STRENGTHENING ACCOUNTABILITY BUILDING INCLUSION

ENGAGEMENT MANUAL FOR FIELD OFFICERS

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1 COMMUNITY ENTRY TOOLS

Tool A: Transect Walk – For Restless Development

What is it?

A Transect Walk is a walk through a community to begin to build a relationship with the community members, and to understand the layout of the community and the services available.

Why use it?

For SABI, a Transect Walk is very important for you to become known to the people you'll be working with, and to begin to build a trust. Specially, a Transect Walk will help you to:

- Introduce yourself to different households, meet and talk to people and being to form relationships
- Get more first-hand knowledge of the ward/chiefdom, different places, households and people
- Observe how people interact with one another
- Begin to identify different groups within the ward

How to use it?

1. Before arriving in the ward, decide how will participate in the Transect Walk, and what the focus will be. The focus of the first Transect Walk in any community should be to introduce yourself and being to get to know people who live there.
2. Inform the stakeholders of the time and date of your visit.
3. Decide on the location to be 'walked'. Are there any areas where the team should not go? Be flexible but try to avoid covering the same areas if there is more than one of you.
4. Decide on any key issues to be discussed with the people you meet. Again, be flexible and allow people to make their own conversation if they wish to.
5. Agree a time and location for the 'walkers' to come back together and share their experience.

If any information related to service provision, community leadership structures or anything else related to SABI is generated from the Transect Walk, it should be noted and tabled for discussion at the Open Community Meeting.

Facilitator's notes

- Try to relax and don't be too formal. You are getting to know the people you are working with, not studying them
- Think about timing, and community members' schedules. The time that you carry out your transect walk will influence who you meet and what you hear. You might

want to carry out numerous Transect Walks within the same community, but at different times.

- If you want to take a photo, or record a conversation, remember to ask permission from anyone being photographed or filmed.
- Be aware of different groups. Are you meeting women, men, girls and boys? Are you meeting people with disabilities and Ebola Survivors? Are you meeting younger people and older people? If not, then ask about them.

Tool B: Familiarization meetings with ward and chiefdom stakeholders.

What is it?

This is an open meeting, with any or all the stakeholder, that is held to introduce the SABI programme.

Why use it?

We hold Familiarization Meetings to formally introduce ourselves and the work we plan to undertake in the ward and chiefdom. This is a formal process that must be observed in keeping with custom, but also a good way to inform the members present of our aims and activities, the budget available to us, and to hear their feedback about the ideas for the programme. It sets the foundation for follow up and monitoring visits as well.

How to use it?

1. Ensure you have spoken to the Paramount Chief and other key leaders within the ward/ chiefdoms to inform them of our plans to visit the chiefdom head quarter town and hold a meeting. Ensure you are on time as pre-arranged.

2. On arrival at the chiefdom head quarter town, whilst you are waiting for the Paramount Chief or other members to gather, undertake a Transect Walk (tool 1) to begin to get to know people, and to let them know that you're planning to hold a Meeting with the ward/ chiefdom stakeholders.

3. Take guidance from the chiefdom leaders regarding when enough people have gathered for the meeting to begin. You should ensure that you have representatives of a cross section of the ward/ chiefdoms including women, men, young women and young men, women with disability and men with disabilities and different business groups (i.e. traders, farmers, fishers, okada riders) and more. Front line service providers operating within the chiefdom (e.g. Head Teachers, Nurses in Charge) should also be present.

4. Ask for the meeting participants to arrange their chairs in a circle, so that everyone can see each other. Explain that this will make it easier for discussion as you do not want to be the only person talking.

5. Ask for a nominated Chair Person from the people present. This is in-keeping with custom and will also give ownership of the meeting to the stakeholders. Though you will need to facilitate the discussion to a degree, try to reinforce the role of the Chairperson by asking for their approval to move the discussion along and to ensure that you are following local protocols.

6. Start by introducing all the strangers to the ward/ chiefdom. Ensure everyone introduces themselves and gives their name, their role and why they have come to the meeting.

7. Ask the meeting participants to introduce themselves. This is important even if there are 50 people present, so that each person feels acknowledged and recognised. This will help to facilitate discussion. Take note of who is present and try to ensure that members of different groups have chance to contribute.

8. Next, ask participants why they think you have come to their chiefdom today, and what they think you have come to talk about. This will help to highlight the challenges they are facing so that you can adapt the discussion to be relevant to them.

9. Introduce SABI program when you think it is appropriate. Ensure that you highlight key information about the aim of the programme, how we plan to work, what budget you have and how you plan to use it. Mention that SABI is a national programme and highlight the different roles that the consortium partners (mainly Christian Aid Implementing Partners, SD Direct and Restless Development – the three community facing agencies) are playing in the programme. See the SABI Communication's Strategy for more information on key information to share.

10. Ask participants for their thoughts on the presentation you have made. Ensure you allow people to raise issues that are affecting them but try to make these relevant to the SABI programme. For example, if a discussion emerges about recent flooding, ask the group who is responsible for responding to the flood and help them to think about engage with relevant leaders and service providers in this regard. Use this as an example of how SABI plans to work.

11. When participants have shared their views, begin to discuss next steps. Explain that Restless Development volunteers will come to gather information about their experience of health, education and social protection services. Explain what will happen with that data and explain your own action plans for the next quarter,

including your next visit to facilitate a Chiefdom Structures Mapping exercise (see tool 3).

12. Ensure you take note of the chiefdom leaders and their contact details, in order to arrange your next visit.

13. Thank the participants for their time and explain that you are excited to be working with them.

14. Once the first meetings have been held, follow up meetings and monitoring visits can take similar steps in a much familiar circumstance

Facilitator's notes

- All meetings **MUST** be held in the language that is used most commonly by most of the participants. If a ward/chiefdom has members who speak more than one language, ensure that there is translation into the second language throughout the discussion. Take guidance from the participants themselves if translation is required.

- If you have come with visitors who do not speak the language that is used most commonly by most of the participants, arrange for discreet translation for them, which does not interrupt the flow of the discussion.

- Familiarization Meetings can take between 30 minutes to 2 hours. You will need to judge the participants to ensure that you are giving enough time to everyone to make contributions, but that the meeting is not going on too long.

- Do your best to give opportunity to members of different groups to contribute. Ask the Chairperson openly if women have spoken, if young people have spoken and if people with disabilities have spoken.

- Do not try to facilitate discussion and take notes at the same time. If there is only one of you, make notes at the end of the meeting, not during.

- Be calm and relaxed. This does not have to be formal presentation or show, and the more relaxed you are, the more relaxed the participants will be.

- Be friendly and respectful. Allow people to contribute but be mindful of time and focus.

- You do not need to take refreshments to this meeting, or to make any payments to Paramount Chiefs other than to cover legitimate and actual costs such as transport. If you are asked to pay for people's time, you could offer Kola nut as a gesture of respect. You will need to judge whether it is appropriate to explain that the programme does not make informal payments of money for people’s time to participate.

Tool C: Chiefdom Structures mapping – Implementing Partners Field Officers

What is it?
Chiefdom Structures mapping is a process of identifying all important structures, platforms and networks in a Chiefdom, particularly those who reach out to communities within the Chiefdom. These might be Chieftaincy structures, women's groups, farmer groups, Chiefdom Youth Councils, faith leaders, and more.

Why use it?
SABI aims to strengthen the relationship between citizens and state. One way in which the programme will do this will be to strengthen citizen leadership structures so that they will be more effective to represent their members when interacting with service providers and governance structures. In order to do this effectively, we need to ensure that we are working with existing, relevant and appropriate structures, and only establishing new structures where a gap exists.

How to use it?
1. Arrange a time to visit the community, which is suitable to the schedules of community members. You won't necessarily need every community member to be present at this discussion, but you should ensure that you have representatives of a cross section of the community including women, men, young women and young men, women with disability and men with disabilities and different business groups (i.e. traders, farmers, fishers, okada riders) and more.

2. On arrival at the community, whilst you wait for the participants to gather, take the opportunity to walk around the community and greet people. Let people know what you are doing today.

3. Ask for the meeting participants to arrange their chairs in a circle, so that everyone can see each other. Explain that this will make it easier for discussion as you do not want to be the only person talking.

4. As with the chiefdom familiarization Meeting, begin the session with introductions, both of you and the other visitors, and of the community members.

5. Remind the participants that you are part of the SABI programme. Ask participants to share what they remembered from what you told them from the familiarization Meeting that you held previously.

6. Explain that the purpose of this session is to learn about the Chiefdom leadership structures and groups, so that you can ensure that SABI is working with the most appropriate people.

7. Ask the group to go around the circle and name a leadership structure or group that exists in their Chiefdom. You can give them examples such as the Paramount Chief, Women's Leader, Chiefdom Youth Council, health committees, sanitation committees, sports teams etc. to explain what you are asking them to identify. When a participant identifies a new group or structure, ask them to find something immediately available (like a rock or leaf), or to draw a symbol to represent the group or structure. **Remember – at this point you are asking them to identify groups, committees and structures that already exist.**

8. When everyone has had a turn to name an existing structure or group, ask all the participants to review the structures that have been identified, as represented by the materials or symbols drawn. Go over the materials/symbols again and ask the group to remember which group or structure they represent.

9. Ask the group if there are any structures or groups that have not been mentioned. Encourage them to think about the groups and committees that they are part of.

10. When the group is satisfied that all existing groups/structures/committees have been identified, make a note of structure names in the Chiefdom Structures Map report template, and the name of the group leader. We'll come back to completing this template later.

11. Now ask the group if there are any groups of people in the Chiefdom that do not have a formal structure, with a leader. For example, if there is no People with Disabilities group, use this as an example of a group of people who do not have a leadership structure. **Remember – SABI is seeking to ensure the inclusion of women, young people and PWDs so we aim to ensure that these groups are represented in the programme in every Chiefdom.**

12. When the participants have identified all the groups of people in the Chiefdom that don't have a group to represent them, ask the group, particularly any participants that form part of these groups, if they think it would be helpful to form a group that represents them and their needs.

13. If they think it will be helpful, note down the potential new group(s) in the Chiefdom Structures Map report template including information about the individuals who are interested in being a part of the group(s).

14. When you have gathered information about the existing groups and potential new groups, including the names of leaders and/or people interested in forming the group, thank the participants for their time, and explain what you plan to do with this information. Explain that you will contact the group leaders and gather more information about the structures so that we can support them through the SABI programme.

15. Seek out the leaders of the groups that were identified and speak to them on an individual basis to ask the information required to complete the Chiefdom Structures Map report template.

16. Submit your Chiefdom Structures Map report to your line manager for compilation and submission to the SABI Programme Team.

Facilitator's notes

- You will need a note-taker to help document the discussion as you facilitate. Ask a colleague or a driver to go with you for this session so that they can take notes whilst you concentrate on facilitating.
- This process **MUST** be held in the language that is used most commonly by the majority of the participants. If a chiefdom has members who speak more than one language, ensure that there is translation into the second language throughout the discussion. Take guidance from the participants themselves if translation is required.
- If you have come with visitors who do not speak the language that is used most commonly by most of the participants, arrange for discreet translation for them, which does not interrupt the flow of the discussion.
- The Chiefdom Structures map exercise should not take more than 1 hour – be mindful of using too much time.
- Remember, the participants may not directly benefit from giving their time for this exercise. So, ensure you are clear and open about what you will do with the information that you have obtained and how it will help the programme, and the chiefdom.

Tool D: Ward Services Mapping – Implementing Partners Field Officers

What is it?
A ward services map is a map of service posts within a ward, focussing particularly on health, education and social protection which are the service sectors that SABI is focussing on.

Why use it?
Ward services maps will allow you and the group to:
- Identify the relevant services that are the focus of SABI within the ward, both formal and non-formal
- Explore people's knowledge and views of different services available
- Discuss who access the services and who does not
- Explore people's priorities for the services available
- Identify government structures, and other organisations involved in service delivery
- Use the completed maps to make their action plans when the data from the score carding process is available.

How to use it?
1. When you have identified the leaders of the Chiefdom structures and group (tool 3), arrange a time to meet with them and a small group of their members. You should ensure that the Ward Services mapping exercise is carried out with at least 1 group of women, 1 group of men, 1 group of young women, 1 group of young men, 1 group of disabled women and 1 group of disabled men. Ideally the members of the group will come from the communities with which Restless Development are working to gather citizens perception survey (CPS) data from within the ward.

2. Introduce the activity to the group. Explain that you're interested to support them to map out the services available to them under the health, education and social protection.

3. Ask the group members to agree upon the service posts that they will map for each sector. For example, under education, they may decide to map out the primary, JSS and SSS schools in the ward. The group should also decide on materials or symbols they will use to represent the different structures.

4. Ask a member of the group to draw a general map of the ward. The group members will have to help them to draw on the different communities. The map does not have to be accurate, but should show the communities within the ward, and where they are in relation to each other (see picture as example)

5. Ask the group to show the service posts that they agreed upon in action point 3 on their map. As they are discussing, you should try to get a sense of the distance from the service posts to the communities and ask them to show this on their map in a way that is appropriate for them.

6. When the group has finished displaying the service posts that they agreed upon, ask them now to show which service posts are run/approved by the government. They should agree on a symbol or material to demonstrate this.

7. When the group has finished displaying the service posts that are run/approved by government, ask them to display the other actors involved in running/managing the service posts. For example, NGOs, CSOs, community groups etc.

8. Ask the group to show on their map any barriers they face in accessing the structures. For example, the service post might be far away and there is no transport, or perhaps the service posts have no ramps and the group who is creating the map use mobility aids.

9. Ask the group to discuss what is shown on the map. Make a note of the key issues raised.

10. Thank the group members for their time and explain that they can keep their map, reminding them that they might want to refer back to it when they generate their action plans from the CPS data, when it is available.

11. Take a photo of the map and upload it onto Kobo tool box or submit to your line manager for compilation and submission to the SABI programme team. The map should clearly show the name of the group you worked with and the ward it represents.

12. Complete the Ward Services Mapping report template and submit to your line manager for compilation and submission to the SABI programme team.

Facilitator's notes

- The map belongs to and will need to be used by the group who creates it. You should therefore give them power to create it as they want to.
- However, it is important that it captures as a minimum the service posts that SABI is focussing on, so encourage the group to map out all health posts, schools, points of social welfare service and in the ward.
- If some members of the group have low literacy, encourage the other members to ask for their approval to use written words and numbers on the map, as this can sometimes be discouraging and disempowering. However, the members with low

literacy may see it as an opportunity to learn how to write simple words, so allow them to be involved in the decision of how to draw the map.

- Equally, if all members have low literacy, there may be some hesitate to use a pen and paper. If the group prefers to draw the map in the sand, that is fine. You can always take a photo and print it for them to keep a copy.
- The maps created by different groups are likely to look very different. This is expected, and perfectly OK, as different groups use different services and have different experiences of doing so. This exercise will help us to understand the different experiences people have and will help us to support different groups in addressing their needs.

2 NETWORK AND PLATFORM DEVELOPMENT AND STRENGTHENING TOOLS

Tool E: New Chiefdom Structure Establishment Process

What is it?
This tool outlines the process to use to establish a <u>new</u> Chiefdom leadership structure. When you have completed tool C, 'Chiefdom Structures Mapping', the community will be able to see if there are any leadership structure that are missing if they are to be inclusive of gender and other traditionally marginalised groups, e.g. People with Disabilities leaders. You should use this tool to support the community to establish groups that they wish to.

Why use it?
SABI is a GESI sensitive programme, which wishes to set the foundations for GESI transformative work. We therefore need to support marginalised groups that do not have recognised leadership structures, to establish structures so that the members may:

- Articulate areas of concern within their group
- Establish a 'vehicle for change'
- Work through their leadership structure to ensure that action plans are carried out and issues raised through the citizen perception data collection are addressed

How to use it?

1. Refer to tool C, steps 11 to 13, where you identified groups of people that do not have formal leadership structures. At this point, you should have noted to contact details of individuals who are interested in forming new groups.

2. Contact the interested individuals and arrange a time to meet them to discuss this. Ask them to gather other people who would like to join their group within the Chiefdom to meet with you.

3. Explain to the group that SABI can provide technical guidance but is unable to provide funding or resources at this stage to help the group establish. They should form a group if they think it will help them work together.

4. During the meeting, discuss with the group the following points:
   a. What the group's aim be?
   b. Why do you want to form a group?
   c. Who would be able to join your group? (e.g. if it is a PWD group, who would they consider to be PWD and able to join?)

   d. What kind of leadership structure is appropriate for your group (bring the findings of your Chiefdom Structures Map so that you can refer to other leadership structures within the Chiefdom to give ideas here)?
   e. How would the group like to function? Would they like to hold regular meetings? Would they like to establish a Terms of Reference for the group?

5. Agree on next steps. You could provide an action plan template for them to assign tasks to the individuals present. Ensure that you have a clear understanding of the specific guidance and technical support they wish you to provide and **<u>do not</u>** over-commit to tasks that you will not be able to carry out.

6. If there are enough potential members present, you could ask if they want to elect members to certain posts during this meeting. If not, agree on a time and place to do this and include it on the action plan.

7. Complete the 'Establishing New Chiefdom Leadership Structures' report template for each new leadership structure that is formed and submit to your line manager for compilation and submission to the SABI programme team.

Facilitator's notes

- To help give ideas about how their group could be structures (i.e. should they have an elected leader, section leaders, public relation officers etc.), refer the group to other groups in the Chiefdom for ideas, e.g. how does the women's leader work with women in her Chiefdom, how do the religious leaders work together.
- If appropriate, encourage the group to think about inclusion of both men and women, within their membership but also as have designated roles and responsibilities.
- Ensure that the group is committed to coming together as they recognise the value it will bring to their own lives, not because SABI is suggesting it only.
- If some members of the group have low literacy, encourage the group to discuss how they will record and share information so that everyone feels able to participate.
- Make sure that you are honest about the support and technical guidance that you can provide given your other responsibilities. Do not commit more time to supporting the group than you are able to provide and then under-deliver on your promises.

Tool F: Front line Service Provider Network Establishment Process – IP FOs

What is it?
This tool outlines the process to engage front line service providers (Head Teachers, Nurses in Charge and Social Workers) in citizen-state service provider accountable relationships.

Why use it?
Front line service providers are extremely close to the communities we will be working with. Service provision will only improve if they are part of the process. We need to engage them separately so that they have chance to understand the process and agree to be involved. This is a key step in forming an effective accountable relationship.

How to use it?

1. Meet with your Restless Development colleagues within your district.

2. Review the Ward Services maps that you have supported your communities to develop and compare it to the list of target communities that Restless Development are working in.

3. Agree on the target front line service posts (i.e. schools, health posts and social workers) that will need to be engaged. This will be the posts about which the Youth Accountability Volunteers are gathering citizen perception data.

4. When you have decided on the final list of front-line service providers you will need to engage, present this list to the District Council sector leads, and the line ministry representatives within your district to get their approval of your plans.

5. Once you have approval, if you're able to get the contact numbers for the individuals you plan to meet, call them and arrange a time in advance. If you're not able, make a visit to their service post (school, health post, office) to arrange a time to have a full discussion with them.

6. When you have your meeting with the individuals, explain the SABI programme and how it relates to their work. Please refer to the SABI Communications Strategy for key messages in this regard. Ensure you explain that you are not here to police their work, but you seek to support them to come together with their service users, to identify challenges and plan actions on how these actions can be resolved.

7. Give the service provider opportunity to ask questions and share their views on the process. Aim to get an agreement from the service provider to be involved in the process and to work alongside their service users but don't push them. The service providers must agree to be involved from their own motivation, not because they are pushed into it. If they are hesitant, give them time and arrange to meet again to discuss further. Offer to arrange a meeting between them, the District Council, the District Line Ministry and yourself if necessary.

8. Ask the front-line service provider if they're interested in meeting with other front-line service providers also involved in SABI. If yes, arrange a meeting with other front-line service providers in this regard. This may be a helpful support network for them, as they go engage with the Citizen Perception Data and the SABI programme.

9. If you do bring a group of front-line service providers together, complete the Front-Line Service Provider network report template, to record the details of the group membership.

10. After each meeting with a front-line service provider, complete the Front-Line Service Provider meeting report template.

Facilitator's notes

- Be encouraging and use positive language. This should be a positive process for front line service providers.
- Give the service providers enough time and support to fully understand the SABI process. Investing in these relationships now will make the programme work more smoothly in the future.
- Always keep to the time you've agreed for meetings to demonstrate your professionalism
- Always show respect
- If you suspect that the front-line service provider is hesitant to be involved because they are engaging in corrupt or fraudulent activities, raise your concern with your line manager to discuss how best to respond and note this in the meeting report template.

3 LEADERSHIP SKILLS BUILDING TOOLS

Tool G: Ward Development Committee (WDC) Self-assessment Tool - For Implementing Partners Field Officers.

What is it?
A Ward Development Committee (WDC) capacity self-assessment tool is a tool used by the WDC to self-assess its capacity to operate and perform its statutory functions as stipulated in the Local Government Act of 2004. These tools will be used in Wards in which SABI is being implemented.

Why use it?
Ward Development Committee (WDC) capacity self-assessment tool will allow you to:

- Identify the level of capacity of the Ward Development Committee presented by the WDC
- Identify the capacity gaps that exists within the WDC as presented by the WDC
- Assess the level of knowledge of the WDC on its functions enshrined in the LGA.
- Identify the strengths, weaknesses, opportunities and threats of the WDC
- Assess challenges faced by the WDC
- Explore possible ways of improving the work of the WDC to make them efficient.

How to use it?

1. Arrange a meeting with the Development Planning Officer of the District Council in your locality to discuss the statutory composition and functions of the Ward Development Committee. You should also discuss the kinds of trainings and capacity building activities the Council have conducted for the WDC, if any, and what their current engagement is with the WDC. Use the 'District Council Questionnaire' tab in the 'Tool G: Ward Development Committee capacity questionnaire' template to guide your discussion.

2. Arrange a meeting with the Ward Development Committee of the Ward you intend to do the assessment in and ensure that you have maximum attendance by all WDC members.

3. Ensure you have the 'G – WDC self-assessment tool' report template which you will use to facilitate the session with the WDC.

4. On arrival at the community, whilst you wait for the participants to gather, take the opportunity to walk around the community and greet people. Let people know what you are doing today.

5 Ask for the meeting participants to arrange their chairs in a circle, so that everyone can see each other. Explain that this will make it easier for discussion as you do not want to be the only person talking.

6 Begin the session with introductions, introduce yourself, the other visitors, and the WDC members.

7 Remind the participants that you are part of the SABI programme. Ask participants to share what they remembered from what you told them from the familiarization meeting and that you held previously.

8 Explain that the purpose of this session is to facilitate capacity self-assessment of the WDC so that you can ensure that SABI is aware about their capacity strengths and gaps.

9 Ask the WDC group members to go around the circle and name the trainings they have participated in and their roles and responsibilities as WDC members. This could include trainings, mentorship and workshops. You can give them examples as well but be mindful that this is a self-assessment of capacity.

10 When everyone has had a turn to name an area of capacity strength and weakness, ask all the participants to review their statements that have been identified.

11 When the group is satisfied with their responses, make a note of all the capacity strengths and gaps identified and get them rank in other of preference.

12 Ask the WDC, including their leaders, if they would like your technical support in following up on the assessment and agree a day time for your next meeting to provide WDC strengthening support.

13 Seek out the leaders of the WDC that were identified and speak to them on an individual basis to ask the information about their leadership of the WDC.

14 Submit your WDC capacity self-assessment report to your line manager for compilation and submission to the SABI Programme Team.

SCORE GUIDE

You are asked to provide a score for certain questions in the questionnaire. The below guide provides details of how to score the responses provided by the WDC members. Please complete the session with the WDC **first** and determine the scores **after the session has finished** on the basis of the information, they have provided you.

Question	Response	Score
How many members are there on the WDC? How many are female and how many are male?	10 people or less Exact gender balance – I.e. if 10 members, 5 are female and 5 are male	3
	10 people or less Near gender balance - I.e. if 10 members, 6 are female and 4 are male (or vice versa)	2
	10 people or less Poor gender balance – i.e. there are much more men than women or vice versa	1
	More than 10 people. Only 1 gender is represented	0
Are all elected councillors and relevant Paramount Chiefs members of the WDC?	All elected councillors and relevant Paramount Chiefs are members of the WDC	3
	More than half of the elected councillors are members of the WDC, and all relevant Paramount Chiefs are members OR All elected councillors are members of the WDC, and some relevant Paramount Chiefs are members	2
	Less than half of the elected councillors are members of the WDC, and all relevant Paramount Chiefs are members OR All elected councillors are members of the WDC and none of the relevant Paramount Chiefs are members	1
	Less than half of the elected councillors are members of the WDC and none of the relevant Paramount Chiefs are members	0
Are all members resident in the ward?	All members are resident in the ward	3
	More than 70% of members are resident in the ward	2
	More than 50% of members are resident in the ward	1
	Less than 50% of members are resident in the ward	0
Were all members elected during a public meeting?	All members were elected during a public meeting	3
	More than 70% of members were elected during a public meeting	2
	More than 50% of members were elected during a public meeting	1

Question	Response	Score
	Less than 50% of members were elected during a public meeting	0
Is there a Chairperson? If yes, are they one of the councillors and were they elected into this position?	Yes, there is a Chairperson. Yes, she or he is one of the councillors. And yes, she or he was elected into that position.	3
	Yes, there is a Chairperson. Yes, she or he is one of the councillors. No, she or he was not elected into that position OR Yes, there is a Chairperson. No, she or he is not one of the councillors. Yes, she or he was elected into that position	2
	Yes, there is a Chairperson. No, she or he is not one of the councillors. No, she or he was not elected into that position.	1
	There is no Chairperson.	0
Do you know which legal instruments outline the establishment and functioning of the WDC?	The Local Government Act, 2004	3
	Any other response	0

Facilitator's notes

- You will need a note-taker to help document the discussion as you facilitate. Ask a colleague or a driver to go with you for this session so that they can take notes whilst you concentrate on facilitating.
- This process **MUST** be held in the language that is used most commonly by most of the participants. If a community has members who speak more than one language, ensure that there is translation into the second language throughout the discussion. Take guidance from the participants themselves if translation is required.
- If you have come with visitors who do not speak the language that is used most commonly by most of the participants, arrange for discreet translation for them, which does not interrupt the flow of the discussion.
- The Ward Development Capacity self-assessment should not take more than 2 hours – be mindful of using too much time.
- Be sure to probe the responses provided by the participants. Remember that when asking about previous participation in training workshops, members may be motivated to underplay the training they have been provided in the hope that you will provide them with further training. Be explicit in terms of what we will do with this information, so that expectations are not raised. Be clear that we hope to be able to support in some capacity building work with the ward development committee (WDC) but we have limited funds, so it is important for them to be detailed in their response so that we can plan this support in accordance with need.

Tool H: Ward Development Committee Capacity Development Process – Implementing Partner Field Officers.

What is it?

This is a series of actions recommended to be taken with the ward development committee members to build and strengthen their capacity to perform their roles and responsibilities regards improved service delivery in their communities, wards and chiefdoms. After the capacity self-assessment in tool G above, the findings are analysed on a spread sheet. Using the COM-B Model, the SABI Program Team will support the partner staff to do a further analysis and come up with the recommended actions to take to address the gaps identified in the self-assessment summary. The Program Team and Partner team will then plan the interventions based on the recommended actions from COM-B.

The COM-B model is an evidence-based academic framework which proposes that human behaviour can be understood in terms of three key components; **Capabilities**, **Opportunities** and **Motivations** (COM), each of which influence, and are influenced by a person's or an institution's **Behaviour** (-B).

The COM-B model recognises the fact that capacity building is not always about trainings. It explores a wide range of actions such as education, persuasion, incentivisation, training, modelling, environmental restructuring, restriction. It gives various practical recommendations on building capacity.

The Senior Program Officer and the Implementing Partner Team will plan the required intervention and design materials accordingly. These can be training materials, IEC materials, meeting sessions, workshops etc. the recommended events can be planned and done by the partner with the support of the SABI SPO.

Tool I: Paramount Chief/Tribal Head leadership self-assessment tool – Implementing Partner Field Officers.

What is it?

A Paramount Chief/Tribal Head leadership self-assessment tool is a tool used by the Paramount Chief or Tribal Head to self-assess his/her leadership capability and performance in line with the Code of Ethics and Service Standards for Chiefs which was developed by the Ministry of Local Government and Rural Development and the National Council of Paramount Chiefs. The assessment is focussed particularly on the role of Paramount Chiefs and Tribal Heads in supporting their constituents to access services within the education, health and social protection sectors.

Why use it?

Paramount Chief/Tribal Head leadership self-assessment tool will allow you to:

- Identify the level of capacity and performance of the Paramount Chief/Tribal Head leadership
- Identify the capacity gaps that exists within Paramount Chief/Tribal Head leadership
- Assess the level of knowledge of Paramount Chief/Tribal Head leadership as outlined in the Code of Ethics and Service Standards for Chiefs.
- Identify the strengths, weaknesses, opportunities and threats of the Paramount Chief/Tribal Head leadership
- Assess challenges faced by the Paramount Chief/Tribal Head in leadership
- Explore possible ways of improving the work of Paramount Chief/Tribal Head leadership to make them efficient and effective.

How to use it?

1 Arrange a meeting with the Senior District Officer or District Officer in your locality to discuss the statutory functions of the Paramount Chief/Tribal Head. You should also discuss the kinds of trainings and capacity building activities they have conducted for the PC/TH, if any, and what their current engagement is with the PCTH. Use the 'District Council Questionnaire' tab in the 'Tool I: Paramount Chief/Tribal Head capacity questionnaire' template to guide your discussions.

2 Arrange a meeting with the Paramount Chief/Tribal Head to introduce the activity of undertaking a capacity self-assessment exercise. Explain that this exercise is intended to help the PC/TH to analyse their own strengths, weaknesses, opportunities and threats, and to discuss their understanding of the Code of Ethics and Service Standards. SABI's aim to support them to go through this exercise so that together we can decide on an appropriate plan to support them to strengthen their leadership, <u>if they are interested in this</u>. <u>They do not have to participate if they do not want to.</u> The exercise is not to police them or criticise them, but to get a good understanding of their needs.

3 Ask the Paramount Chief for his preferred meeting place of choice. Begin the session with introductions, introduce yourself and the other visitors, and of the Paramount Chief.

4 Remind the Paramount Chief that you are part of the SABI programme. Ask the Paramount Chief to share what he/she remembered from what you told him/her from Familiarization Meeting that you held previously.

5 Remind the Paramount Chief/Tribal Head that the purpose of this session is to facilitate leadership self-assessment of the Paramount Chief so that you can ensure that SABI is aware about their performance in line with the Code of Ethics and Service Standards for Chiefs and can provide technical guidance and support to help build on their strengths and address their capacity gaps.

6 Use the questionnaire template in 'Tool I: Paramount Chief/Tribal Head leadership self-assessment tool' to guide your discussion.

7 When the Paramount Chief has completed his responses ash him/her to review their statements that have been identified.

8 Ask the Paramount Chief if she or he would like your technical support in following up on the assessment and agree a day time for your next meeting to provide leadership strengthening support.

9 Submit your Paramount Chief/Tribal Head leadership self-assessment report to your line manager for compilation and submission to the SABI Programme Team.

SCORE GUIDE

Question	Response	Score
Which policy instruments outline the role, responsibilities and ethics of Chiefs (including Paramount Chiefs and Tribal Heads)?	Chiefs of Sierra Leone: Code of Ethics and Service Standards (or a name that demonstrates that this is the document the Chief is referring to)	1
	Any other response	0
Please tell me in your own words, what is the vision statement for Chiefs as outlined in the Code of Ethics and	'We see in our future a traditionally balanced and peaceful society where the interests of chiefdoms and communities are protected, and development and justice are delivered with fairness, promoting the equal rights and dignity of all our people'	3
	If they mention 2 or more of the following factors:	2

Question	Response	Score
Service Standards document?	- Ensuring a traditionally balanced and peaceful society - Ensure the interests of chiefdoms and communities are protected - Ensuring development and justice are delivered with fairness - Promoting equal rights and dignity of all our people	
	If they mention 1 of the following factors: - Ensuring a traditionally balanced and peaceful society - Ensure the interests of chiefdoms and communities are protected - Ensuring development and justice are delivered with fairness - Promoting equal rights and dignity of all our people	1
	If they do not mention any of the factors outlined above	0

Facilitator's notes

- You will need to take note yourself as you discuss with the Paramount Chief/Tribal Head.
- This process **MUST** be held in the language that is convenient for the Paramount Chief/Tribal Head. Take guidance from the Paramount Chief/Tribal Head him/herself if translation is required.
- If you have come with visitors who do not speak the language that is used most commonly by the Paramount Chief/Tribal Head, arrange for discreet translation for them, which does not interrupt the flow of the discussion.
- The Paramount Chief/Tribal Head self-assessment should not take more than 2 hours – be mindful of using too much time. If it is taking a long time, ask the Paramount Chief/Tribal Head if s/he would like to take a break and arrange another time to complete the questionnaire.

Tool J: Paramount Chief Leadership Development Process – Implementing Partners Field Officers.

What is it?

This is a series of actions recommended to be taken with the Paramount Chiefs to build and strengthen their capacity to perform their roles and responsibilities regards improved service delivery in their communities, wards and chiefdoms. After the capacity self-assessment in tool I above, the findings are analysed on a spread sheet. Using the COM-B Model, the SABI Program Team will support the partner staff to do a further analysis and come up with the recommended actions to take to address the gaps identified in the self-assessment summary. The Program Team and Partner team will then plan the interventions based on the recommended actions from COM-B.

The COM-B model is an evidence-based academic framework which proposes that human behaviour can be understood in terms of three key components; **Capabilities**, **Opportunities** and **Motivations** (COM), each of which influence, and are influenced by a person's or an institution's **Behaviour** (-B).

The COM-B model recognises the fact that capacity building is not always about trainings. It explores a wide range of actions such as education, persuasion, incentivisation, training, modelling, environmental restructuring, restriction. It gives various practical recommendations on building capacity.

The Senior Program Officer and the Implementing Partner Team will plan the required intervention and design materials accordingly. These can be training materials, IEC materials, meeting sessions, workshops etc. the recommended events can be planned and done by the partner with the support of the SABI SPO.

Tool K: Other Chiefdom Structure Leadership Self-Assessment Tool – Implementing Partners Field Officers.

What is it?

Other Chiefdom structure leadership self-assessment tool is a tool used by other Chiefdom structure leaders to self-assess their leadership capability and performance.

Why use it?

Other Chiefdom structure leadership self-assessment tool will allow you to:

- Identify the level of capacity and performance of the other Chiefdom structures leadership
- Identify the capacity gaps that exists with other Chiefdom structures leadership
- Assess the level of knowledge of the other Chiefdom structures leadership
- Identify the strengths, weaknesses, opportunities and threats of the other Chiefdom structures leadership
- Assess challenges faced by the other Chiefdom structures leadership
- Explore possible ways of improving the work of the other Chiefdom structures leadership to make them efficient.

How to use it?

1 Arrange a meeting with the Chiefdom leaders, such as the Paramount Chief, Women's Leader and leaders of the new groups you have helped establish. During this discussion, explain that you have limited budget and do not have ability to work with all the different groups in the Chiefdom. Be specific in how many groups you'll be able to work with and decide together which groups should be prioritised for your support. You should ensure that at least one women's group and ideally one PWD group will be included.

2 For each of the groups that you have decided to work with, arrange a meeting with the leadership of the Chiefdom structures that have been selected to discuss his/her roles and responsibilities and general leadership of the structure. You should also discuss the kinds of trainings and capacity building activities the Chiefdom structure has benefitted from.

3 Ensure you have the 'Chiefdom structure Semi-Structured Question Guide' which you will facilitate with the Chiefdom structure leadership to complete.

4 Ask the leader for his/her preferred meeting place of choice. Begin the session with introductions, both of you and the other visitors, and of the leader.

5 Remind the leader that you are part of the SABI programme. Ask the leader to share what he/she remembered from what you told him/her from the Open Community Meeting that you held previously.

6 Explain that the purpose of this session is to facilitate leadership self-assessment of the leader so that you can ensure that SABI is aware about their performance and can provide technical guidance and support to help build on their strengths and address their capacity gaps.

7 Ask the leader to name the trainings he/she has participated in. This could include trainings and workshops. You can give him/her examples as well but be mindful that this is a self-assessment of capacity.

8 When the leader has completed his responded ask him/her to review their statements that have been identified.

9 When the leader is satisfied with his/her responses, make a note of all the capacity strengths and gaps identified and get him/her rank in other of preference.

10 Ask the leader if she or he would like your technical support in following up on the assessment and agree a day time for your next meeting to provide leadership strengthening support.

11 For each of the leaders you meet with, submit your 'Chiefdom structure leadership self-assessment report' to your line manager for compilation and submission to the SABI Programme Team.

Facilitator's notes

- You will need to take notes yourself as you discuss with the Leader.
- This process **MUST** be held in the language that is convenient for the leader. Take guidance from the leader him/herself if translation is required.
- If you have come with visitors who do not speak the language that is used most commonly by the Chiefdom structure leadership, arrange for discreet translation for them, which does not interrupt the flow of the discussion.
- The other Chiefdom structure leadership self-assessment should not take more than 1 hour – be mindful of using too much time.

Tool L: Other Chiefdom Structure Leadership Development Process – Implementing Partners Field Officers.

What is it?

This is a series of actions recommended to be taken with the other structure leaders to build and strengthen their capacity to perform their roles and responsibilities regards improved service delivery in their communities, wards and chiefdoms. After the capacity self-assessment in tool L above, the findings are analysed on a spread sheet. Using the COM-B Model, the SABI Program Team will support the partner staff to do a further analysis and come up with the recommended actions to take to address the gaps identified in the self-assessment summary. The Program Team and Partner team will then plan the interventions based on the recommended actions from COM-B.

The COM-B model is an evidence-based academic framework which proposes that human behaviour can be understood in terms of three key components; **Capabilities**, **Opportunities** and **Motivations** (COM), each of which influence, and are influenced by a person's or an institution's **Behaviour** (-B).

The COM-B model recognises the fact that capacity building is not always about trainings. It explores a wide range of actions such as education, persuasion, incentivisation, training, modelling, environmental restructuring, restriction. It gives various practical recommendations on building capacity.

The Senior Program Officer and the Implementing Partner Team will plan the required intervention and design materials accordingly. These can be training materials, IEC materials, meeting sessions, workshops etc. the recommended events can be planned and done by the partner with the support of the SABI SPO.

4 Awareness Raising Tools – Implementing Partners Field Officers.

Tool M: Policy Literacy session

What is it?

Policy literacy session is a community awareness raising on policy issues related to SABI themes that shall help communities understand their right and entitlements; and the obligations of the state and public service providers. Policy literacy sessions also highlights the key information that communities need to understand why certain service delivery decisions are made.

Why use it?

We conduct policy literacy sessions so that communities are made aware of basic development information that shall be used to improve communities' capacity to engage with the state and service providers to improve the quality of service delivery in communities.

How to use it?

1. Plan to target 10-15 persons from community groups related to policy literacy areas.

2. Arrange time to visit the community to inform them about the planned policy literacy session.

3. Speak to community leaders about who should attend the policy literacy session.

4. Ask community groups questions to assess and identify knowledge gaps of on key ward/chiefdom development information such ward/chiefdom population, number of women, men, girls, boys, pupils, PWDs, Ebola survivors, number of service posts/interventions, PHU attendance, number of villages.

5. Ask to assess and identify knowledge gaps on key policy provisions – rights and entitles, operational procedures of DCs, MDAs, WDCs, chiefdom councils and service providers.

6. Use policy literacy information materials developed to facilitate session for community participants based on the gaps that have been identified.

7. Co-facilitate with MDAS rep or front-line service providers where necessary. For example if you are delivery session on health, involve the PHU staff and allocate session to him/ her.

8. Ask community groups participating in the policy literacy session for their comments and solicit their contributions on the changes they want to see in service delivery based on the new knowledge gained.

9. Ask participants to share next steps they shall take to put into active use policy knowledge gained. Remind them that you will be supporting them to develop action plans based on the Citizen Perception data that Youth Accountability Volunteers are developing, and so they should be ready to use their newly gained knowledge in this process.

10. Ask for feedback from community groups engaged in policy literacy sessions – did they learn any new information? Did they understand everything you said? What do you need to improve on for the next policy literacy session?

Facilitator's notes

1. All policy literacy sessions **MUST** be held in the language that is used most commonly by most of the participants. If a community has members who speak more than one language, ensure that there is translation into the second language throughout the discussion. Take guidance from the participants themselves if translation is required.
2. If you have come with visitors who do not speak the language that is used most commonly by most of the participants, arrange for discreet translation for them, which does not interrupt the flow of the discussion.
3. Ensure that policy literacy delivery materials and messages used are prepared by SABI/CA program team
4. Obtain up-to-date policy and operational manuals and guidelines for deigned policy literacy programs.
5. Be knowledgeable on policy literacy instruments; obtain and review key policy and operational documents before a session is held
6. Plan follow up visits or engagement with the target groups or communities for further guidance on policy issues and provide for any needed clarifications
7. Reflect on feedback given from previous policy literacy sessions and incorporate best practices

Tool N: Community Drama session

What is it?

Community drama is a social activity which, like any other awareness raising and social mobilization tools uses local characters to carry out role plays of attitudes, knowledge and practices in short acts to communicate messages and educates target audiences to foster community actions and change.

Why use it?

Community drama is an effective way of communicating sensitive issues without directly referring to attending personalities and customary practices to avoid conflicts. We use community drama because they are entertaining and powerful means of emotionally engaging communities, giving voice to the voiceless, stimulating community actions in simple, accessible and far-reaching way.

How to use it?

1. Arrange for a time to visit the community to inform them about the planned drama activity.

2. Speak to community leaders about Identifying locations in communities suitable for community drama.

3. Discuss with community leaders to identify issues and messages to be communicated in the community drama sessions.

4. Plan how messages will be dramatized to address the issues and problems identified.

5. Identify casts for various roles played in the drama Session, use citizens to dramatize the roles.

6. Arrange with community leaders for community announcement of time and date when drama shall be held.

7. Present drama activity on timely manner to last within a reasonable time (10- 15 mins) in order to maintain effective listening audiences

8. End the session by asking the following questions – what you learn from the drama. Is this something happening in this community, how can we stop it or address it? Any recommendation for the community stakeholders and citizens?

Facilitator's notes

1. Plan and secure all resources needed for community drama
2. Seek any external and technical support in preparing for drama to enhance good messages and role
3. Identify any additional support needed (internally/externally) in term of casts or resources required to ensure the conduct of the drama
4. If internal resources and personnel are not available, plan on timely to hire the services of credible drama groups.
5. Secure necessary clearances from local authorities before the planned date of the drama
6. Secure venue and make public announcement of time and date community drama will be held
7. Rehearse drama to improve performances that enhance clarity of messages and behaviour change communication
8. Reflect on dramas carried out and create space for improvement

5 RELATIONSHIP FACILITATION TOOLS

Tool O: Discussion with Front Line Service Providers on Citizen's Perception Data Findings – IP FOs and RD FOs together.

What is it?

When you have the analysis of the data collected from the Household Survey, you will share it first with the front-line service providers, such as Head Teachers, Nurses in Charge, Social Workers (if available), and local staff overseeing the cash transfers, to give them chance to reflect on the findings.

Why use it?

Sharing the evidence generated from the household survey with Front Line Service Providers first is important so that we can get their buy-in to the process and they will not feel like we are 'policing' or 'criticising' them.

How to use it?

1. Arrange a time to hold separate meetings with the following individuals:
    - Head Teacher(s) of the school(s) that are attended by children within the community (refer to the community maps for this information – tool 3)

- Nurse(s) in Charge of the health post that are used most by people within the community
- Social Workers operating within the community
- Local staff overseeing cash transfers

2. During the meeting, remind the Front-Line Service Providers of the following key points about the SABI programme:
    - SABI is a national programme
    - Highlight the different roles that the consortium partners (mainly Christian Aid Implementing Partners, and Restless Development – the two community facing agencies) are playing in the programme.
    - **<u>SABI is not related to party politics. We are a politically neutral programme</u>**

3. Present the Front-Line Service worker reports, which are relevant to their services, which you have been provided by your Project Officer.

4. Explain to the front-line worker that the findings are not definite and will be shared with the community later to check that they're happy with them. The findings are also not a criticism of their work but are designed to identify the challenges the community are facing so that they may work together to find solutions to these challenges.

5. Ensure you explain the process you went through to gather the information so that the front-line worker is not concerned that the findings have not been falsified to criticise them.

6. Give the front-line worker opportunity to comment on the findings, including where they disagree with the information gathered. Ask questions about their concerns and reassure them that you will encourage the community to also reflect on whether the findings are what they expected.

7. Reassure the front-line service worker that you'll be encourage the community to use the findings to identify challenges where they can support the front-line service provider to overcome their challenges.

8. Ensure that you reach a consensus with the front-line service provider before closing the meeting. The key aim is to get them on board so that they do not cause problems in the process.

Facilitator's notes

- Be friendly, open and non-threatening. It is vital that the front-line service provider does not see you as blaming them for challenges or policing their work.

- Ensure you allow the front-line service provider to have their own views. If they disagree with the findings, that is OK, but your aim is to encourage them to accept the views of the community.
- The findings may highlight some issues that the front-line service provider is able to address themselves. For example, the community might have higher expectations of the service post than is feasible. This highlights the need for the service provider to provide information to the community about what they can provide. Encourage the front-line worker to think about areas they disagree with and take notes of their disagreement, rather than dismissing the findings.
- Above all, reassure the front-line worker that your role is to support them and the community to identify challenges and solutions. Ensure that they know that you want them to engage in this process.
- It is possible that some of the challenges are because of the negligence of the Front-Line Service Provider. If this is the case, be diplomatic and sensitive. Do not blame the individual or get angry.

Materials required

- Copies of the front-line service worker reports for the relevant community

Tool P & Q; Presenting Citizens Perception Data and Community Action Plans to Chiefdom Leaders – Implementing Partners Field Officers and Restless Development Field Officers together.

What is it?

During this process, you will present the relevant, compiled Citizen Perception Data to the Ward Development Committee and the Chiefdom Leaders that you have identified and been working with from tools 3, 5, and 7 to 12. **You will work separately with the WDC and the Chiefdom Leaders because they are involved in different change processes and have different forms and levels of influence.**

Why use it?

WDCs and Chiefdom Leaders are the recognised representatives of the citizens with whom we are working. It is therefore imperative to involve them in the action planning processes that come out of the Citizen Perception Data. Using this process will enable WDCs and Chiefdom Leaders to understand and recognise the importance of the Citizen Perception Data in giving the views of their constituents

How to use it?

1. Arrange a time to meet with the target WDCs. Initially you should meet with each WDC separately and include all the members of the WDC in the meeting.

2. Also arrange a separate time to meet with the Chiefdom Leaders with whom you've been working (Tools 3, 5 and 7 to 12). You should bring all the leaders for one Chiefdom together in one meeting (i.e. the Paramount Chief, the Women's Leader, the PWD Leader and the CYC Leader). You should meet with the leaders of each Chiefdom separately.

3. Before you attend the meeting, ensure that you have already discussed the Citizen Perception Data with the front-line service providers (Tool 16) and secured their buy in to the process.

4. Ensure you have the relevant reports on compiled data findings, and community action plans for the Ward or Chiefdom for whom you are meeting with. See diagram X for an example of what these reports will look like.

5. When you arrive at the meeting, begin with the usual SABI opening – introductions, and a reminder of what SABI is.

6. Explain that you have called this meeting to share with the participants a report on the Citizen Perception Data for their ward/chiefdom, and a report on the action plans that their communities have developed. Ensure that the participants understand the focus of the meeting.

7. Now present the Citizen Perception Data report and the Action Plan reports that you have come with. Ensure that you take enough time to fully explain the findings and give the participants chance to ask any questions they may have.

8. If there are disagreements with the reports, give the group chance to discuss and aim to facilitate the discussion such that a consensus is found. Remember to encourage the group to see these reports as representative of what the citizens have said so that together we can work toward solutions to the problems identified.

9. Inform the participants that you are eager to support them to develop their own action plan, in response to what you have presented today. Ask them if they're willing to go through this process. If yes, if there is still time, you may begin the process during this same meeting (Tool R) or arrange another time to meet with the group for this purpose.

10. Complete the 'Presenting findings to WDC/CD Leaders' report template.

Facilitator's notes

- Be friendly, open and non-threatening. It is vital that the WDCs and CD Leaders do not see you as blaming them for challenges or policing their work.
- Ensure you allow the WDC members and CD Leaders to have their own views. If they disagree with the findings, that is OK, but your aim is to encourage them to accept the views of the community.
- The findings may highlight some issues that the WDCs and CD Leaders are able to address themselves. Encourage the meeting participants to think of ways that they can address the findings that they disagree with, rather than dismiss them.
- Above all, reassure the meeting participants that your role is to support them and the community to identify challenges and solutions. Ensure that they know that you want them to engage in this process.
- All meetings **<u>MUST</u>** be held in the language that is used most commonly by most of the participants.
- If you have come with visitors who do not speak the language that is used most commonly by most of the participants, arrange for discreet translation for them, which does not interrupt the flow of the discussion.

Tool R: Evidence Based Action Planning with Ward Development Committees and Chiefdom Leaders; Step 1 Power Mapping – IP FOs and RD FOs together.

What is it?

A Power Map is a tool used to analyse a problem. It will enable the WDCs and CD Leaders to understand who has the power to address the problems that have been identified by their communities through the Citizen Perception Data collection process. **You will work separately with the WDC and the Chiefdom Leaders because they are involved in different change processes and have different forms and levels of power.**

Why use it?

This analysis will enable the WDCs and CD Leaders to decide what they need to do to tackle the problems identified; who they should talk to, what they should talk about, and what they can do themselves. This analysis will help them to decide the action points for their action plans.

How to use it?

1. Either during the meeting to present the reports (see tool 17) or in a separate meeting that you have arranged, begin by agreeing on the highest priority problem that is shown in the report. This will either be the problem that is affecting the highest proportion of citizens, or the problem that is affecting the most vulnerable citizens. Allow the meeting participants to discuss and agree on the priority of the problems.

2. Begin with the highest priority problem. You should carry out this exercise one problem at a time.

3. Explain to the meeting participants that you will now undertake a Power Mapping analysis to get a deeper understanding of this problem.

4. Provide the group with a Vanguard, markers and small pieces of card.

5. Ask the participants to think of the people who are most affected by the problem they are analysing. Ask them to draw a representation of these people at the centre of map. This is the 'primary stakeholder' and the start of their power map. For example, if the problem being analysed is 'Not enough desks in the school', the primary stakeholders are likely to be a 'school-going child'.

6. Ask the participants to consider 'what power does the primary stakeholder have to address the issue?' Ask them to consider and make a note of this or symbolise it next to the picture of the primary stakeholder on their map.

7. Now ask the participants to brainstorm *'who are all the other actors with regards to the issue?'* Tell them it helps to start from the household level and work their way out to district level. Ask participants to draw a symbol representing each actor on a small piece of card. The participants may identify local politicians as actors that have a stake in this issue. That is fine but be sure to remind them that **SABI is a politically neutral programme.**

8. Ask the participants to put the stakeholder cards on the map, near or far from the primary stakeholder (identified in step 5), depending on how close their relationship to the primary stakeholder is. For example, where the primary stakeholder is a school going child, the card saying 'parents' would be placed very close to the 'school going children' on the map, and the card saying 'Deputy Director – MEST' would be placed far away from the 'school going child' on the map.

9. When the participants have agreed where the stakeholder cards should be placed, you should now stick them down with gum.

10. For each stakeholder, ask the participants to consider: *Do these stakeholders want to help solve this problem? Or do they want to resist solving this problem?* When they have decided if each stakeholder wants to help or resist, they should decide on a symbol to show this and draw the appropriate symbol next to each stakeholder card.

11. Next, for each stakeholder, ask the participants to consider: *How much power do these actors currently have?* Ask the participants to draw circles around stakeholder cards of different sizes depending on how much power they have. If the stakeholder has 'very little power', draw a small circle around the card, if the stakeholder has 'a lot of power' draw a large circle around the card.

12. Now ask the participants which stakeholders have influence over the others. When they have agreed that two actors are connected, they should draw a line between the two stakeholder cards to show that connection and draw an arrow on that line to show who has influence over the other.

13. Take a photo of the map and upload it onto Kobo.

14. Complete the 'Power Map' report template and submit through Kobo.

15. If there is time, and the participants are still engaged, repeat the same steps for the next priority. It is advised to analyse a maximum of 2 problems, focussing on the highest priority ones. Each problem needs a separate Power Analysis to be undertaken. Each separate Power Analysis needs to be submitted through a separate Kobo report.

Facilitator's notes

- **Power is always relative and according to a specific context**. Ask participants to focus on the power stakeholders have with regards to the primary stakeholder and the specific issue.
- **Probe and ask questions**. Ask the Peer Group Champions if they've forgotten any actors or structures who might not be obvious, but who might have power 'behind the scenes'. Ask them if there are any actors or structures that have power due to their religious or cultural status.
- **Be specific, don't bundle actors together** e.g. is it the District Council who is resisting change or is it a particular individual, procedure, behaviour or policy within the council that is blocking change?
- **Support the Peer Group Champions to identify the different actors.** For examples, they may not be aware that there is a Deputy Director of Education at the District, or that subsidies are provided to the schools to cover running costs. You should be informed about the different stakeholders involved in the education, health and social protection sectors in your district and be ready to share this information.
- **Encourage participants to be honest and focus on how power currently is**, not how it is supposed to be, or how they want it to be e.g. there may be a law protecting the primary stakeholder, but is it applied consistently and justly?
- **Include a legend on the map** which indicates what the different types and colours of lines mean. Otherwise six months later you will not have a clue what the map means. Keep it simple and make sure you will understand the lines, arrows, colours, shapes you have used when you go back and look at this later. If it is impossible to understand it is useless.
- **Be encouraging and supportive**. These are challenging concepts and some Peer Group Champions may never have participated in this kind of exercise before. Keep them engaged and congratulate them on a job well done when they have completed the process.
- **Maintain politically neutrality.** Politicians may well be identified on the map, which is fine, as politicians should engage with their constituents on issues that matter to them. However, you will need to ensure the Peer Group Champions understand that SABI is not affiliated with any political party, and that we are politically neutral.

Tool S: Action Planning with Ward Development Committees and Chiefdom Leaders Step 2 Agreeing on Actions – IP FOs and RD FOs.

What is it?

When the WDC members and CD Leaders have undertaken their Power Analysis, or Power Analyses of their priority problem(s), they will discuss their analysis and agree on actions that they think should be taken to address the problems.

Why use it?

This tool will help to bring together the WDCs and CD Leaders to identify concrete action points that they believe will address the problems identified by their community.

How to use it?

1. Still working with the WDC members and the CD Leaders in their separate meetings, explain to the group that the next exercise is to think of actions they can take to solve the problems that have been identified. For each problem, you would like them to think of 2-3 actions that they can take.

2. Now draw the table. Label the columns as per the 'Action Plan Report Template' document.

3. Ask the group if they are comfortable to use words and numbers for this exercise. Ensure that all group members are comfortable with the way you will record the discussion, as it is important that no-one feels excluded.

4. Remind the group of the highest priority problem they agreed upon and the power analysis they did of that problem. Write, or agree upon a symbol, for the first problem in the column titled 'Problem to solve'.

5. Ask the group to look back at their Power Map and consider the following questions:
    - *Who are the most powerful stakeholders who want to help solve the problem?*
    - *What or who is preventing or resisting the solving of the problem?*
    - *What does the map show us about how to solve the problem?*

6. Now ask the participants to share their ideas of actions that they could take to help solve this problem. Their ideas should be guided by the Power Analysis they've already done. For example, if the problem is 'Not enough chairs and desks for the children in school', and the Power Analysis shows that the DD MEST has a lot of power and wants to help solve the problem, an action might be to gather a group of Head Teachers together to have a meeting with the DD MEST and ask him to ensure that there is enough school subsidies to cover the cost of procuring new chairs and desks.

7. When they have thought of an action that they would like to take, write it, or agree upon a symbol for it, under the next column entitled 'Action to take'.

8. Ask the group to agree on who is the most appropriate person, or group, to undertake this action. They should think about the influence lines on their Power Map between the stakeholders when deciding who should take the action. Write, or agree upon a symbol, for this in the third column, entitled 'Who will take the action'.

9. Next the group should agree the most appropriate time for the action to be undertaken. This might be influenced by what they know of key stakeholders' schedules, the farming calendar, or any other factor. Write it, or agree upon a symbol, under the fourth column, entitled 'When will they take the action'.

10. Next the group should discuss what resources are required for the action to be undertaken. Discourage the group from thinking about unnecessary resources, because these are things that they will need to come together to provide. For example, if the action is to hold a meeting with the DD MEST, they could arrange it for a time when they are planning to travel to the District Head Quarter town anyway, and as such additional transport costs will not be incurred. **Ensure that the WDCs and CD Leaders understand clearly that you cannot give them money or resources to carry out these actions, and so the resources will need to come from themselves.** Write, or agree upon a symbol, the resources under the fifth column, entitled 'What resources are required'.

11. Next ask the group to discuss where they will get these resources from. They should try to be specific. When they have agreed where the resources will come from, write this, or agreed upon a symbol, in the sixth column, entitled 'Where will the resources come from'.

12. Finally, ask the participants to think about the specific, immediate, result that they would like to happen because of the action they take. It might be that some problems take lots of different actions to solve, so they should think about the process step by step and think about the specific results that each action should bring about. For example, if the action is to meet with the Deputy Director Ministry of Education Science and Technology (DD MEST) and ask her or him to ensure subsidies are available to procure new desks and chairs, the result that they plan for might be that the DD MEST agrees to discuss this with the District Council or national MEST office. When the group has agreed upon the specific and immediate result they expect to get from their action, write this, or agreed on a symbol, under the seventh column, entitled 'What immediate result do we expect from this action'.

13. Leave the final two columns blank and explain that the group will fill these columns in during your follow up visits.

14. Encourage the group to think of 2-3 actions that they can take for each problem that they have analysed. Repeat the steps to map out these actions.

15. Explain to the participants that they should keep their action plans and arrange a time to visit them again to follow up on the actions undertaken.

Facilitator's notes

- It is important that the participants lead this process, as they understand their communities better than you do, and they are more likely to follow through with the actions if they own them.
- You should feel as though you can give helpful hints and ideas though, if the group gets stuck thinking of actions to take.
- Encourage the group to be as specific as possible. Keep in mind that you'll be visiting again in a few weeks to follow up on the actions taken. Are the action points specific enough for you to ask them if they have been undertaken?
- It is OK if the participants identify local politicians as an actor that they wish to engage through their action plan. Be sure to remind them though that SABI is a politically neutral programme. Ensure that the participants have thought of a clear rationale for engaging a local politician, if they wish to do so, and are clear in what immediate result they expect to get through this interaction.
- Complete the 'Action Plan Report' template on the basis of the plan developed so far and submit through Kobo.

Tool T; Action Plan Follow Ups – IP FOs and RD FOs

What is it?
Action Plan follow ups are visits to WDCs and CD Leaders to meet with key individuals to ask about progress against the Action Plans.

Why use it?
It is important to follow up on Action Plans for many reasons:

- To check how the actions are going, if they are being implemented as agreed or if the WDCs/CD Leaders are facing challenges in implementation
- To help the WDCs/CD Leaders overcome any challenges they are having in implementing their actions
- To see if actions are leading to the immediate results that had been anticipated
- To support the WDCs/CD Leaders to re-plan if necessary

How to use it?

1. Agree on a date and time to visit the WDCs or CD Leaders and ensure that you arrive as scheduled.

2. Encourage the participants to have discussions with their peers before the meeting, so that they can share with you the views and thoughts of the people they are representing.

3. Also encourage the participants to meet with the individuals who were assigned to carry out actions to get a verbal report on whether they have carried out their action, and what the immediate result was.

4. Ask the participants to attend the meeting with the final copy of the Action Plan that they kept, and the Power Maps that they produced for the problems.

5. Go through the actions in the plan, one at a time.

6. Ask if the action was completed as planned and record the response (using words or symbols as per agreement with the group) in the eighth column, entitled 'Action undertaken?'

7. Ask the group what the immediate result of the action was and record this in the ninth column, entitled 'What was the result?'.

8. Ask the participants to compare the result they expected to the actual result. Are they different? If yes, why does the group think they didn't get the result they anticipated?

9. Ask the participants if they would like to plan further actions, based on the results that the actions have led to so far. If yes, encourage them to add them to the bottom of their action plan template, and plan them out as per the previous process (tools J to M).

10. If any of the problems have been completely solved, ask the participants if they wish to plan actions for another one of the problems that was identified in the Citizen Perception Data report. If they do want to, support them to go through the appropriate steps.

11. Complete the 'Action Plan Follow Up report template'.

12. Take a photo of the revised action plan (with columns 8 and 9 completed as relevant) and upload onto Kobo.

13. Update the 'Action Plan Report Template' in Kobo.

Facilitator's notes

- Be encouraging. You are not there to police the WDCs or CD Leaders or to scold them if actions haven't been carried out as planned. You are there to encourage them to find solutions to any problems that are being faced.
- Probe their responses regarding actual results. It is important to understand why actions lead to results as intended or not, so refer to the Power Maps and ask if they think anyone else is influencing the problem.
- Ensure that you encourage the participants to feel ownership over the process. They should not be involved in this process because you are asking them to, but because they recognise that this will bring about change to their communities.

Tool U: Service Summits

What is it?

A platform where service providers and service users interact at the district and national level to showcase data collected on citizens perception on service delivery in the three sectors of health, education and social protection. The event is also used to share the chiefdom and ward action plans and to discuss other rights entitlements to be provided by the focus ministries, departments and agencies (MDAs). The objective is to create space for dialogue between service providers and services uses and jointly plan actions points to address gaps identified in the citizen perception data and improve on service delivery.

Why use it? (We use Service Summits to)

- Bring state institutions/actors, citizens, service providers and service users to discuss citizen perception data and issues around improving service delivery
- Identify chiefdom/ward action plans that need to be bought to the attention of the MDAs
- Identify and show gaps/challenges in the implementation of the government priorities and targets in the three sectors
- Discuss success and challenges and redefine strategy approach for future engagement
- Share experiences and lessons learnt from the field.
- Strengthen relationship between the state actors and the citizens
- It promotes transparency and accountability

How to use it?

1. Work with the SABI MEL Manager to collate all findings from the citizen perception data collection tools for the district or national, and the community and chiefdom action plan recommendations for senior authority service providers and MDAs
2. Ensure the following planning points are mapped out:
   a. Agree a date and time for the Service Summit
   b. Identify and invite key relevant service providers, service users and other stakeholders. Use a Power Map process (tool R) to identify the key stakeholders to invite.
   c. Identify an appropriate location considering the number of participants, and the status of the event
   d. Plan and send out invitation at least <u>2 weeks in advance of the event</u>
   e. Plan out the programme, ensuring that you discuss with your focal SABI Programme Team member the aim of the event and the sessions to include
3. Do follow up calls and possibly visit (senior officials such as Ministers, District Council Chairman, Mayor or institutional Directors) to confirm their commitment to attend the event
4. During the event:

a. Observe the usual protocols of opening prayers, introductions, recognition of heads and ensure to present the objectives of the event.
b. Emphasize the objectives of the event and make it clear to all that it is not a blame game but a solution finding event through constructive dialogue
c. Present findings of the citizen perception data in the district or national to the audience
d. Facilitate discussions on the findings and lessons learnt to strengthen participation and improve service delivery at the district level.

Take note of action points from the discussions and ensure to indicate what needs to be done, by whom, when and how.

Facilitator's notes

- Be mindful of the language used in the service summit as it will target a wide range of people. Agree on the language to use in consultation with the audience.
- **DO NOT** use the term 'beneficiaries', as this is quite disempowering. The citizens that we have surveyed are users of the services, not 'beneficiaries.
- Ensure you facilitate inclusive discussions - refer to the tips for facilitation in this manual
- The timing should be 1 to 2 hours maximum taking cognisance of the busy schedules of heads of institutions, MDAs and councils
- Be mindful of the SABI GESI strategy principles and guidelines – refer to the tips for GESI in this manual
- Respect views and opinions of everyone
- Be very mindful of any potential tensions and be swift to diplomatically calm down the situation – emphasize on the objective of the event
- Ensure the concept of power analysis is given extreme consideration in organising the service summit. This should help you to identify key stakeholders to invite.
- Ensure to have signed Memorandum of Understanding (MOU) with the relevant MDAs district council, WDCs and CSOs before the summit. Possibly mention the service summit in the MOU and use it as a policy document
- It is very important to push for the heads of institutions and not their representatives to attend the districts and national summits. This will help in instant decision making rather than waiting for further consultations from the representatives
- Share the action point with all and ensure to have a post dialogue to follow up on the action points. Therefore, take email addresses during registration

Tool: Identify and work with ward level champions on SABI

What is it?

This is the process of identifying individuals in each ward that are committed to the cause of SABI and ready to volunteer and take leadership roles to promote development in their ward or chiefdom. The champions serve as role models and can be relied upon to relay information to community members and help in coordinating meetings and ensuring message are reached to committees in their wards, they can also help the field officer to take note during meetings and engagements. They can also serve as inspiration to other community members.

Why use it?

- To recognise committed volunteers and get them to serve as role models within their wards and chiefdom.
- To strengthen community ownership of SABI work
- To improve on information sharing information sharing on SABI work within the ward as the field officer cannot do one on one with the whole ward.
- To have an individual within the ward that can reach others quick in case of emergency meetings and relay of information.
- To increase the visibility of SABI by ensure the ward champion is known all over the ward and can be a trusted source to give information to authority and SABI staff.

How to use it?

- During your SABI events, observe and identify responsible, committed and trusted person in the community or ward to serve as champion
- Discuss with him/her to see how well he/she is informed about SABI work
- verify the credibility, reliability and trust of the community/ward in him/her
- discuss with him or her your intension and explain conditions and expectations
- Ensure the leaders are fully aware of the selection process and you are all in agreement
- Introduce the champion to all committees in the ward and ensure he meets all leaders to make his/her work easy.
- Ask the community about their expectation of the champion in a meeting. This will enlighten the expectation of all involved.
- Orient the champion on SABI programme and his/her role and responsibility, highlighting key information about the aim and objectives of the programme, what we are doing, and what he he's is required to do within his ward.

Facilitator's notes

- Be GESI sensitive and ensure to select champions from the various marginalised groups of women, youths and persons with disabilities
- Orient champions to be GESI sensitive
- Field Officers should not shift their work to the champions. They are only serving and role models to inspire others and promote SABI work

Tool: Engaging new district stakeholders on SABI

What is it?

This is a meeting with all newly elected councillors, council chairmen and mayors, and other stakeholders in the council, that is held to introduce the SABI project and agreed on how they will support the SABI programme.

Why use it?

- To strengthen the commitment of stakeholders to the project.
- To discuss and review of the MOU with councils
- To introduce the SABI projects to the newly elected councillors, chairpersons and Mayors. This is a good practice to inform the members present of our aims and activities, the budget available to us, and to hear their feedback about the ideas for the programme

How to use it?

- Ensure you have spoken to the council chairmen/ mayors and other key leaders within the council to inform them of our plans to hold a meeting. Ensure you are on time as pre-arranged.
- Ensure a letter is written to the participants inviting them to the meeting
- Ask the participants to arrange their chairs in a circle, so that everyone can see each other. Explain that this will make it easier for discussion as you do not want to be the only person talking.
- Start by introducing all the strangers to the participant. Ensure everyone introduces themselves and gives their name and their roles.
- Ask the meeting participants to introduce themselves. This is important even if there are 50 people present, so that each person feels acknowledged and recognised. This will help to facilitate discussion. Take note of who is present and try to ensure that members of different groups have chance to contribute.

- Next, ask participants about their expectations from the meeting. This will help to highlight the challenges they are facing so that you can adapt the discussion to be relevant to them.

- When you feel it appropriate, introduce the SABI programme. Ensure that you highlight key information about the aim and objectives of the programme, what we are doing, what budget you have and how you plan to use it. Mention that SABI is a national programme and highlight the different roles that the consortium partners (mainly Christian Aid Implementing Partners and Restless Development – the two community facing agencies) are playing in the programme.

- Ask participants for their thoughts on the presentation you have made. Ensure you allow people to raise issues that are affecting them but try to make these relevant to the SABI programme. For example, if a discussion emerges about generating funds for the council, ask the group who is responsible for that and help them to think how they can engage with relevant leaders and service providers in this regard. Use this as an example of how SABI plans to work.

- When participants have shared their views, begin to discuss next steps. Explain that Restless Development volunteers are in the communities are will be gathering information about their experience of health, education and social protection services. Explain what will happen with that data and explain your own action plans for the next quarter, ensure you take note of the community leaders and their contact details, in order to easily reach them when they are needed.

- Thank the participants for their time and explain that you are excited to be working with them.

- Divide the participants ingroups and encourage them to discuss on how they will support the implementation of the project.

- One person to present on behalf of the group.

- Note their discussion point and latter follow up with them on the actions.

- Present the current MOU with council and ask for their feedback.

- Note their feedback and effect the changes in the MOU.

- Get the commitment of the chairperson and Councillors for their signature later

Facilitator's notes

- We will ask the participants on the language they are ok with and make sure you use that language throughout the meeting
- If you have come with visitors who do not speak the language that is used most commonly by the majority of the participants, arrange for discreet translation for them, which does not interrupt the flow of the discussion.
- Engaging new district stakeholders on SABI can take between 1hr to 2 hours. You will need to judge the participants to ensure that you are giving enough time to everyone to make contributions, but that the meeting is not going on too long.
- Do your best to give opportunity to members of different groups to contribute. Ask the Chairperson openly if women have spoken, if young people have spoken and if people with disabilities have spoken.
- Do not try to facilitate discussion and take notes at the same time. If you are facilitating, ask a colleague to support you with the note taking
- Be calm and relaxed. This does not have to be formal presentation or show, and the more relaxed you are, the more relaxed the participants will be.
- Be friendly and respectful. Allow people to contribute but be mindful of time and focus.
- You do not need to take per diem to this meeting, or to make any payments to Paramount Chiefs other than to cover legitimate and actual costs such as transport and lunch. If you are asked to pay for people's time, you could offer Kola nut as a gesture of respect. You will need to judge whether it is appropriate to explain that the programme does not make informal payments of money for people's time to participate.

Tool: Develop and sign Memorandum of Understanding (MOU) with media house and radio station - SABI

What is it?

This is a document clearly explaining the roles and responsibility of each partner regarding the visibility and awareness of the SABI program nationwide.

Why use it?

- To ensure the commitment of media / radio station to cover all our activities
- To ensure the increase in awareness of our areas of operation
- To introduce the SABI projects to other wards and population that we are no working in
- To ensure visibility of the SABI program
- To ensure each activity is communicated nationwide

How to use it?

1. Meet the head of these media houses and do the introduction of the SABI program and inform them why we need to have a memorandum of understanding with them.

2. In the case where another SABI partner for instance FOCUS 1000 also needs to sign an MOU with the same media, collaborate and do one joint MOU.

3. Discuss the terms and conditions and agree on roles, responsibilities and commitments of each member to be put in the MOU.

4. Agree on a time to draft, share and review the MOU – within two weeks maximum

5. Review and agree on the content.

6. Sign 3 copies - one for the media, one for the partner and one for Christian Aid SABI

Note for Facilitators

- Ensure to select a credible media house or radio station that has better coverage and widely listened to in the district or region

- Ensure to share the SABI briefing pack, CPS data and other relevant documents to properly orient the media on SABI work
- Let the media understand their important role in supporting SABI to improve service delivery
- Ensure to take notes of meetings and document
- To get journalist together and brief them about SABI to ensure they understand the role they will be playing when attending our programs.
- For assigned journalist to be able to pick out participants for interview when attending programs.
- For journalist to be in attendance and fully grasps what the activity is all about to ensure they report appropriately.
- For journalist to be aware that fees are not paid when they covered our program as it is a win- win situation
- For journalist to always be present for all SABI activities.
- For CA/ SEND to provide feeding and vehicle if the need arises when covering long distance and lengthy activities
- To do the necessary selection of media houses that SABI will want to work with and engage them and do the necessary paper work
- To ensure that the journalists are well informed of activities, so they are prepared and not to take them unaware.