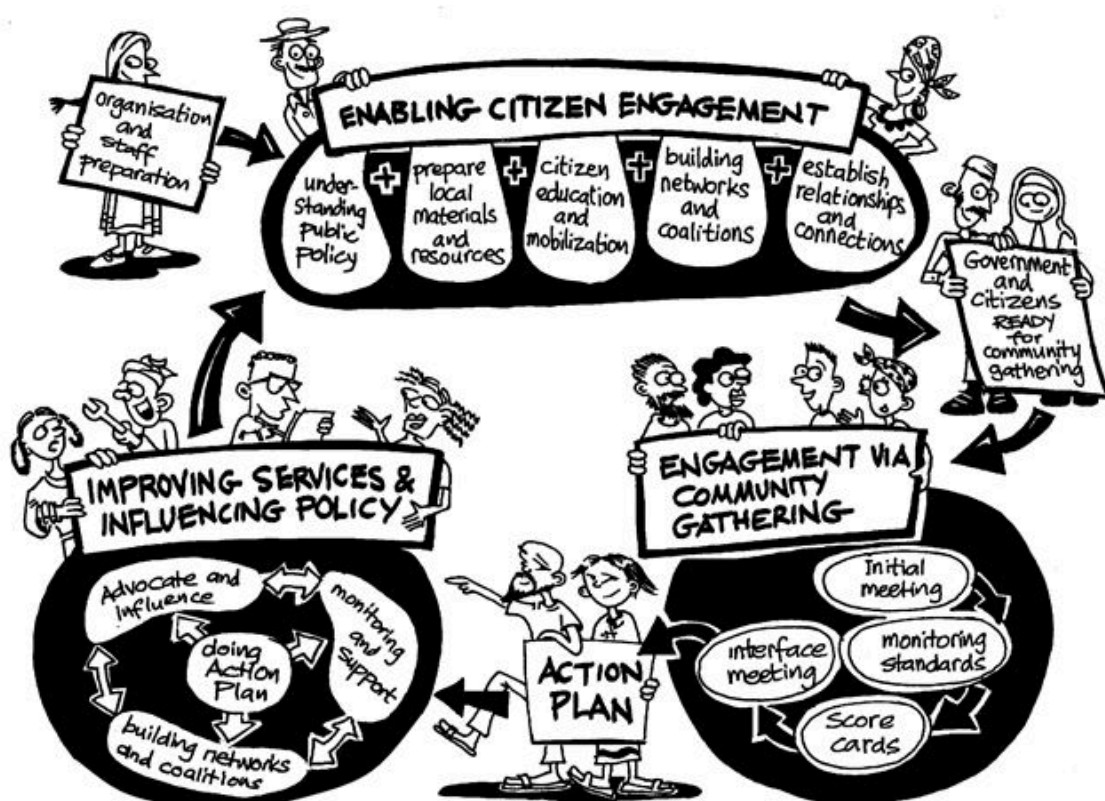
Article 25 of Universal Declaration of Human Rights. The Universal Declaration of Human Rights, adopted 10 December 1948, U.N.G.A. Res. 217 A (III) (1948).

Article 24(2) of Convention on the Rights of the Child. Convention on the Rights of the Child, opened for signature 20 November 1989, 1577 UNTS 3 (entered into force 2 September 1990).

CVA works by first informing citizens about their rights and then equipping them with a set of tools, designed to empower them to engage in local advocacy to protect and enforce those rights. First, communities learn about basic human and child rights, and how these rights are expressed under local law. Next, communities work collaboratively with government and service providers to compare reality against their government's own commitments. Communities also have the opportunity to rate government performance against criteria that they themselves generate. Finally, communities work with other stakeholders to influence decision-makers to improve services, using a simple set of advocacy tools. As government services improve, so does the well-being of children.

CVA is based on the view that each citizen has the right to hold to account his or her government for fulfilling its commitments. Citizen Voice and Action process empower the service users to monitor and seek accountability for service delivery and to take collective responsibility for services. The primary objective of CVA is, "to increase dialogue and accountability between three groups: citizens, public service providers and government officials (political and administration) to improve delivery of public services." (Citizen Voice and Action Guidance Notes 2016, p.2).

Figure 1: Overview of CVA process



Source: Citizen Voice and Action Guidance Notes (2016)

Figure 3 – Elements of Citizen Voice and Action

1. Organisation and staff preparation	1a. Conduct gender and social inclusion analysis of national and local context
	1b. Integrate gender and social inclusion training within CVA capacity building program
	1c. Identify relevance of gender transformative change with other National Office strategies and Area Programme implementation plans
2. Enabling citizen engagement	2a. Form a CVA Working Group with equal representatives of women and men, including youth members and inclusion of marginalised or vulnerable groups – people living with disability, sexual and gender minorities
	2b. Analyse extent to which standards are gender disaggregated or consider unique needs and interests of different gender and disadvantaged groups as set out in relevant government policies and standards
	2c. Hold meetings with community-based organisations and community leaders to promote citizen rights and gender and social inclusion
	2d. Hold separate meetings with women, youth or marginalised or vulnerable groups – people living with disability, sexual and gender minorities to (a) raise awareness about citizen rights and entitlements to different government services (b) build skill and confidence for participation in CVA.
	2e. Orientate and sensitise local government and service providers on concepts of gender equality and social inclusion, local contexts and integration with CVA.
	2f. Integrate gender and social inclusion training within CVA capacity building program
	2g. Skill development for women or disadvantaged group members of CVA
	2h. Male engagement especially for (male) spouses of CVA Working Group members to support women's participation
3. Engagement via Community Gathering	3a. Initial Meeting - Support equal participation of men and women, include disadvantaged groups
	3b. Monitoring Standards - If appropriate gender disaggregated monitoring of standards.
	3c. Score Cards - Hold separate score card focus group with women, youth or marginalised or vulnerable groups – people living with disability, sexual and gender minorities to ensure active participation and expression of voice.
	3d. Interface Meeting – Inclusive dialogue
	i. Encourage active participation and voice of women, youth or marginalised or vulnerable groups – people living with disability, sexual and gender minorities in interface meeting.
	ii. Promote inclusion of proposals for action plan from women, youth or marginalised or vulnerable groups – people living with disability, sexual and gender minorities
	iii. Promote dialogue between women, youth or marginalised or vulnerable groups – people living with disability, sexual and gender minorities - with others in the Interface Meeting (men, as well as government service providers and elected government officials)
4. Improving services and influencing policy	4a. Promote role of women and disadvantaged groups in monitoring and follow up, particularly through collective actions
	4b. GESI disaggregated numbers on which actions were achieved – whose actions were implemented why or why not
	4c. Promote networks of women and marginalised groups connecting across communities
	4d. Analyse GESI disaggregated data
	i. GESI disaggregated numbers who attend Community Gathering
	ii. GESI disaggregated numbers on decided action plan items (whose voice informed the proposed action)
	iii. GESI disaggregated numbers on which actions were achieved – whose, why, why not
	4e. Monitoring and evaluation of gender transformative change in CVA

Core elements of CVA

CVA emphasizes community development practices such as participation, inclusion, ownership and sustainability. The practical implementation of CVA must be flexible and respond to local situations, so it will look different in different situations. However there are a number of linked core elements which should be included in all situations. These are: information, voice, dialogue and accountability.

Information

Information is a critical element of CVA. Citizens have a right to know information about the services that their governments deliver. This information should be clear and easily understood (transparent) as well as made freely and proactively available to the public by the authorities. CVA facilitates access to this information through a range of mediums including public meetings where government officials share the information, through broader social and mainstream media, theatre, brochures, flyers, billboard, disclosure board etc, depending on the best approach in the country context. In Bangladesh, the selected approaches include public meetings, dissemination of civic education brochures and dissemination of key civic education information through local media segments including community radio.

Throughout the CVA process, information needs to be tailored to different groups so that diverse groups can equally access the information. Communities can be asked their preferred methods of receiving information and these can be adapted as appropriate through the CVA process. Where diversity in the community has not been explicitly considered in communication strategies, often marginalised groups are inadvertently excluded from accessing information. For example, illiterate people will be able to better access information in pictures or verbally, rather than from written brochures. Appropriate communication mediums also need to be considered to reach and be understood by people living with visual, hearing and mental disabilities.

Voice

Voice can be defined as the capacity of all people, including the poor and most marginalized, to express their views and interests and demand action from those in power who have a duty to provide public services. Voice might not be considered only by speech, but also a person with hearing or speech impairment can raise their concerns in the same platform as appropriate to their ways of communication.

Through the process of awareness raising and empowerment, citizens' voices will be strengthened and increased. Through sex, age, ethnic and disability disaggregated community services scorecards; CVA helps promote the feedback of wide cross-section of community members on how

services are or are not functioning and what they propose to improve services. These views are collected in small focus groups to ensure the participation of women, children and other marginalized groups. Then, in later public meetings the views of the different groups are shared either directly by participants or anonymously depending on the concerns and needs expressed by the participants. Ensuring inclusion and participation in services, via these structured evidence-based facilitation processes, is at the heart of CVA.

Dialogue

CVA aims to provide opportunity for different stakeholders, especially service users and service providers, to share their views about the delivery of basic services. Through dialogue, mutual understanding between stakeholders' increases and effective partnerships are established. Relationships within the community are both repaired and strengthened. Through such dialogue it is intended that citizens, together with service providers and other stakeholders, can then identify ways to improve service delivery. The main forum through which these views are shared is an interface meeting at a service facility i.e. school or health facility where service users, providers and government duty bearers, responsible for the resourcing of the facilities are present. The key government performance standards for the service and whether the facility is meeting these standards are shared at the meeting, along with the community feedback and priorities for improved services. During this meeting an agreed plan of action for the facility is developed by the government service providers and community people.

Accountability

CVA aims to increase the accountability of service providers and those in power, as well as the accountability of citizens around the delivery of basic services. Accountability establishes a relationship between power holders and those who can hold them to account for their actions. To ensure the action plan, described above, is implemented, a series of community-led advocacy activities are undertaken to ensure government accountability. Where issues are systemic and need higher level advocacy, WV works with citizen representatives to ensure their views are heard and actions advocated at national level.

Key principles of CVA

The key principles listed below are taken from the World Vision International (WVI) Citizen Voice and Action Guidance Notes (2016). As a local level advocacy and social accountability approach seeking to build the sustainability of our development programmes, CVA is based on a number of important principles which need to be understood and applied during implementation.

Policy focus

Government (public) policies and strategies that define basic service delivery provide the framework for CVA. Activities are planned and focused on ensuring there are effective policies in place, and that quality services are provided to communities. CVA focuses on basic public services and the quality, efficiency and accountability by which these are delivered to communities. It aims to improve service delivery.

Social accountability focus

CVA seeks to strengthen existing systems and structures to address poverty and ensure well-being. Strengthening citizens' engagement in policies and practices of government aims to improve service delivery. Strengthening systems, structures and relationships promotes long-term sustainable change.

Citizen focus

The approach regards ordinary individuals, often described as 'the community', as citizens of nation states. Citizens have a primary relationship to their governments. They have a right to access quality services. This is not welfare, nor a handout but a right. Active citizenship and engagement with government, encourages governments to work effectively and to provide quality services.

That said, CVA works best when citizens are not merely focusing on their rights and entitlements, but also on their own roles and obligations. CVA not only keeps services accountable, but also keeps communities accountable to themselves not to be passive recipients.

Facilitation focus

WVs' role and that of WV partners is one of facilitation. CVA describes a process of facilitation in which educated, mobilised and empowered citizens take action themselves, together with other stakeholders in the community including service providers and government staff.

Citizen-led advocacy focus

Citizens themselves decide what action they want, and need to take, based on their own experiences, information and hopes for the future. Advocacy responses are not directed by external organisations or 'experts'.

There is a information management system within World Vision to analyse citizen-generated data and information. The name of the data management system is World Vision Citizen Voice and Action Global database. The citizen-generated data needs to be entered in this database and can be used to triangulate with local level analysis and create an evidence-base for advocacy.

Local information ownership focus

Citizens generate the information themselves. Together they analyse this information and use it to improve the delivery of government services. They maintain ownership of the information.

Core Concepts

In CVA there are certain core concepts that practitioners need to understand to inform their practice. The following section provides an overview of these core concepts.

Advocacy

At World Vision advocacy is defined as, "the promotion of justice through changes in policies, systems, structures, practices and attitudes, citizen mobilisation and education about human and child rights" (CVA Guidance Notes, page 6). Without advocacy our work will only ever impact children within the boundaries of our area programmes. If we want to address the underlying root causes of poverty we need to press for changes to unjust systems, policies, processes and services through our advocacy. World Vision advocates at the local, national, regional and global levels.

Rights-based approach

A rights-based approach is grounded in the International Bill of Human Rights that comprises the UDHR¹⁰, the ICCPR¹¹ and the ICESCR¹². A bundle of human rights that include the right to life, liberty, security of person, right to a fair trial, individual privacy, equality, non-discrimination, freedom of thought, conscience, religion, participation, opinion,

¹⁰ The Universal Declaration of Human Rights, adopted 10 Dec. 1948, U.N.G.A. Res. 217 A (III) (1948).

¹¹ International Covenant on Civil and Political Rights, adopted 16 December 1966, 999 UNTS 171 (entered into force 23 March 1976).

¹² The International Covenant on Economic, Social and Cultural Rights (ICESCR), adopted 16 December 1966, 993 UNTS 3 (entered into force 3 January 1976).

expression and association, the right to participate in government and public services, the right to work, etc. is ensured through these bills of rights.

Many nation states have signed the UN conventions and procedures, agreeing to ensure their citizens' economic, social, cultural and political rights. A rights-based approach to advocacy calls on leaders and decision makers to account for these commitments they have made to global human rights mechanisms.

Using a rights-based approach is important for a number of reasons. A rights-based approach:

- gives us a framework for holding governments accountable for their commitments
- enables us to scrutinise how governments are performing on the global commitments they have made
- empowers citizens, including children, with skills to gain access to resources and information
- enables them to use those resources and information to engage governments and demand that their rights are met
- supports them to develop the skills they need to enable them to address violations of human rights and injustices that lie at the root of poverty.

CVA uses a rights-based approach to help communities hold leaders and decision-makers accountable for commitments they have made in education, health, and other areas. It uses awareness-raising, education and citizen mobilisation to support policy change and implementation to ensure that citizens' rights are met and protected. It measures how effectively the rights of the most marginalised people have been upheld.

CVA seeks to contribute to the achievement of the Sustainable Development Goals (SDGs). The SDGs provide the global direction for WV's programming focussing on universal, safely-managed services, resilient and responsive to climatic impacts. This WASH agenda supports a rights-based approach. World Vision strives for the progressive realisation of these rights; with mandated service providers taking deliberate steps towards their obligations – incorporating gender equality and disability inclusion is critical.

Governance

Governance can be defined as “the way in which government uses power to manage a country's economic and social resources” (CVA Guidance Notes, page 9). However, Governance is more than just ‘government’. Governance refers to the processes and systems for governing. These processes are political and are often defined by a country's constitution. They cover how things are done, not just what is done. Governance also refers to the rules by which a society decides how resources should be distributed, as well as to how relations between the state and society should operate.

Failures in governance slow development and hurt the poor. Failures in governance include:

- corruption
- incompetent or under-resourced public administration
- stifling regulations and “red tape”
- slow, costly justice
- weak state accountability systems
- budget mismanagement
- ineffective decentralisation

CVA provides a process through which citizens can demand good governance. It seeks to challenge failures in government by empowering citizens to engage with governments and to demand accountability.

Accountability and Social Accountability

Accountability can be described as the obligation of an individual or organization to account for its activities, accept responsibility for them, and to disclose the results in a transparent manner. Accountability establishes a relationship between power holders and those who can hold them to account for their actions. It describes responsibility, reciprocity and relationships among different stakeholders.

The World Bank defines social accountability as “an approach towards building accountability that relies on civic engagement, i.e., in which it is ordinary citizens and/or civil society organisations who participate directly or indirectly in exacting accountability”. (CVA Guidance Notes, page 11). CVA is World Vision's social accountability programme approach. It focuses primarily on citizen monitoring of public service delivery against established governance standards. Citizens are then empowered to engage in a dialogue with decision makers to address problems and gaps.

Power

Power is relational and multidimensional, changing according to context, circumstance and interest.

Generally people tend to assume that power belongs to those in official control in our societies – the politicians and governments. It is equally true though that power resides with every individual in a society especially when they act together to assert their rights.

Consider these different forms of power:

Power relations are not always evident at first sight. They can be:



VISIBLE

The most well known and obvious: observable decision making processes and structures, both formal and informal, such as legislatures, parliaments, or councils of elders or village chiefs



HIDDEN

The behind-the-scenes dynamics that influence who participates in the visible decision-making processes and whose voices are heard, as well as what issues are deemed legitimate for consideration as part of the political agenda



INVISIBLE

The socio-cultural systems and related values that shape people's consciousness—their beliefs about the world and themselves, and their beliefs about their own capacity

When we think about power in relation to advocacy we are seeking to understand who has the power or ability to make the decisions that will achieve the changes we are seeking. Sometimes this person will be the Minister of the relevant government department. Sometimes it may be the head teacher at the local school.

When we undertake advocacy we need to deliberately map and understand the power dynamics around the issue we are addressing.

- Who has the power to make the decision we want?
- Who influences the decision maker?
- Who opposes our position? How powerful are they?
- Who shares our views and could work in partnership with us to increase the power of our message?

Not everyone has an equal amount of power. We should always seek to identify individuals or groups in the community who are marginalized, have their human rights ignored or who feel they have no power. These most vulnerable and powerless groups include people with disabilities, elderly, minorities, youth and children. All people should be encouraged to participate in decision making, transforming how power is shared and understood.

Participation

World Vision is committed to purposefully empowering partners, affiliates and communities, especially vulnerable and marginalised groups, building their capacity to participate meaningfully in all stages of programme planning and implementation. As a child-focused organisation World Vision pays particular attention to supporting the participation of children, and takes an empowerment participation approach.

Empowerment participation is a type of participation where key stakeholders are supported to initiate and direct their own development. This leads to joint decision making about what should be achieved and how. Dialogue identifies and analyzes critical issues, and an exchange of knowledge and experiences leads to solutions. Ownership and control of the process rest in the hands of the key stakeholders which increases effectiveness and sustainability in the long term.

CVA is an inherently participatory approach. It is driven and managed by communities, with World Vision acting only as a catalyst and facilitator.

Empowered Citizenship

Citizenship is an important concept within the CVA approach. WV no longer views the disadvantaged and marginalised simply as beneficiaries. Instead it recognises them as citizens of nation states who have a primary relationship to their governments. Governments bear responsibility for the protection and provision of the rights of their citizens.

World Vision supports the view that all citizens are entitled to the rights enshrined in the Human Rights Convention and in their constitution. In addition, World Vision recognises that citizens have the right to participate in decisions that affect their lives. As well as having rights, citizens also have responsibilities.

Through CVA we seek both to empower citizens to act through awareness raising, as well as offering space and opportunity for citizens to individually and collectively mobilize and engage with government.

International studies have shown that marginalized communities throughout the world have similar definitions of what they consider good citizenship:

- Exercising fairness towards each group
- Recognising the worth of all human beings and also of their differences
- Self-determination through citizens taking control over their lives
- Solidarity through identifying with others and acting together: locally, nationally and globally.

This understanding is important to keep in mind when seeking to increase active and empowered citizenship.

Partnering

Working with partners is essential to amplify our messages and increase our leverage, towards achieving advocacy objectives. Generally we work with partners for advocacy when we want:

- To share our expertise and build capacity
- To increase our ability to influence target audiences or agendas – shared advocacy has more authority
- To be part of a collective platform or movement
- To reduce risk or exposure
 - To gain better access to local information and networks
- To access to a wider range of resources and skills
- To lend voice or show solidarity
- To link to wider connections for influence

Potential partners can include: NGOs/CSOs; faith-based organisations; private sector; media; multilateral/regional organisations; donors; academic institutions; coalitions and civil society forums.

In many situations the local and national branches of government will also be potential partners. The power to make many of the decisions about the changes we want to see often lies within government which means that we must necessarily work with them to achieve our goals. Through CVA, World Vision seeks to increase partnership and cooperation between citizens, stakeholders and their governments, to bring about sustained change and well-being.

For further resources on partnering, see World Vision's guidance resources "Partnering Strategic Intent" and "Local Partnering Essentials".

Policy

In the broadest sense, a policy is a course of action adopted and pursued by a government, ruler, political party, business, or even an individual. When we think about advocacy we are focusing specifically on public policy, which is the process by which governments translate their political vision and commitments into programmes and actions to deliver outcomes.

Public policy can be defined as a system of plans of action and funding priorities around a particular issue (for example accessible sanitation for citizens) which is announced and implemented by a government or its representatives.

It is important to distinguish between policies and laws. A policy outlines what a government is going to do and what it can achieve for the society as a whole. Policy also means what a government does not intend to do. Policies also set out the principles that are needed to achieve particular goals. Policies are only documents and not law, but these policies can lead to new laws. Laws are developed to ensure the just implementation of policy. Laws are set standards, principles, and procedures that must be followed in society.

Once formalized, policies commit governments to a particular course of action, for which they then become accountable. They set the standards for important services and determine the levels of service provision that citizens can expect.

Citizen involvement in policy development, implementation and monitoring is a crucial part of ensuring good outcomes that really meet the needs of communities. Citizen Voice and Action informs citizens about their rights and entitlements according to their government's stated policies, regulations and standards. It enables citizens to assess the realities of local service delivery against these standards to check that government is providing the service standards that they have promised.

Monitoring whether standards are being met at the local level forms the core of community action. And the Action Plans that communities develop often include plans to influence policy development and implementation at the local level. This can include citizens enforcing policy through the creation of local bylaws and ordinances. Sometimes those actions may lead to bigger plans to influence policy at the district or even national levels.

Evidence Building

When governments develop their policies they generally draw on information and inputs from multiple sources to ensure they get the best possible advice and recommendations.

However, sometimes government agencies or policy analysts do not have direct access to citizens or may not have the full picture of the problem and how it is affecting children and other vulnerable groups. There is huge potential for NGOs like World Vision to play a greater role in contributing to or supporting evidence-based policy influence.

It is particularly important that we aim to increase opportunities for policy-makers and legislators to access evidence from civil society organisations and citizens. This is a key part of strengthening political transparency and accountability, and indeed, democracy. Experience has shown that where civil society is able to participate effectively, there is a significant improvement the quality of policies that support the most vulnerable.

Through CVA citizens can monitor and assess service delivery at community level and gather important evidence about the effectiveness of those services and whether or not they are meeting stated government standards. Citizens can identify gaps and weaknesses and then make recommendations on how these should be addressed.

When we monitor such services across multiple locations in one province, district or country it is possible to aggregate this community-generated data to identify patterns of failure or widespread gaps in service quality.

The consolidated data can generate evidence of failure in policy implementation that be shared with key influencers (e.g. Members of Parliament, local government etc.) and contribute to policy recommendations in dialogue at sub national and national level. The analysis can also contribute to support evidence building on SDG Goal 16 “Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels”.

CVA in context of SHOMOTA

Citizen Voice and Action (CVA) is a local level advocacy and social accountability approach that facilitates dialogue between communities and government in order to improve services that impact the daily lives of children and their families. Within SHOMOTA CVA seeks to ensure equitable access to safely-managed water supply systems and sanitation facilities, with a focus on benefits reaching women and other marginalised groups and participation in CVA contributing to gender and social inclusion and gender-transformative change.

Monitoring and Evaluation CVA in SHOMOTA

Understanding how to monitor and evaluate CVA

CVA can be complex to monitor and evaluate because it uses advocacy to ‘influence’ outcomes. Influence can sometimes be challenging to measure quantifiably. Generally, in World Vision we aim to measure our contribution to changes rather than attempting to claim full responsibility for them. Our approach is outlined in the World Vision “Design, Monitoring and Evaluation Guidance for Advocacy”.

Since CVA aims to influence the improvement of services and government policies, changes in services and policies need to be routinely monitored (outcomes monitoring). In particular, basic data kept on the performance of services is quite critical to showing change is occurring.

It is important to note, however, that monitoring these changes by themselves is meaningless without qualitative explanation. We need to determine the contribution that CVA made to the decision makers making the changes we want to see.

We also want to explore the contribution of CVA to gender-transformative change. Monitoring and evaluation of gender-transformative social accountability can be linked to monitoring the CVA process.

Who monitors and evaluates CVA?

The goal of CVA envisages communities that are empowered to monitor, evaluate and lobby for improved services themselves. Therefore, CVA involves participatory M&E processes carried out directly by the community. The citizen generated data can be inserted in the WV Citizen Voice and Action Global database to build evidence.

However, CVA community monitoring activities need to be supported and facilitated by staff. Further, staff must monitor and evaluate the effectiveness of CVA through additional data collection on the impact of CVA. Staff and community monitoring should be complementary.

Your M&E plan should:

1. Explain how you will monitor and report on the quality of CVA implementation (achievement of action items/outputs)
2. Document CVA achievements (interim outcomes and outcomes)
3. Capture community-generated data/evidence
4. Ensure processes are in place to share data with nNational Office staff for further analysis and application
5. Include qualitative as well as quantitative components

Refer to the Project Monitoring, Evaluation and Learning Plan of SHOMOTA for detailed performance questions, and monitoring indicators.

Further guidance on monitoring and evaluation of gender-transformative change in CVA is provided in supplementary materials.

3. Guidance for CVA Phases

Phase 1: Organisation and staff preparation

This phase involves securing stakeholder commitment within your organisation; program staff and community-based leaders interest and willingness to engage; and capacity development to facilitate CVA.

1a. Conduct gender and social inclusion analysis of national and local context as well as political and policy context analysis in area of intervention

CVA Essential Element:	Political and policy context analysis undertaken in area of intervention. May be drawn from existing documents.
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Why is this important?

It is important to know the context that you are working in, understand the current state of gender equality and consider the implications for GTSA implementation.

Analysis is important to inform prioritised focus on gender-transformation. Through a gender and social inclusion analysis systemic and structural inequalities that inhibit gender equality can be identified. Any aspects of an enabling environment, linkages or synergies with existing organisations or agendas to leverage in strengthening gender equality are also identified.

Through the analysis risks to women or disadvantaged groups' active participation and empowerment can be identified and mitigation strategies decided, ensuring that unintended consequences of backlash are minimised and actions to 'do no harm' are prioritised and planned for GTSA implementation.

How to do this?

Gender and social inclusion analysis should be included in a broader political and policy context as part of preparation actions or as a stand-alone activity. The gender analysis could be conducted in-house by WV or by an external consultant. WV should engage a Disabled-People's Organisation to analyse the context relevant to people with disabilities.

There are various frameworks to guide gender analysis and social inclusion analysis¹³. For example:

- The Harvard Analytical Framework:¹⁴
 - o *The Activity Profile* answers the question "Who does what?" for all relevant productive and reproductive tasks.
 - o *The Access and Control Profile* identifies the resources used in the tasks identified in the Activity Profile, and defines who has access to these resources and who controls their use. It also identifies the benefits that are realized from each activity, and who has access to and control over these benefits.
 - o *Influencing factors* section identifies factors that cause the differences of roles of each gender identified in the two profiles. These may indicate areas where there is opportunity to change gender roles
- The Moser Framework:¹⁵
 - o Examines women's productive, reproductive and community management roles in society.
 - o Identifies disparities between practical (immediate) and strategic (longer-term) gender needs.
- Gender at work framework:¹⁶
 - o The Framework highlights the interrelationship between gender equality, organizational change and institutions or 'rules of the game' held in place by power dynamics between women and men in communities
 - o A quadrant has 4 dimensions

¹³ This resource provides a good introduction to gender analysis frameworks
<https://www.ndi.org/sites/default/files/Guide%20to%20Gender%20Analysis%20Frameworks.pdf>

¹⁴ Overholt et al. (1985) *Gender Roles in Development Projects*, Kumarian Press Inc, Connecticut.

¹⁵ Moser, C.O.N. (1993), *Gender Planning and Development: Theory, Practice & Training*, Routledge, London and New York.

¹⁶ <http://genderatwork.org/test/analytical-framework/>

- Related to the individual.
 1. noticeable individual conditions, e.g., increased resources, voice, freedom from violence, access to health and education.
 2. individual consciousness and capability – knowledge, skills, political consciousness, and commitment to change toward equality
 - Related to the systemic
 3. Formal rules as laid down in constitutions, laws, and policies.
 4. Informal discriminatory norms and deep structures, including those that maintain inequality in everyday practices.
- Disability inclusion¹⁷
 - Assess realisation of rights
 - Identify barriers to rights
 - Identify existing policy to employ or other means to reduce barriers
 - Identify duty bearers or key decision-makers who can ensure realisation of rights

A completed analysis should inform GTSA planning.

TIPS

It is important that analysis is conducted at the local level where GTSA is implemented, since the context of the locality may be different from region to region. For example, religion, education level, political ideology, migration, and geographical features affect the social context in various districts within Bangladesh differently.

The analysis also provides an overview of the context in which the program is going to be implemented and helps to identify risk of taking any particular strategy or intervention in the local context, which may be distinct from other places.

Analysis of gender and social inclusion within the political and policy context also legitimizes efforts to strengthen gender equality within the country context and/or civil society sector.

¹⁷ https://www.unicef.org/disabilities/files/General_Suggestions_for_Disability_SITANS.pdf
https://www.cbm.org/fileadmin/user_upload/CBM_disability_and_gender_analysis_toolkit_accessible.pdf
https://www.cbm.org/fileadmin/user_upload/Publications/CBM-DID-TOOLKIT-accessible.pdf

1b. Integrate gender and social inclusion training within CVA capacity building program.

CVA Essential Element:	National Office leadership, field staff and local partners participate in a CVA capacity building programme led by a certified CVA master trainer.
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Why is this important?

For many development workers, particularly those with a technical background, engaging with ideas of gender equality and social inclusion may be new. Awareness raising and training on GESI for World Vision leadership, field staff and local partners will be important to uncover their existing values and perspectives in relation to gender equality and inclusion, and to strengthen their motivation and capacity to advocate for and influence change. Staff will be more effective CVA facilitators when they are skilled in the gender-transformative approach.

Staff also require training to prevent and respond to sexual harassment and violence, sexual exploitation and abuse of children and vulnerable adults. With this training, staff will be better equipped to use referral systems and report any sexual harassment or violence incidents.

How to do this?

Undertake a series of preparation activities to help you plan for CVA and build staff capacity to lead CVA activities. This needs to be done both at National Office and at programme level with field staff and local partners. We recommend that CVA capacity building is designed to incorporate gender and social inclusion.

Training can be organised with trainers having specialisation both on gender and the process of social inclusion internally in World Vision, or externally found in government, local NGOs or women's community-based organisations. We recommend a number of steps to CVA capacity building training inclusive of gender and social inclusion.

1. Conduct a staff competency review including gauging competencies in gender and social inclusion. Review the results and provide this to the CVA trainer to assist them in targeting the training to address any competency gaps among the staff.
2. Develop additional modules on gender and social inclusion for the World Vision's e-learning course. The CVA training process sometimes involves staff completing the e-learning course about the core concepts in advocacy and CVA. This training should also include gender and social inclusion.
3. Integrate gender and social inclusion training in the CVA Practitioner Workshop. This workshop focuses on building capacity of field staff and partners to plan and facilitate CVA in communities, as well as to recognise the broader citizenship and governance country context. The GESI component of this training may include these topics but is not limited to:
 - Orientation to gender and social inclusion concepts
 - Guidance for making information accessible to people with various disabilities
 - Guidance for removing barriers to equal participation and encouraging voice of women, the elderly, people with disabilities and other marginalised groups in CVA activities
 - Guidance for taking a gender and socially inclusive approach to dialogue between service users, service providers and other stakeholders.
4. Provide ongoing training to support the understanding of gender and social inclusion of staff implementing CVA in the field. CVA practitioners need systematic, ongoing support and guidance as they operationalise CVA. This support could include facilitation of staff periodically conducting self-reflections on their skills in gender transformative approaches and social inclusion.

Measure of success?

Success will be measured through staff appreciation of gender and social inclusion concepts, local context and programming options.

TIPS

It is important that the gender and social inclusion training is contextualised to the community where CVA is implemented. Each locality will have their own gender norms, and variations in local governance contexts.

1c. Identify relevance of gender transformative change with other National Office strategies and Area Programme implementation plans.

CVA Essential Element:	National Office staff identify how CVA will be integrated into existing WV's key specialist programming guidance, the Technical Approaches, Technical Programmes and Area Programme (AP) implementation plans.
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Why is this important?

Gender-transformative social accountability can connect with and support other existing initiatives within World Vision or contribute to a broader platform of strengthening gender transformative change within World Vision. For this contribution to happen, the benefits of a gender-transformative approach need to be visible and recognised. Contributions from experienced specialist staff and projects (including SHOMOTA) can support focus on gender and social inclusion across World Vision strategies and project implementation.

How to do this?

Review National Office policies, strategies or other programming plans to provide an understanding of current inclusion of gender and social inclusion considerations to know the starting point of how gender-transformative social accountability can be relevant within the National Office. We recommend the steps:

1. Gather key documents such as National Office strategies, Technical Programmes, AP implementation plans.
2. Assess the documents using a tool such as the CARE Gender Marker¹⁸, which measures the integration of gender along the CARE Gender Continuum; from harmful to transformative. Complete the Gender Marker Vetting Form¹⁹ as a group exercise with multiple staff as an opportunity for joint reflection on integration of gender and areas for improvement.
3. Discuss how National Office strategies and other Technical Programmes could intersect with gender-transformative social accountability.

Measure of success?

Outcomes of review process documented and shared. Commitments for collaborative practice between gender-transformative social accountability and other relevant National Offices agendas documented.

TIPS

Based on lessons learned through this exercise, think about what could be changed or improved in current or future programming to strengthen integration of the gender transformative approach. Create an action plan and designate responsibility for action points. Set a date to review how changes have been implemented, and how gender integration in National Office strategies and Programme implementation plans have improved.

¹⁸ https://insights.careinternational.org.uk/images/in-practice/Gender-marker/CARE_Gender-Marker-Guidance_new-colors1.pdf

¹⁹ https://insights.careinternational.org.uk/images/in-practice/Gendermarker/care_gender_marker_vetting_form_english_20191.pdf

Phase 2: Enabling citizen engagement

This is the first 'implementation phase' of CVA. This phase equips citizens to engage with issues of governance and provides the foundation for subsequent phases. This phase ensures that citizens are able to engage, so that together with government representatives, they are ready for the Community Gathering.

2a. Form a CVA Working Group with equal representatives of women and men, including youth members and inclusion of marginalised or vulnerable groups – people living with disability, sexual and gender minorities.

CVA Essential Element:	Identification (by name) of the individuals or local civil-society organisation (CSO) partners who will lead the CVA process at the local level.
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Why is this important?

For a CVA process to be gender-transformative, it is important that individuals or civil society organisation partners who will lead the CVA process include a diverse range of perspectives and lived experiences.

Meaningful participation including leadership roles means women and disadvantaged groups, have choice and ability to influence decisions and contribute in ways that are effective and empowering.

If different genders and disadvantaged groups meaningfully participate in the CVA Working Group, integrating gender and social inclusion considerations into the rest of the CVA process will be easier and more effective.

How to do this?

Partner with existing organisations or groups in the programme area such as women's movements and advocacy organisations for marginalised or vulnerable social groups who are also committed to gender-transformative change. These organisations or groups can identify representatives for the CVA Working Group and increase representation of these marginalised groups in the CVA process. Partnering with these groups will also strengthen sustainability of CVA activities.

Consider inviting certain individuals to participate in the CVA Working Group. For example, specific individuals who represent different, especially disadvantaged groups such as women, people living with a disability, the elderly, ethnic groups, or representatives of informal settlements. SHOMOTA team could also consider inviting SGM if there is sufficient resources and support for their inclusion, noting this is not a clear focus for SHOMOTA.

We recommend that equal numbers of women and men are recruited as facilitators of the CVA process at the local level. We also suggest inclusion of marginalised groups as appropriate to the local context.

Enable all team members to contribute by ensuring the training, mentoring and coaching needed for them to feel confident and competent to influence decisions. Ensure times and locations of meetings are appropriate for all members, and ensure the benefits of participation outweigh any risks or unnecessary burdens that people may experience as CVA team members.

Measure of success?

Success will be measured by formation of a CVA Working Group with equal representatives of women and men.

TIPS

In the CVA Working Group, equal representation of women is a foundational step towards gender equality. Meaningful participation of women in discussions and decision-making is also important. Therefore, select CVA Working Group members who have a collaborative approach, strong willingness to contribute to social accountability and are ready to initiate change.

2b. Analyse extent to which standards are gender disaggregated or consider unique needs and interests of different gender and disadvantaged groups as set out in relevant government policies and standards

CVA Essential Element:	Relevant government policies and standards identified and translated into contextually appropriate materials. These policies and standards should correspond to the sector being monitored (e.g. number of midwives per clinic or teacher pupil ratios).
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Why is this important?

For the policies and standards which will be monitored in CVA, we need to consider the extent to which they consider the unique needs of girls, boys, women, men, and disadvantaged groups. Where relevant government policies and standards are inclusive of gender or social inclusion provisions, these can be advocated for as part of CVA. Where policies or standards are discriminatory, policy and advocacy efforts can be mobilised to create change towards stronger focus on gender and social inclusion within government policies and standards.

How to do this?

1. Identify the government national policy relevant to relevant to the sector of focus of CVA, as well as other government policies relevant to gender equality and social inclusion. . Linked to the national policy, standards of service delivery are set at national, state or local government levels. It is important that you define which standards or entitlements are in line with the service that is to be monitored as part of the Community Gathering process i.e. provision of WASH services. If a specific standard is not available then a consensus can be gained through a working group of what is a desirable level of service. It is then possible to compare reality against the agreed 'desirable standards'.
2. Once you have accessed and confirmed the standards to be used in your CVA, carry out an analysis of the standards to find out to what extent the standards are gender disaggregated. Gender disaggregated standards mean that entitlements of women and men have been separately defined. For example, separate girls' and boys' toilets in schools.

Consider whether there are any provisions for social inclusion in the government standards. For example, disability access at health centres through standard construction of ramps at health centres.

3. Identify gender disaggregated standards and also social inclusion provisions to use in the monitoring standards steps in later parts of CVA. Note where there are gaps, for future advocacy activities to influence equitable coverage of services for all citizens.
4. Describe standards, including gender disaggregated standards and social inclusion provisions in a simple document or flyer to use within the citizen education and mobilisation processes.

Measure of success?

Success can be measured by having a set of standards documented inclusive of gender disaggregated standards and social inclusion provisions for unique or different needs, for citizen education and mobilisation. Advocacy and policy change efforts are planned and coordinated.

TIPS

The CVA approach must be facilitated in the local language, so it is helpful to simplify and translate policy documents into a simple document or flyer to use within the citizen education and mobilisation processes.

2c. Hold meetings with community-based organisations and community leaders to promote citizen rights and gender and social inclusion

CVA Essential Element:	Awareness-raising activities regarding government policies have been undertaken. These activities may include meetings, the dissemination of materials, or mass media communications.
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Why is this important?

For gender-transformative social accountability to be effective it is important to get local support and commitment for citizen rights and participation of all different types of citizens, especially from local community leaders. Women; youth; illiterate citizens; ethnic minorities; sexual and gender minorities; and people living with a disability are usually excluded. It is likely that through this CVA process it is the first time some of these individuals are being invited to participate in public life, and there may be prejudices or resistance to overcome. Another barrier to participation is restriction of women's mobility for religious or cultural reasons. Reducing these barriers to participate is important for gender-transformative change.

Ensuring support and commitment from local leaders for social accountability and promotion of gender equality and social inclusion is important for the success of CVA. This is in recognition that gender-transformative change is part of broad societal long-term change which involves all different types of individuals and groups in society.

How to do this?

1. Carry out a stakeholder analysis to identify community leaders and local community-based organisations who have roles, responsibility, leadership and legitimacy in the community. This process might identify elected officials, government workers, religious leaders, in-formal leaders such as elders, or very active and influential people in the community.
2. Identify community-based organisations or self-help groups with a focus on supporting marginalised or disadvantaged groups, in order that any planned meetings support and contribute to these organisations on-going work. As appropriate, partner with local community-based organisations or self-help groups to plan and conduct the awareness raising meetings.
3. As appropriate prepare materials such as printed materials, videos, local folk songs or other resources to use in your communication activities and orientation of social accountability and gender and social inclusion
4. Hold meetings or workshops with community-based organisations and community leaders to promote citizen rights and gender and social inclusion and their active role in promoting gender and social inclusion in the community.

Measure of success?

Success is demonstrated through relationships and networks built with community-based organisations and community leaders, and nurturing a broader awareness about citizen rights, gender equality and social inclusion.

TIPS

Involving community leaders such as teachers or religious leaders from the outset, can assist in building a safe environment in which to implement a gender-transformative approach to CVA. If not fully informed, it is possible for these leaders to perceive CVA as a threatening process which aims to disrupt community norms. It is important that these leaders should see CVA as a positive process that will support wellbeing and gender equality outcomes in the community. Take care to answer any of their questions or concerns.

2d. Hold separate meetings with women, youth or marginalised or vulnerable groups – people living with disability, sexual and gender minorities to (a) raise awareness about citizen rights and entitlements to different government services (b) build skill and confidence for participation in CVA.

CVA Essential Element:	Awareness-raising activities regarding government policies have been undertaken. These activities may include meetings, the dissemination of materials, or mass media communications.
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Why is this important?

Building awareness of citizens on their rights and entitlements to government services will support their involvement in CVA. Awareness-raising of citizens about opportunities for them to engage in dialogue on public policies and services is fundamental to CVA.

Building skills of citizens to actively participate is also fundamental to CVA. Recognising that CVA might be the first time that many individuals have been part of a public dialogue process with government officials, it is important to ensure they have the skills and confidence to actively participate.

It is recommended to hold separate meetings with women, youth, people living a disability and other marginalised groups, so that each group has their own safe space in which to learn and build their confidence for participation in the Community Gathering. Building relationships of solidarity within these groups will contribute positively to gender-transformative change. And collective action in solidarity with others, provides the basis for effective dialogue with the government and other power holders.

How to do this?

1. Identify the different types of groups, especially marginalised or vulnerable groups in the community, who you especially want to ensure are included in the CVA process
2. Consider the best way to engage with these different groups to (a) raise awareness (b) build skill and confidence for participation in CVA. Recognise that the best way to engage and mobilise these different groups might be different, and you may need to modify your engagement strategy and key messages for different groups.
3. Plan your activities to engage with these different groups. Prepare key messages, ensuring that all the different groups can access your messages, build skills, confidence and interest to participate in CVA. Arrange meetings, forums or others events at times which are convenient to the different groups.

To ensure meaningful participation in CVA, invite women, youth, people living a disability and other marginalised groups to access communication materials, training activities and mentoring:

- Build awareness on CVA and opportunities to participate through social media; posters/notice boards at schools, hospital and other public facilities; and community meetings
 - Identify and address particular training needs e.g. public speaking training for women
 - Draw on available skills and knowledge of existing staff and partners of World Vision Bangladesh to ensure materials and facilitation methods are inclusive.
 - Messages should be tailored to different audience groups.
4. Citizen education and mobilisation are ongoing processes throughout the whole CVA approach, and you may need to continue supporting activities which build capacity and confidence in the long-term.

Measure of success?

Success can be measured by a high level of confidence and competency of a diverse range of community members active as CVA participants, raising their voice and influencing decisions.

TIPS

Citizen education materials should be tailored to the needs of different groups to ensure they are accessible and relevant. For example, there may need to be a several sets of resources and a variety of ways of accessing materials so that people with different types of disabilities can access them.

Ensure times and locations of meetings are appropriate for all CVA participants, and ensure the benefits of participation outweigh any risks or unnecessary burdens that people may experience in joining CVA. Remove barriers for participation, for example provide a child care service during activities so women can join activities.

2e. Orientate and sensitise local government and service providers on concepts of gender equality and social inclusion, local contexts and integration with CVA.

CVA Essential Element:	Local government and service providers agree to participate in the process.
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Why is this important?

Strengthening relationships between government and citizens is a core feature of CVA and ensuring willingness of government officials to participate is essential. Importantly within a gender-transformative social accountability approach ensuring that local government and service providers are motivated and committed to gender equality and social inclusion is important to ensure that everyone in the community can equally have an opportunity to actively participate and benefit from CVA.

In order to create interest and momentum for gender-transformative change, it is important to provide an orientation and sensitisation to local government and service providers on concepts of gender equality and social inclusion. Changes in their perceptions, attitudes and institutional norms is vital in creating structural long-term change. Existing knowledge and practices from the local context need to be integrated within the orientation and planning of the CVA process.

How to do this?

1. Identify local government and service providers relevant to the government service which is the focus of your CVA
2. Hold meetings to explain the aims and processes of CVA and the intention for citizens and government to work together to solve shared problems. It is also the opportunity to outline the rights and benefits of all citizens including women and marginalised groups to voice their opinions and influence decision-making in the focus sector.
3. Through the orientation and sensitisation process it is important you build favourable relationships and partnerships with local government and service providers and importantly that a safe space is created for the participation of women and social minorities.

Measure of success?

On completion of this step you would have formed key relationships with key stakeholders and secured commitments from government representatives and service providers to participate in the Community Gathering. Their recognition of the importance of gender equality and social inclusion within the CVA process demonstrates that a successful orientation has been delivered.

TIPS

Depending on the context, it may be beneficial to establish a MoU with the local government representative. Having an MoU can strengthen the acceptance of the community for participation in CVA.

2f. Integrate gender and social inclusion training within CVA capacity building program

CVA Essential Element:	A 'CVA Facilitation Team' is mobilised and trained, preferably from among existing civil society groups (may be a school management committee or village health committee) and agrees to facilitate the CVA process.
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Why is this important?

The CVA Working Group plays an important role in implementing equity and inclusion practices within CVA. They have a primary role in organising and facilitating meetings between citizens, service providers and other stakeholders. Awareness raising and training on GESI for the CVA Working Group will increase their commitment and capacity to effect change.

The CVA Working Group also require training to prevent and respond to sexual harassment and violence, sexual exploitation and abuse of children and vulnerable adults. With this training, the CVA Working Group will be better equipped to use referral systems and report sexual harassment and violence incidents at a local level, with the support of World Vision.

How to do this?

1. Training can be delivered by World Vision and partner staff who have already been trained in CVA and GESI.
2. Develop a training program for the CVA Working Group that integrates gender and social inclusion awareness with skills development to facilitate CVA in communities. The GESI component of this training may include these topics but is not limited to:
 - Orientation to gender and social inclusion concepts
 - Guidance for making information accessible to people with various disabilities
 - Guidance for encouraging participation and voice of women, the elderly, people with disabilities and other marginalised groups in CVA activities
 - Guidance for taking a gender and socially inclusive approach to dialogue between service users, service providers and other stakeholders
3. After initial training for the CVA Working Group, provide ongoing capacity building activities and guidance to support their application of the training to implementing CVA.

Measure of success?

Success will be measured through CVA Working Group's appreciation of gender and social inclusion concepts, and increased confidence in applying these concepts to the facilitation of CVA.

TIPS

It is important that gender and social inclusion training is contextualised to the community where CVA is implemented, and communicated in simple terms that can be easily understood.

2g. Skill development for women or disadvantaged group members of CVA

CVA Essential Element:	A 'CVA Facilitation Team' is mobilised and trained, preferably from among existing civil society groups (may be a school management committee or village health committee) and agrees to facilitate the CVA process.
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Why is this important?

Within the CVA Working Group there may be some members who are disadvantaged due to their gender, ethnicity, disability or other factors. To address existing barriers to active participation and leadership within the CVA Working Group, it is important to strengthen the capacity of disadvantaged team members. It will also be beneficial to strengthen solidarity between the women team members or other disadvantaged groups.

How to do this?

1. Identify particular training needs of CVA Working Group members to enable their active participation. For example, women and disadvantaged groups may benefit from training in public speaking to develop their skills and confidence. For example, those group members who are less experienced in organising may benefit from coaching in planning, coordination and communicating with stakeholders.
2. Plan and conduct specific activities such as training, mentoring and coaching for individuals to feel confident and competent to influence decisions.

Measure of success?

Success can be measured by a high level of confidence and competency of CVA Working Group members in raising their voice and influencing decisions, including women and disadvantaged groups.

TIPS

Create a collaborative team spirit and safe space within the CVA Working Group, so that all members are supported and support each other to be effective leaders of the CVA process.

2h. Male engagement especially for (male) spouses of CVA Working Group members to support women's participation

CVA Essential Element:	A 'CVA Facilitation Team' is mobilised and trained, preferably from among existing civil society groups (may be a school management committee or village health committee) and agrees to facilitate the CVA process.
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Why is this important?

A key enabler of women's opportunity to meaningfully participate as members of the CVA Working Group, is male, spousal or family support for their participation. Men's attitudes and perceptions about women's roles and participation contribute to determining gender equality within the CVA Working Group and also more broadly within the CVA process. Training for male spouses of CVA Working Group members is recommended to create an enabling environment for women and disadvantaged groups to be members of CVA Working Group.

How to do this?

1. Plan and implement a series of orientation/ training sessions for men (related to female CVA Working Group members) to appreciate the importance and value of gender-transformative social accountability. These orientation/training sessions could include contextualised topics on:
 - concepts of gender and women's empowerment
 - shared leadership and decision-making processes
 - balancing roles in the home, community and paid work to enable women's participation
 - men as champions of gender equality
2. Male engagement to support spouses in the CVA Working Group Citizen education and mobilisation are ongoing processes throughout the whole CVA approach, and you may need to continue supporting activities which build capacity and confidence in the long-term.
3. Identify male champions to promote gender equality in the community. These might be men who already have a strong beliefs and practice to support women and girls in their community. These men can be encouraged and support to promote gender equality and women's empowerment to their male peers.

Measure of success?

Success can be measured by male participants of orientation/training sessions having an increased appreciation of gender equality concepts. Female CVA Working Group members feel supported by their families to be leaders of CVA.

TIPS

Make efforts to build rapport with participants and ensure the orientation / training sessions are engaging and non-threatening. For example, role plays methods could be used for men to understand gender roles and responsibilities in the household and the community.

Phase 3: Engagement via Community Gathering

Additional guidance to facilitate the Community Gathering is provided in section 4.

3a. Initial Meeting - Support equal participation of men and women, include disadvantaged groups

CVA Essential Element:	CVA Facilitation Team convenes an 'Initial Meeting' to discuss how the CVA process will proceed.
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Why is this important?

The Initial Meeting introduces citizens, service providers and other government representatives to the process of the Community Gathering. It prepares the groundwork for assessing the delivery of a specific service. It builds on the work done during the Enabling Citizen Engagement phase, and provides the starting point for the Community Gathering process.

It is important that a safe space is created for everyone and that there is participation of men, women and disadvantaged groups at the Initial Meeting since this meeting sets the atmosphere and positive spirit for other meetings as part of the Community Gathering.

How to do this?

Facilitation team

- Ensure all CVA Working Group members attend and that many different members of the Working Group are active in leading the meeting. Arrange equal representation of men and women in the facilitation team.

Participants

- Support equal participation of men and women and representatives of disadvantaged groups attend the meeting
- Ensure key service providers relevant to the sector of focus in the CVA attend the meeting, as well as local government representatives

Day | Time | Venue

- Hold the Initial Meeting on a day, and at a time that suits the invited participants and does not conflict with other responsibilities in the home or work that women or men might be responsible for. For example, seasonal harvesting is a very busy time for families so it is better to plan the initial meeting for another time. .
- Choose a venue and environment that is accessible to different groups, especially those who may have a barrier due to distance or accessibility (such as women who have limited mobility to travel far from their homes, or people living with a physical disability who cannot enter multi-level buildings due to stairs).

See further guidance in 4.1



Facilitation of the Initial Meeting.

Measure of success?

Participation of diverse members of the community were present at the Initial Meeting, and there is understanding of the CVA process and motivation to participate in other meetings of the Community Gathering.

TIPS

Ensure that there is representation of different types of community members at the Initial Meeting so that they can report back to their constituents about what happened at the meeting and also that these different groups are prepared for the future sessions within CVA.

3b. Monitoring Standards - If appropriate gender disaggregated monitoring of standards.

CVA Essential Element:	CVA Facilitation Team undertakes the Monitoring Standards process: the group compares the actual condition of a facility in the community (like a school or clinic) against government standards.
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Why is this important?

Different types of individuals in the community have different needs and interests which are often addressed by different standards of services. For example, schools often have standards for separate girls and boys' toilets. Another example is the provision of health services for girls and women at health centres.

It is important to ensure that standards are known for all different types of people in the community and that standards are being experienced for all different types of groups in the community as set out by government policy.

How to do this?

Analyse the government standards relevant to the sector of focus of CVA, as well as other government policies relevant to gender equality and social inclusion. As appropriate ensure that standards are disaggregated before the Monitoring Standards session. (As set out in '2b. Analyse extent to which standards are gender disaggregated').

Facilitation team

- Familiarise all CVA Working Group members with the disaggregated standards and the source of the government standards. Arrange equal representation of men and women in the facilitation team.

Participants

- Ensure equal participation of men and women and representatives of disadvantaged groups attend the meeting. Ensure key service providers relevant to the sector of focus of CVA attend the meeting, as well as local government representatives.

Day | Time | Venue

- Hold the Monitoring Standard session on a day, and at a time that suits the invited participants and does not conflict with other responsibilities in the home or work that women or men might be responsible for.
- Choose a venue that is accessible to different groups

See further guidance in 4.2 Facilitation of Monitoring Standard Session

Measure of success?

Standards are monitored and this process is verified by both relevant local service providers, government officials and diverse range of representatives within the community.

TIPS

Government policies and standards for government services are often very ambiguous and hard to understand. Allow time for a thorough investigation and cross-check of policies and standards across different ministries. Often there are standards of service provision that are set out from one ministry but not included in others. Be sure to look at government policy relevant to gender and social inclusion as well as government policy and standards relevant to the sector which is the focus of your CVA.

3c. **Score Cards - Hold separate score card focus group with women, youth or marginalised or vulnerable groups – people living with disability, sexual and gender minorities to ensure active participation and expression of voice.**

CVA Essential Element:	CVA Facilitation Team convenes focus groups (including separate groups for those most vulnerable and for service providers) to participate in the 'Community Scorecard' session. Participants should define their own criteria to be measured at the facilities and rate them using a 5-point scale. Programme staff should record an overall score for each criterion
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Why is this important?

Holding separate score cards sessions ensures that different voices are heard and inform decision-making, importantly the action plan decided in the Interface Meeting. Having separate meetings with specific groups in the community ensures that a safe space is created for each individual who participates in CVA to express their unique views and perspectives.

How to do this?

The Score Card sessions are a key part of the CVA process and it's important that you invest time in planning and preparation of the sessions to ensure a positive experience of all participants and effective learning for the CVA process.

Venue

Ensure that the venue and environment are accessible to different groups ~~people with speech or hearing impairment can raise their voice in their own way~~.

- Choose a venue that is private so that participants can interact undisturbed by others

Facilitation team

- Organise your facilitation team in response to the stakeholder group. Draw on the different types of individuals in your CVA working group – for example organise women facilitators if your score card group is made up of women. Or organise male youth facilitators in the case your group is made up of male youth. Organise ethnic minority facilitators in the case your group is made up of this cohort.
- The intention of the facilitation team is to make sure that you create a safe space and all voices are heard

Participants

- Ensure active participation of all in rating the existing facilities so that overall score can be the representative of all participants. For example, the status of separate toilet facilities at school should be reviewed by girls, boys, and including children with a disability.
- As noted above – there may need to be mentoring to build skills for active participation for individuals who are invited

Day | Time

- Ensure the Score Card session is held on a day, and at a time that suits the invited participants and does not conflict with other responsibilities in the home or work that women or men might be responsible for.

See further guidance in 4.3 Facilitation of Score Card Session

Measure of success?

Active participation and each individual has the opportunity and confidence to express their voice and be heard in the session; exchange and dialogue between the participants to prioritise recommendations for improvements to the service; and record of responses – outcomes of the session.

TIPS

Sexual and gender minorities may experience less acceptance in their community and not be accustomed to participating in community events and meetings. CVA is an approach to include marginalised groups such as these in decision-making, while taking care to not create any harm or backlash to participants. It is important that World Vision and partner field staff draw on technical support (eg. CARE, Edge Effect) in analysing and responding sensitively to sexuality and gender minority issues in the project locations.

3d. Interface Meeting – inclusive dialogue

- i. **Encourage active participation and voice of women, youth or marginalised or vulnerable groups – people living with disability, sexual and gender minorities in the Interface Meeting.**
- ii. **Promote inclusion of proposals for action plan from women, youth or marginalised or vulnerable groups – people living with disability, sexual and gender minorities**
- iii. **Promote dialogue between women, youth or marginalised or vulnerable groups – people living with disability, sexual and gender minorities with others in the Interface Meeting (men, as well as government service providers and elected government officials)**

CVA Essential Element:	The CVA Facilitation Team convenes a plenary 'Interface Meeting' among community, service providers, and local government. During this meeting, the results of the monitoring standards and community scorecard sessions should be reviewed. An 'Action Plan' should be agreed that includes specific, measurable, achievable, realistic, and time-bound objectives that ultimately should improve service delivery.
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Why is this important?

It is important that women, marginalised or disadvantaged groups are active in decision making, that their voices are heard, listened to and responded. Everyone in the community should have the opportunity to be an active citizen through the CVA process.

It is important that decisions made to take forward within the action plan are inclusive of actions to benefit women and marginalised or vulnerable groups. Of course proposed actions to meet the monitoring standards might be many, and there might be a lot to do to improve the service, but proposed actions should promote equity and benefit to those who are often marginalised or disadvantaged such as women, people with disability, youth or other minority groups in the community.

It is valuable to promote dialogue and relationship building between different groups in the community in order to surface shared interest and common objectives. Interactions and relationships formed within the CVA process can support ongoing work and collaboration within the community. Dialogue and relationship building can also support strengthened gender and social inclusion and on-going gender-transformative change.

How to do this?

Venue

- Choose a venue and environment that is accessible to different groups and is a big enough to hold a large group comfortably
- Choose a venue that is private so that participants can interact undisturbed by others

Facilitation team

- Ensure all CVA Working Group members attend and that many different members of the Working Group are active in leading the meeting. Arrange equal representation of men and women in the facilitation team.
- Build the skills of the facilitation team to manage a large number of participants and create conditions for meaningful participation of all diverse groups in the community
 - Strong facilitation is required to promote active participation of all different types of groups in the meeting
 - Design a process of dialogue which ensures all different types of voices are expressed, listened to and heard during the Interface Meeting. For example, ask marginalised groups and women to speak before men. Ensure men listen to the voices of others and do not interrupt.
 - Promote consideration of all different types of proposed action and facilitate discussion on why proposals chosen / not chosen.

- Manage time carefully to achieve the objectives of the Interface Meeting and to respect the time of all stakeholders involved

Participants

- Ensure the presence of all stakeholders, including men, women, youth, or marginalized or vulnerable groups people living with disability, service providers and local government representatives in the Interface Meeting.
- Draw on all the work done in the Enabling Citizen Engagement phase to ensure that everyone who attends will ensure a safe space for participation of all diverse groups in the community.
- Voice might not be considered only by speech, but also a person with hearing or speech disability can raise their concerns in the same platform as appropriate to their ways of communication. Therefore ensure there is support and facilitation so their voice can also be counted of equal importance.
- As noted above – there may need to be mentoring to build skills for active participation for individuals who are invited

Day | Time

- Ensure the Interface Session is held on a day, and at a time that suits the invited participants and and does not conflict with other responsibilities in the home or work that women or men might be responsible for.

See further guidance in 4.4 Facilitation of the Interface Meeting

Measure of success?

Gender-disaggregated action plan, recording which group proposed decided action.

TIPS

The time between the Scorecard sessions and the Interface Meeting should be not be too long, otherwise individuals will not recall why they have voted in a particular manner. It is better to have the Interface Meeting soon after the Score Card sessions have been completed. The participants who are going to participate in the Interface Meeting should sit with the SHOMOTA team or be provided with their completed Score Card to make sure they recall what they have discussed in the session and get them prepared for the Interface Meeting so that they come with a particular set of points/demands to be placed/raised in the meeting.

Phase 4: Improving services and influencing policy

This phase focuses on the implementation of the Action Plan to improve a public service, as decided by stakeholders during the Community Gathering. The plan should result in both improved public services and influence on policy.

4a. Promote role of women and disadvantaged groups in monitoring and follow-up, particularly through collective actions

CVA Essential Element:	Program staff mentor and follow up with communities to ensure they can monitor and fulfil the action plan.
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Why is this important?

Women and disadvantaged groups' role in monitoring and follow-up is equally important as other parts of CVA and demonstrates equality and empowerment outcomes. The statement "Nothing About Us Without Us!" is relevant, as women and disadvantaged groups together with men should have equal opportunity to be part of ongoing citizen activities of CVA.

As indicated in earlier parts of these Guidance Notes, recognising existing barriers to women and disadvantaged groups participation should be recognised and actions taken to overcome or mitigate the barriers. Active promotion of the CVA Working Group may be required.

Collective action of citizens should be promoted as this creates safety for individual citizens when acting politically as a group. A collective action approach also increases legitimacy citizen voice in the eyes of decision-makers or power holders. Evidence from other CVA activities in Bangladesh highlight that collective action of women citizens is more likely to be responded to by decision-makers, than voices of individual women alone.

Collective action of women and disadvantaged groups strengthens solidarity and in turn, strengthens individual and group action. Collective action and growing solidarity within groups but also with others in the community, strengthen gender-transformative change.

How to do this?

The CVA Working Group should

- Promote active participation of women and disadvantaged groups through ongoing skill development and confidence building, as well as ensuring an enabling and receptive environment for their participation in advocacy efforts.
- Ensure women and disadvantaged groups have the opportunity and mobility to attend monitoring activities with relevant stakeholders. Remind these groups of the action plan made in the Interface Meeting to facilitate monitoring and follow-up.
-
- Organise effective communication within citizen groups, i.e. sharing of phone numbers, and active communication. Support group meetings which are inclusive to all types of individuals to participate.

Measure of success?

Active monitoring of the action plan led by diverse range of community representatives including women and marginalised groups.

TIPS:

Recognise any practical barriers such as cost of transport, as well as existing norms or social expectations which inhibit women or disadvantaged groups' participation in follow-up or monitoring activities beyond home or village contexts. Prepare a schedule for monitoring and follow-up that would not interfere with their other responsibilities. Ensure that time and location of activities is equally accessible.

4b. GESI disaggregated monitoring on which actions were achieved – whose actions were implemented why or why not

CVA Essential Element:	Successful actions are recorded by WV staff.
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Why is this important?

Preparing the action plan as part of the Interface Meeting is a key part of CVA, but ensuring the actions are achieved is even more important. To ensure that CVA takes into account gender and social inclusion, it's important to ensure that the planned actions are delivered for all different types of groups in the community. Often actions initiated by marginalised or disadvantaged groups are not prioritised by others and promises are not delivered.

Assessing the extent to which gender and social inclusion outcomes are achieved through the delivery of the action plan provides an important test of how inclusive the CVA process has been.

How to do this?

Carry out periodic monitoring of the action plan to assess gender and social inclusion outcomes.

- Decide on a monitoring schedule of the action plan. Consider different types of actions – “whose recommendations are actioned / whose are not?”
- Review the action plan, particularly the column which identifies who initiated the proposal and compare actions achieved versus actions not achieved in relation to the different stakeholder groups.
- Analyse if those actions achieved / actions not achieved has any relevance to status of gender inequality or marginalisation in the community.
- Consider if the CVA Working Group is required to do further work to promote gender and social inclusion to those responsible or related to particular actions.

Measure of success?

Completed record of monitoring the action plan and record of completed / not completed actions in relation to gender and social inclusion. Plan to strengthen any practices of CVA to generate improvements.

4c. Promote networks of women and marginalised groups connecting across communities

CVA Essential Element:	Programme staff connect communities with other communities and coalitions, as necessary, to help them collectively pressure local and higher levels of government, as appropriate to action plans developed.
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Why is this important?

Building networks of women and increased collective action and solidarity of women supports gender transformative change. Connecting women within the local community and also to other communities provides an opportunity to share and learn together, as well as strengthens confidence and voice for women to advocate to government and decision-makers.

If there are barriers to change at local levels of government (eg. ward and upazila), community members should mobilise to collectively pressure higher levels of government (eg. district and national).

How to do this?

Provide support to women and marginalised groups to connect with each other.

- Support women and marginalised groups in practical ways, such as providing telecommunications, transport and/or other logistics to connect with each other
- Develop skills and networks of women and marginalized groups through engaging them in public relation activities such as acting as a moderator of events as appropriate to the CVA working group.
- Consider organising exposure visits for women and disadvantaged groups enthusiastic and new to CVA, to learn from other areas where these groups are playing a significant role in CVA, in order to build their skill and confidence to participate in the CVA process
- Create enabling environment for women's collective action by working with government officials, community leaders and male community members (spouses) – see Enabling Community Engagement

Measure of success?

Women and marginalised groups are connected, increased relationship and dialogue and plans for continued / strengthened connections.

Evidence of connected / collective action to strengthen CVA outcomes.

TIPS:

Work with partner organisations or groups (such as women's movements and advocacy organisations for marginalised or vulnerable social groups) to build connections and coalitions across geographical areas.

4d. Analyse GESI disaggregated data

i. GESI disaggregated numbers who attend Community Gathering

ii. GESI disaggregated numbers on decided action plan items (whose voice informed the proposed action)

iii. GESI disaggregated numbers on which actions were achieved – whose, why, why not

CVA Essential Element:	Data generated through each CVA process, and improvements/changes following the action plan implementation, are recorded by programme staff for trend analysis, policy influence and WV Partnership Strategic Measure Reporting.
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Why is this important?

It is important to ensure that women and other marginalised groups actively participate in CVA.

Gender-sensitive monitoring involves assessing the extent to which women's voices and other marginalised groups are listened to and responded; the extent to which women are having active role in decision-making; and the extent to which women are benefiting from CVA process.

The monitoring of data collected through the CVA process helps to ensure that the expected outcomes of gender-transformative social accountability are being met.

How to do this?

- Decide periodic assessment of the data collected through the CVA process.
- Review rates of participation; whose voices informed decided actions; which actions have been completed. (See 4b. GESI disaggregated monitoring on which actions were achieved)
- As required the CVA Working Group may be required to do further work to promote gender and social inclusion to those responsible or related to particular actions.

Measure of success?

Record of participants in the Community Gathering, the action plan and record of completed / not completed actions, in relation to gender and social inclusion. Plan to strengthen any practices of CVA to generate improvements.

4e. Monitoring and evaluation of gender-transformative change in CVA

CVA Essential Element:	Essential elements do not include reference to gender-transformative change
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Why is this important?

To explore contribution of CVA to gender-transformative change.

To identify any unintended consequences or risks of harm emerging from CVA which require mitigation strategies.

How to do this?

Further guidance on monitoring and evaluation of gender-transformative change in CVA is provided in supplementary materials.

Some expected activities include:

Baseline (quantitative scale) of key indicators relevant to three domains of agency, relations (in both public and private spheres) and structure and periodic monitoring with women/men who participate in CVA.

End of program qualitative assessment to explore how and why gender transformative change has/has not happened.

To do this we need to interview those responsible for implementing the service changes (for example the District government officials) to ask how and why their decisions were made.

- These interviews should aim to seek these reasons and, only then, seek views on the role of CVA activities.
- Did community pressure make a difference to the decision maker? A number of officials have told us that the pressure made them act. This is the best evidence of the contribution of CVA activities to service improvements – when governments respond, which is what we are seeking.
- These interviews should be held regularly and/or comments made by officials in the moment documented for later monitoring or evaluations reports.

Measure of success?

Learning about what worked well, areas for improvement in the CVA process to support gender-transformative change.

4. Facilitation guide to the Community Gathering

The following facilitation tips apply to community gatherings or similar activities.

Tips for gender and social inclusion friendly facilitation

Before the meeting...

- Check that the meeting venue is suitable for people with disabilities. Find out if anyone needs assistance to come to or participate in the meeting, and make arrangements for that support to be in place.
- Be clear on different roles and responsibilities within the facilitation team, and ensure you have the materials you will need.

Be informed about the service standards and topic being discussed so you can comfortably guide the discussion.
- Arrange the layout of seating in the room so that women, men and marginalised groups have an equal opportunity to see what is happening and contribute to discussions.

During the meeting...

- Aim to create a welcoming, inclusive and respectful space for participation.
- At the beginning, establish the objectives and agreed norms of the meeting, such as active listening and not interrupting others speaking.
- Set a time schedule and aim to keep to this schedule throughout the meeting.
- Encourage equal participation of women and men attending. For example, invite women to speak first, and then men, and then women again in sequence.
- Arrange the meeting/session to be held at a convenient time for all participants to attend. If a group of participants need to leave earlier (e.g. women go to cook the next meal), delay the remainder of the meeting/session until later.
- Avoid any individual to dominate the discussion, by limiting the amount of time one person can speak.
- Avoid use of jargon, rather make sure facilitators and participants use simple terms in a language everyone understands (or provide translation).
- Support participation of those who have limited literacy skills. Do not rely too heavily on written materials or activities. Using visual methods and providing verbal information will ensure all community members can participate including those who are illiterate.
- Mediate tension over sensitive issues and deeply held beliefs, by using probing questions to prompt critical thinking. It is important to challenge prejudice, discrimination and oppression.
- Acknowledge and show respect for all contributions from every participant, thanking them for their participation in the meeting

After the meeting...

- Review and confirm the major points discussed and actions going forward.
- Debrief together as a facilitation team. Make notes about what worked well and what could be improved for next time.

4.1 Facilitation of the Initial Meeting

The initial meeting of Community Gathering is held when citizens and government are ready (following the Enabling Citizen Engagement phase). The timing is decided by the CVA Working Group supported by World Vision or by the project staff.

Process for facilitation of the Initial Meeting

- Obtain materials and resources and prepare flip charts
 - Sheet 1: Overview of CVA
 - Sheet 2: Overview of the Community Gathering
- Organize venue
- Agree on participants to invite (representatives of key stakeholder groups should attend)
- Total participation for the Initial Meeting may vary from 60-100 people
 - Diverse range of community members including equal representation of men and women and also representatives of marginalised or vulnerable groups (users of the service)
 - Service providers
 - Community leaders
 - Government representatives
 - CVA Working Group members.
- Mobilize the facilitation team for the meeting
- Ensure as many different members of the Working Group are active in leading the meeting and there is equal representation of men and women in the facilitation team
- Facilitate the Initial Meeting

Steps and guidance for facilitation of the Initial Meeting session

Facilitate the initial meeting by following the below steps:

- Step-1: Introductions, Purpose and Process
- Step-2: Describe Citizen Voice and Action
- Step-3: Describe the whole Community Gathering Process
- Step-4: Explain the Process, Time and Venues for the Different Sessions

Step-1: Introductions, Purpose and Process

The lead facilitator of initial meeting will greet the participants on behalf of SHOMOTA and thank them for their time and timely presence in the venue. After the short greetings, the lead facilitators will introduce the facilitation team.

Then share the purpose of this Initial Meeting with the participants and state that the purpose of this meeting is, "To inform you all about the Citizen Voice and Action process and steps of the CVA approach in brief as well as describe in which sector SHOMOTA is going to implement CVA. We will also share who will be the participants of the Community Gathering process and how much time it will take. We will also share with you the importance of including different members of our community in the CVA to ensure we benefit from all these different perspectives and that everyone equally benefits from the CVA process."

SHOMOTA is going to implement the Citizen Voice and Action initiatives for the Water, Sanitation and Hygiene (WASH) sector.

Describe the focus of monitoring standards as part of the CVA process. "Few of you already know about this, we have identified the standards from the existing government policy and will use these to monitor whether these standards are being met in this local area. These standards have been gathered with the support from government departments and have been shared also within the community to raise awareness and support this Citizen Voice and Action process'.

Step-2: Describe Citizen Voice and Action

Provide a clear description of the CVA approach using the flip chart: [Sheet 1: Overview of CVA]. During the description, explain the three phases of the CVA approach and the linkage of the three phases to this Initial Meeting and the Community Gathering.

During the description say:

"In the first phase, we sat with sectoral government officials and tried to understand the existing government policy regarding the selected services and identified the monitoring standards for our selected sector. Then we have shared the policies and standards with the community people to increase their awareness about the services.

We also raised awareness in the community and also with community leaders about the importance of ensuring equal participation of men and women in the CVA process. We have also championed the importance of including those in the community who often don't participate in these types of processes such as those living with disability, youth, poor people or other marginalised groups in our community. The CVA process is a safe space for everyone to equally participate, contribute their views and perspectives and also participate.

Now we are in the 1st step of 2nd Phase. We are describing the total CVA approach and process as part of the Initial Meeting.

In the 3rd phase, the community members and service providers will implement the action plan that will be developed in the last step of CVA Phase 2 which we will conduct soon – the Interface Meeting. During the implementation of Action Plan, we may find a few activities that are not possible to accomplish by the local community and government officials. Then in the 3rd phase, we will also organize national level or ministry level dialogue or workshop to make the possible changes in the policy and budget allocation so that the service related problem can be solved and the community can get the quality services from the service providers or service unit.

Step-3: Describe the whole Community Gathering Process

Then describe the Community Gathering process using the flip chart [Sheet 2: Overview of the Community Gathering]

In summary you can say, "The Community Gathering is a participatory process that focuses on assessing the quality of government services delivered within a community. During this Community Gathering process, possible ways will also be identified to improve the service through the shared commitments of local stakeholders. Following this introductory Initial Meeting, three different types of sessions will be held as part of the Community Gathering.

1. Monitoring Standards
2. Score cards
3. Interface Meeting

Step-4: Explain the Process, Time and Venues for the Different Sessions

The Community Gathering aims to empower communities to influence the quality, efficiency and accountability of the services that are provided locally.

The facilitators then share the contextualized summary of community gathering process showing sharing plans for facilitating each session. The facilitator will emphasise participants, time required and objectives of the session of Monitoring Standard, Scorecard Session and Interface Meeting.

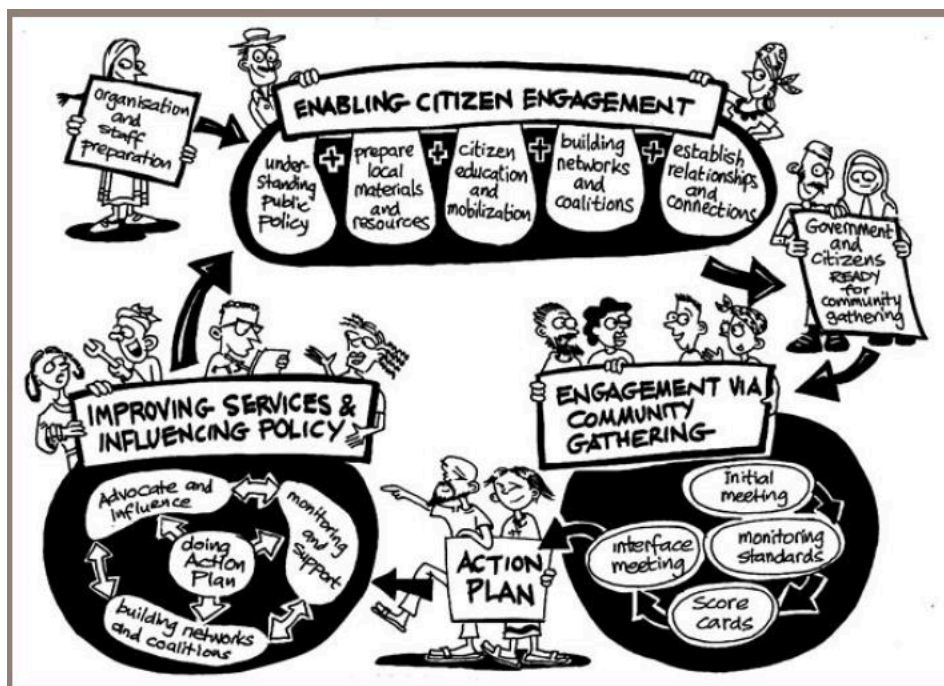
For example, in the monitoring standard, we will sit with community representatives and also government service providers and elected government representatives for 1-2 hour to compare the standards with the actual situation.

Then we will sit with the service receivers (service users or community people) in different groups as part of Scorecard Session for 2-3 hours to assess the service delivery performance and to find out the proposal for improving the quality of the services.

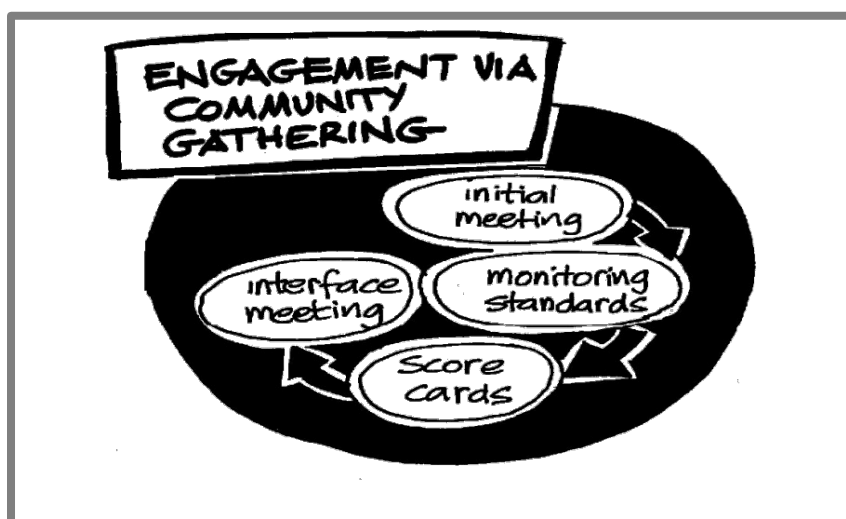
Finally, we will facilitate the service providers and receivers to have the dialogue as part of the Interface Meeting where the participants of monitoring standards and scorecard session along with the government officials will present. It will take around 3-5 hours where the participants will develop an action plan to improve the quality of the services.

After that the lead facilitators will ask the participants to extend their supports to implement the CVA activities smoothly in the field so that the service quality of the selected sectors will improve. Then ask the participant if they have any query regarding the process. Again, give thanks to the participants for their time and patience and finally close the session by any senior most government official.

Sheet 1: Overview of CVA



Sheet 2: Overview of the Community Gathering



4.2 Facilitation of Monitoring Standard Session

Process for facilitation of the Monitoring Standard Session

- Confirm standards: Standards will have been confirmed in Enabling citizen engagement phase. Confirm with local service providers and other government staff that you are using the most relevant standard inputs
- Obtain, translate and prepare materials, resources and flip charts: the following resources are needed for the Monitoring Standards
 - Prepare flip chart Sheet 3: Monitoring Standards (in advance)
 - Tape flip chart to a wall (in your meeting area)
 - Marker pens
 - Copy of the relevant government policy to access information on standards
 - A simple list of standards inputs for easy reference by the meeting participants
- Organize venue, location, day/time
 - Organize a comfortable and quiet place for the meeting
 - Ensure the venue has adequate wall space to hang the flip chart
 - Allocate chairs or sitting space so that everyone is able to see the flip chart and ensure that everyone can equally participate in the meeting
- Invite participants
 - The number of participants of the Monitoring Standards session should be 12-16 people
 - Ensure the meeting is held at a time that enables service providers to attend (perhaps after their normal work hours – or consider their participation of normal work)
 - Ensure representation of all different groups within the community, including equal number of men and women and representatives of disadvantaged or marginalised groups
 - A maximum of 10-15 people should be present at the Monitoring Standards Meeting

Steps and guidance for facilitation of the Monitoring Standards session

Facilitate the monitoring standards session using the below steps:

- Step 1: Introductions, Purpose and Process
- Step 2: Introduce Flip Chart
- Step 3: Confirm Standard Inputs
- Step 4: Prioritize Standards
- Step 5: Complete the Chart
- Step 6: Closing

Step 1: Introductions, Purpose and Process

The lead facilitator of Monitoring Standards Session will greet the participants and welcome them in the session. Then thank the participants for their time and hard work for the respective sectoral services.

Then introduce the facilitation team and give opportunity to the participant to introduce themselves. Give thanks to the participants for giving their short introduction. After that say that we may stay 1-2 hours and discussed the services from this service facility.

After the short introduction, share the objectives of this meeting. Say that today we will discuss about the standard of service facilities set by Government for WASH Union WATSAN committee and then we will try to identify the actual situation of this service against of the set standards.

Step 2: Introduce Flip Chart

Then the co-facilitators will hang the flip chart regarding Monitoring Standards on the wall or any other suitable place. Introduce the format with the participants and describe the headings of the flip chart to the group and suggest to the group that we are going to complete the chart together based on information that you (participants) already know and experience.

Step 3: Confirm Standard Inputs

Ask the participants if they are aware of the standards of inputs that are provided by the government to the public service. The facilitators will readout the standards in the flip charts with the help of participants. Then share the process how we have identified these standards and remind the participants again and again that the standards are collected from the existing government policy and acts, is not developed by ourselves. If necessary explain what the government standards should mean in practice. Ask the participants whether they have any issue regarding the standard inputs.

Step 4: Prioritize Standards

Skip this step as in SHOMOTA, we will measure or monitor all the standards identified from the government documents; we need not follow this step. [With the group prioritize the standard inputs that are to be monitored as part of this session. Begin by recording the first one on the Monitoring Standards flip chart, writing first the input (e.g. number of pupils per teacher) and then the standard input that government policies are committed to.]

Step 5: Complete the Chart

Based on understanding of the participants, ask the participants to complete the 'actual column' for the first standards. Then ask the participants to give their comments for the 1st standard input. Repeat the exercise up to the last standard input.

Ensure that all diverse community representatives provide input into the process informed by their experience of the service. Note in the actual column where different types of community members experience different standards of service. Experience of the service (actual) can be gender disaggregated or describe the difference in experience of the service by different members in the community where relevant. Include any additional comments on the different experiences of the service in the community as needed.

Step 6: Closing

Give thanks the participant for their time and contribution to complete the Monitoring Standards session. Explain to the group that the Monitoring Standards flip chart will be shared with the participants of the Interface Meeting. Ask the participants to nominate one person from them who will present the Monitoring Standards sheet during the Interface Meeting and write the name as well as mobile number of the person on the sheet. Close the meeting with thanks.

Sheet 3: Monitoring Standards

Monitoring Standard Sheet				
Service (Unit):-----Venue:-----Date:-----				
Sl	Type of Input	Standard	Actual	Comment

Example : Monitoring Standards			
Area : _____		Service / Venue : _____	
Type of Input	Standard	Actual	Comment
Teachers	1 teacher to 45 pupils	1 teacher to 54 pupils	
Furniture			
Desks	24 desks	13	
Chairs	24 benches	15	
Learning Materials [core text books]			
English	1 per pupil	1 to 2 pupils	
Mathematics	1 per pupil	1 to 2 pupils	
Science	1 per pupil	1 to 2 pupils	
Toilets	One for girls one for boys	Shared	

4.3 Facilitation of Score Card Session

The Score Card session enables both users and providers of a public service to assess how well the service is provided (i.e. the performance of the service providers) and to provide proposals to improve the quality of service. It is actually structured focus group discussions.

Process for facilitation of Score Card Session

- Obtain, translate and prepare material and resources: the score card session requires lots of paper for flip charts and marker pens
 - The flip charts should be prepared in advance
 - Tape the Score Card flips on the wall
 - Ensure you have enough marker pens for all participants
 - Extra flip charts
 - Recording sheet
- Prepare flip charts: A series of flip charts need to be prepared before the Score Card focus group discussions.
 - Sheet 2: Overview of the Community Gathering
 - Sheet 4: Characteristics of the Ideal Services
 - Sheet 5: Smiley scale
 - Sheet 6: Practice Voting Sheet
 - Sheet 7: Score Card Sheet including Voting Sheet, Comments and Proposal Sheet
- Organize venue location, time and participants: Each group will need a separate place to meet, where they can work comfortably and without noise and distractions. The venue must include a wall large enough to pin/hang the charts up and record the group interactions in front of the group.
- Each group should include 8-12 people with similar characteristics. The Score Card focus groups should take between 1.5 – 3 hours. Be careful not to take too long as you don't want to exhaust the participants – and we know that they have other things to do!
- Mobilize the facilitation team. Ensure the participants will be familiar and comfortable with the facilitators. For example, women facilitators for a women's Score Card session, or youth leaders for a youth group. The session should be led by a minimum of three people to facilitate the FGD for Score Card Session:
 - One to lead the session with the participants (Lead facilitator)
 - One to record information on the flip chart (Co-facilitator)
 - One to record the information on a record sheet (Reporter)

Steps and guidance for facilitation of Score Cards session:

The steps to be followed to conduct the Score Card with focus groups are outlined below. Facilitators should follow the steps in order but should also use their own skills to respond to the group dynamics and process and ensure an easy flow to discussions.

- Step-1: Introductions, purpose and process
- Step-2: Performance measures from group
- Step-3: Introduce smiley scale
- Step-4: Voting Practice
- Step-5: Score Card voting
- Step-6: Comments and proposals for improvement
- Step-7: Closing thanks

Step-1: Introductions, purpose and process

The lead facilitator of the Score Card Session (FGD with different groups) will greet the participants and welcome them in the session. Thank the participants for their time.

Introduce the facilitation team and give opportunity to the participants to introduce themselves. Give thanks to the participants for giving their short introduction. After that say, we may stay 1-3 hours and discuss the services which are the focus of the CVA.

After the short introduction, share the objectives of this meeting. Say to the participant that today we will discuss about the services from the Union WATSAN Committee /SHOMOTA TO CONFIRM ADD and will assess the present status (performance) of service delivery as well as will identify few proposals to improve the quality of the services.

“The main objective of the Score Card sessions is for service users to assess the performance of service delivery and to provide proposals to improve the quality of service”

Then share the linkage of Scorecard Session within the whole process of the Community Gathering. Explain the different groups with whom the Scorecard session will be held (Male, Female, Boys, Girls, people living with disability etc). Help them to understand how the information from this group will be used during the Interface Meeting. Make sure you have agreement from this group that the information they will generate together can be shared at the Interface Meeting.

Step-2: Performance measures from group

After the introduction, facilitate the group to identify the characteristics of an ideal service (Need to specify the service name during the session like Union WATSAN Committee). Ask the participants to say few characteristics of a WATSAN committee and hear from the participants. If the participants will not able to give the characteristics, say to the participants few of the characteristics (meetings, members, budgets etc).

Now draw the attention of the participants to think about the characteristics of an ideal service like WATSAN Committee. Clarify to the participants that now they are not considering the existing services in their community, they are thinking about an ideal service.

Ask the participants what are the characteristics of a perfect Union WATSAN Committee? It must be clear to the participants that they are thinking about an ideal service!!! (They are not discussing the local service yet).

Facilitate the group to list maximum up to 10 characteristics for an ideal Union WATSAN Committee and capture the characteristics in the flip chart [Sheet 4: Characteristics of the Ideal Services]. (When the lead facilitator facilitates the participants in identifying ideal characteristics of the selected services, the co-facilitator should write up their responses on the flip chart). The characteristics should be specific and clear as well as relevant to the Score Card process for the sector of focus for CVA.

After listing the characteristics of the ideal services (Community Clinic/Union Agricultural Service Unit/Union WATSAN Committee), share the Monitoring Standards to the groups that is the characteristics of the services set by the government. If the important characteristics have not come from participants, share and put 1-2 important standards can be given by the facilitators with the consent of the participants.

Now prioritize 5 most important characteristics among the 10 that will be used to assess the performance of the services of their local area. Give marker pen to all the participants and ask the participant to put (□) mark for 5 most important characteristics among the 10. After completing the voting by all, count the total (□) mark for each characteristics and prioritize the characteristics having more (□) marks. If there is any tie, then ask the participants to raise their hands for each tied characteristics to ensure the priority among the tied characteristics.

Give thanks to the participants for identifying and prioritizing the characteristics of the ideal Community Clinic/Union Agricultural Service Unit/Union WATSAN Committee.

Step-3: Introduce smiley scale

After prioritizing the characteristics, show the flip chart Sheet 5: Smiley Scale to the group. Pin the chart at the front of the room and introduce the different faces on the Smiley Scale as well as their description in words one by one.

Explain to the group that we are going to use the Smiley Scale as a way of expressing how they think or feel about the different aspects of the service and its quality that we are discussing today.

Provide examples to the group, or even better, get the group to provide examples of times when they may have felt very good, good, just ok, bad or very bad.

Step-4: Voting Practice

Then make sure that the participants understand the Smiley Scale and are comfortable with the procedure of voting - before real voting starts on the public service.

Move the Smiley Scale sheet to the side of the room but make sure that the participants can still see it and you can refer to as needed throughout the session. Pin up the practice voting format Sheet 6: Practice Voting at the front of the room. Explain to the group that *"we are going to practice voting using the Smiley Scale to make sure that everyone can easily use it when we focus on the performance of the public service."* Pick a practice measure such as the "recent performance of the national (local) Cricket team" or another the quality of service from a shop in the area.

Ask the group *"how could we describe this performance measure using a symbol or simple drawing"* (Try and always include a symbol to represent the text for people who cannot read but also as a prompt for all group members). Once there is agreement around one idea for the drawing, invite a volunteer to draw the symbol in the second column next to the words. Draw a horizontal line under the performance measure description and symbol. Provide marker pens to each of the participants. Tell them they can only tick only once in one column. They must always choose just one of either *very bad, bad, OK, good, very good*. Demonstrate with a tick on another sheet if you think it is needed.

Ask the group these questions – and encourage a loud response from everyone.

*"Do you know where you are going to vote?
Are you ready to vote?"*

Encourage the participants to move to the front of the room, and stand in front of the format. Provide the signal to vote, *"ok start voting"* and encourage them all to vote at once. Once people have voted ask them to sit down. Reflect only briefly on the results of the voting. Encourage the group members to reflect on what they see.

Step-5: Score Card voting

After the practice voting session, tape the flip Score Card Sheet 7 Score Card Sheet including Voting Sheet, Comments and Proposal Sheet on the wall

Then write the first performance measure or characteristics of the service based on the priority in the first column of the score card sheet. Request the participants for ideas of symbol for the characteristic or performance measure and ask someone to draw the agreed symbol to represent the characteristic or performance measure.

Then facilitate the participants to focus their attention on the first performance measure from their chosen list and inform the group that now they are going to vote for this characteristics or performance measure as they did in the practice process earlier. Remind participants again of the smiley scale and ask the question of the group members,

What do you think about the status of performance of the service offered by the Union WATSAN committee. Do you think the performance has been – Very bad – Bad – OK – Good - Very Good?

Provide marker pens to each participant and remind them that they should only tick in one column within any one row (either Very bad – Bad– OK – Good - Very good). Demonstrate a tick on another sheet if you think this is necessary. Ask the group these questions – and wait to hear a loud response from everyone.

*"Do you know where you are going to vote?
Are you ready to vote?"*

Encourage this process by fun through your facilitation. Encourage participants to move to the front of the room and stand in front of the format. Provide the signal to vote, *"ok start voting"* and encourage them all to vote at once. Once people have voted ask them to sit down.

Step-6: Comments and proposals for improvement

The Facilitator should then encourage the participants to reflect on what they see mainly on the voting.

*"How did we vote? What do you see?" "Where did most people vote?"
"If we were to describe the overall vote of the group, what would it be?"*

Reach an agreement on the groups' overall vote. Then draw the smiley scale in the Score Card flip chart under the heading "Scores". If votes are evenly spread across two scales, eg Bad and Very Bad, you could draw the two scales with a line in between.

Seek comments or explanations from the group about why people voted as they did. Highlights and quotes should be recorded on the comments sheet. Suggest to the group that these comments could be shared at the Interface Meeting. Encourage the participants to provide more explanations and examples to improve understanding of their experiences of service delivery.

When seeking reflections from the group, don't only focus on majority consider also the minority votes. Ensure that everyone is given an opportunity to contribute – ensure those quiet speak as well.

After discussing causes and explanations for the voting pattern, encourage participants to discuss proposals and strategies to improve service delivery. Write down all the group suggestions on the comments and proposals chart.

Guiding questions to ask might include:

What can be done now to improve the service?

What needs to happen to move your votes towards Very Good?

What can the community do themselves to improve the service?

What can others do?

The participants should be encouraged to produce proposals that can be carried out by the Union WATSAN Committee or community itself, rather than expecting others (such as World Vision or other NGOs) to do everything. It is important that proposals are written as clearly and specific as possible, so that they will be understood at the Interface Meeting.

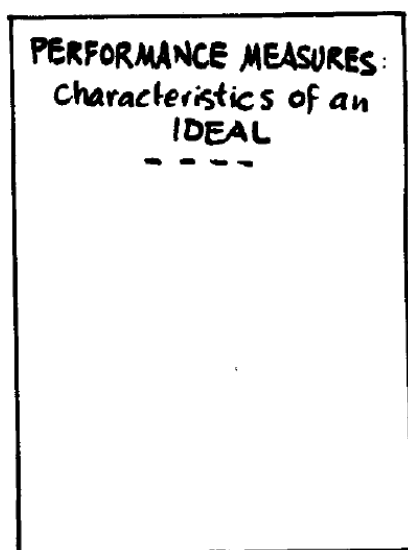
Repeat the above sequence for all of the priority characteristics identified.

Step-7: Closing thanks.






When score card flip charts have been completed, thank the group for their participation and hard work. Explain to the participants that the Score Card Sheet along with the Comments and Proposals will be presented to the Interface Meeting. Ensure that the group is happy with what is recorded and they are willing to show the information to the larger group. Work with the group to make any revisions if required (such as re wording or clarifying the proposals).

Ask the participants to nominate one person from them who will present the Score Card sheet during the interface meeting and write the name as well as mobile number of the person on the sheet. Close the meeting with thanks.


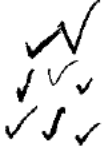


Sheet 4: Characteristics of the Ideal Services








Sheet 5: Smiley scale

SMILEY SCALE	
VERY BAD	
BAD	
OK	
GOOD	
VERY GOOD	

Sheet 6: Practice Voting

PRACTICE PERFORMANCE MEASURE	SYMBOL	VERY BAD	BAD	JUST OK	GOOD	VERY GOOD
National football team's recent performance						

Sheet 7: Score Card

Score Card Sheet									
Location:		Group:					Service:		
Performance Measure from the Group	Symbols	Scores	Very Bad	Bad	Just Ok	Good	Very Good	Comments	Proposal
									

4.4 Facilitation of the Interface Meeting

The Interface Meeting is the final session of the Community Gathering brings together the participants of Monitoring Standards and Score Cards sessions along with the government representative (both administrative and political) to present the findings of Monitoring Standard and Score Card Sessions as well as to develop an action plan to improve the delivery of the public service. This session of the Community Gathering process is the key to ensure that community voices are heard as well as are taken into account by power holders and take practical actions to improve the service delivery.

Process for facilitation of Interface Meeting

- Obtain, translate and prepare materials and resources
 - Make sure that neat and clear charts from earlier sessions are available
 - Monitoring standards
 - Score cards (from each of the different focus group discussions)
 - Extra flips charts
 - Record sheets
- Prepare flip charts: A series of flip charts need to be prepared before the interface meeting.
 - Sheet 2: Overview of the Community Gathering
 - Sheet 5: Smiley scale
 - Sheet 8: Comparison Score Card chart
 - Sheet 9: Action Plan
- Organize venue location, time and participants: For interface meeting, a comparative large venue is necessary to accommodate all participants. The location should be comfortable, out of the sun or rain, quiet and away from distractions. The venue must include a wall large enough to pin the charts up and record the group interactions in front of the group.
- The Interface Meeting is the most critical session of the Community Gathering process. Make sure you allow enough time. Between 2- 5 hours (sometimes it may take a day) is recommended. The best part of the day to meet is usually mid-morning to early afternoon. During Interface Meeting lunch need to be provided to the participants if the session started in mid-morning.
- During Interface Meeting, we need to bring all key stakeholders. The expected number of total participants for interface meeting is 60-100 (few times it can be 200). The main participants of the interface meeting may be categorized as below:
 - Community participants or service receivers: The participants of score card sessions. Other community members who use the service but did not participate in the Score Card sessions can also attend. It is important that you have representatives of all parts of the community present at the Interface Meeting, especially those who don't normally attend such public gatherings.
 - Service providers: The participants of monitoring standard session. The presence of service providers is very important
 - Government representatives: Invite those (District/Sub-district Government officers, People from respective ministry, Member of Parliament, Chairman and Member of Union/Upazila/Zila Parishad) who hold positions of power and influence since they are often able to commit to proposals and action during the meeting. It is also an important opportunity for them to hear the voices of community members regarding the delivery of public services.
- Ensure the invitations are sent well ahead of the program as well as necessary logistic like sound system, chairs, etc.
- Mobilize the facilitation team: Facilitation of the Interface Meeting is a challenging job. Facilitators will need to manage difficult group dynamics as community and service provider views are brought together. They need to create a safe environment for people's views to be heard. This is especially the case for those individuals and groups who don't often attend these meetings. It is important that these groups and individuals are encouraged to speak and that others attending the meeting also encourage their voice. At the same time they will need to ensure that the participants commit to proposals and take responsibility for actions.
- A team of facilitators (2-3 persons) should be used to facilitate this session. Facilitators should take turns to lead the various steps and facilitate group discussion as well as to prepare the Action Plan.

Steps and guidance for facilitation of Interface Meeting:

The following steps to be followed to facilitate the Interface Meeting. Facilitators should follow the steps in order but should also use their own skills to respond to the group dynamics and process and ensure an easy flow to discussions.

- Step-1: Introductions, purpose and process
- Step-2: Monitoring Standard presentation
- Step-3: Score Card presentations
- Step-4: Action planning
- Step-5: Closing and Celebration

Step-1: Introductions, purpose and process

The lead facilitator should start with acknowledging/recognizing the presence of the participants (Government representatives, service providers and different parts of the community). Welcome the participants to this Interface Meeting on behalf of the community and add that you are just moderating the session on behalf of the community.

Then introduce yourselves as well as the facilitator team and introduce the participants by groups.

After the introduction, discuss the Community Gathering process (if necessary the CVA process shortly) and the people who were involved in different steps. Then share the objective of the interface meeting:

The main objective of the Interface Meeting is the sharing of gathered information (Monitoring Standards, User and Provider Score Cards) in order to discuss and build together an action plan to improve the delivery of the public service (Union WATSAN Committee)

After sharing the objective, share the process of Interface Meeting and request for their active participation in the discussion. Then invite the participants to the presentation of Monitoring Standard and Score Card sheets.

After sharing the objective, share the process of the Interface Meeting and request for their active participation in the discussion. Then invite the participants to the presentation of Monitoring Standard and Score Card sheets.

Step-2: Monitoring Standard Presentation

Invite the pre-selected group representative of Monitoring Standard session to present the monitoring standard sheet.

The group representative will present the Monitoring Standard sheet in front of the participants and then ask the participants only if they need any clarification (Delay detail discussion).

Step-3: Score Card Presentation

After presentation of Monitoring Standard, recall the Score Card session process and discuss the smiley scale a little bit so that the government officials and new community participants can understand the Score Card presentation.

Invite the pre-selected group representative of each score card group to present their Score Card by turn.

After presenting the group presentation, share the comparison score card sheet and discuss the score of different group against the performance measure.

Encourage the dialogue between service providers and service users for constructive solutions to identified problems and ways of working together in the future should be promoted. Ensure that all the different score card groups have an opportunity to have the dialogue.

Negative comments should be acknowledged, but personalized abuse should be discouraged. At all times, the focus should be on respectful listening to the perspectives of others, and joint searching for constructive solutions to identified problems.

Step-4: Action Planning

After the dialogue between service provider and service user, facilitate the participants to look back at the proposals suggested by the each group and the common ones noted in the Comparison Score Card Sheet.

Facilitate the participants, to prioritize the proposals and write down the prioritized proposal in a blank flip chart. Take the consensus of the participants that they are agreed with the prioritized proposal.

Ensure that proposals are reflective of all the diverse views expressed, especially during the different Score Card sessions. Prompt the group to consider equity considerations, ensuring that unique needs and interests of women, marginalised or disadvantaged are responded to as part of the prioritised list of proposals.

Be sure to encourage the participants to avoid vaguely worded proposals, or proposals that simply call upon higher levels of the Government to allocate more resources. Emphasis should be placed on local reforms that involve the participation of the community in achieving improved quality of the service.

After finalize the prioritized proposal, write down the proposal in the first column of the action plan chart. Discuss the proposal/action one by one and complete the action plan chart accordingly. Record when and from who (which group) the initial proposal was raised, and identify the primary and secondary expected beneficiaries of the proposal

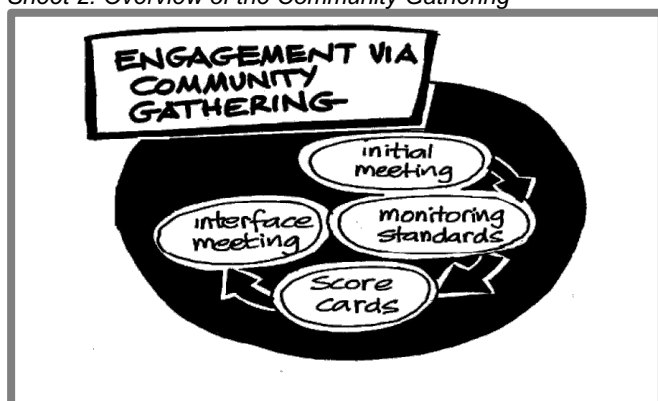
Step-05: Closing and Celebration

When the action plan is completed, thanks the participants for their active participation to develop the action plan. At the same time, reinforce the understanding that the Action Plan belongs to both citizens and government; it is their responsibility to make sure that the proposed changes are carried out.






Ask the participants to evaluate of total process as well as its strengths and weaknesses. Request them what have they liked most and have not liked about the community gathering process.

Finally thanks all for their time, active participation and their contribution to improve the services of the Union WATSAN Committee.

Sheet 2: Overview of the Community Gathering















Sheet 5: Smiley scale

SMILEY SCALE	
VERY BAD	
BAD	
OK	
GOOD	
VERY GOOD	

Sheet 8: Comparison Score Card chart

Comparison Score Card							
Service (Unit):-		Venue:-				Date:-	
Performance Measures	Symbol	Scored by Different Groups				Comments	Proposal
		Boys	Girls	Male	Female		

SAMPLE COMPARISON CHART X HEALTH CENTRE				
Indicators	Symbols	Outpatients	Pre-Natal Patients	Service Providers
PERFORMANCE MEASURES FROM GROUP				
Availability of drugs				
Staff friendliness				
PERFORMANCE MEASURES GIVEN				
S.1 Quality of staff		 - 		
S.2 Overall satisfaction with the service		 - 		

Sheet 9: Action Plan

Service (unit)		Venue				Date		
Action	Who (which group) proposed this action	Sub activities to achieve Action	Who will do this	By who	By when	Who will benefit from this action being achieved	Who will monitor the delivery of the action	



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