

Citizen Voice and Action



GUIDANCE NOTES

2016

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This is a living Document

The Guidance Notes are intended to be a 'living' series. As the practice continues to emerge they will be revised and updated.

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Introduction

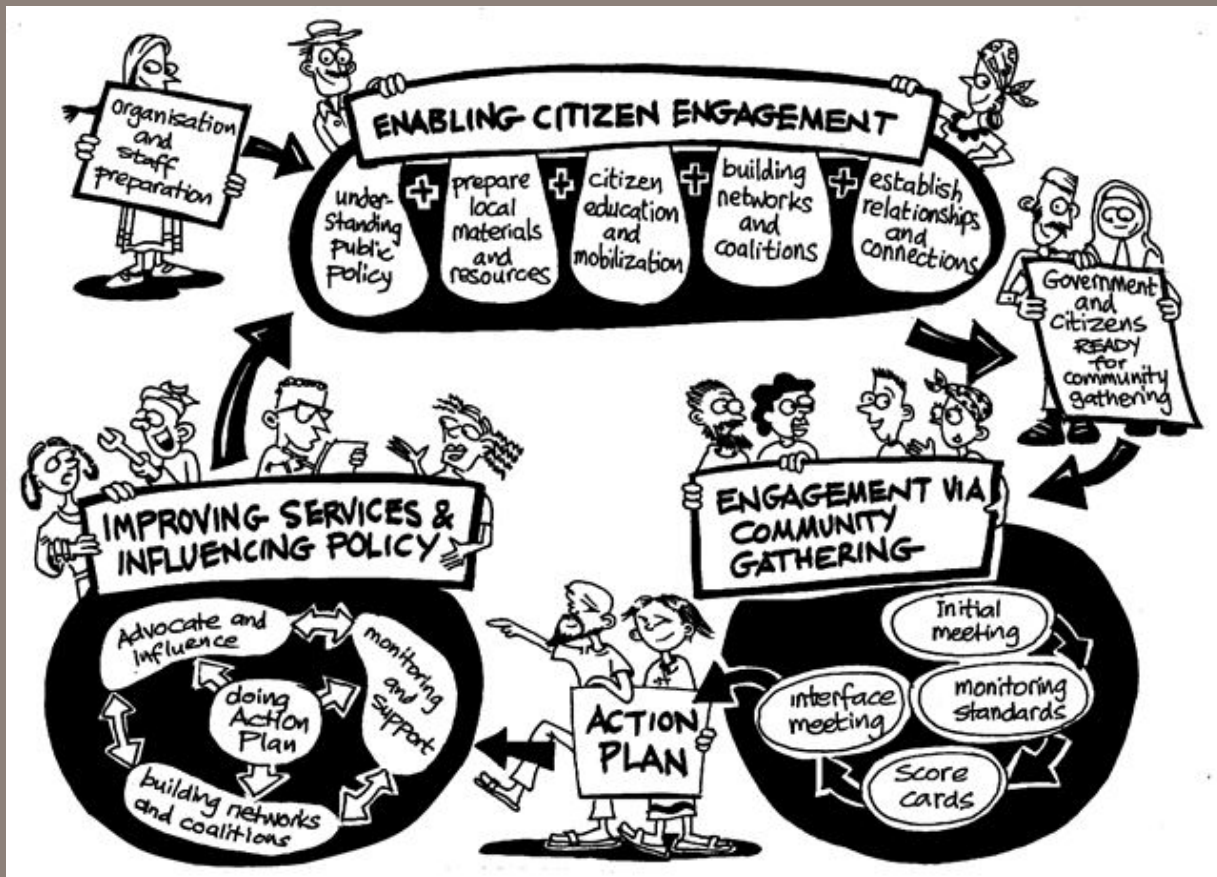
OVERVIEW 1.1

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

CVA works by first informing citizens about their rights and then equipping them with a set of tools, designed to empower them to engage in local advocacy to protect and enforce those rights. First, communities

learn about basic human and child rights, and how these rights are expressed under local law. Next, communities work collaboratively with government and service providers to compare reality against their government's own commitments. Communities also have the opportunity to rate government performance against criteria that they themselves generate. Finally, communities work with other stakeholders to influence decision-makers to improve services, using a simple set of advocacy tools. As government services improve, so does the well-being of children.

Overview of the CVA process



As communities begin to work more effectively together, they also tend to identify patterns of government failure that require systemic solutions. For example, communities in Kenya came together to reform the law governing local government's use of discretionary funds. In Uganda, communities came together to acquire more teachers for an entire district. In Armenia, communities working together reformed doctors' pay structure in order to incentivize visits to rural clinics. And the Brazilian CVA team mobilised a national network of youth who monitor policies at all levels of government.

HOW TO USE THE GUIDANCE NOTES 1.2

Guidance Notes

These Guidance Notes provide a general description of the Citizen Voice and Action methodology. They are intended to offer opportunities for reflection, analysis and new ways of practice.

The Guidance Notes aim to:

1. Explain the CVA methodology
2. Explain how CVA links to broader WV practice
3. Explain how to design, monitor and evaluate CVA
4. Explain the different phases of CVA
5. Provide guidance on practical implementation

Localised context and citizen ownership

WV staff and partners can adapt these Guidance Notes as appropriate, to support local capacity building programs and implementation. This adaptation may include translation, simplification or including information on local governance structures

and processes where CVA is linked to national country processes. Please note that to be considered Citizen Voice and Action the programme **must** contain all of the 'essential elements' of the approach. To support adaptation of CVA, please also see [The Essential Elements of CVA](#).

CVA is planned and initiated within the local context. Citizens take the lead, with WV acting in a facilitative role. Because of this approach, it is hard to provide guidance on the specific actions that may be included during implementation since the community determines the response. WV needs to understand the local and national context and respond to the initiatives of citizens and local partners. These Guidance Notes can therefore provide only limited guidance. Develop your own practice based on the local situation and initiative of others.

OBJECTIVE AND CORE ELEMENTS 1.3

Citizen Voice and Action Objective

The primary objective of CVA is to increase dialogue and accountability between three groups: citizens, public service providers and government officials (political and administration) to improve the delivery of public services.

Core elements

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



views and interests, and demand action from those in power who have a duty to provide public services.

CVA aims to facilitate increased awareness and empowerment of citizens to look critically at the performance of their public services, check that the standards of service delivery are being met, and to seek reforms to improve the service.

Through the process of awareness raising and empowerment, citizens' voices will be strengthened and increased.

Information

Information is a critical element of CVA.

Citizens have a right to information about the services that their governments deliver. This information should be clear and easily understood (transparent) as well as made freely available to the public by the authorities.

CVA aims to increase both the transparency and accessibility of information for use by citizens. It seeks to provide opportunities for citizens to use such information to inform action about improving basic services. Empowered citizens are able to use information to seek improvements to service delivery.

Through CVA citizens also bring together and produce their own information about the delivery of basic services, based on their experiences. This information is shared with all relevant stakeholders associated with a particular service.

Voice

Voice can be defined as the capacity of all people, including the poor and most marginalised, to express their

CVA aims to increase the opportunity and capacity of citizens to share and amplify their voices to influence government processes and services. It aims to increase citizens' capacity to hold power holders accountable.

Dialogue

CVA aims to provide opportunity for different stakeholders, especially service users and service providers, to share their views about the delivery of basic services.

Through dialogue, mutual understanding between stakeholders increases and effective partnerships are established. Relationships within the community are both repaired and strengthened.



Through such dialogue it is intended that citizens, together with service providers and other stakeholders, can then identify ways to improve service delivery.

Accountability

Accountability can be described as the obligation of an individual or organization to account for its activities, accept responsibility for them, and to disclose the results in a transparent manner.

Accountability establishes a relationship between power holders and those who can hold them to account for their actions. It describes responsibility, reciprocity and relationships among different stakeholders.

CVA aims to increase the accountability of service providers and those in power, as well as the accountability of citizens around the delivery of basic services.

Through effective accountability, a number of different relationships are strengthened:

- accountability of government to citizens
- accountability of citizens to government
- accountability of citizens to themselves

Strengthened accountability supports trust, cooperation, coordination and working together. Responsible citizenship and good governance have an important contribution in providing quality public services.

Accountability also concerns the process of communication between power holders and citizens.

- power holders need to **be answerable** – they must give answers
- power holders need to **be responsible** – they must do what they have agreed or promised to do
- power holders need to **remedy** – they must put right anything they did wrong and restore any human rights which have been ignored.

What is the connection between these four core elements?

Access of citizens to **information** about the delivery of public services provides the basis for them to **voice** their views and opinions on these services. Their views and opinions will be expressed as individuals, as a community, as well as in **dialogue** with those in power (service providers and government officials) in order to demand and obtain **accountability** from them.

It is difficult to have a credible **voice** about the performance of a basic service if you do not have **information** about what you should expect.

It is also difficult to have an informed **dialogue** with others about the quality of services without such **information**.

It can be hard to ensure decision-makers' **accountability** if you lack relevant **information** and a way to **voice** your views.

Without effective and open **dialogue** to share views, change is unlikely to happen. **Dialogue** and mutual understanding are important to improve performance.

KEY PRINCIPLES 1.4

As a local level advocacy and social accountability approach seeking to build the sustainability of our development programmes, CVA is based on a number of important principles which need to be understood and applied during implementation. These principles are very different from ways in which World Vision has delivered programming in the past.

Policy focus (not project/programme focus)

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

health centres or schools, but it can also focus on social services such as child protection.

Social accountability focus (not project/programme focus)

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

Citizen focus (not beneficiary focus)

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

Old-Style Focus	CVA Focus
Service delivery by World Vision	Policy influence on government service delivery
Short term outcomes	Sustainable Social Accountability
Beneficiaries	Citizens
WV-led	Citizen-led
WV implementation	WV facilitation
Extractive	Locally owned
Vulnerable citizens and communities are passive recipients	Vulnerable citizens and communities are empowered and active

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

Facilitation focus (not implementation focus)

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

Citizen-led advocacy focus (not directive focus)

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

Local information ownership focus (not extractive focus)

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

Core Concepts

OVERVIEW 2.1

In CVA there are certain core concepts that practitioners need to understand to inform their practice. The following section provides a short overview of these core concepts. You can also learn about these concepts

by completing an on-line e-learning course on WV Central (see section 5.3 for more information on the course).

ADVOCACY 2.2

What is advocacy?

At World Vision we define advocacy as:

“the promotion of justice through changes in policies, systems, structures, practices and attitudes, citizen mobilization and education about human and child rights.”

World Vision advocates at the local, national, regional and global levels. Our understanding of justice is guided by a prophetic and biblical vision of the life in all its fullness that God desires for every child. We believe that advocating for justice for children will transform the lives of children, their families and communities, our supporters and partners and ourselves.

For WV, advocacy means giving voice to the world's most vulnerable children: making their needs visible to those who can and should be meeting them, and urging those decision makers to take action.

Why do we do advocacy?

Without advocacy our work will only ever impact children within the boundaries of our area programmes. If we want to address the underlying root causes of poverty we need to press for changes to unjust systems, policies, processes and services through our advocacy.

Without advocacy – citizen empowerment and policy influence through education, participation and mobilisation - our programs will not be sustainable nor will they tackle the real issues and underlying causes of injustice. We will not be able to achieve our child well-being targets.

Through our advocacy work, we want to achieve better outcomes for children:

- Better laws and policies
- Systemic and structural change
- Improved and effective service delivery

Advocacy has been part of World Vision’s work for over 60 years.

What is our approach to advocacy in World vision?

In World Vision, advocacy is an essential component of our theory of change, along with community development and humanitarian responses. We prefer an advocacy approach which is non-confrontational and focuses on partnering with governments and decision makers to find solutions to problems which we can address together. We inform, empower and mobilise communities to advocate for themselves. Empowered communities seek to influence policy – either to create new policy, or more often, to improve

the implementation of existing policy or services. This goal of our advocacy is visualised in the diagram below.

How does CVA fit with our approach to advocacy?

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

CVA empowers communities to hold governments accountable. CVA works by first educating citizens about their rights and then equipping them with a set of tools, designed to empower them to protect and enforce those rights. First, communities learn about basic human rights, and how these rights are expressed under local law. Next, communities work collaboratively with government and service providers to compare reality against their government’s own commitments.



Communities also have the opportunity to rate government performance against criteria that they themselves generate. Finally, communities work with other stakeholders to influence decision-makers to improve services, using a simple set of advocacy tools. As government services improve, so does the well-being of children.

In World Vision we link local and national advocacy together, using data gathered at community level (from Community Gatherings and other sources) to develop evidence-based policy positions or recommendations which can be used for influencing decision-makers at district, national, regional or even global levels.

If you'd like to know more have a look at the [Advocacy Page on WV Central](#).

A RIGHTS-BASED APPROACH 2.3

What is a rights-based approach?
CVA uses a rights-based approach.

A rights-based approach is grounded in the [Universal Declaration of Human Rights](#). The declaration provides a set of guiding principles or pillars of dignity, regarding equality, non-discrimination, participation and protection. A rights-based approach understands all these rights to apply to all citizens irrespective of their situation. Many nation states have signed the UN conventions and procedures, agreeing to ensure their citizens' economic, social, cultural and political rights.

A right-based approach to advocacy calls on leaders and decision makers to ensure that the rights of all citizens are met. It holds leaders and decision makers to account for commitments they have made to global human rights mechanisms like the Universal

Declaration of Human Rights and the Convention on the Rights of the Child.

It promotes political justice by seeking to ensure that:

- basic public services meet the minimum standards
- governments are held accountable
- the rights of citizens are protected

UNICEF presents the following definition of duty bearers – another description of the leaders and decision makers that are at the core of a rights based approach:

“Duty bearers are those actors who have a particular obligation or responsibility to respect, promote and realize human rights and to abstain from human rights violations. The term is most commonly used to refer to State actors, but non-State actors can also be considered duty bearers. An obvious example is private armed forces or rebel groups, which under international law have a negative obligation to refrain from human rights violations. Depending on the context, individuals (e.g. parents), local organizations, private companies, aid donors and international institutions can also be duty-bearers.”

Why do we use a rights-based approach?

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

- gives us a framework for holding governments accountable for their commitments
- enables us to scrutinise how governments are performing on the global commitments they have made
- empowers citizens, including children, with skills to gain access to resources and information
- enables them to use those resources and information to engage governments and demand that their rights are met

- supports them to develop the skills they need to enable them to address violations of human rights and injustices that lie at the root of poverty.

Assumed in the rights-based approach, every human being is inherently a right holder who should enjoy universal human rights that must be guaranteed. By ratifying the different United Nations human rights treaties, states automatically become the principal duty bearers for guaranteeing these rights.

A rights-based approach also helps us to identify other types of duty bearers in society. The moral duty-bearers implied by the preamble of The Universal Declaration of Human Rights can be divided into the following groups:

- Primary duty-bearers – e.g. parents for children, teachers for students, police for crime suspects, doctors/nurses for patients, employers for employees;
- Secondary duty-bearers – e.g. institutions and organisations with immediate jurisdiction over the primary duty-bearers e.g. school principals, community organisations, hospital administrations, etc.;
- Tertiary duty-bearers – e.g. institutions and organisations at a higher level / more remote jurisdiction (NGOs, aid agencies, private sector organisations);
- External duty-bearers – e.g. countries, institutions, organisations with no direct involvement e.g. WTO, UN, INGOs, Security Council, African Union

How does CVA use a rights-based approach?

The [Convention on the Rights of the Child](#) entitles children to the right to education, to health care and to live in a protected and safe environment and more. CVA uses a

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

When we work on issues of child rights in communities it is important to involve children in the process. There is a [child-friendly version of the Convention on the Rights of the Child](#) which can be a very useful resource to support child participation. If you'd like to know more have a look at the [Child Participation and Rights page on WV Central](#).

GOVERNANCE 2.4

What is governance?

Governance is a central concept in CVA. It can be defined as:

“the way in which government uses power to manage a country's economic and social resources”

Governance is more than just 'government'. Governance refers to the **processes** and systems for governing. These processes are political and are often defined by a country's constitution. They cover how things are done, not just what is done. Governance also refers to the rules by which a society decides how resources should be distributed, as well as to how relations between the state and society should operate.

In other words, the processes and rules of governance define:

- who the decision-makers are
- how they get to be decision-makers in the first place

- what decisions they can make
- to whom they have to listen when they make decisions
- where their money comes from and how it is managed
- to whom they're accountable for their actions.

Key governance elements in most countries include constitutions, elections, parliaments/ governments and the judiciary (including law courts and law enforcement).

What is the link between governance and poverty?

On average, countries with better governance systems and processes grow faster than others. On the other hand, there is compelling evidence that failures in governance slow development and hurt the poor more than any other single factor.

Failures in governance include:

- Corruption
- Incompetent or under-resourced public administration
- Stifling regulations and red tape
- Slow, costly justice
- Weak state accountability systems

- Budget mismanagement
- Ineffective decentralisation

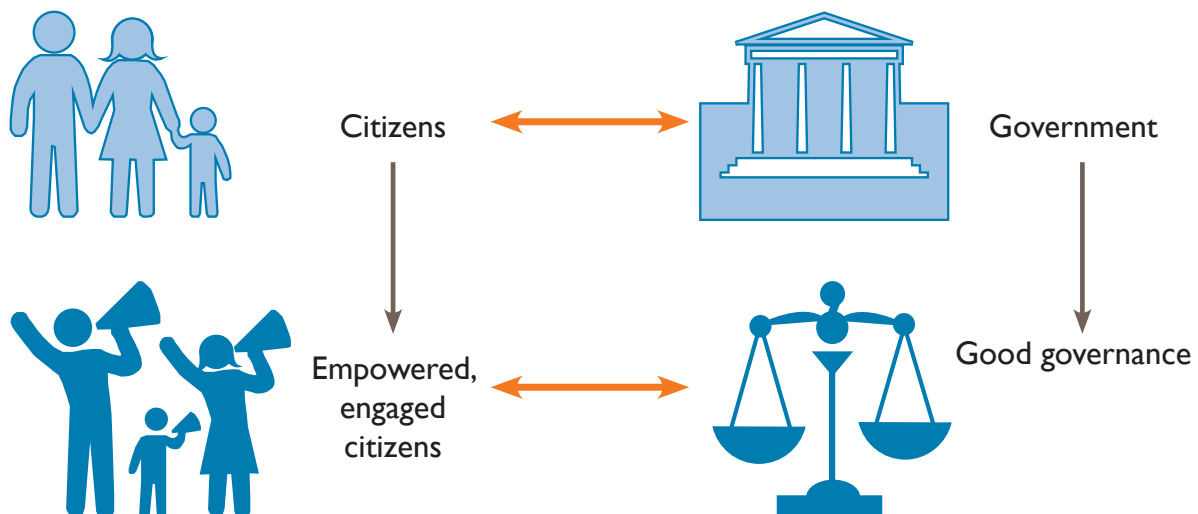
How are governance and CVA linked?

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

How can citizens demand good governance?

There are many ways in which citizens can act to ensure good governance. Examples include:

- voting in elections
- participating in advocacy campaigns, movements, alliances and coalitions
- participating in local governance institutions, such as school or health management committees
- participating in planning or budgeting processes at both national and local levels
- engaging with and influencing community leaders
- developing their own, creative actions together – to meet specific community needs



ACCOUNTABILITY AND SOCIAL ACCOUNTABILITY 2.5

What is accountability?

Accountability can be described as the obligation of an individual or organization to account for its activities, accept responsibility for them, and to disclose the results in a transparent manner.

Accountability establishes a relationship between power holders and those who can hold them to account for their actions. It describes responsibility, reciprocity and relationships among different stakeholders.

When we talk about government accountability the emphasis is on how decisions are made and who controls resources – this process is often referred to as governance. Government accountability also focuses on how resources and actions are monitored, accounted for and evaluated.

What is social accountability?

The World Bank defines social accountability as “an approach towards building accountability that relies on civic engagement, i.e., in which it is ordinary citizens and/or civil society organizations who participate directly or indirectly in exacting accountability”

Social Accountability mechanisms refer to a broad range of actions (beyond voting) that citizens, communities and civil society organizations can use to hold decision makers and duty bearers accountable. These include:

- contributing to public policy debates,
- monitoring and tracking budgets,
- monitoring service delivery standards,
- advocating for change at all levels (local, sub-national, national, regional and even global)

Social accountability can also be known as citizen engagement, bottom-up governance, bottom-up demand, demand-led governance and active citizenry.

How are CVA, accountability and social accountability linked?

CVA is World Vision’s social accountability programme approach. It focuses primarily on citizen monitoring of public service delivery against established governance standards. Citizens are then empowered to engage in a dialogue with decision makers to address problems and gaps.

Social Accountability methodologies such as CVA are widely recognised as making an important contribution to improving governance processes and service delivery, empowering communities and ensuring the sustainability of development outcomes.

World Vision is advocating for social accountability to be a core component of the Sustainable Development Goals. If you would like to know more you could read our policy brief on this issue here: [Citizen Accountability a Key to Delivering on Development Targets](#).

POWER 2.6

What is power?

Power is a term that has many meanings. Here are a few:

- Political or legal authority and control, especially that exercised by a government
- Authority that is given to a designated person or body
- Ability to act or produce an effect
- The capacity to influence the behaviour of others or the course of events

Generally people tend to assume that power belongs to those in official control in our societies – the politicians and governments. It is equally true though that power resides with every individual in a society especially when they act together to assert their rights. In fact, citizens often have more power than they realise, especially in democracies where they have the ability to decide who represents them and their desires in government.

The exercise of power can be positive or negative according to the intentions of those who wield it. Power is relational and contextual and it is everywhere – in public and private, in professional and individual relationships.

Power is dynamic, relational and multidimensional, changing according to context, circumstance and interest. Its expressions and forms can range from domination and resistance to collaboration and transformation. This is good news for social justice promoters whose strategies depend upon new opportunities and openings in the practice and structures of power'.¹

Here is another way of considering different forms of power:

How are power and advocacy connected?

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

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

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

Not everyone has an equal amount of power. We should always seek to identify individuals or groups in the community who are marginalized, have their human rights ignored or who feel they have no power. These most vulnerable and powerless groups include people with disabilities, minorities

and, of course, children. All people should be encouraged to participate in decision making, transforming how power is shared and understood.

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



VISIBLE

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



HIDDEN

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



INVISIBLE

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

PARTICIPATION 2.7

What is participation?

The concept of participation in development emerged in the 1970s when it was introduced as an important part of the ‘basic needs approach’. Participatory development seeks to engage local populations in development projects. Most types of participatory development seek to involve citizens in initiatives designed for their benefit in the expectation that development projects will be more sustainable and successful if communities are engaged in the process.

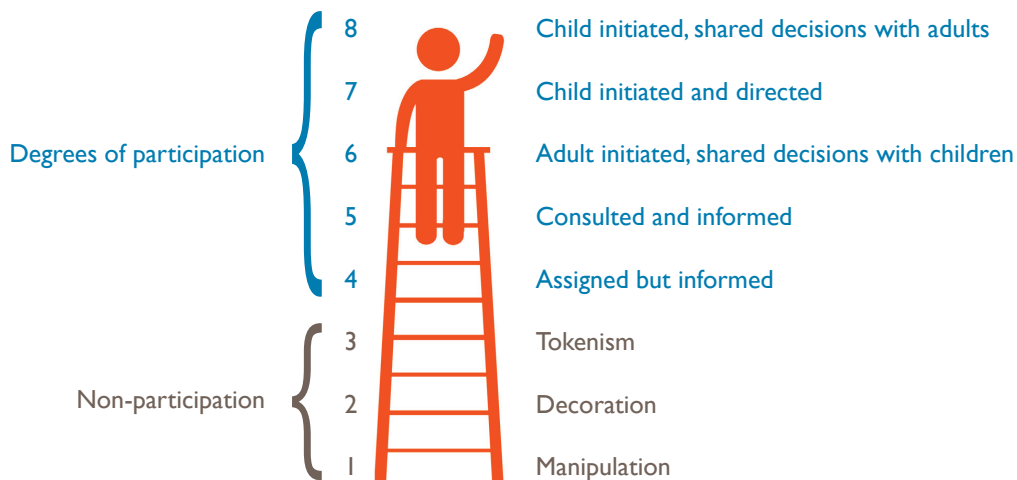
One common methodology describes four main types of participation:

1. **Passive participation** is the least participatory of the four approaches. Community stakeholders participate by being informed about what is going to happen or has already happened in their community. People’s feedback is minimal or non-existent.
2. **Participation by consultation** is an extractive process, where stakeholders provide answers to questions posed by outside researchers or experts. This type of consultative process keeps all the decision-making power in the

hands of external professionals who are under no obligation to incorporate stakeholders’ input.

3. **Participation by collaboration** forms groups of key stakeholders to participate in the discussion and analysis of predetermined process. This level of participation does not usually result in dramatic changes in what should be accomplished. However, it does enable participants to have role in the decision-making process and can include components of capacity building.
4. **Empowerment participation** is where key stakeholders are supported to initiate and direct their own development. This leads to joint decision making about what should be achieved and how. Dialogue identifies and analyzes critical issues, and an exchange of knowledge and experiences leads to solutions. Ownership and control of the process rest in the hands of the key stakeholders which increases effectiveness and sustainability in the long term.

The graphic below presents another view which describes degrees of child participation:



What does participation look like in World Vision?

WV is committed to purposefully empowering partners and communities, especially vulnerable and marginalised groups, building their capacity to participate meaningfully in all stages of programme planning and implementation. We take an empowerment participation approach, and as a child-focused organisation we pay particular attention to supporting the participation of children.

In the past children and youth were often seen as passive subjects and recipients of aid. World Vision regards children as active agents of change capable of proposing and joining in the implementation of solutions to problems that affect them. Equipping children for meaningful participation provides a new generation with skills and competencies to relate positively to others and creatively address societal problems.

Child participation is good for decision-making processes. Children can provide key information for the implementation of programs and policies that will work for them. Working in partnership with children helps organizations and public institutions to be more targeted in their work and more effective in their strategies. Children are able to propose solutions that may have not occurred to experts or other adults involved in decision-making.

As part of its strategic direction for child and youth participation, World Vision believes that ensuring young people are empowered to hold those with responsibility for improving their lives to account is a pivotal element of meaningful participation for children and young people. Our aim is always to empower children - we would never want to implement

child participation which was based on manipulation, decoration or tokenism.

You can find out more about World Vision's approach on the [Child Participation and Rights page on WV Central](#).

How do we support participation in CVA?

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

CVA has a structured facilitation process which places special emphasis on age and sex disaggregation to ensure as many voices are heard as possible, including children, youth, people with disability and the illiterate.

Children are often direct users of basic services and it is essential that their voices are heard throughout the implementation of CVA. The process can encourage active citizenship with children and young people as their voices inform local level improvements in service delivery, leading to more child friendly services and better service outcomes. Inter-generational accountability is also strengthened.

In many cases, young people have played a powerful role through raising taboo subjects adults will not raise and coming up with simple and creative ideas to address problems of importance to them. Some children who have participated in CVA approaches have gone on to represent the views of children in their communities at national and even international forums.

EMPOWERED CITIZENSHIP 2.8

What is citizenship?

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

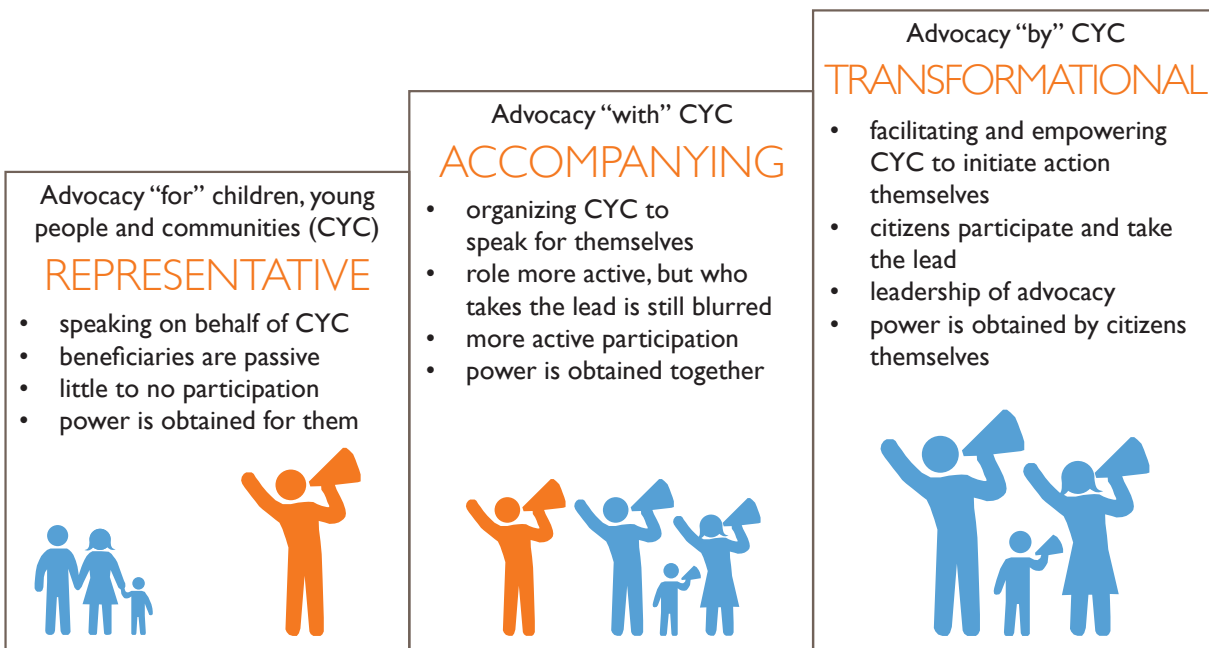
World Vision supports the view that all citizens are entitled to the rights enshrined in the Human Rights Convention (see Rights-Based Approach for more details) and in their constitution. In addition, we recognise that citizens have the right to participate in decisions that affect their lives.

As well as having rights, citizens also have responsibilities. These differ from country to country but can include participating

in democratic processes such as voting in elections, paying taxes, undertaking jury duty, abiding by the law and compulsory military services.

What is World Vision’s approach?

When we think of the boys, girls, men and women that we work with as citizens it changes how we work in key ways. In particular it shifts the way we undertake our advocacy. In the early days, our advocacy was largely focused on speaking on behalf of communities. More recently we began to focus on methodologies like Citizen Voice and Action in which World Vision supports communities to advocate for themselves. Eventually we aim to be able to step right out of the picture and communities will drive and deliver their own advocacy without World Vision involvement. This can be seen as a continuum from advocating ‘for’ children, youth and communities, to advocating ‘with’ children youth and communities, to advocacy ‘by’ children youth and communities.



How does CVA contribute to citizen empowerment?

World Vision believes that citizens can and should engage in policies and decisions that affect their lives on an ongoing basis. To enable this, citizens need to understand the political and governance structures and processes within their countries, and the laws and standards that govern the services they receive. They also need to have the confidence and determination to engage directly with service providers and decision makers to present their views and make a case for the changes they would like to see.

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

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

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

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

PARTNERING 2.9

Why should we work with others?

Working with others is essential if we are to achieve our ambitious objectives for the world's most vulnerable children. When

we join in partnerships for advocacy our messages are amplified and our leverage increases exponentially.

World Vision teams are part of thousands of different advocacy partnerships and alliances across the world ranging from the global Partnership for Maternal, Neonatal and Child Health to local Citizen Voice and Action Committees. We partner at local, provincial, national, regional and global levels.

Generally we work with partners for advocacy when we want:

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

But primarily, we partner with others because we know that we cannot achieve our advocacy objectives by working on our own.

Who can we partner with?

Effective partnerships take time and resources, particularly if we are aiming to strongly influence or lead in these relationships. We should plan carefully, regularly review our partnerships and make strategic choices about who we partner with and why. It is better to invest in a few key relationships than to try to partner ineffectively with many.

Here are a few major groups of potential partners:

- NGOs/CSOs (local, national, regional, global)
- Churches/faith based organisations
- Corporates/Private sector
- Media
- Multilateral/regional organisations (UNICEF, AU)
- Donors (USAID, EU)
- Academia/think tanks
- Coalitions, civil society forums, networks

And of course, the key partners with whom we always work are the communities we serve, including children.

A lot of thought has gone into how we partner in World Vision. Here are two key guidance resources:

[Partnering Strategic Intent](#)
[Local Partnering Essentials](#)

Can the government be a partner?

In every situation where WV works, the local and national branches of government will be key stakeholders. In many situations they are potential partners. The power to make many of the decisions about the changes we want to see often lies within government which means that we must necessarily work with them to achieve our goals.

Government is the legal and formal authority that oversees the development process within a country. As such, it has the right and duty to guide, but also the responsibility to deliver on the policies and services that impact its citizens. This obviously gives them a lot of formal power in any partnership we build with them. However, citizens who are informed and mobilised can bring their own strengths and collective informal power to government engagement.

Through Citizen Voice and Action, WV seeks to increase partnership and cooperation between citizens, stakeholders and their governments, to bring about sustained change and well-being of children.

If you are keen to learn more about in World Vision you might like to enrol in the [Local Partnering e-learning course in E-Campus](#).

POLICY 2.10

What is Policy?

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

Desired changes could be a productive economy, a skilled workforce, clean water, a functioning public health system, affordable housing or accessible education, to name a few. These interventions have a direct impact on the daily lives of citizens: from providing schools, health services, transport and infrastructure, law and justice.

Public policy can be defined as a system of plans of action and funding priorities around a particular issue which is announced and implemented by a government or its representatives.

It is important to distinguish between policies and laws.

A policy outlines what a government is going to do and what it can achieve for the

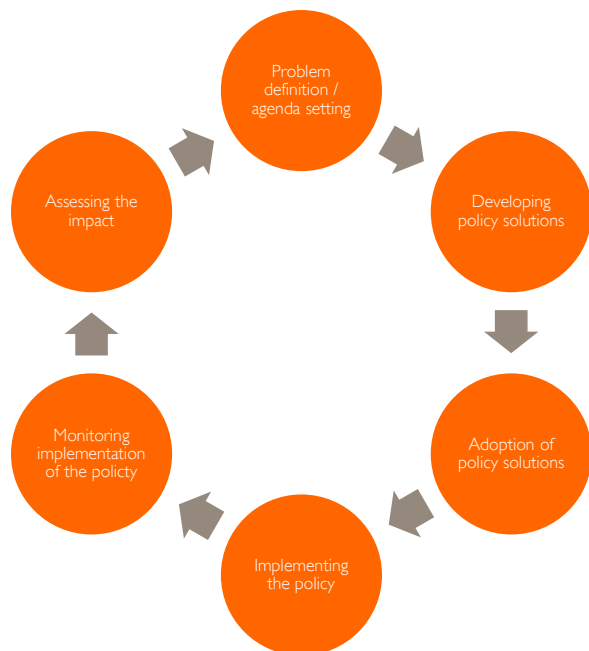
society as a whole. Policy also means what a government does not intend to do. Policies also set out the principles that are needed to achieve particular goals. Policies are only documents and not law, but these policies can lead to new laws.

Laws are set standards, principles, and procedures that must be followed in society. Laws are made for implementing justice in a society. There are various types of laws including constitutional laws, criminal laws, civil laws and international laws.

Policies are developed to describe how goals will be achieved. Laws are developed to ensure the just implementation of policy.

How does policy making work?

Policy-making is not an “event”. It is a process that emerges and evolves over time, with no clear-cut beginning or end. It may help to look at the cycle through which policy is developed and think about what actions take place during each stage. Policy-making in government tends to follow a fairly similar flow which is shown in the diagram below.



The agenda setting stage is where problems are defined and issues are raised. Policy-makers filter and select the issues which will be given attention by either the executive or the legislative branches of government.

During solution development alternative possible responses to an issue are put forward to decision-makers. A policy solution spells out how a concrete problem could be addressed and specifies the role of government and other stakeholders in policy implementation (including NGOs, private sector, service providers and civil society).

Once solutions are formally agreed and adopted they are translated into an authoritative decision: a law, rule or regulation, administrative order, or resolution. It now becomes public policy.

During implementation the authorised policy needs to be administered and enforced by an agency of government.

Policy implementation needs to be monitored. Even when there is a good policy design, sometimes policies are not implemented fully or effectively. Good governments want to be able to show that their policies are being implemented effectively.

Eventually the impacts of the policy are assessed. Evaluation is essential to determine the effectiveness of the policy and to inform future decision-making.

Why is engagement in the policy process important?

Debates about policy are contested and always open to a range of different interests - from ministers, parliament, civil servants, the private sector, civil society, the media, multilaterals and donors. This means that

there are opportunities for citizens to influence decisions being made at all stages of the policy cycle and make their views, opinions and recommendations heard.

As we have seen in our discussions of governance, empowerment and social accountability, citizen participation in government processes is critical. Citizen involvement in policy development, implementation and monitoring is a crucial part of ensuring good outcomes that really meet the needs of communities.

What is the link between CVA and policy?

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

Citizen Voice and Action informs citizens about their rights and entitlements according to their government's stated policies, regulations and standards. It enables citizens to assess the realities of local service delivery against these standards to check that government is providing the service standards that they have promised. Citizens need to be aware of their government's policies, standards and commitments in order to hold them accountable.

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

EVIDENCE BUILDING 2.1 |

Why is evidence building so important?

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

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

There are many opportunities to contribute valuable evidence to policy debates using data that we can gather from many sources. Such evidence can be used to develop policy positions and recommendations which can provide the rationale for a proposed new policy direction or reform. Evidence-based policy positions can:

- set out the nature and extent of the problem
- suggest possible solutions
- describe likely impacts in the future
- provide motivation for adjustments to a policy or the way it is to be implemented

World Vision's advocacy has impact and legitimacy because we can draw on evidence from our field programmes and from data generated at community level. Our advocacy will only be as good as the evidence we can present to support our recommendations.

Where does evidence come from?

“Good quality policy making depends on high quality information derived from a variety of

sources: expert knowledge; existing domestic and international research; existing statistics; stakeholder consultation; evaluation of previous policies; new research, if appropriate; or secondary sources, including the internet.”

- UK Cabinet Office

Evidence can come from many sources – including all of those identified in the quote above.

In World Vision we also have additional sources from our own experience and expertise:

- [World Vision's Public Policy Positions](#) – a formal set of existing policies and recommendations
- Evidence our programmes, pilots, evaluations or research conducted in the field
- Data generated or gathered by communities through local advocacy
- Evidence from partners' and coalition members' experience
- Expertise from World Vision colleagues locally and internationally

We can gather all of this data but what this gives us is a lot of information - not a compelling case policy position.



The next step is to analyse the data in relation to the political and policy context of the community or country in order to make sensible, achievable recommendations for use in sub-national, national and other levels of influence.

How do we build evidence in CVA?

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

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

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

The consolidated data can generate evidence of failure in policy implementation that be shared with key influencers (e.g. Members of Parliament, local government etc.) and contribute to policy recommendations in dialogue at sub national and national level.

CVA in context

OVERVIEW 3.1

CVA is a sophisticated, proven, independently verified programme methodology that has been designed to operate effectively with and through many World Vision processes, systems and approaches.

CVA is a key local level advocacy and social accountability approach which can be incorporated in World Vision programme design through LEAP 3.

CVA is designated as a Project Model within World Vision's Development Programme Approach (DPA).

CVA is operationalized using World Vision programming systems such as Horizon.

CVA as a local level advocacy approach is a key contributor to World Vision's Drivers of Sustainability.

Beyond World Vision, CVA has the potential to be a key contributor towards achievement of the global Sustainable Development Goals.

CVA AND LEAP 3 3.2

Learning and Evaluation with Accountability and Planning (LEAP) is World Vision's approach to planning, monitoring and evaluation for all programmes. [LEAP 3²](#) is changing the way in which World Vision operates, drawing stronger links between National Office strategic objectives and what happens on the ground in the communities we serve.

Instead of Sector Strategies, National Offices are now producing multi-sector, multi-ministry Technical Programmes, based on

Technical Approaches, which take a macro view to determine the programming required to meet the National Office's strategic objectives. This change away from 'silo' sector strategies aims to remove the need for every area programme to have a bespoke design, and help World Vision to track its progress towards Child Well-Being through the use of standardised approaches and indicators.

Critically, LEAP 3 is strongly supporting NOs to embed quality, strategically aligned local and national advocacy in all that we do. As part of the formal guidance for LEAP 3 there is specific advice on how to integrate advocacy through the various LEAP 3 processes³.

It is a requirement of LEAP 3 that all Technical Approaches and Technical Programmes incorporate elements of local and national advocacy as contributors to achieving the NO's strategic objectives. Essentially, this means that advocacy will be a core component embedded in virtually all TAs and TPs.

Such advocacy design must be founded on a detailed assessment and understanding of the political and policy context within a country. Analysis within Technical Approaches should document:

- How laws and policies are developed and come in to effect
- How the government plans and budgets, including relevant cycles and at different levels
- How the government communicates policy changes
- Electoral cycles and processes
- Key political ideologies and factors which influence political parties such as ethnicity, geography, wealth, etc
- Detailed analysis of existing policies and service delivery commitments

- Key decision makers/targets who can influence policy making or implementation
- Assessment of the best opportunities for policy change and influence, including assessment of political and policy timelines
- Assessment of potential partners, coalitions and allies.

All of this information forms a critical foundation for Citizen Voice and Action implementation at local level.

Detailed advice on how to incorporate CVA in LEAP 3 design, monitoring and evaluation processes is presented in section 4 of these Guidance Notes.



during the NO Strategy and Technical Approach and Technical Programme processes, it is World Vision programme staff at local level who plan to apply the CVA methodology with communities and partners.

CVA is most effective when it is an integral part of the shared projects that address the community’s child well-being priorities. To achieve this, the community and partners need to have a good understanding of how

CVA AND DPA 3.3

The Development Programme Approach is World Vision’s approach to long-term, local programming that contributes to the sustained well-being of children. The approach equips World Vision staff to work in a participatory, empowering way with local stakeholders and communities to improve the well-being of children. Working effectively with partners and supporting local advocacy are at the heart of the approach and help to strengthen the sustainability of child well-being outcomes. (Further information and resources are available in the *Guidance for Development Programmes* toolkit: www.wvdevelopment.org.)

Local and national advocacy are a central part of our development work and CVA is a proven, effective local advocacy approach. While the high level objectives and areas of thematic focus for CVA are determined

government policies and services impact different aspects of child well-being. This understanding is built throughout the DPA Critical Path, as described below.

Potential partners and key stakeholders for CVA implementation are identified during Steps 1 and 2 of the Critical Path.



CVA’s ‘Enabling Citizen Engagement’ phase is a community awareness and education process that fits into Steps 2-6 of the Critical Path.



CVA’s ‘Engagement via the Community Gathering’ process fits into Step 5 to 7 of the Critical Path, after the community members have identified their vision and priorities for child well-being. During this phase, citizens monitor the performance of an individual school, clinic or other government facility.

They meet with the local government to plan actions that will improve performance.



CVA’s ‘Improving Services and Influencing Policy’ phase fits into Step 7 of the Critical Path, and includes all the work communities and government departments do to fulfil the action plan they have created during the previous phases.

CVA AND THE DRIVERS OF SUSTAINABILITY 3.4

Sustainability is at the core of WV’s Ministry Goal: ‘The sustained well-being of children within families and communities, especially the most vulnerable.’ WV defines sustainability as ‘the ability to maintain and improve upon the outcomes and goals achieved with external support after that support has ended.’

World Vision has identified **five key Drivers of Sustainability**. These are ways of working that have proven to increase the ongoing sustainability of development. In every context where WV works, the five Drivers of Sustainability, need to be built into the Development Programme Approach (DPA) and associated Technical Programmes (TPs) so that improvements in children’s well-being will continue beyond WV’s involvement.

As you can see in the following diagram, one of the drivers is Local and National Advocacy – which means that CVA plays a crucial role in the sustainability of our programming.

WV’s DPA is designed to make it easy to incorporate the Drivers of Sustainability into programming because it promotes active community engagement and decision-making.

Local level advocacy project models like Citizen Voice and Action (CVA) equip communities with tools that enable them to make sure that the governments keep their promises around child well-being at the local level. These tools and approaches help citizens identify deep rooted discriminatory practices and understand the injustice in their community. They also enable them to establish a multi-stakeholder, multi-level dialogue that can shift power dynamics (as communities become more aware of their collective power and individual agency), and effectively make the local to national linkages required for higher level evidence-based policy dialogue that reinforces child well-being. This process enables them to negotiate for the protection of rights and better services for children and families on an on-going basis, redefining the social contract with key stakeholders (from the government to other private actors) and transforming broken and unjust systems.



CVA can also ensure that national legislation is reflected at the local level to safeguard children and communities against changing risks (see WV's [Sustainability Drivers](#) paper for more detail).

CVA AND SDGS 3.5

In December 2015 the era of the Millennium Development Goals (MDGs) ended and from January 2016 we have entered the new era of their successors – the Sustainable Development Goals (SDGs)⁴.

There are 17 goals covering most of the issues pursued through the MDGs, but there are also new issues which will be tracked through a process which is being called the 2030 Agenda for Sustainable Development⁵ - a global plan to tackle poverty, hunger, disease, and violence against children, and many other issues. Adopted by governments of the United Nations in September 2015, Agenda 2030, when translated into action plans at national level, will set the policies that determine standards for many services at the local level.

WV aims to contribute to the SDGs with “impact globally through presence locally”.

As NOs transition to LEAP 3, there is an opportunity to align their strategies, objectives, and indicators with the objectives, targets and indicators of the SDGs.

At the **global level** WV has engaged in global platforms around issues and themes for the SDGs, shaping policy, targets and indicators. WV has also worked to build a global partnership/platform between child-focussed organisations, WV programmes and UN fora highlighting the needs and participation of children and youth.

At **regional and national levels** WV teams need to be engaged in the multi-stakeholder partnering platforms being established to ensure national governments include and implement SDGs in their development plans. WV national strategies, technical approaches and programmes can all be aligned to directly contribute to national government plans to meet SDGs.



At the **local level** social accountability activities such as CVA generate key evidence on the impact of Technical Programmes and their contribution towards SDG objectives. In addition, participatory monitoring and accountability activities allow stakeholders to assess services and to identify gaps, failures and issues to be addressed at community level. This can produce evidence about gaps in SDG commitments at the national level.

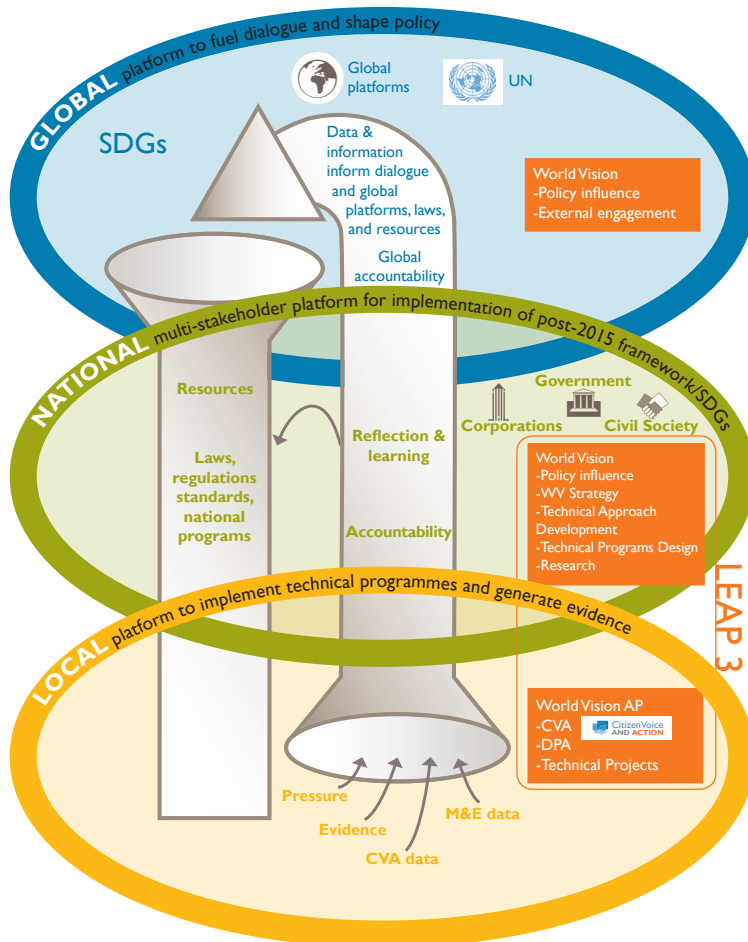
The SDGs represent a positive opportunity for WV, because governments will have an incentive to report progress against universally agreed indicators and targets. By

using or aligning our indicators with some of the SDG indicators, we will be able to demonstrate WV's impact on selected SDGs and leverage government, partner and donor energy to multiply impact for child well-being.

LEAP 3 will:

- Enable implementation of evidence-based programme interventions to address the CWBOs prioritised by NO strategy, directly linked to Government SDG plans.
- Ensure programmes are relevant to international and national development priorities (SDG targets and indicators), while safe-guarding community ownership, participation and partnerships.
- Enable measurement, analysis and progress reporting on changes in CWB and related SDG achievement at local and national levels.

SDGs & LEAP3: influence globally through action locally
income — influence — impact



CVA DME

INTRODUCTION 4.1

Process:

- Learn about the CVA Project Model
- Learn how CVA is integrated in Technical Approaches and Technical Programmes
- Review NO Strategy, Technical Approaches and Technical Programmes
- Plan and undertake a local political and policy context analysis
- Developed detailed local implementation design
- Orient local partners to CVA
- Form a CVA facilitation team
- Develop a local Monitoring and Evaluation plan

Outcome:

On completion of this step, you will have:

- Mapped local political and government institutions, stakeholders and processes
- Designed a locally contextualised implementation plan
- Prepared community partners to participate in CVA implementation
- Formed a CVA facilitation team
- Established a local Monitoring and Evaluation Plan

CVA DME

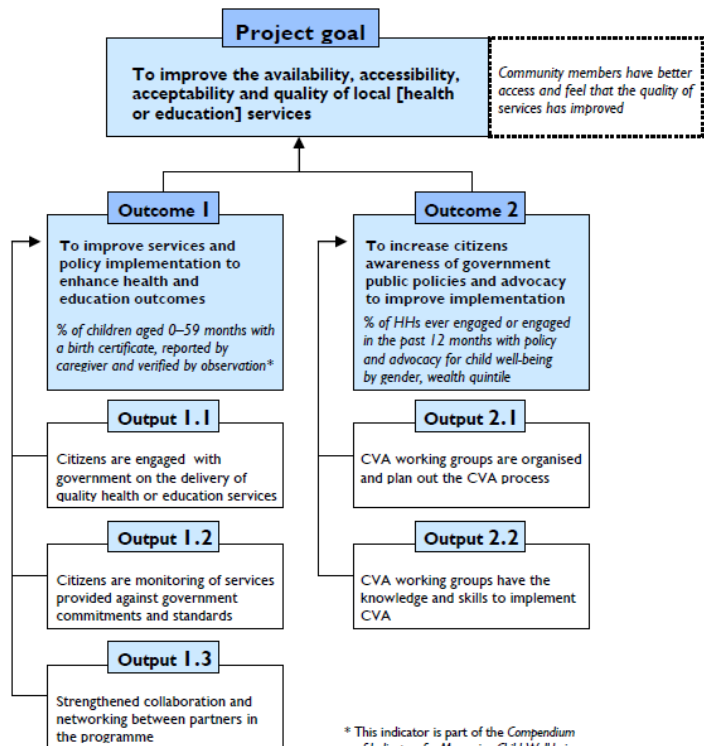
Design of CVA begins during the development of Technical Approaches and Technical Programmes under LEAP 3.

During Technical Approach design, a landscape assessment and root cause analysis are undertaken for the key

issues which are being addressed (eg. Health, education, child protection). The design team then analyses these findings to determine what approaches, actions and tactics World Vision will implement to address the root causes of the priority issues.

If the root cause analysis of an issue shows that there are gaps in government policy, policy implementation or service quality and utilisation, then part of the solution will be implementing local and national advocacy or a social accountability approach. Designers can choose from a wide range of methodologies – one of which is CVA.

Once CVA has been selected as a contributing project model for the Technical Approach, the designers will map out how CVA will contribute to the overall goal and assign objectives and sub-objectives for CVA to the design. Below is an example of how CVA, as part of a broader Technical Approach, can be designed to support a goal of improving access to quality health services.



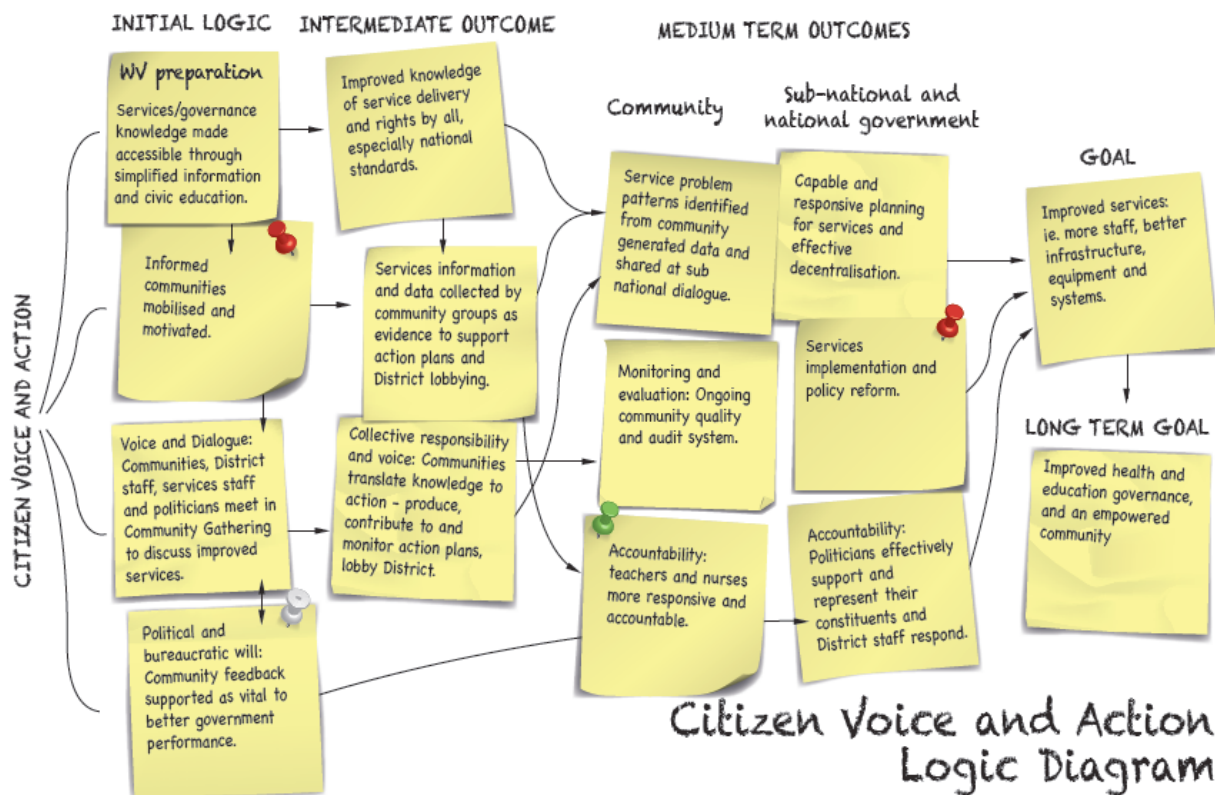
CVA’s contribution to the overall goal should be clearly articulated in the Pathway of Change for the Technical Approach.

Once the Technical Approach is finalised more detailed design is carried out in developing the Technical Programmes for that TA. In the Technical Programme designers will select specific outcome and output indicators from the CVA Project Model to measure and track its implementation at national level.

elements that have been tried and tested and been shown to be highly effective.

The [CVA Project Model](#) describes all of these components and specifies minimum standards for CVA implementation. These are also described in [The Essential Elements of CVA](#).

The project model articulates how CVA achieves results and lays out the steps for quality implementation – it describes the **programme logic** of CVA.



Detailed information on the many processes involved in integrating CVA in Technical Approach and Technical Programme design can be found in the [CVA DME Framework Guidance](#).

CVA Project Model

CVA is a formal Project Model within the Development Programme Approach. This means that it has specified design, implementations, monitoring and evaluation

Standard indicators for CVA

The Project Model also includes standard indicators for the goal, outcomes and outputs of CVA, some of which are mandatory in all CVA designs. These indicators are also logged in the Child Well-Being Compendium of Indicators and uploaded on the Horizon system.

To illustrate, below is a sample from the set of standard indicators for designing CVA for

health services⁶ (similar sets of indicators are available for CVA for education, child protection and livelihoods):

- Proportion of community members - including children aware of their rights, and who can cite two local health rights or entitlements
- Proportion of people who have confidence and willingness to engage with their local leaders and local service providers on health issues
- Proportion of people who are satisfied with the health services they have received
- Proportion of government officials – with decision making power – who state on record that CVA contributed to government action on health issues
- Proportion of community members who report increased responsiveness of health service providers and local government towards communities for access to and quality of health services

The CVA design will include baseline and evaluation indicators along with outcome, interim outcome and output indicators.

Applying Technical Programmes at local level

Once all Technical Approaches and Technical Programmes are finalized, each Area Programme will determine which Technical Programmes it will implement in the local community.

At this point the CVA design is contextualized and detailed planning is done to determine the selection and timing of the local actions for implementation.

The first step for local contextualization is to review the Technical Approach and ensure all Area Programme staff understand CVA's

contribution to the goal and the logic of its place in the overall design.

LOCAL CONTEXT ASSESMENT 4.2

In order to contextualize your CVA design for local conditions you will need to undertake a detailed local political and policy context analysis.

Process:

- Form team to conduct assessment
- Conduct local context assessment
- Document findings

Outcome:

One completion of this step, you will have:

- Conducted a local political and policy context assessment
- Identified existing systems, structure, processes, decision makers and stakeholders
- Increased understanding of key staff about CVA and the local political and policy context

Local context analysis

The first step is to review the landscape, root cause and stakeholder analysis documents from the Technical Approach (TA). These should provide you with a lot of information about the national political and policy context of the issues you and the community will be planning exploring through CVA.

You need to undertake similar analysis at local level to help ensure that all future work is relevant and responsive to the local situation and environment.

It is critical that WV works together with partners to understand the local situation, so

that all plans and work facilitated by WV, is based on that local context.

The next step is to identify and bring together a team of WV staff and local stakeholders to conduct the local context assessment. Local stakeholders will have a wealth of knowledge about their local context which will be invaluable.

Use the notes below to help you assess the country context.

Governance and politics

- Give an overview of the structure of local government and politics and their links to the national level
- Assess the strengths and weaknesses, potential opportunities and obstacles of the governance structure, concentrating on relevant parts such as the health or education sector and relevant policy-making areas.
- Discuss and assess the implications of decentralisation (government funding, administrative, democratic), particularly in relation to local service delivery

Stakeholder analysis

- Who are the formal power holders, decision-makers and duty bearers in the local community?
- Who has influence over these people?
- Who are the informal power holders and decision makers?
- Who has influence over these people?
- What are the main coalitions or social movements working in the area of social accountability, and supporting local level advocacy work?
- Identify any other agencies, organisations, think tanks or academic institutions that have expertise in social accountability, demand led governance and local level advocacy work.

- Identify the approaches they use, their strengths and weaknesses. What links or partnerships does WV have with any of these organisations? What opportunities are there for partnership in the future?

Policy development, implementation, and budgeting

- Describe local government processes and systems for policy development and budgeting for basic services. Who makes the policy decisions and who influences them?
- Identify and describe the local government departments/teams responsible for basic service delivery
- Which are the key relevant government departments and other organisations for communities to influence?
- Summarise the cycle for planning and budgeting. When is the local government plan developed? How many years is it? What opportunities are there for using CVA process to influence it?
- What other facilities receive direct government funding e.g. schools, health facilities, water department that can be tapped into for Action Plan implementation?

Citizen participation

- Map existing opportunities for citizen engagement
- Include participatory governance structures such as committees or participatory budgeting meetings or any other ways in which citizens can engage in public decision making.

Public and social accountability

- List the most common existing local accountability mechanisms that are relevant to the chosen sectors (such as school management committees or

- health management committees and local government budget and planning committees)
- Briefly assess how well they function and their potential for social accountability
- List any social accountability initiatives already in use (or planned) such as participatory planning, Public Expenditure Tracking Systems (PETS) or participatory budgeting.
- Describe any government accountability and monitoring mechanisms relevant to the chosen sectors, such as school or health inspectors. Mention any which act as public champions urging greater government accountability.

Sector analysis

If you already have a clear idea of which sectoral issues you will be exploring then you should also:

- Identify relevant policies, strategies and planning documentation in relation to the chosen
- Sector at local level
- Identify government standards or entitlements in relation to local service delivery for the chosen sector
- Identify the government authority/ies responsible for delivering on the listed service

Civil Society

- How much does the government regulate NGOs? Does this affect their ability to criticise and carry out advocacy work relating to government policy?
- Does civil society or the media raise issues of good governance and ensure accountability of government to its citizens?
- Identify opportunities and capacity of

the community to engage in local level advocacy

- Assess the experience of communities in leading local level advocacy efforts.
- Assess the willingness and interest of communities to engage in local level advocacy.
- Identify groups or individuals with the greatest potential to engage with Citizen Voice and Action.

Document your findings.

CVA in challenging context

CVA has been implemented in fragile and urban contexts as well as in rural Area Programmes. Specific guidance on CVA in challenging contexts can be found in the [name of guidance](#).

PROGRAMME AND PROJECT PLANNING 4.3

Process:

- Prepare detailed programme and/or project designs

Outcome:

On completion of this step, you will have:

- Increased awareness and understanding of the country context in relation to citizenship and governance issues.
- Increased understanding of how to plan and take action towards using CVA
- Completed Detailed Implementation Plans for CVA at AP level

The AP team need to follow the Development Programme Approach to adapt the Technical Programmes and develop Detailed Implementation Plans (DIPs) at local level. DIPs should list all of the actions that need

to be taken to successfully implement CVA. Below is an example of a range of potential outcomes, outputs and activities for CVA:

Outcome 1 Citizens enabled to engage with government on the delivery of quality health and education services

Output 1.1 Awareness of government public policies on health and education increased

Activity 1.1.1 Conduct intra-organization orientation meetings on CVA

Activity 1.1.2 Source, translate and simplify key issues & entitlements in the policy documents (health and education /translate into local languages)

Activity 1.1.3 Conduct sensitization/ orientation workshops/meetings for key government officials and other partners on CVA

Activity 1.1.4 Prepare and distribute CVA local materials and resources

Activity 1.1.5 Conduct TOT training of 50 community members and leaders on CVA

Activity 1.1.6 Facilitate CVA and public policy sensitization meetings in the target communities

Output 1.2 Strengthened collaboration and networking between partners in the ADP

Activity 1.2.1 Facilitate identification of potential partners from ADPs/ for coalition and network building.

Activity 1.2.2 Facilitate strengthening of existing networks and coalitions.

Activity 1.2.3 Conduct CVA stakeholder quarterly review meetings at local and national levels.

Activity 1.2.4 Participate in social accountability foras and events.

Activity 1.2.5 Facilitate setting up & or strengthening of existing community based social accountability structures.

Outcome 2 Citizens engage with government on the delivery of quality health and education services

Output 2.1 Mutual agreements between citizens and service providers on monitoring standards and action plans

Activity 1.2.1 Facilitate initial meeting between the community and service providers

Activity 1.2.2 Facilitate the score card process with stakeholders

Activity 1.2.3 Facilitate monitoring standards with stakeholders

Activity 1.2.4 Facilitate interface meeting

Activity 1.2.5 Identify local resources and capacities within the community

Output 2.2 Citizens empowered and motivated to roll out CVA

Activity 2.2.1 Conduct TOT for 50 community members in each ADP on CVA

Activity 2.2.2 Facilitate training of 250 community members in CVA

Activity 2.2.3 Facilitate roll out of CVA processes in the ADP

Activity 2.2.4 Provide follow up support and Monitoring

Outcome 3 Communities empowered to demand improved services and influence health and education policy at local and national level

Output 3.1 Action Plans developed and implemented

Activity 3.1.1 Action plans published and shared with stakeholders

Activity 3.1.2 Monitor & Support implementation of stakeholder action plans

Output 3.2 Advocacy and policy influence achieved at district and national level based on findings from CVA processes at local level

Activity 3.2.1 Dialogue with government on policy implementation gaps identified during community gatherings

Activity 3.2.2 In conjunction with other allies conduct national level advocacy on full implementation & domestication of international agreements & protocols on education and health.

Activity 3.2.3 Facilitate health and education policy awareness meetings/ briefings between district officials and local level service providers

Activity 3.2.4 Participate in the national budget making process at district, and national level

Outcome 4 Increased learning and program coordination

Output 4.1 CVA Coordination team formed and meetings held

Activity 4.1.1 Facilitate formation of CVA coordination teams (at NO and ADP)

Activity 4.1.2 Hold quarterly CVA coordination meetings.

Activity 4.1.3 Conduct planning meetings.

Activity 4.1.4 Conduct joint review meetings with pilot ADPs.

Output 4.2 Lessons documented and shared

Activity 4.2.1 Facilitate meetings for CVA stakeholders to share lessons learnt

Activity 4.2.2 Facilitate CVA teams exchange visits

Activity 4.2.3 Document & share CVA project processes among stakeholders

Activity 4.2.4 Prepare & submit quarterly reports to support office

Activity 4.2.5 Participate in regional/ international CVA learning programmes

Output 4.3 Project efficiently and effectively managed

Activity 4.3.1 Conduct baseline survey in the ADPs

Activity 4.3.2 Provide logistical support to community based CVA Facilitators

Activity 4.3.3 Conduct supervisory & monitoring trips

Activity 4.3.4 Facilitate support office monitoring trips & midterm review

Activity 4.3.5 Conduct end of project evaluation

Detailed guidance on developing a DIP for CVA can be found in the [CVA DME Framework Guidance](#).

FORM A CVA FACILITATION TEAM 4.4

Once you have a fully contextualized local design you need to form your CVA Facilitation Team. The CVA facilitation team is a group of persons who drive the implementation of CVA within their community.

The success of the CVA work in the Area Programme usually depends on the strength of the CVA facilitation team.

Selection criteria:

Members of the CVA Facilitation Team are volunteers who aim at improving service delivery in their communities.

1. Members should have a voluntary spirit and be willing to volunteer.
2. Members should preferably be drawn from the membership of existing community bodies.
3. Members should be literate (can read and write their local language and, ideally, English) as they have to learn and also teach others. They should have at least completed Primary School.
4. Members should be influential and self-motivated.
5. Members should have lived an exemplary life (honest, good morals, commanding respect and with integrity).
6. Should have good community mobilization and facilitation skills.
7. Members should be approachable
8. There should be gender balance on the CVA Facilitation Team.
9. Members should be residents within the AP and should have lived in that community for at least two years.
10. Members should be able to handle large group discussions and to “bring down the temperature” when discussions get heated.
11. Members should be willing to work with minimum supervision.
12. Members should include representatives from special groups such as Persons Living with Disabilities, Persons Living with HIV/AIDS, Women, Children etc.
13. If possible include technical persons from the sectors you’re intervening in, preferably retired teachers, teachers still in service with a heart for the community, retired health workers, retired police officers etc.

How many members should the CVA Facilitation Team have?

The size of the Facilitation Team depends on the size of the AP and the number of the facilities/services (Health centres, schools, water points, agricultural points etc) that the AP aims to intervene in during CVA implementation. The AP Facilitation Team should not exceed 30 people and should not be less than 15.

Process of Selection of Members

Identify the existing Community Based Organizations, Faith Based Organization, local government structures (such as Health Unit Management Committees, School Management Committees, Village Health Teams, Parents Teachers Associations, Joint Action Development Forums. COSAs, COGEs, Youth Groups), and other resident Non-Government Organization (NGO) staff doing the same kind of work.

Send the selection criteria to the identified existing community structure leaders and ask them to nominate and send to you the names of 2-3 persons who they feel could be effective contributors to a Facilitation Team.

Organize a shortlisting committee at AP/parish/cell level to vet the names given. The vetting committee should be comprised of local leaders, community representatives, faith leaders and WV AP staff.

Organize an orientation training for the selected members to introduce them to the CVA methodology and its core concepts. During the training the CVA trainer will identify a core group of people with the greatest capacity for and interest in being a full member of the CVA Facilitation Team.

Once this core group is established they will elect an executive committee from within their own ranks. The team members can be offered additional training to develop their skills and understandings for CVA implementation. Localised material or resources could be prepared to assist this training.

MONITORING AND EVALUATION 4.5

Understanding how to monitor and evaluate CVA

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

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

It is important to note, however, that monitoring these changes by themselves is meaningless without qualitative explanation. We need to determine the contribution that CVA made to the decision makers making the changes we want to see. To do this we need to interview those responsible for implementing the service changes (the District government officials, principals, medical-officers-in-charge etc) to ask how and why those decisions were made. These interviews should aim to seek these reasons

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

Who monitors and evaluates CVA?

The goal of CVA envisages communities that are empowered to monitor, evaluate and lobby for improved services themselves. Therefore, CVA involves participatory M&E processes carried out directly by the community.

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

Staff and community monitoring should be complementary. For example, staff may collect enrolment and outpatient numbers that are not part of the tools shared with CVA communities, who will be monitoring standards such as classroom sizes or the availability of skilled birth attendants, as well as the qualitative indicators they generate during the community scorecard sessions.

Your M&E plan should:

- I. Explain how you will monitor and report on the quality of CVA implementation (completion of action items/outputs)

2. Document CVA achievements (interim outcomes and outcomes)
3. Capture community-generated data/evidence
4. Ensure processes are in place to share data with national office staff for further analysis and application
5. Include qualitative as well as quantitative components

Details on development of a complete M&E plan for CVA can be found in the CVA DME Framework Guidance.

Organization and Staff Preparation

OVERVIEW 5.1

Stakeholder commitment and interest

Before introducing CVA in your NO, you will need the commitment of the Leadership team. Before you start CVA activities in the community, you will need to ensure that programme staff, partners and stakeholders at the local level, have expressed an interest and are keen to implement it.

Organization and Staff Preparation

You will need to undertake a series of preparation activities to help you plan for CVA and build staff capacity. These preparation tasks need to be done both in NOs and at local level.

As a local level advocacy and social accountability methodology, CVA is an approach which will be new to Area Programme staff who may have previously only had experience of implementing development programming. For many offices, incorporating CVA in area programmes

requires some organizational change and a different way of working for local staff.

In this section we recommend processes and activities for NOs that will support staff to build their local level advocacy competencies and develop skills to effectively to plan, initiate and facilitate CVA at the local level. There are two parts to this preparation:

1. NOs conduct a staff capacity assessment
2. NOs build staff and participant capacity through a three phase CVA Training of Practitioners process:
 - a) Component 1 is an on-line e-learning course introducing core concepts for advocacy and CVA.
 - b) Component 2 is the Face-to-Face CVA Practitioner Training Workshop.
 - c) Component 3 is an ongoing process of supporting staff as they begin CVA implementation.

STAFF COMPETENCY REVIEW 5.2

Process:

- Plan staff competency review
- Conduct staff competency review
- Analyse review results and consider implications for the CVA Practitioner Training Workshop

Outcome:

On completion of this step, you will have:

- Oriented key staff on CVA competencies
- Conducted a competency review and assessed the results
- Provided CVA Practitioner Training Workshop Facilitators with information about NO, zonal/cluster and local staff competency levels

About the staff and competency review

The competency review identifies current staff strengths and gaps for implementing local level advocacy. It is a light-touch process.

The results of the review will help facilitators adapt the workshop materials and process, and adjust them to the NO context.

1. Plan staff competency review

Capture information to answer the questions below:

- *What is the current level of staffing and resourcing of advocacy at national, zonal or local levels?*
- *Who are the staff?*
- *What do they do?*
- *Are there staff who have a percentage of their role allocated to advocacy (eg. AP managers, DFs)?*
- *How much time do they give to advocacy? What about other staff and partners (if any) who conduct advocacy work at national, zonal or local levels?*

Using this information, identify your cohort of potential CVA practitioners – these could be staff at the local, zonal or national level. The staff involved in this process will be the

participants in any planned CVA Practitioner Training Workshops.

2. Share Local Level Advocacy Core Competencies

There are three Local Level Advocacy Core Competencies⁷ which have been identified and documented through the Integrated Competencies Development programme.

- Prepare for local advocacy implementation
- Mobilise communities for engagement and influence
- Support service improvement and policy influence

Share the Local Level Advocacy Core Competency with the participants, and ask them to **self-assess their competencies** using the scale in the table below. If they have little or no experience they should rate themselves at level 1. If they have extensive knowledge and experience and are able to consistently solve complex problems and manage challenging situations, they should rate themselves at level 6.

Have each of the participants rate themselves on the next table.

1	I have no knowledge or experience of this.
2	I know the basics but I always need support to do it.
3	I am starting to do this but I need support in most situations.
4	I do this in most situations. I need support in non-routine and complex situations or when things go wrong.
5	I consistently and independently do this, I can solve most problems when there are difficulties or things go wrong.
6	I consistently and independently draw on extensive knowledge and skill to do this even in highly challenging situations. I can adapt and change to a wide range of situations. I can solve complex problems.

Area of competency	1	2	3	4	5	6
Prepare for local advocacy implementation						
Mobilise communities for engagement and influence						
Support service improvement and policy influence						

3. Review the self-assessments

Review the self-assessments and note the skill levels reported at various levels within the organization. Provide this analysis to your CVA Practitioner Training Workshop Facilitators.

You and the facilitators can use this information to adapt and focus various components of your CVA Practitioner training programme to address specific competency gaps or strengths.

CVA PRACTITIONER TRAINING: COMPONENT 1 5.3

Process:

- Direct CVA Training of Practitioner Workshop participants to enroll in the Phase 1 e-learning course on E-Campus
- Share Component 1 information with community partners and stakeholders
- Collect email notifications of course completion from all participants

Outcome:

On completion of Component 1 participants will be able to:

- Understand and explain the core concepts of advocacy and Citizen Voice and Action

Phase 1 of the CVA Training of Practitioners is an on-line e-learning module on World Vision's E-Campus which introduces participants to core concepts in advocacy and CVA.

Staff work their way through ten modules and take short quizzes to test their learning. Completion of the course with an 80% pass rate on a final course quiz is a pre-requisite for Phase 2 of the training. Here is the link to the course:

<http://www.wvecampus.com/course/view.php?id=589>

Training participants should be directed to enrol in and complete the course in the month leading up to the Phase 2 Face-to-Face Workshop. Enrolment on E-Campus uses the same login details as WV Central. Course

completion will involve between 2 and 3 hours of learning over the four week period.

When participants successfully complete the course they are sent an email with their Certificate of Completion and instructions to forward the email to the CVA training coordinator.

You will need to ensure that all participants have submitted their Course Completion emails to the CVA facilitator prior to the commencement of the Phase 2 Face-to-Face training.

A printed version of the core concepts materials, translated into local language if necessary, should be shared with local partners and stakeholders and a meeting held to review the content and address any questions.

CVA PRACTITIONER TRAINING: COMPONENT 2 FACE TO FACE WORKSHOP 5.4

Process:

- Plan and conduct CVA Practitioner Training workshop
- Review workshop and make recommendations for the future

Outcome:

On completion of the CVA Practitioner Training workshop, participants will be able to:

- Explain key concepts for local level advocacy (including Citizen Voice and Action, core elements and principles, community and national level practice)
- Undertake a local government and service provider mapping and power analysis related to national office strategic priorities

- Identify, collate and present local service standards
- Initiate and manage relationships with key stakeholders
- Plan, facilitate and review the Community Gathering (Phase 2)
- Support and facilitate data collection and evidence-building for CVA
- Support and facilitate on-going evidence-based community advocacy with decision makers to achieve action plan objectives
- Reflect on own practice and develop individual/team work plan for effective CVA implementation

The CVA Practitioner Training Workshop

The CVA Practitioner Training workshop is the second phase of staff organisation and preparation for CVA. It follows the completion of the staff capacity assessment and Phase 1 e-learning course. It focuses on building capacity for planning and facilitating the CVA approach.

This workshop equips participants (local level staff and partners) to facilitate CVA in communities, as well as to recognise the broader citizenship and governance country context.

1. Plan and conduct CVA Practitioner Training Workshop

Plan and conduct the workshop according to the CVA Practitioner Training Workshop Facilitators' Notes.

2. Review the CVA Practitioner Training Workshop

Review the workshop with the facilitation team. Identify strengths and areas to follow up and make recommendations for improvements in future practitioner training workshops.

CVA PRACTITIONER TRAINING: COMPONENT 3 5.5

The third phase of the CVA Practitioner Training is to support ongoing competency development of staff and partners implementing CVA in the field.

CVA Practitioner Training Phase 3 supports staff and partners to operationalize what they have learned during Phases 1 and 2 in the communities where they work. Tasks include:

- Raising Community Awareness on CVA
- Training a Core Group to Run the Community Gathering (Score Cards and Monitoring Standards)
- Facilitating/Co-facilitating an Interface Meeting
- Collecting CVA Data and Evidence
- Writing an Advocacy Monitoring Journal

Practitioners need systematic, ongoing support and guidance as they operationalize CVA.

describe them separately but often their implementation will merge together. In addition the activities may also continue beyond a definite end point. One activity or step does not have to finish before the next can begin. For example, citizen education and mobilisation will continue throughout the whole of the enabling citizen engagement phase, and beyond.

The activities are also interconnected. Outcomes in one area will reinforce outcomes in other areas. For example, relationships and connections are important in their own right, but also offer opportunity for strengthening networks and coalitions. Both can add support to the preparation of local materials and resources.

The activities listed are based on the practical experience of planning, initiating and facilitating CVA. It makes sense to start by identifying and understanding public policies which will be the basis for assessing the performance of public services, and to continue from there.

Enabling Citizen Engagement

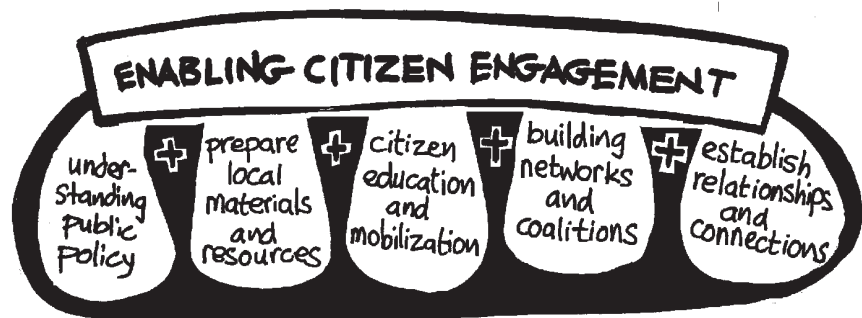
OVERVIEW 6.1

Enabling citizen engagement is the critical first foundation phase for CVA implementation.

It aims to create a positive situation and environment where citizens can discuss issues openly together, and seek accountability for improved service delivery.

Enabling citizen engagement involves a series of activities. These Guidance Notes

The ‘enabling citizen engagement’ phase may take between 6 months to a year. The process should not end until citizens (and government) are equipped to effectively engage in the Community Gathering. You need to understand the local context, the citizens and be responsive. The primary issue is to ensure that citizens are now able to



engage, so that together with government representatives, they are ready for the Community Gathering.

UNDERSTANDING POLICY AND SERVICE STANDARDS 6.2

Process:

- Learn what public policies are
- Decide on which public service to focus on
- Understand public policy in detail
- Raise the awareness of the facilitation team in public policy
- Identify public service standards
- Network with expert agencies and institutions.

Outcome:

On completion of this step, you will have:

- Raised community awareness about public policy structures, systems and processes
- Agreed on a public service on which to focus
- Built understanding of specific public policy in the working group or CVA facilitation team
- Identified the standards for the service
- Established networks with other agencies working in the same sector.



1. Understanding Public Policies

As we have seen in the Core Concepts section, public policies describe the work of governments. They relate to meeting the basic needs and rights of all peoples.

These rights are generally stated in national constitutions and bills of rights and actualized through legislation and regulations. Governments are responsible for ensuring that basic human rights are met through providing essential services.

Public policies are usually developed by national governments, whilst local governments, closer to the people, are responsible for their implementation.

Public policies cover a multitude of issues

Public policies guide decisions on issues in the public interest. They relate to the delivery of goods and services such as health or education.

They set out the intentions of public duty bearers and describe plans of action to achieve desired outcomes.



including education, health, housing, water and sanitation, food security, labor, leisure, children and adolescents, youths, elderly, women and many other areas of our lives.

Each service provided by the government is described within a policy.

2. Decide which Public Policy to Focus Upon

An important decision at the start of the CVA process is to decide which public service to focus upon.

The decision to implement CVA for a particular sector will have been determined during the development of Technical Approaches and Technical Programmes eg. health, education, child protection, resilience and livelihoods.

Then, within the Development Programme Approach, dialogue enables WV and the community to decide which specific aspect of an issue on which to engage more deeply at the local level. This will in turn determine which aspects of policy get scrutinised.

Wherever possible, consultations should also be held with government staff and service providers to obtain their views before making a final decision on the area of inquiry.

There are a number of pros and cons about which of these ways of decision-making is best:

relationships - a local political and policy context analysis - is needed.

Here is a suggested process:

- a. Access relevant policies and information
- b. Use only the most current and relevant documents
- c. Cross check and confirm with relevant stakeholders that these documents are definitely those used by relevant stakeholders, especially the line Ministry and service providers
- d. Verify from different sources you have the right and most up to date documents.

	Community decides public policy focus	WV decides public policy focus
Pro	<ul style="list-style-type: none"> ▪ Decisions owned by community - an important principle in community development practice ▪ Community focuses on what is important to them and leads the process 	<ul style="list-style-type: none"> ▪ Technical expertise can be gained working in a limited number of policy areas ▪ Information from multiple communities can be aggregated to inform national level advocacy ▪ In piloting activities it is helpful to start small and focused.
Con	<ul style="list-style-type: none"> ▪ Each community may choose a different public service to focus on. It may be difficult to aggregate information from multiple communities together to inform national level advocacy 	<ul style="list-style-type: none"> ▪ The process is WV driven, rather than being community led.

3. Understand Public Policy in Detail

Understanding public policy is essential for CVA. Detailed national level political and policy context analysis on priority issues will have been completed as part of the NO Strategy and Technical Approach and Technical Programme development processes. At the local level at commencement of CVA implementation, a deeper analysis and documentation of the local systems, structures, decision makers and power

Whilst policy documents provide the basis for government-provided services such as health or education, there are other documents also provide useful information. These include strategy documents, regulations, ordinances, planning documents and budgets, especially those prepared or managed by local government staff close to the community.

Information on public policies can be found in many places:

- Line Ministries (i.e. health or education) provide policy documents or strategies, which include standards for the delivery of basic services.
- National Government documents are usually the primary resource. However depending on your local governance structures, State, Municipal, or District government might instead set the standards for the delivery of services. You need to find the level of government which defines the standards of service delivery.
- Different types of facility or public service will have different standards. It is important that you define which standards are in line with the service that is to be monitored as part of the Community Gathering process. For example a hospital provides different services to a health post, so would have different standards of inputs
- Governments are increasingly making this information available on the web; you may find all the information you need there
- Go and speak to the Line Ministries and department staff, tell them what you are doing and ask for the information.
- Make sure the documents you obtain are the most recent and are relevant to the selected facility (eg Health Centre xx)
- Where standards are not available from strategy documents or line ministries, then it is fine to use planned standards, which should be available from Government departments. If these are also not available, then a consensus can be gained through a working group of what is desirable level of service. It is then possible to compare reality against the agreed 'desirable standards'. The use of either planned or desirable

standards should be communicated to the community.

4. Build Awareness of Public Policy with the CVA Facilitation Team

The CVA facilitation team needs to be involved in building understanding about public policy and the contributing to local context analysis. Once their knowledge is developed they can share their understandings with the general community.

A workshop or seminar could be planned to inform key members of the facilitation team about public policies, structures, systems and processes which are relevant to the public service which will be the focus of CVA activity.

However, building strong understanding will require much more than a single event. Continuously deepening understanding about public policies is an ongoing process.

The CVA facilitation team should be informed about:

- Governance structures, systems and processes which relate to the agreed priority public policy issue
- Relevant details of the agreed priority public policy and associated regulations and standards

5. Identify government standards in relation to local service delivery

Once you have accessed and confirmed the public policies, pick out the standards or entitlements described for the type of service that will be the focus of the Community Gathering.

It is useful to describe these standards in a simple document or flyer to use within the citizen education and mobilisation processes.



Different types of facility or public service will have different standards. It is important that you define the standards that are in line with the service to be monitored.

For example a hospital provides different services to a health post, so would have very different standards of inputs.

If you are unable to identify existing standards, or the current standards are unsuitable, there are several steps you can take:

- Seek standards from a neighbouring country with a similar context. In Kosovo the community realised they couldn't use the available standards because they were too weak, so they accessed and used the ones of Macedonia. These new stronger standards have now been integrated into the government's revised child protection laws as social protection standards
- If you can't find any existing standards, then agree with the community on the kind of standards that they would like to have for the service in question. In Georgia, the community couldn't find service standards on waste management, so they agreed their own specific standards and shared this with the municipal authorities. The government later responded to the needs for waste management improvement and formal standards have since been adopted by the municipality
- It is important in these processes to ensure that you secure agreement and buy-in around the standards obtained or developed from relevant government officials

- Track how the new community standards have been helpful in responding to the needs of the community and develop recommendations to have the "standards" adopted by the municipality as a basic standard for service delivery
- If this type of work is done in multiple locations, can be shown to be delivering results, and has been met with a good response and recommendation from local governments, the standards may be promoted at national level for policy review or initiation of nation-wide policy related to the services

6. Networks and coalitions

It is likely that will already be organisations and experts in the country who are working on the policy issue you have decided to focus on - such as health or education. During the Technical Approach and Development Programme Approach processes you should have identified many local key stakeholders and potential allies and partners.

These organisations or individuals may have already undertaken analysis of the policies you are interested in. They may have prepared simple policy descriptions. Don't hesitate to draw on the experience and expertise of others as you prepare for CVA implementation.

NO advocacy or technical specialist staff will be able to advise you about which other organisations or institutions are doing work policy and advocacy work in your area of interest.

LOCAL MATERIALS AND RESOURCES 6.3

Experience of CVA programmes tells us that preparing local materials and resources for

orientation, training and facilitation within communities is essential.

Process:

- Decide what local materials and resources are needed
- Translate key terms and phrases from the general Guidance Notes
- Encourage local participation and ownership of development

Outcome:

On completion of this step, you will have:

- Prepared and translated materials and resources that are appropriate for local contexts and audiences.

1. Materials and resources



These Guidance Notes form a good foundation for CVA practice. However, they are generic and will not cover all needs in all contexts. Contextualised materials may need to be prepared that refer to the local situation, and that recognise the local audience groups.

Types of resources that might need to be developed include:

- Training and orientation material
- Comprehensive manual for CVA
- Community Gathering facilitator manual
- Citizen education and mobilisation material
- Translated and simplified policy documents
- Descriptions of how the CVA approach links with local government processes

2. Translation

The CVA approach must, of course, be facilitated in the local language. There are some key terms and phrases, which are a part of the approach, especially within the Community Gathering. These need to be translated into the local language as soon as possible, before other activities are started, to ensure everybody has a shared understanding of key concepts and processes.

It is helpful to form a working group to decide on translations, as sometimes there are many meanings and interpretations (and potential disagreements). The working group should include members of the community or other relevant stakeholders. The translations need to be documented and will form part of a local version of CVA.

3. Local ownership

Include local stakeholders, especially

If community based facilitators are orientated and trained in English, then facilitating the process with community members in another language may be difficult. We recommend translating core elements and practice of CVA into the local language before any training

members of the CVA facilitation team, in the preparation of local materials. Preparing their own manual, for example, increases local understanding and ownership. The community members themselves will know how best to describe CVA in their local situation.



Local participation in the preparation of materials will ensure that they are understood by the community, owned by the community and hopefully will be well used by the CVA facilitation team.



In Brazil, the preparation of local materials has been used as part of the citizen education and mobilisation process.

Following initial orientation, WV staff provided support and mentoring to local facilitators in the preparation of their own CVA manual. WV provided technical, as well as financial, resources in producing materials, including paper manuals and videos.

Use simple language when preparing local materials. Include traditions and local customs as a way of connecting CVA to local understanding and practice. The use of metaphors and examples is very helpful.

Be creative! Use pictures, symbols, poems, dance and drama - whatever may help engage people and increase understanding - particularly for those that are illiterate or semi-literate. Remember to consider children – you should think about which child-friendly resources you may need. Remember that materials and resources can be prepared throughout the whole process, not just at this initial stage.

Regularly view and revise the materials. As knowledge and experience grows, they can be improved.

CITIZEN EDUCATION AND MOBILISATION 6.4

It is important to educate and mobilise all citizens who are users of local services so they can participate fully in the Community Gathering.

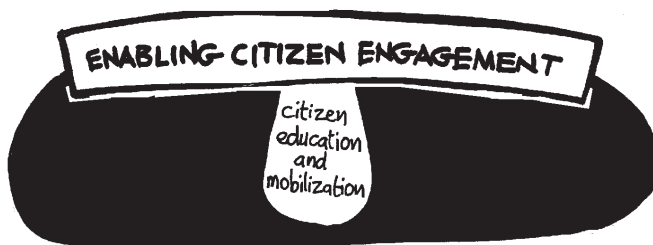
Process:

- Conduct an assessment of the best mode of raising awareness and mobilizing the community e.g. best mode of communication, spaces for communicating (e.g. markets, schools,),
- Plan and initiate citizen education (think of the critical messages, prepare your speakers, think of the action you would like them to take and consider it in your communication)
- Plan and initiate citizen mobilisation. Think of the best places to easily get the people together, the season e.g. mid-summer is not the best time to mobilize.

Outcome:

On completion of this step, you will have:

- Increased awareness and understanding of how to assess the situation in order to inform strategy and planning
- Understanding of how to educate and mobilise citizens



I. Understanding the Situation

The CVA process must start with the reality of the community - their history, identity, roles and responsibilities. Existing knowledge and practices must be understood, and built

on as part of the process. Conducting an assessment of the situation is critical before you begin to plan and initiate education and mobilisation activities.

A broad assessment of the local context should largely have been completed during stages 1 and 2 of the Critical Path process under DPA (see Section 4, CVA DME, for details). When commencing implementation of CVA it is important to explore more deeply what communities really know, understand and have experienced.

The information generated from this assessment will provide an important baseline for your CVA programming. The knowledge gained should inform your strategies and plans for citizen education and mobilisation. When reporting impact of your CVA programming down the track you will come back and repeat this assessment process to see how much community attitudes and understandings have grown and shifted as a result of CVA.

You can undertake your assessment in many ways and the process can be as formal or as informal as you like. The most important thing that you can do is listen.

Understand the situation

- Listen to what community members already know
- Listen and understand what community members already do
- Listen to how groups and individuals are already acting
- Listen to what community members think is important
- Listen to their needs, hopes and dreams for the future.

It's up to you to decide what approach will best suit a given community. You could choose one methodology or combine a few. The [CVA DME Framework](#) provides more details on baseline assessment options. Consider existing relationships, the resources available (in terms of people, time and money) as well as what you need to know.

Some areas to explore during assessment include:

- Community awareness of policies (focusing on the public service chosen)
- Community awareness of rights and responsibilities in relation to basic service delivery
- Community awareness of opportunities for citizen participation.



Local partners and the CVA facilitation team can lead the situation assessment and baseline process with support from World Vision staff

2. Citizen Education

It's important to recognize the importance of the foundations that both citizen education and mobilisation create for the whole CVA approach. It is only through the process of educating citizens about their rights and responsibilities that they are able to engage meaningfully.

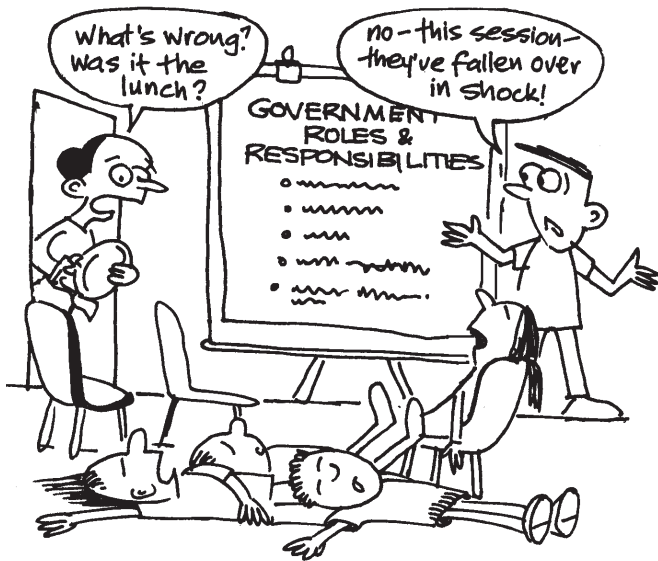
Citizen education and mobilisation should not be rushed. The speed of the process should be determined by the community themselves.

Citizen education raises awareness and increases the understanding of citizens

about their rights and responsibilities and opportunities to participate in governance.

There are a number of areas of knowledge that need to be covered when considering citizen education:

- Civic education
 - government structures, systems of government and processes
 - authority, power holders, duty bearers and decision making processes
 - accountability and good governance
 - citizen rights and collective responsibilities
 - opportunities and responsibility for citizen participation
- Public policies
 - where to find them, how to understand them
 - the standards for basic service provision
 - decision making processes and how they work
 - opportunities for citizen engagement
- Information on the Specific Service/s
 - the services and standards the community is entitled to
 - the government officials/ departments responsible for providing the service
 - responsibilities of the service users
 - mechanisms for accessing the services
 - any other information related to service/s in the area
- Citizen Voice and Action
 - the process involved
 - the objectives
 - the Community Gathering and monitoring of public services
 - collective action and responsibility



Citizen education can be done through workshops, meetings, forums or informal processes. It should not be seen as one activity, but rather as a long-term process. Though citizen education begins at this time, it continues throughout the whole of the CVA process.

Citizen education is seen as a first step in engaging citizens as part of the CVA process. However, it is also an important outcome in itself.

Depending on the context, consider including local service providers, government administrative staff, councilors and local politicians in the process. They may be able to share information but may also learn more about the details of their own public policy context during the process.

Reflection questions

In order to keep your education focused, below are suggested questions to reflect upon as you plan:

1. What is the issue?
2. What is the message? – specific, simple, attract attention
3. What do we want them to do? – Action

4. Who do want to tell? – Target
5. Who will tell them? – the spokesperson(s) and have them prepared.
6. Who can I work with? (e.g. partnership with media, coalition or network)
7. What mode of communication shall we use to reach them?
8. When and for how long do we need to tell them?
9. How shall we know that people now have the required knowledge to move the next stage?

3. Citizen Mobilisation

Citizen mobilisation within the context of CVA means supporting active engagement (participation) of citizens with government structures, systems and processes.

It involves individual action, but more importantly the collective action of citizens through shared understanding and agreement. Joint action in solidarity with others, provides the basis for effective dialogue with the government and other power holders.



The Community Gathering is the first formal moment of community mobilisation within the CVA approach, but more general mobilisation is required to begin this process.

You will need to consider how you will engage community members and government

representatives and service providers to attract them to participate in mobilisation processes. You will need to:

- Mobilise a core CVA facilitation team
- Mobilise community leaders and key stakeholders to take on leadership roles
- Mobilise citizens through education activities
- Mobilise participants for the Community Gathering.

It is through citizen education that mobilisation is possible. As citizens become aware of their rights and responsibilities, they are also informed about opportunities to engage in dialogue around public policies and services.

Though the Community Gathering is the main space for citizen mobilisation within CVA, it is both likely and expected that mobilisation and active participation will benefit many other areas and opportunities, such as participatory governance processes and development activities. In Phase 3 citizens will be further mobilised to engage in dialogue for influence with decision-makers and duty-bearers.

Mobilisation for seminars, workshops or meetings and also the Community Gathering can be done in creative ways, using various tools. These include invitations made at existing meetings, personal invitation, posters around the community, through word-of-mouth, using a car with loudspeakers, fliers, street theatre – whatever you think will be most appropriate. Where possible and appropriate, you can also use mainstream media, social media (e.g. Facebook).

4. Inclusion

It is important to ensure that all citizens who are users of the service you will be focusing on are included in citizen education and mobilisation activities. You are creating conditions to enable citizens to engage in the Community Gathering, increasing their understanding about public policies, rights and responsibilities. These opportunities are really important - particularly for people who are usually excluded from these events.

During planning, make sure that marginalised and vulnerable groups have every opportunity to participate. It's the people who don't normally participate, who are not aware of citizen rights and responsibilities, or of opportunities to participate, who will most need citizen education and citizen mobilisation.

Children and young people must not only participate in citizen education and mobilisation activities, but in all aspects of CVA. Appropriate strategies to encourage different age groups to participate should be used. Messages should be tailored to different audience groups. Appropriate resources need to be provided to support child and young people's participation.

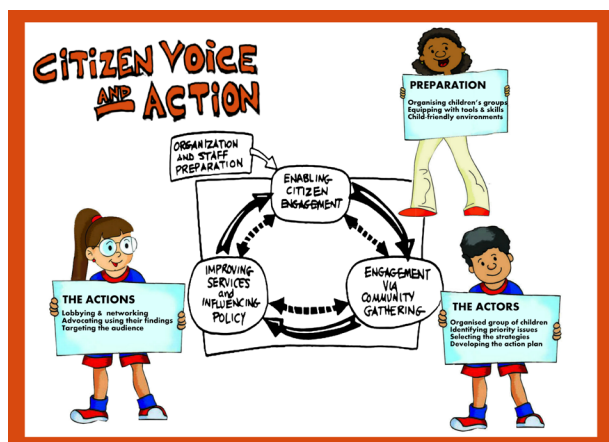
Women, illiterate citizens, minorities, ethnic groups and people living with disability should all be included. Recognise that there will be barriers and constraints to their participation and make special efforts to reduce these.

Social Accountability approaches like CVA, are a great way to support the promise made by governments in September 2015 to leave no one behind through Agenda 2030.

5. Child⁸ and Youth Participation

As part of its Strategic Direction for Child and Youth Participation, World Vision believes that ensuring children and young people have the opportunity to hold accountable those with responsibility for improving their lives to be a pivotal element of meaningful participation. Children and young people must be provided with the meaningful and appropriate space, tools, skills and knowledge needed to influence decision-making processes on issues that matter to them – including through the phases of Citizen Voice and Action.

CVA has a structured facilitation process which places special emphasis on age and sex disaggregation to ensure as many voices are heard as possible, including children and young people. As noted in the core concepts section, children and young people have played a powerful role in CVA community meetings by raising taboo subjects that adults will not raise – for example, rape by teachers at schools.



The preparation and implementation phases of CVA are similar in a child and/or young person-led process. However, due to the distinct characteristic of the young participants, certain elements differ from the adult-led approach. For detail please refer to the [Best Practice to Child and Young Person Participation in CVA](#).

Child participation should be included through all phases of the CVA approach. Our field experience has shown how activities can be planned to actively support and encourage child participation as part of citizen education and mobilisation. Children and young people already play an integral role during the Community Gathering. The scorecards focus group discussions are age and sex disaggregated, requiring a minimum of 5 separate groups (male and female service users, service users with disabilities, boys and girls). In some cases, the emphasis has been on younger children (aged 10-13) and in other cases young people (aged 14-20). Ideally, both groups need to be disaggregated to ensure all feel they have the space to contribute. Younger children may not share their views when mixed in groups with teenagers or adults.

In Indonesia, WV staff and community facilitators ensure younger children can participate with creative methods, for example by encouraging them to draw a picture of the service. Instead of presenting children with the standard scorecard matrix, as in the adult process, children sit in smaller groups and draw a picture of their school, health clinic or water access point. They are asked to highlight the places of significance and what issues they have. The facilitators can then feedback their discussions using the formal matrix. During a live CVA interface meeting, which was part of a training program in Indonesia, young girls stood up in front of the whole community and criticised their mothers for not supporting the local midwife, which was one of the reasons they cited for the village's struggle to attract a permanent midwife, which is a well-funded national government policy.

During the CVA trainings, WV staff and community facilitators are encouraged to be creative in supporting 1-2 child and youth representatives nominated by the working groups to prepare to present their discussions and proposals to the wider interface meeting. In addition to presentations using drawings, children and young people could be encouraged to take photos and videos between the scorecard meetings and the interface meeting for use in their presentation to the wider group.

When photographs of the actual scorecard process with children were used in Indonesia, these resonated with child and youth participants – they could see themselves providing feedback and this was being shown to the whole group. It encouraged greater participation from the children and youth when they were mixed with adults.

Facilitating the action plan also requires special attention to the voices of children and young people. During trainings, facilitators are encouraged to support scorecard groups to prioritise their top 1-2 concerns/ performance measures for presentation to the wider group. During facilitation of the action plan, the facilitator can encourage the wider community to ensure that a minimum of one proposal from the combined scorecard results of the children or youth is included in the final action plan. Children and young people can take responsibility for the delivery of this action.

In Brazil CVA activities are led by youth leaders and a coordinated youth group in the community. It is through their action that broader community participation is being facilitated. This is a good model for supporting greater participation of children and young people through the third phase of CVA, Improving Services and Influencing Policy.

6. Ongoing Process

Citizen education and mobilisation are ongoing processes throughout the whole CVA approach. You need to assess when you feel you have laid sufficient foundations to start the Community Gathering process, but also recognise that you may need to continue supporting activities which sustain citizen education and mobilisation in the long term

BUILDING NETWORKS AND COALITIONS 6.5

As we learnt in the Core Concepts section, it is essential that WV adopts a partnering approach which enables us to work positively with other stakeholders. Partnering is an essential element of ensuring the sustainability of our work. Many partners will remain long after World Vision has moved on and they are the ones who will continue the work.

Process:

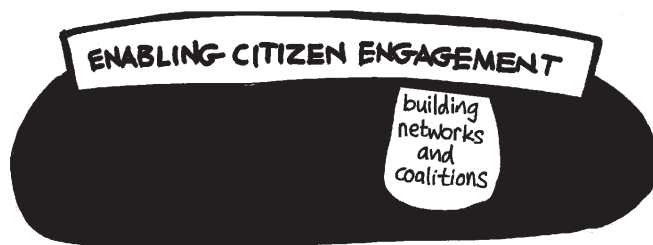
On completion of this step, you will have:

- Identified groups or organisations that may take the lead in facilitating CVA, especially the Community Gathering.
- Mobilised priority stakeholders groups or individuals to work with World Vision and the community through the CVA process

Outcome:

On completion of this step, you will have:

- Increased awareness and understanding of the value of building networks and coalitions
- Increased understanding of the underlying issues that need resolving in order to build successful networks and coalitions
- Networks and coalitions established to support CVA processes and objectives.



I. Local Stakeholder Assessment

At national, regional and local level, there will be existing groups and individuals undertaking similar work in line with the aims of World Vision. Many of these stakeholders will have been identified during the Technical Approach and Technical Programme design process and through the DPA Critical Path process.

During Enabling Citizen Engagement you need to review these stakeholder analysis materials and also undertake a more detailed stakeholder analysis at local level to identify groups or individuals who have an interest in the policy area you will be examining through CVA. These stakeholders could include:

- Local NGOs and CSOs
- Faith-based organisations and faith leaders
- Local media
- Existing community groups, coalitions or networks (eg. Women's groups, farmers' cooperatives)
- Existing local committees and their leaders (for health, education etc)
- Local traditional power holders (eg. chiefs, elders)
- Local government representatives (political and administrative)
- Service users
- Children and young people

After you have identified these stakeholders you need to assess their attitudes to the issue you will be exploring through CVA. If they support the aims that the community wants

to pursue then they have the potential to become allies and supporters.

You may want to consider whether or not it might be a good idea to initiate the creation of a formal network or coalition of those local partners whose interests and objectives are most aligned with the community's goals. While partners in coalitions should share our interests and objectives they can also bring new ideas, resources and capacities to the table. Review the section on Partnering in Core Concepts for more details.

2. Partnering and Capacity Building

As described above, as WV initiates CVA potential partners are identified and included in the process. The types of relationships and partnerships will vary depending on the situation: from active members of a facilitation team, to facilitation partners for a Community Gathering sessions, or to high potential partners for advocacy and policy influence.

As most of these stakeholders have been present in the community long before WV arrived, and will remain long after WV moves on, it is essential that WV adopts a partnering approach to work positively with these other key players, supporting and strengthening them rather than replicating or replacing their roles.

When appropriate, initiatives to support and build the capacity of local partners can form a useful component of CVA implementation.

RELATIONSHIPS AND CONNECTIONS 6.6

Strengthening relationships between government and citizens is critical. Seeking the willingness of both government and citizens to participate in the Community Gathering process is essential.

Process:

On completion of this step, you will have:

- Identified service providers and government stakeholders associated with your priority policy issue
- Established processes to engage with service providers and government stakeholders
- Secured commitments from stakeholders to participate in the CVA process
- Created a safe environment in which to implement CVA

Outcome:

On completion of this step, you will have:

- Increased awareness and understanding of the benefits of forming relationships with service providers and government stakeholders
- Formed good relationships with key stakeholders including local government officials and district sector staff
- Strengthened relationship between citizens and government
- Secured commitments from the community, government representatives and service providers to participate in the Community Gathering
- Prepared government representatives, service providers and citizens for the Community Gathering.

**I. Forming Relationships**

Creating relationships and connections occurs at many levels within CVA:

- Before starting CVA, relationships, connections, partnerships and trust should have been established (as part of existing World Vision programming activities)
- As you start CVA within the community, relationships and connections will need to be strengthened between citizens and their government and included as part of citizen education and mobilization
- In preparation for the Community Gathering, relationships and connections need to be deepened further with stakeholders connected to the public service to be assessed

2. Meetings with Key Stakeholders

Once the public service, and in particular the site for the Community Gathering is decided, meetings should be held with the service providers and local government representatives concerned. In these initial meetings you should explain the aims and processes of Citizen Voice and Action and describe what will happen during the Community Gathering process and beyond.

It is important that service providers and government representatives understand that the aim of CVA is for citizens and government to work together to solve shared problems. These stakeholders should see CVA as a positive process that will support and align with their work to bring better results for all.

Some challenges with CVA implementation have occurred when insufficient time has been spent in explaining the CVA methodology and objectives to important government and service provider stakeholders. If not fully informed, it is possible for these stakeholders

to see CVA as a threatening process which aims to stir up community anger over service delivery failures.

It is critical that you spend as much time as you need to ensure that the government and service provider stakeholders really understand and support CVA implementation.

The success of the Community Gathering depends on the voluntary involvement of the service providers. Therefore it is very important to explain the process to them in advance and to answer any of their questions or concerns. Given their work commitments, it is important to plan together the timing of future meetings to ensure that as many staff as possible can participate.

3. Commitments Made to Participate

Following citizen education and mobilisation activities and relationship building with government representatives and service providers you need to secure interest from a core group of individuals to participate more actively in the following phases of CVA.

You need to secure specific commitments from community representatives, traditional leaders, local committee representatives, government representatives and service provider representatives to participate in the Community Gathering.

Safe environment

Creating a safe environment for the Community Gathering is very important. In discussing the CVA process with both government and citizen groups, it is important to stress the opportunity for dialogue (sharing and talking together), increased understanding of different viewpoints and strengthened relationships. The process aims to build positive relationships and shared commitment to addressing common challenges.

The principles of 'Do No Harm' are critical to this process. We are aiming to increase connections within the community, **not** to create division. It is important that the Community Gathering establishes opportunities for sharing and dialogue, mutual understanding and stronger connections in the community.

Ensure that you strengthen relationships and connections between citizens and government for the Community Gathering. Create a safe and positive environment. Stress that the Community Gathering is not a place for confrontation and personal attacks but rather a space for dialogue and collection action.

Community Gathering

OVERVIEW 7.1

The Community Gathering is a central part of CVA. It describes the participatory processes that bring stakeholders together to assess the quality of their public services and to identify ways to improve their delivery.

Process:

- Plan for all four processes of the Community Gathering
- Invite relevant stakeholders to participate in the four sessions that make up the Community Gathering
- Produce monitoring standards, score cards and action plans.

Outcome:

You will be able to:

- Describe the purpose and content of the Community Gathering process

- Describe why the Community Gathering is such a key part of CVA.

Each Community Gathering will focus on one public service and invite participation by users and providers in assessing its quality.

Stakeholders invited to participate in the Community Gathering will include community members (including children and youth) who use the service (service users), service providers (government staff) and government officials (both administrative and political) who have responsibility for, or can influence, decisions that affect the quality of service delivery.

Four participatory processes are involved. These are made up of:

1. **The Initial Meeting** - introduces citizens and government representatives to all the processes and expected outcomes of the Community Gathering.
2. **Monitoring Standards** - provides stakeholders with information on what should be expected as standard inputs and quality for their public services, as defined through government policy. Stakeholders can then compare these standard inputs with the actual service and situation they experience.
3. **Score Cards** - provides both users and providers with a simple method of assessing the performance of service delivery and providing proposals to improve the quality of service.
4. **Interface Meeting** - brings stakeholders together to share all the information gathered. An action plan is then prepared which includes the allocation of responsibilities and time lines to take the work forward.



The Community Gathering provides a space and opportunity to achieve the core elements of CVA that we explored in the introduction.

Information:

- The community gains access to **information** which helps them make informed contributions about improving the delivery of basic services.
- **Information** is generated by, and shared within, the different stakeholder groups invited to take part in the Community Gathering.
- **Information** is generated by, and shared between, all stakeholders during the Community Gathering.

Voice:

- Individuals are provided with a safe space to **voice** their opinions, views and ideas regarding the service they experience and to identify actions for change.
- **Voices** are heard more effectively when individuals come together in a public meeting.
- Power holders are able to listen, in public, to the **voices** and views of community representatives.
- The response of power holders to the **voice** of the community is built into the process.

Dialogue:

- Different stakeholders, especially the service users and providers, are able to share their views with each other
- Through meeting and working together, real understanding is gained between stakeholders and effective partnerships are established
- Relationships are repaired and strengthened

Accountability:

- The capacity of the community to identify what is required of power holders, and to hold them **accountable**, is increased.
- Power holders are obliged to account for, or to take responsibility for, their actions.



PREPARATION 7.2

This section describes all the necessary stages of preparation for the Community Gathering.

Process:

- Establish a working group
- Decide the venue
- Agree which user and service provider groups to invite
- Decide the date and times
- Provide invitations
- Organise and train the facilitation team
- Obtain, translate and produce materials.

Outcome:

You will be able to:

- Understand the purpose of the Community Gathering
- Describe what is necessary to prepare for the community gathering.

The overall aim of the Community Gathering is to empower communities to influence the quality, efficiency and accountability of local services.

I. Establish a Planning Group

Set up and train a group of 5-8 people to prepare and carry out the Community Gathering. Members could include WV staff, representatives from WV's partners who are

Connections between information, voice, dialogue and accountability ...

Information about expected public services enables users to voice their opinions about their performance. Their voice is expressed in dialogue with those in power (service providers and government officials) and as part of a process to ensure accountability from them.

It is difficult to speak out with an effective voice about the performance of a service without accurate and relevant information. It can be hard to get accountability at the best of times, but much more so without relevant information and the opportunity to voice community views through informed dialogue.

CBOs or local groups, as well as community leaders or skilled individuals.

When selecting people, consider their availability and commitment to work as a motivator and facilitator; their commitment to community work and their skills and knowledge of the local situation. It is WV's role to support and empower the group.

2. Decide the Venue

The Community Gathering is always focused on a specific public service and its delivery. This is often a facility such as a health centre or school. Sometimes this public service provides a central location that can be used as a venue (for example a school). If not, find a suitable community venue nearby.



Holding the Community Gathering sessions at or near the actual public service, helps people to focus on the specific services provided. It also means service providers should be available.

3. Agree which user and service provider groups to invite to the sessions

Consider which representatives of user and provider groups should be invited to the Monitoring Standards. Take time to understand the different types of users of the public service. Then decide which 'user groups' will receive training and form focus groups for the Score Card sessions that gather key information. It is likely that you will only have one group of service providers for the Score Card process.

4. Decide dates and times

Allow plenty of time for each session. Make sure that service providers, citizens and government do not find participating in the sessions a burden. There is no need to rush the process in one day. However, the Community Gathering sessions should not be dragged out over many months. Wherever possible, schedule each Community Gathering well ahead of the local government annual planning and budgeting process, to allow the outcomes of the Community Gathering to be adequately addressed by the local government.



Select appropriate dates and times to ensure key stakeholder groups are able to attend. Take particular care to make sure that service providers, users and government officials can attend. Be mindful of key dates in the local government planning and budgeting cycle - if the budgets are already set for the year, the government officials are unlikely able to make any new financial commitments in support of community objectives

5. Provide invitations

Send invitations to all key stakeholders inviting them to attend the various sessions of the Community Gathering. Invitations should be provided well in advance, especially to government officials. Reminders/follow ups should be made leading up to the Gathering to ensure participation and commitment. If necessary, offer to organize transport to ensure key decision makers attend.

6. Organize and train the facilitation team

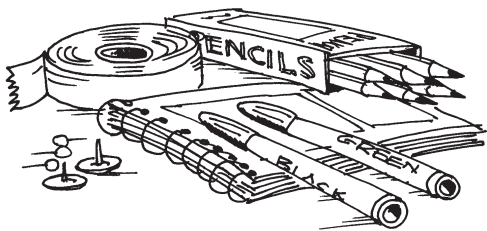
The CVA facilitation team members and others (as required) need to be trained to

facilitate the Community Gathering sessions. These guidance notes can be adapted for this purpose.

7. Obtain materials and resources

The materials and resources required for each session are listed in the detailed sections below. For each session you will generally need:

- Flip charts and Recording Sheets (see Annexe I)
- Marker Pens – in several colours
- Masking tape
- Camera and video camera if possible



Translating the materials into the local language is essential for the process. Key terms and phrases should be translated well ahead of time

Examples of community members who might attend include:

- Users of a health centre
- Students of a primary school
- Parents of students
- School management or health management committee members
- Community members who receive a public service such as water or sewerage services
- Community leaders
- Faith leaders

It is important to make sure that marginalised groups can participate fully in all the sessions.

Sessions such as the Score Cards, could be facilitated specifically for marginalised groups, such as people living with disability, for the illiterate, or for ethnic minorities. Encourage children and youth to participate as well; if necessary adapt the sessions and materials for them.



8. Participation

Focus on including people and groups who actually use the service and who can contribute their views on the performance and ways to improve it.

Community Members

Usually there are about 40 community members involved in the process. However, there may be as many as 100 members. More active and mobilised participants, means more and better CVA.

Service Providers

It is critical that service providers take part in the Community Gathering. Representatives of service providers, particularly those in charge, should attend all sessions. Attendance at the Interface meeting is particularly important, as this is when reforms and improvements to service delivery are agreed by all stakeholders.

Government

Representatives of both the administrative and political arms of local government should attend. District or municipal level representatives should also be invited to attend the Interface Meeting.

9. Duration

A complete Community Gathering could be done in one day but **this is not recommended**. It may be better to spread the sessions over a week or even a month, depending on the availability of the participants and the capacity of the facilitation team.

Initial Meeting: 1 hour

Monitoring Standards meeting: 1 – 2 hours

Score Cards meeting: 1 – 3 hours

Interface Meeting: 2 hours – 1 day

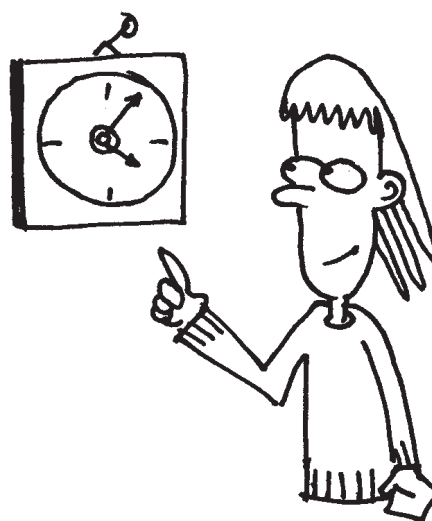
It is critical to allow enough time for the Interface Meeting as the other sessions all lead to this point. This is when the outcome of the whole process will be decided. If it is rushed, the other sessions might prove a waste of time, and a wasted opportunity.

Facilitation of the sessions

Each session of the Community Gathering is facilitated in a different way. Detailed sections later in this guidance describe the facilitation process for each session.

As well as the CVA facilitation team, make sure a small team (or one person) takes responsibility for the whole process to ensure that:

- facilitation teams are working effectively
- facilitation processes are of good quality and in-line with these guidance notes
- the right people are present during the sessions
- the various stakeholders are actively participating
- records are made of information shared
- careful records are kept on commitments made and decisions agreed.



Community Gathering - Summary

Session	Who is needed	Session purpose / outputs	Materials required
Initial Meeting	Community Community leaders Government representatives Service providers Working Group members	Overall introduction to CVA and the Community Gathering	<ul style="list-style-type: none"> ▪ Sheet 1: Overview of CVA ▪ Sheet 2: Overview of the Community Gathering
Monitoring Standards meeting	Community leaders Government representatives Service providers Working Group members	Compare standard or recommended inputs with the actual situation of the service	<ul style="list-style-type: none"> ▪ Sheet 1: Overview of CVA ▪ Sheet 2: Overview of the Community Gathering ▪ Sheet 3: Monitoring Standards ▪ Marker pens ▪ Tape ▪ Camera (to take photos of the flip charts)
Score Cards meeting	Users of the service Providers of the service	Self-assessment of service delivery performance Assessment of service delivery performance Provide proposals to improve the quality of service.	<ul style="list-style-type: none"> ▪ Sheet 1: Overview of CVA ▪ Sheet 2: Overview of the Community Gathering ▪ Score cards flip charts: (4-9) Sheet 4: Smiley Scale Sheet 5: Voting Practice Sheet 6: Characteristics of an Ideal Service eg. health Sheet 7: Score Card Sheet 8: Voting Sheet 9: Comments and Proposals ▪ Marker pens ▪ Tape ▪ Camera (to take photos of the flip charts)
Interface Meeting	Participants of Score Card processes (users and providers) Community Leaders Government representatives (administrative and political)	Share information (monitoring standards, users and providers assessments) and preparation of an Action Plan	<ul style="list-style-type: none"> ▪ Sheet 1: Overview of CVA ▪ Sheet 2: Overview of the Community Gathering ▪ Sheet 3: Monitoring Standards ▪ Sheet 7: Score Card ▪ Sheet 9: Comments and Proposals ▪ Sheet 10: Comparison Score Card ▪ Sheet 11: Action Plan ▪ Marker pens ▪ Tape

INITIAL MEETING 7.3

The initial meeting of the Community Gathering is held when citizens and government are ready. The timing is decided by the CVA facilitation team once citizens are engaged with the issue under discussion.

Process:

Obtain materials and resources and prepare flip charts

- Organise venue
- Agree participants to invite
- Mobilise the facilitation team
- Facilitate the initial meeting session:
 - Step 1: Introductions, purpose and process
 - Step 2: Describe CVA
 - Step 3: Describe the whole Community Gathering process
 - Step 4: Explain the process, time and venues for the different sessions.

Outcome:

You will be able to:

- Describe the process and importance of citizen engagement
- Describe the purpose, process and content of the Initial Meeting
- Ensure that organisations and staff are prepared
- Understand public policy
- Develop local materials
- Educate and mobilise citizens
- Build relationships, connections, networks and coalitions.

Definition and purpose

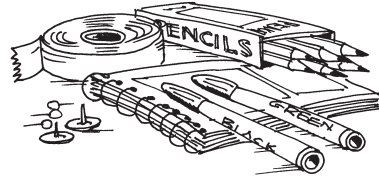
The Initial Meeting introduces citizens and government representatives to the process of the Community Gathering. It prepares the ground for



assessing the delivery of a specific service. It builds on the work done during the Enabling Citizen Engagement phase, and provides the starting point for the Community Gathering process

1. Obtain materials and resources

- Adapt guidance notes
- Translate flip charts



2. Prepare flip charts

Prepare flip charts:

- Sheet 1: Overview of CVA
- Sheet 2: Overview of the Community Gathering

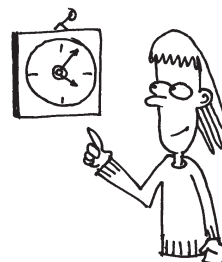


3. Organise venue

Provide a central venue that is readily accessible for all participants and agree a time convenient for participants.

4. Duration

The meeting should take no more than one hour. It builds on the work already conducted as part of the Enabling Citizen Engagement phase.



5. Agree participants to invite

Representatives of key stakeholder groups should attend:

- Community members (users of the service)
- Service providers
- Community leaders
- Government representatives
- CVA facilitation team members.

6. Mobilise the facilitation team

Make sure that facilitators understand their role and can help participants to feel welcomed. Their explanations must be clear.

7. Facilitate the Initial Meeting

Welcome participants to the meeting.

STEP 1: INTRODUCTIONS, PURPOSE AND PROCESS

The lead facilitator should start by introducing the CVA facilitation team and explaining the purpose and process of the Initial Meeting. Link this with the preparatory work that has been going on in the community.



STEP 2: DESCRIBE CITIZEN VOICE AND ACTION

Provide a clear description of the CVA approach using the flip chart Sheet 1: Overview of CVA.

Check whether participants understand the links between CVA, citizen education and their awareness of public policies.

Depending on the general level of understanding following the Enabling Citizen Engagement process, the facilitators might need to cover a number of areas:

- Understanding public policies
- Citizen engagement

- Monitoring of public policy and assessment of service delivery
- Benefits of citizen engagement.

STEP 3: DESCRIBE THE COMMUNITY GATHERING

Describe the Community Gathering process using flip chart Sheet 2, building on information provided to participants during the *Enabling Citizen Engagement* phase. This is a useful summary:

“The Community Gathering is a participatory processes that focuses on assessing the quality of government services delivered within our community. The process aims to identify ways to improve the services through the shared commitments of local stakeholders.

Following this introductory Initial Meeting, three further sessions will be held as part of the Community Gathering:

- Monitoring Standards
- Score Cards
- Interface Meeting

The Community Gathering aims to empower communities to influence the quality, efficiency and accountability with which services are provided at the local level”.

STEP 4: EXPLAIN PROCESS, TIME AND VENUES FOR SESSIONS

Provide details to participants on the different sessions to be held, informing them of the venues, times and expected participants for each session

MONITORING STANDARDS 7.4

The Monitoring Standards session is the second part of the Community Gathering and is based around focus group discussions.

Process:

- Obtain, translate and prepare materials, resources and flip charts
- Organize venue location, time and participants
- Facilitate the Monitoring Standards Session:
 - Step 1: Introductions, purpose and process
 - Step 2: Introduce Sheet 3: Monitoring Standards
 - Step 3: Confirm standard inputs
 - Step 4: Prioritise standards
 - Step 5: Complete chart
 - Step 6: Closing thanks

Outcome:

You will be able to:

- Describe the purpose of the Monitoring Standards Session
- Describe how the Monitoring Standards Session fits within the overall Community Gathering
- Prepare for all the key elements required within the Monitoring Standards Session

Definition and purpose

Monitoring the standards of public service delivery is done by focus group discussion. Groups are asked to compare the expected standard inputs for public services - defined through government policy - with the actual local situation experienced by users.

Information collected should include inputs that can be counted or measured (quantitative data) rather than just inputs that are more a matter of opinion (qualitative data).

**Standard Inputs**

In a school, for example, some standard inputs to monitor might be the number of students per classroom, facilities and rooms, number of text books, type and quality of school meals, professional qualification of the teachers, etc.



For health centres, standard inputs may include the quality and quantity of drugs provided, number of professional qualified staff, medical equipment etc

Standards will differ depending on the type of service, and from country to country. As already noted, it is important to identify the standards which are stated within government policies early in the CVA planning and preparation processes.

1. Confirm standard inputs

Standard inputs will have been identified as part of public policy awareness raising during the Enabling Citizen Engagement phase.

Confirm with service providers and other key stakeholders including government staff that you are using the latest and most relevant standard inputs.

2. Prepare Sheet 3: Monitoring Standards

A large flip chart needs to be prepared before the meeting, (Tape together two or four regular-sized flip charts). Using large writing insert columns and headings which will note the standard inputs agreed with the groups (see example below).

Example: Monitoring Standards

Area: _____ **Service/Venue:** _____

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

- other community leaders, both formal and informal
- user representatives including women, men, youth and children.

Ensure a gender balance within the group and encourage active participation by all.

5. Facilitate Monitoring Standards Session

Explain how the Monitoring Standards session fits within the overall Community Gathering process:

“The main objective is to compare the standard inputs for public services as defined through government policy with the actual situation within the service”.

3. Organise venue, time and participants

Hold the session near or within the facility of the public service being monitored. Use a comfortable quiet room to help participants feel relaxed. Ensure the room has adequate wall space to put up flip charts in full view of the participants. Provide chairs or seating for all participants, arranging them into a half circle so that all participants are encouraged to contribute.

If possible, hold the session after working hours to enable service providers to attend. If this is not possible, ask that some representatives attend.

Invite participants, noting that only a small group is required to complete the Monitoring Standards session - a maximum of 20 people. The group should include representatives of:

- service providers, especially those in charge
- community committees connected to the public service or facility
- appropriate government officials, both administrative representatives and politicians (not essential but very helpful!)

Step 2: Introduce flip chart

Describe the headings of Sheet 3: Monitoring Standards to the group and tell the group that together they will complete the chart based on information they already know.

Step 3: Confirm Standard Inputs

Ask the participants if they are aware of the standards of inputs to be provided by the government to the public service. List these on a spare flip chart. Check these against the information on the government standards. If necessary, explain what the government standards should mean in practice.

- The service providers will know most about the actual inputs. Seek their input and confirmation. They may need to refer to their own documentation (ask them to bring this documentation to the meeting).
- Make sure you have agreement from the group before recording the actual inputs.



- Sometimes the working group may already have decided on the inputs and standards to be monitored. The facilitator should then simply provide the list to participants to use.

Step 4: Prioritise Standards

With the group prioritise the standard inputs to be monitored. Record the first one on the flip chart, writing first the standard input that government policies are committed to.

Step 5: Complete the chart

Based on participants' understanding of the current situation, now complete the 'actual column' for the input and standards. Draw a line under the information to form a row.

Write the input and standard and then the actual situation in the three columns. Repeat until all inputs, standards and actuals are recorded.

Leave the 'comments' column blank. Explain to the group that this will be completed when this information is shared with the main group at the Interface Meeting.

Step 6: Closing

Close the meeting with thanks. Explain to the group that this flip chart (Sheet 3: Monitoring Standards) will be shared with all participants of the Community Gathering during the Interface Meeting.

SCORE CARDS 7.5

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

Process:

1. Obtain, translate and prepare materials, resources and flip charts
2. Organize venue location, time and participants
3. Mobilise the facilitation team
4. Facilitate the Score Cards session:
 - Step 1: Introductions, purpose and process
 - Step 2: Introduce smiley scale
 - Step 3: Voting Practice
 - Step 4: Performance measures from group
 - Step 5: Score Card voting
 - Step 6: Comments and proposals for improvement
 - Step 7: Standard Performance measures
 - Step 8: Closing thanks.

Outcome:

You will be able to:

1. Describe the purpose of the Score Cards session
2. Describe how the Score Cards session fits within the overall Community Gathering
3. Prepare for all the key elements required within the Score Cards session.
4. Facilitate the gathering of feedback on group perceptions of service delivery.

Overview of Process for Score Cards Sessions

Users of the public service are divided into separate user groups and asked to conduct their own 'self evaluation' of their service delivery using the Score Card process.



The Score Cards resulting from these focus group discussions are shared during the Interface Meeting, together with proposals suggested from each group. The information collected is mainly qualitative, requesting people's views and opinions!

1. Prepare Materials and Resources

The Score Chart session requires lots of flip chart paper and marker pens

- Prepare plenty of copies of flip charts 4-9 in advance (See Annex 1)
- Tape to post the flip charts on the wall
- Marker pens (you need as many marker pens as you have participants)
- Spare copies of flip charts
- Record sheets

Flip chart preparation is an important part of the Score Card preparation. Each focus group will need 7 flip charts. Work out the total number of flip charts you will need as there is a lot of preparation required.



For example, if the facilitation team is conducting four Score Card sessions for a primary school, with one group of students, two groups of parents and one group of teachers, in total four copies of 7 flip charts will be needed (4 groups x 7 flip charts = 28).

The flip charts are all illustrated in Annex 1.

2. Prepare flip charts

A series of flip charts need to be prepared before the Score Card focus group discussions.

- Sheet 2: Overview of the Community Gathering
- Sheet 4: Smiley Scale
- Sheet 5: Voting Practice

- Sheet 6: Characteristics of an Ideal... (insert the type of service applicable, e.g. Health Center/Primary School/or other service)
- Sheet 7: Score Card
- Sheet 8: Voting Sheets
- Sheet 9: Comments and Proposals

3. Organise venues, time and participants

Each group will need a meeting place, where they can work comfortably and without noise and distractions. The venue needs a wall large enough to pin the charts up and record the group interactions in front of them.

The Score Card focus group discussions sessions can all take place on the same day. However, this is a massive undertaking and you will need a lot of facilitators! This is **not recommended**. It is

better to conduct the Score Card sessions over a number of days, as the meetings often take several hours. You need to ensure both participants and facilitators have enough energy to actively participate.



The working group will decide how many user groups will participate in the Score Cards sessions and how many facilitators will be required.

Participation

Agree how many separate focus groups can be facilitated at the times and venues agreed. Each group should include 8-15 people with similar characteristics.

In education for example, the groups could be formed around the following categories:

- a. Pupils
- b. Parents

- c. Teachers
- d. School Management Committee or Parents and Teachers Association
- e. Members of the Teachers' Committee.

For health services, the groups could be identified by service type, as follows:

- a. Pre-natal service users (women of reproductive age)
- b. Infant and Child welfare service users (nursing mothers)
- c. Outpatient service users (both males and females, young and old).
- d. Health staff.

Focus groups can also be categorized based on gender or age (womens' and mens' groups, and children and youth groups).

More than one focus group can be formed for any 'user group type'.

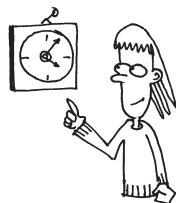
Service providers must always have a separate focus group (or two if required).

If you have too many people for the facilitators available, then thank them for coming, but apologize that you are not able to include them in the Score Card process. However, do invite them to the Interface meeting where they can contribute to positive changes to the service then.



Duration

The Score Card focus groups should take between 1½ - 3 hours. Be careful about taking too long – you don't want to exhaust the participants.



4. Mobilise Facilitation team to deliver the session

The session should be led by a minimum of three people to facilitate:

- one to lead the session with the participants
- one to record information on the flip chart
- one to record the information on a record sheet.

5. Facilitate Score Card sessions

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



Step 1: Introductions / Purpose / Process

Step 1a. The lead facilitator should start by introducing the facilitation team and the purpose and process of the Community Gathering to the group. Explain that this is part of preparatory work that has been going on within the community before this session.

Step 1b. An ice-breaking exercise (such as the "Name Game" – see box below) should be conducted to create a fun and informal mood and diminish the inevitable power and respect differentials among the participants

by being introduced to each other on a first/ given name basis.

The Name Game (25 minutes)

- Participants form a circle
- Present the process as a way of learning the names of the other participants, with each saying his/her own name plus the names of all the preceding participants in the circle
- The first person says his/her given name; the second person says the given name of his/her predecessor and adds his/her given name
- This process is continued around the circle. The name speaking task becomes more difficult as the process is advanced around the entire circle. The ensuing hilarity as participants stumble and are assisted by others is a key part of the process.

Step 1c. If the appropriate language to be used for the discussion is not obvious, ask participants to discuss and reach consensus on the language they prefer to be used for the discussion.

Step 1d. Explain how the Score Card session fits within the whole process of the Community Gathering to the group.
“The main objective of the Score Card sessions is for both users and providers of a public service to assess the performance of service delivery and to provide proposals to improve the quality of service”

The Score Cards resulting from the focus group discussions are then shared during the Interface Meeting, together with proposals generated from each group.”

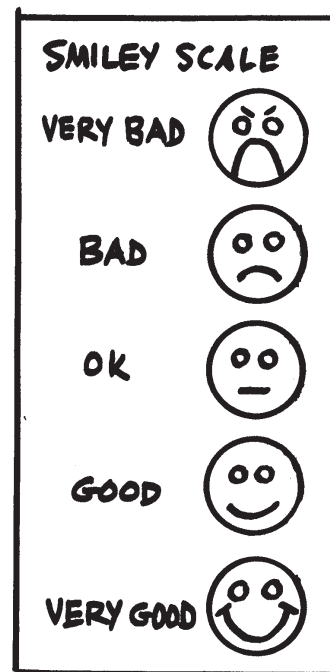
Step 1e. Explain to the group the different focus groups which have been formed for this part of the process, and when they are meeting (if this is on a separate occasion).

Make sure you have agreement from this group that the information they generate together can be shared at the Interface Meeting.



Step 2: Introduce the Smiley Scale

The smiley scale is the rating system used for the Score Card process to enable the group to interact.



The lead Facilitator should present the prepared **Sheet 4: Smiley Scale** to the group. Pin the chart at the front of the room. Introduce and explain the different faces to the group.

Explain that the group will use the Smiley Scale as a way of expressing how they think or feel about the different aspects of the service under discussion today.

Provide examples to the group, or ask them for examples of times when they may have felt very good, good, just ok, bad or very bad.



Step 3: Voting Practice

This is an important first step to make sure participants understand, and are comfortable with the procedure of voting - before real voting starts on the public service.



It is not essential to conduct a practice vote. If you feel group members fully understand the process and what is required you can miss this step.

Move **Sheet 4: Smiley Scale** to the side of the room but make sure participants can still see it. Pin up **Sheet 5: Voting Practice** at the front of the room.

Explain to the group that “we are going to practice voting using the Smiley Scale to make sure that everyone can easily use it when we focus on the performance of the public service”. Pick a practice measure such as the recent performance of the national (local) football team or another sporting team in the area.



Choose a measure which relates to the performance of ‘something’. This helps when you start to vote on the ‘performance’ of the public service.

Write the performance measure in the first column under the heading ‘practice performance measure.’ Always use the local language so group members can read. Always include a symbol to accompany any textual label for a performance measure written on the flip chart. This will be crucial to enable

illiterate or semi-literate persons in the focus group and/or in the Interface Meeting to understand the proceedings and to participate fully. Ask the group for ideas for each symbol, and let them select their preferred symbol. Then ask for a volunteer from the group to come forward and draw the symbol on the flip chart.

Draw a horizontal line under the performance measure description and symbol.

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

Using symbols for the performance measures helps group members to remember the issues being discussed, especially if they cannot read. Pictures are easier to remember than words.



When the completed Score Card 7 is shown at the Interface Meeting the symbol will also be useful then.

If possible, provide marker pens to each of the participants: otherwise up to 5 participants can share a marker during the voting process. Tell them they can only tick **once** in one column. Ask the group these questions – and encourage a loud response from everyone.

1. **“Do you understand what we are about to vote on?”** [Do not proceed until you are confident that all participants have understood]
2. **“Do you know how and where you are going to vote?”** [Do not proceed

until you are confident that all participants know the procedure]

3. **“Have you made up your mind about which column you are going to place your vote in?”** [Do not proceed until you are confident that all participants have decided how to vote and are ready to do so without being prompted directed by others in the group]

Once you are satisfied that all participants are ready to vote, give the signal: “Ok start voting”. Encourage them all to move to the front together and all vote at once (sharing a marker if necessary). Once each person has voted make sure that s/he sits down, to minimize the opportunity for influencing others. Make sure that all facilitators observe the voting and intervene to help as needed, and to discourage lateral influence.

Look briefly at the results of the voting, encouraging the group members to reflect on what they see.



The Facilitator prepares the participants before giving the signal to vote by asking these questions in turn (making sure that all participants affirm the question before moving on to the next question):

1. **“Do you understand what we are about to vote on?”**
2. **“Do you know how and where you are going to vote?”**
3. **“Have you made up your mind about which column you are going to place your vote in?”**

Use these questions each time before the group votes.

Give the signal for all participants to vote by everyone leaving their chairs and crowding around the flip charts.

It may be interesting to separate out the views of men and women. A simple way of doing this is to give all the women the same colour marker pen (eg red). Then give all the men a different colour marker pen (eg blue). You could also do this for youth and older people. You can then see views from different perspectives within the community.



Repeat the voting practice using another example if you feel that the exercise did not go well. Reinforce the instructions for voting depending on whether participants have voted correctly or not.

Step 4: Performance Measures from the Group

Thank the group for their participation. Now draw the attention of the participants back to the performance of the public service that is the topic of discussion.

Ask the participants to think about the performance characteristics of an ideal service by asking questions such as:

“How would you describe a perfect performance? (eg school, health service - insert the public service under focus)

“What are the characteristics of this well performing, perfect? (public service)

What might be the positive results or benefits for the users of the service, such as? (Depending on the public service under question, suggest examples of outcomes such as students being well educated, or community being healthy, or community being provided with water supply and sanitation services.



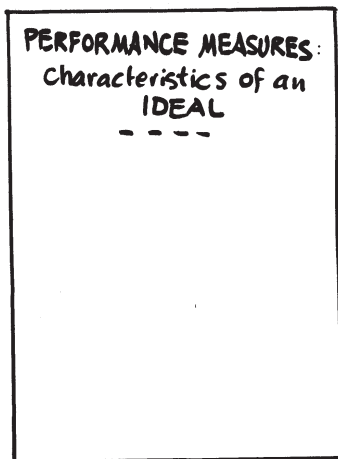
It must be clear to the participants that they are thinking about an **ideal** service. (They are not discussing the local service yet).

The objective of these questions is to identify performance indicators that the group will use to assess the performance of the service delivery under focus.

As one facilitator leads participants in identifying ideal performance characteristics, another facilitator should write up their responses on Sheet 6: Characteristics of an Ideal ... (insert the type of service applicable, e.g. Health Center/Primary School/or other service) Sheet. List up to a maximum of 10 characteristics.

The performance characteristics provided by the group should be qualitative in nature. Often participants come up with quantitative 'input' measures, such as number of teachers, classrooms or books.

The facilitator may need to encourage the participants to think more about how they would describe the quality of these characteristics, "what is it about 'teachers', 'classrooms', 'drugs' or 'nurses', that ensures a good outcome for the users" - such as availability of drugs, or punctuality of teachers. It is important to make these agreed characteristics very clear before writing them down on the Group Indicators flip chart.



Now ask the group to prioritise the 3 or 4 most important characteristics. Mark these on Sheet 7: Score Card.

In order to prioritise the most important performance characteristics you could seek consensus (where everyone is in agreement), or you could get a show of hands (where you ask for a 'for and against count'). Alternatively (particularly if opinions are split) you could seek a majority vote by getting participants to vote on their priority characteristics using their marker pens voting first, second, third choice, until you have 3 – 4 characteristics identified.



Step 5: Score Card Voting

Before the session, tape Sheet 7: Score Card and Sheet 8: Voting together with the Score Card on the left and the Voting on the right. The headings and lines should match horizontally.



Following this session Sheet 7: Score Card will be separated from Sheet 8: Voting and taken to the Interface Meeting as a record of the groups' opinion.

Write the first performance measure and symbol on **Sheet 7: Score Card**. Then draw a horizontal line across both flip charts.

The facilitator should focus participants' attention on the first performance measure from their chosen list. For example this might be the "availability of drugs". The group is now going to vote on this. Remind participants again of the smiley scale and ask the question of the group members:

"What do you think about the availability of drugs" Do you think the performance of this has

been - Very bad – Bad – OK – Good or Very good?”

Provide marker pens to each participant and remind them that they should only tick in one column within any one row. Ask the group the standard sequence of questions as follows (making sure that all participants affirm the question before moving on to the next question) - and wait to hear a loud response from everyone.

- “Do you understand what we are about to vote on?”
- “Do you know how and where you are going to vote?”
- “Have you made up your mind about which column you are going to place your vote in?”

Give the signal for all participants to vote by everyone leaving their chairs and crowding around the flip charts. Encourage them all to vote at once. Once people have voted ask them to sit down.

Step 6a: Comments

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

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

Reach an agreement on the group’s overall vote. Then draw the symbol on the smiley scale that matches the group’s overall vote on Sheet 7: Score Card under the heading ‘Scores’.



If votes are evenly spread across two scales, e.g. Bad and Very Bad, you should draw the two scales with a hyphen/dash in between.

Eg. Bad [insert “Bad” symbol] -Very Bad [Insert “Very Bad” symbol]

Seek comments or explanations from the group about why people voted as they did.

- “Why do you think people voted the way that they did?”
- “What caused people to vote as they did?”

Record quotes on Sheet 9: Comments and Proposals so they can be shared at the Interface Meeting. Encourage participants to provide more explanations and examples of their experiences of service delivery. The flip chart Sheet 9: Comments and Proposals, should use at least two to four sheets to make sure participants can read it from a distance.

This flip chart records key Focus Group decisions: it is designed to be presented and explained to the Interface Meeting.

When seeking reflections from the group, don’t just focus on the majority votes. It can also be very useful to consider the minority votes, in order to understand all perspectives. You don’t need to ask who voted this way and why. Instead ask; “why do you think someone voted this way?” This allows anyone to speak, without having to admit to their personal vote.



Step 6b: Proposals

After discussing causes and explanations for the voting pattern, facilitators can then encourage participants to discuss proposals and strategies to improve service delivery.

Encourage participants to produce proposals that can be carried out by the community itself, rather than expecting others to do everything.

Guiding questions to ask might include:

- What can be done now to improve the service?

- What needs to happen to move your votes towards Very Good?
- What can the community do themselves to improve the service delivery?
- What can others do?

You could connect the comments and proposals to the group and standard indicators by numbering the different comments and proposals or writing the indicators above the different sections of the comments and proposals.

Agree clear and specific proposals, which will be understood at the Interface Meeting.

Repeat the above sequence for all of the group's priority performance characteristics which have been identified.

- Write the performance measure on Sheet 7: Score Card
- Have a symbol for the performance discussed, agreed upon and drawn
- Provide the signal for voting
- Participant voting
- Participants' comments and proposals for improvement.

Step 7: Standard Performance Measures

The standard performance measures should then be introduced to the group in the following way;

“We have identified a number of standard performance measures as we work with communities to measure the performance of(public service under question). We can collect all of this information and use it to tell a bigger story of public service delivery within this country. This gathered information can hopefully be used to influence government and other stakeholders to improve the basic service delivery”.

Note: The standard performance measures should be derived from Government policy documents where possible. When this is not possible, a set of standard performance measures should be developed by the WV National Office for each sector, and used in all Community Gatherings conducted in that country.

One example of a generic uniform/given performance measure is “quality of staff”.

Another generic standard performance measure that should be used in all Score Card sessions (including service provider Score Card sessions) is: “Overall satisfaction with the service”.

Ask participants for their permission to vote on these standard performance measures. These may often be very similar in wording to performance measures already agreed and voted on by the group. However, it is important that the voting process is repeated using the standard performance measure.

Write the heading Standard performance measure below the last performance measure from the group.

The same process of Score Card Voting (used for performance measures from group) should then be used for the participants to vote, provide comments and proposals for improvement.

- Write the standard performance measure on Sheet 7: Score Card
- Discuss possible symbols for the performance measure, agree upon one, and ask a participant to draw it on the chart
- Provide the signal for voting
- Participant voting
- Participants comments and proposals for improvement.

Step 8: Closing

When all the flip charts have been completed, thank the group for their participation and hard work. Explain to the participants that **Sheet 7: Score Card** and **Sheet 9: Comments and Proposals** will be presented to the Interface Meeting. Ensure that the group is happy with what is recorded and they are willing for these charts to be shown to the larger group. Work with the group to make any revisions if required.

Suggest to the group that there may be some proposals they have identified themselves, which they would like to take responsibility for achieving. Work with the group to identify actions, responsibility and timelines

INTERFACE MEETING 7.6

The Interface Meeting is the final key session of the Community Gathering, bringing together participants from the Monitoring Standards and Score Cards sessions to present their outcomes and to develop an action plan to improve the delivery of the public service.

Process:

1. Obtain, translate and prepare materials, resources and flip charts
2. Organize venue location, time and participants
3. Mobilise the facilitation team
4. Facilitate the Interface Meeting:
 - Step 1: Introductions, purpose and process
 - Step 2: Monitoring Standards presentations
 - Step 3: Score Card presentations
 - Step 4: Action planning
 - Step 5: Closing and celebration.

Outcome:

You will be able to:

1. Describe the purpose of the Interface Meeting
2. Describe how the Interface Meeting fits within the Community Gathering
3. Explain the process and outputs of the Interface Meeting which include:
 - increased dialogue and mutual understanding between service users and service providers
 - action to improve the delivery of the public service
 - improved community spirit.

Definition and purpose

Participants who attended the Monitoring Standards and Score Cards sessions are brought together with local political leaders (traditional as well as government) and higher-level service personnel in one large meeting to present, discuss and build upon the outcomes of these sessions.



The main objective of the Interface Meeting is the sharing of information (from monitoring standards, and all of the Score Card sessions) and the preparation of an action plan to improve the delivery of the public service, which includes responsibilities and time lines.

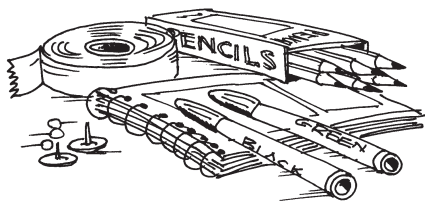
This session of the Community Gathering process is key to ensuring that community voices are heard and are taken into account by power holders, and that definite practical measures are taken to improve the service delivery.

1. Prepare Material and Resources

- Prepare copies of flip charts in advance
 - a. Overview of the Community Gathering process
 - b. Comparison Score Cards Chart
 - c. Reform Proposals Chart
 - d. Action Plan Chart

Make sure that legible copies of the following charts are available:

- Monitoring Standards Chart
- One Score Card Chart from each Score Card session (user groups and the service provider group)
- Marker pens (at least 5 in different colors)
- Spare flip charts



Ensure that the Interface Meeting venue has enough hanging space for all of the flip charts. Pin them on the walls, or to the side of a building, or make a 'hanging line' with some string to pin them on. All

flip charts need to be displayed as they are presented. They are then used to prepare the action plan.

2. Organise Venue

The venue needs to be large enough to accommodate all participants. It should be comfortable, out of the sun or rain, quiet and away from distractions and able to accommodate the posting of dozens of flip charts on the walls or other flat surfaces (such as room dividers).

3. Mobilise the facilitation team

Facilitation of the Interface Meeting is a challenging job. Facilitators will need to manage difficult group dynamics as community and service provider views are brought together. They need to create a safe environment for people's views to be heard. At the same time they will need to ensure that the participants commit to proposals (especially local reform proposals) and take responsibility for actions. A team of facilitators should be used to facilitate this session. Facilitators should take turns to lead the various steps and facilitate group discussion, as well as the preparation of the Action Plan.

4. Determine participants

Decisions on who to invite to the Interface Meeting are very important. You need to bring together all key stakeholders. You should expect between fifty to one hundred (or even two hundred!) participants.

Participants of the Monitoring Standards session and Score Card sessions should attend. Other community members, who use the service, but did not participate in the Score Card sessions can also attend. It is important that any community-based committee associated with the public service also attend.

Special attention should be made to make sure marginalized and vulnerable groups, such as people with disabilities and the illiterate, actively participate in the Interface Meeting.



The facilitator should make special efforts to ensure that the voices of those not normally heard are heard. Make sure there is a balance of gender. If necessary, use participatory strategies to make sure children can participate.

Service Providers

It is critical that service providers attend the Interface Meeting. Ensure that as many as possible attend. It is especially important that managers and leaders attend, as they are often responsible for leading any reforms and improvements to service delivery that may be decided by all stakeholders during this meeting.

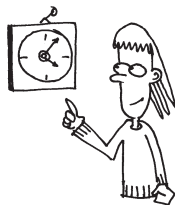
Government representatives

Representatives of both the administrative and political arms of government should attend. Representatives of line ministries at district or municipal level should be invited as well as local political members, representatives and/or committee members of local government.

Invite those who hold positions of power and influence, since they are often able to commit to proposals and action during the meeting. It is also an important opportunity for them to hear the voices of community members regarding the delivery of public services. Ensure the invitations are sent in plenty of time and that there is adequate follow up / confirmation before the day of the meeting to ensure maximum participation/attendance.

5. Duration

The Interface Meeting is the most critical session of the Community Gathering process. Make sure you allow enough time. Between 2- 5 hours is recommended. The best part of the day to meet is usually mid-morning to early afternoon.



This meeting is when all of the information is brought together, providing a space and opportunity for discussion and making decisions regarding future action and responsibilities. All of the other sessions lead to

this point. If this meeting is rushed the whole Community Gathering may prove to be a wasted opportunity.

A one day Interface Meeting could start mid-morning, with lunch provided and end mid-afternoon with participants celebrating their achievements with song and dance.



6. Facilitation of the Interface Meeting



Step 1: Introductions / Purpose / Process

The lead facilitator should start by recognizing the presence of all community leaders, and both administrative and political leaders present. The facilitation team should then be introduced, and the purpose and process of the Community Gathering should be explained to the group. Explain that this process builds on the preparatory work that has been going on within the community.

The Community Gathering aims to empower communities to influence the quality, efficiency and accountability with which services are provided at the local level”

Introduce the purpose of the Interface Meeting to the group.

“The main objective of the Interface Meeting is the sharing of gathered information (monitoring standards, users and providers assessments) in order to discuss and build together an action plan to improve the delivery of the public service.”

Explain about the different focus groups formed as part of the process, when they met and how the information from these groups will be used as part of this Interface Meeting.



Celebrate the participation of all individuals present. As the different sessions are described by the facilitator, invite participants of the Standards Monitoring session and various Score Card sessions to stand and be acknowledged by others with a round of applause.

Step 2: Monitoring Standards Presentation

A representative from the Monitoring Standards should present the Monitoring Standards Chart to the whole group.

Opportunity should be provided to provide feedback and comments about the information on Monitoring Standards Chart and for participants to ask for more explanations about the chart.

At this stage, only allow questions of clarification: delay opportunities for discussion and decisions about what action to take until later in the meeting.

Step 3: Score Card Presentations

A representative from each Score Cards group should take turns to present their flip charts to the whole group.

A member of the facilitation team should then present a summary using Sheet 10: Comparison Score Card. This chart provides an easy reference of group assessments and compares the views expressed across different user and service provider groups.

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

Strong facilitation is required to ensure that a positive and constructive tone is maintained throughout the discussion. Negative comments should be acknowledged, but personalised abuse always discouraged.



At all times, the focus should be on respectful listening to the perspectives of others.

Dialogue between service providers and service users should be encouraged. Joint searching for constructive solutions to identified problems and ways of working together in the future should be promoted.

The responsibility of government officials (both administrative and political) and their ability to act should also be encouraged.

Step 4: Action Planning

The Facilitator should refer participants back to the proposals suggested by each of the Score Card sessions, as well as information from the Monitoring Standards. Ensure that all these sheets are displayed together. Note

similarities and differences from the different flip charts.

Facilitate discussion on the proposals suggested. Small group discussion may help here. Encourage participants to identify the proposals they feel should take priority. Be sure to encourage the participants to avoid vaguely worded proposals, or proposals that simply call upon higher levels of the Government to allocate more resources. Emphasis should be placed on local reforms that involve the participation of the community in achieving improved quality of the service (see the Tough Love case study below).

Write a list of priority proposals on a flip chart. Ensure that you gain consensus from the group, and that there is commitment to carry out these reforms.

Once you have a shortlist of proposals, transfer these to the first column of **Sheet 11: Action Plan** and complete the rows, providing detail of the action to be taken, expected results, who is responsible for carrying out the action, who will monitor that the action has been carried out, as well as the timeline. When preparing a flip chart for the Action Plan, do it in landscape format. It is

best to pin 2 – 4 sheets together and to print in large letters to ensure that all participants can read the chart and participate.

Step 5: Closing and Celebration

This Interface Meeting is a very important session in the CVA process. In addition to discussing and building the action plan, it provides the community with the opportunity to share the results of the work carried out together. The facilitator should reinforce the understanding that the Action Plan belongs to both citizens and government; it is their responsibility to make sure that the proposed changes are carried out.

Before ending, an opportunity should be provided to evaluate the whole process, its weaknesses and strengths. Request from the group any thoughts on what they liked or didn't like about the whole Community Gathering process.

The meeting should be closed in ceremony and celebration of achievements. Thanks should be provided to all participants, organizers, providers of food and refreshments. The meeting could end with a celebration of food, song, dance, community spirit and commitment to working together.

ACTION PLAN				
ACTION	WHO WILL DO THIS	BY WHEN	RESOURCES/ SUB-ACTIVITIES	WHO MONITORS

Tough Love Leads to Community Empowerment

It was a hot afternoon, and more than 500 Ugandan village residents had gathered at the local Health Centre. Most of them were seated on wooden benches crowded under a makeshift tarpaulin shelter constructed that morning in front of the small building. The crowd had gathered to join in an “Interface Meeting” – a facilitated dialogue designed to place the clients of the Health Centre on a level playing field to negotiate ways to improve the quality of its services. The meeting took place at the end of a two-day event known as a “Community Gathering”.

That morning about eighty of the village residents reflected on their experiences with the Health Centre’s services. They met in 3 hour-long focus groups held separately for women, men, children, and users of the antenatal service. Each “User Group” generated a “Community Scorecard” summarizing the results of their votes on a variety of service performance indicators. Each also identified a number of recommended reforms to improve the Health Centre’s services. On the previous day, the staff of the Health Centre also met in a comparable focus group to assess their own performance and to identify necessary reforms. During the lunch break, the trainee Lead Facilitators transferred each of the numerous reform recommendations onto a separated sheet of A4 paper. These were posted onto wall charts and arranged in topic clusters. They also displayed an “Input Tracking Matrix” that had been prepared. This was a large chart that compared the Centre’s actual inputs (such as staff, equipment, drugs, etc.) with its “entitlements” (the inputs that should have been there according to Government policies and/or budget plans).

The team of trainee “Lead Facilitators” first presented and sought validation of the Input Tracking Matrix. The main issues emerging were the lack of a qualified midwife at the Centre (to which the facility was entitled); the lack of a reliable water source; and the frequent shortage of supply of necessary drugs. The team then presented the focus group voting results and observations, taking care to point out the considerable differences in perception between the Health Centre staff and User Groups.

A Lead Facilitator then presented the focus group reform recommendations, reading out loud from each of the topic clusters in turn. Most of the recommendations were vaguely articulated, and called upon the Government to provide additional resources to the Centre. A number of men in the meeting asked for clarifications on certain points, but the length of the meeting and the heat had taken their toll, and there was little energy in the discussion.

It was at this critical juncture that Anita, one of the Lead Facilitators, took the centre stage with exasperation. Anita, only recently recruited to the National Office’s Advocacy Team, sensed that the passivity of the audience threatened the accomplishment of the main purpose of the Community Gathering: to empower the community to negotiate local reforms. She proceeded to single-handedly facilitate a lively discussion on the key proposed reforms, simply by stating emphatically that the vague calls for more help from the Government would go unheeded. She refused to accept such an outcome, and challenged the audience to reflect on their shared concerns and their capacity to force the desired changes. By this time the mood of meeting had changed: people were listening attentively, and some of the local government politicians began to speak out. One brave person questioned whether the drugs that were sent by the Government for the Health Centre were actually reaching it. A sub-county level official declared that funds were available for an improved water supply provided that a modest initial amount was collected by the community. This prompted the Chairwoman of the Village Council to speak out. She challenged the gathering to mobilize the required resources, and committed a substantial sum herself to start the ball rolling.

Anita empowered the local community by exercising tough love: refusing to accept the draft set of ineffectual reform recommendations, and challenging them to recognize their collective ability to influence the nature and pace of follow-up actions. For over an hour she led them through a highly-energized dialogue, ending in a set of meaningful follow-up actions and an upbeat mood at the end of the long day. As one of the Lead Facilitators later remarked: “Towards the end [of the Community Gathering] we actually saw the community being empowered”.

RECORD KEEPING 7.7

Process:

1. Seek permission from participants in each meeting to record the outcomes of their discussions and to take photos of the flipcharts when possible
2. Ensure that careful records are made of each process within the Community Gathering
3. Place copies of appropriate records in public places and within World Vision systems
4. Distribute copies to stakeholders, managers of the public service under discussion and to relevant government officials.
5. Recorded information should be uploaded to the CVA database straight away

Outcome:

You will be able to:

1. Describe the need to keep careful records of the Community Gathering process
2. Describe how information from the various processes can be shared publically.

Introduction

The information recorded on the flip charts during the Community Gathering is owned by the community. It should be entrusted to a head teacher, school management committee, responsible parent or a student committee. In some pilot programmes CVA flip charts have been displayed in the head teachers' office following a Community Gathering. However, often they are folded up and put into a cupboard never to be seen again. They are not used, and more importantly, the information is lost to the community.

It is therefore very important to record the information shared during the Community Gathering on recording sheets so that it can be used in efforts to improve services and influence policy beyond the Community Gathering.

What gets recorded?

Recording Sheets (see Annex 2) are used to record the information generated during:

- Monitoring Standards session
- Score Card sessions
- Interface Meeting.

The Recording Sheets fit on an A4 page (they can be enlarged to A3 if required). They follow exactly the same format as the flip charts used during the different sessions. They also note other information including the date and time the session took place, number of participants, location of the meeting and the name and type of public service being assessed. The name of the person recording the information is also noted in case there is a need to follow up.

When is the information recorded?

It is best to record the information during the actual sessions. One member of the facilitation team can be given the role of recording the information. They should sit at the back or side of the room, copying the information recorded on the flip charts once it has been agreed and confirmed by the group. This saves time and the need for follow up. If it is not possible to record during the session, the recording sheets should be completed soon afterwards. Photos of the flipcharts are also a helpful back-up solution in case the originals are lost or damaged.

The recorder should not disturb the facilitator or group during the session. They

should be introduced to the group at the start of the session so the group's permission to record the information can be asked. The group should be told the purpose of recording the information.



It's often best to start in pencil so that if you make a mistake you can easily correct it.

Have some spare sheets available.

The recording sheets are:

Easy to use:

- The A4 sheets are easy to manage and can be easily filed and stored
- They can be posted on walls for public display and viewing
- They can be easily copied for various stakeholders, especially those responsible for action, as well as to service users, service providers, the facilitation team, WV and its partners.
- Information from the recording sheets can be easily added into the CVA database (see page xx).

Transparent:

- The recording sheets strengthen the transparency of the process if they are displayed in a public place, such as the public service (school, health centre or town hall). All community members, including those present during the sessions, are then able to see the outcomes and assess progress towards achieving the action plans.
- Increased transparency strengthens accountability as the action plans are carried out. Community members, together with service providers, can

challenge those responsible to carry out actions, if progress is not made.

The use of recording sheets contributes to the core elements of CVA; *information, voice, dialogue and accountability* and provide an opportunity to strengthen these core elements.

Information: the outcomes of the Community Gathering can be shared with participants as well as other members of the community and stakeholders. They increase the sharing and access of information.

Dialogue: Displaying the recording sheets publicly increases the potential for dialogue between the various stakeholders of the public service. They provide a prompt for further community discussion.

Voice: The recording sheets strengthen the voice of the community, especially when the results of the Community Gathering are shared with stakeholders who can influence changes at the local level. The information can also be used as part of advocacy reports and can link local to national level action. (See Section 8 for more details).

Accountability: The recording sheets strengthen accountability of those responsible for implementing the action plan, especially when they are shared widely.

Citizen Voice and Action Database

The CVA database is a web-based solution offering a local, national, regional and global system to capture the volume of valuable information generated through Community Gatherings. The recording sheets will be used to enter data into the score card, monitoring standard and action plan sections of the database. The database will provide a useful system for aggregating and analyzing data from

multiple Community Gatherings, revealing informative trends and patterns across communities, districts and other geographic categories. The database can produce reports reflecting the voices of a large number of citizens on public services.

The CVA database provides a valuable resource in linking the local realities to national level action. (See Section 8 for more details).

See CVA database training module and 'Operator Manual' to guide users in understanding how to use it.

Improving Services and Influencing Policy

OVERVIEW 8.1

This section describes how the third phase of CVA focuses on the implementation of the Action Plan to improve a public service which was drawn up by stakeholders during the Community Gathering.



The preparation of an Action Plan to improve the performance of service delivery, is an important outcome of citizen engagement via the Community Gathering, and of CVA in general.

An Action Plan is developed and agreed by citizens and government together. Each plan will be different, since each will be specific to the local situation, desired change, interest and commitment expressed by the stakeholders.

This third phase of CVA describes what is involved in doing the Action Plan. The plan should result in both improved public services and influence on policy. It should describe the activities or processes that will help achieve these results.

There are three essential kinds of processes and activities:

1. building networks and coalitions
2. advocacy and influencing
3. monitoring and support

Together these combine to create a strong and supportive environment to enable the action plan to be achieved.

- Without **building networks and coalition**, there would be little or no collaboration between stakeholders and potential partners. This would encourage duplication and ineffective advocacy.
- Without **advocacy and influence**, change will not result since improved services require the action of other stakeholders, such as service providers and local, regional and national government.
- Without **monitoring and support**, it would be hard to know what additional action is required to achieve the action plan. Monitoring identifies areas where further action is needed or where problems need solving.

It is most important to remember that citizens lead the process of doing the Action

Plan. The role of WV and its partners is to support citizens in fulfilling their desired change. It is impossible to provide step-by-step guidance for this phase of CVA because WV and its partners need to be flexible and responsive in their actions, based on each different and unique situation.

DOING THE ACTION PLAN 8.2

1. Putting the plan into action

The Action Plan captures the changes committed to during the Community Gathering. It describes agreed actions, who will do them, by when, what resources or activities are required and who will monitor achievements.



Once the Community Gathering has finished the plan is ready to put into action.

- Those responsible for actions start to take action
- Working groups or sub groups are formed
- Connections with relevant stakeholders are made
- Plans and strategies are developed to achieve the agreed actions.

2. Local ownership and leadership

Action Plan implementation is led by citizens themselves, users of the service and other relevant stakeholders. This includes all those who volunteered or committed themselves during the Community Gathering.

Why not display the Action Plan at the public service itself or in another public place such as the town hall? This will ensure transparency and increase accountability for those responsible to carry out the actions. It will also encourage participation of the general community in the process to improve services and influence policy.



Implementing the action plan is not the responsibility of World Vision or its partners

Though individuals may be recorded on the Action Plan as taking responsibility for the achievement of specific actions, it is suggested that sub-committees or groups are formed to support their delivery. A group will make working towards the goal easier and will stimulate others to become involved.

3. Taking Action

There are many different types of actions that may be taken - depending on the local situation, desired change, and the interests and commitment expressed by the stakeholders. The Action Plan should make clear who will do what, by when.

Who will take action?

Different types of stakeholders can take action including:

- Citizens (users of the public service)
- Service providers
- Community and service providers together
- Government officials, either political and administrative
- External stakeholders, such as CBOs or NGOs
- Traditional and faith leaders

Normally different stakeholders will work together to achieve the plans.



Encourage action and responsibility of citizens to improve the service delivery themselves.

Citizens who require others to do everything for them, while they do nothing, are not empowered!

Responsibility for improving services should be viewed as a joint effort between citizens, service providers and government.

Timeline for action:

Some actions can be done straight away; others may take longer. It is important to consider whether the time frame for action is:

- Short term
- Medium term
- Long term.

Types of actions:

Actions which can be achieved within the short term are usually those within the capacity of the citizens (the users of the service) to do themselves. For example, a commitment to provide lunch-time porridge for primary school students, is an action that can bring a quick response. Parents and teachers can put this into action immediately.

Action Plans often include citizen advocacy actions to influence or demand a response from power holders, or to influence policy makers such as government staff or politicians. Such engagement with decision makers will be more powerful if community members can bring evidence to support their views.

Preliminary activity may involve communities undertaking additional monitoring of services to gather more evidence about the problems or gaps in service delivery.

Communities may also decide to form partnerships and coalitions to support their aims (see Section 8.3 for detail).

Other examples of immediate action may include seeking behaviour change or changes in practices from service users and service providers. For example, parents may commit to send their children to school on time. Teachers may also commit to start classes on time.

Health staff may commit to change their behavior towards community members who visit their health centre, and to seek more collaborative ways of working with the community.

Actions which might take longer to achieve, are usually those that require other stakeholders beyond the local public service to respond.

These might include actions where citizens demand that government begin to deliver services they have promised but which are not yet operating in the community. This could include demands to meet the agreed ratios of teachers to students, or number of midwives per 1000 community members.

For actions that may take a longer time to achieve, it is important to make sure that:

- the actions leading up to the long term goal are broken up into manageable parts - each with clear goals
- strategies are developed to maintain community interest so that participation and engagement of citizens is increased through the process
- ongoing monitoring identifies progress and can highlight when problem solving is needed to keep progress on track or try develop new tactics

The government response will determine whether the actions are achieved, and more importantly, whether services are improved. Sustained citizen action to ensure response from power holders and influence makers is critical.

There may be some actions which cannot be resolved at local level as the decision makers and/or those responsible sit at sub-national or national level. Special planning is required if the community decides to escalate their action beyond the local level. This process is discussed in Section 8.7

Encourage identification of some 'quick wins' – changes that are easy to achieve to encourage initial citizen action and build momentum for longer-term action.

BUILDING NETWORKS AND COALITIONS 8.3

A key part of strengthening Action Plan implementation is often the building of networks and coalitions.



A **network** is group of individuals or organisations who hold a common interest and who connect informally to share information and help each other achieve their respective goals. Networks can be quite informal and easy to establish and coordinate.

A **coalition** is a long-term more formalized engagement, usually between a number of

organizations which share a specific aim and who agree to peruse an agreed common set of objectives. Coalition members will all contribute to a shared plan with agreed timelines, processes and management structures. Establishing a coalition can take a lot of time and resources but can deliver significant benefits

Building networks and coalitions

An important part of CVA is the building of networks and coalitions. During the first stage of CVA, enabling citizen engagement, building networks and coalitions was an important step (Section 6.5).

This 'building' process continues throughout CVA implementation, and is especially important as citizens seek improved services and policy change.

Strengthening citizens' voices

As already noted, networks and coalitions can be very useful in building support for citizen demands and recommendations. Gathering stakeholders together who share the same interests and goals will amplify the voices calling for change and can significantly increase the impact of advocacy and influence with decision makers.

Citizens become more powerful when they build networks and coalitions.

Networks and coalitions are particularly helpful in supporting citizens to influence decisions beyond the local level. They also help connect citizens with other citizen groups at governance levels beyond the community, such as state and national levels.

Networks and coalitions can be built both within (internal) and outside (external) the community.

Internal networks and coalitions

Examples of networks formed within the community include:

- new groups being formed (individuals coming together to share information), such as the government development officer meeting with the school management committee to share government programmes.
- existing groups working together, such as health management committees working with school management committees to advocate to government for reforms to the delivery of services

External networks and coalitions

In order to influence changes in service delivery and policy, citizens and citizen groups may network and form coalitions with groups outside of their communities.

CVA is strengthened as citizens connect with broader social movements beyond their community, enabling them to make more amplified demands for action. There are many social movements existing within countries that citizens can connect to, such as coalitions around child rights and protection or social accountability.

Networks can also be formed at district or regional level. For example all school management committees within a whole district could agree to work together to influence policy change.

Networks and coalitions are useful in influencing power holders and duty bearers. There is power and strength in influencing change when citizens are more organised, work together effectively and the mobilised population becomes too large to ignore.

Tips for enhancing the formation of a coalition or network

- Identify specific issues that concern most community members around which stakeholders can take action. When a coalition is based on a shared issue, it easily picks up momentum and is likely to be sustained. For instance, a school-based issue could affect children beyond the area where CVA is being implemented
- Share responsibilities among members so each of the members can make a contribution but also feel valued
- Encourage rotational leadership among members
- Ensure you keep communication channels open and regularly inform everyone about the changes happening in the community.
- Together celebrate successes and challenges that have been overcome

ADVOCATE AND INFLUENCE 8.4



I. Duty bearers and power holders

Improving services and influencing policy usually requires action by service providers and power holders, most often the government. Though citizens may identify the need for action, it is rarely within their power to carry it out. They depend upon the government to respond and take action in order to achieve desired changes.

Citizens can use their individual and collective voices to advocate to service providers, decision-makers and power holders in order to influence them to implement the changes they want to see. When presented with persistent calls for change, expressed through citizens voicing their views, decision-makers, duty bearers and power holders should listen and respond. Of course response is not always immediate, and in some cases there may be no response at all. But in many circumstances CVA has resulted in major changes.

2. Strategic Advocacy

Advocacy and influence are often long term pursuits which can take time and stamina to achieve results - it took 56 years for the British-based anti-slavery campaign to end slavery!

That said, it is possible to achieve significant wins in the medium term with a strategic and sustained plans for engagement and influence. World Vision Uganda was able to leverage evidence from CVA at community level up to a national campaign to increase the government health budget. Working with others, it took them only four years to achieve this outcome, adding \$19.5 million in funding to employ health workers at the community level.

And some results at local level can be achieved almost immediately when citizens and government come together to implement shared solutions from CVA Action Plans.

Advocacy and influence actions need to be targeted. You should plan your advocacy engagements thoroughly to ensure that you have the right spokesperson/s, with the right evidence-based message, speaking to the right person/s with power/influence at the right time.

To increase your impact and effectiveness, you may find it useful to conduct exercises to map out and identify decision makers and power relationships for the issue you want to influence. (See Section 2.6 for more information on understanding power).

Mapping the timing of government electoral, planning and budgeting cycles can also be important when planning advocacy and influence actions.

Every local government authority is mandated to develop a three to five year development plan, and it is based on this plan that most annual budgeting is done. This plan is normally aimed at enhancing some of the policy and other government commitments. CVA provides great tools for influencing the design of such plans. In Armenia, the government has adopted CVA as a methodology that local governments can use to design their development plans. In addition, every local government has an annual budgeting cycle, it would be good to identify this cycle and have for instance the community gathering and action planning done, prior to the finalization of the budget. Where possible, the CVA working groups can work together with the local government officials to align the Community Gathering and Action Planning sessions to the budgeting meetings they normally hold. You will also note, most governments provide conditional grants for water, education and health, these can also be tapped into by working along with the mandated officials during Action Planning. It would be good to map all existing opportunities that can enhance the implementation of the Action Plan in your community and seek to harness them.

If the aim of the action is to increase the national budget then it is too late to engage a week before the budget is announced.

You should plan ahead to meetings with decision makers when they can have the most influence.

It is sometimes best to start by advocating to power holders or service providers who are closest to the community level. Once these local leaders are aware of the issues and have seen the evidence of the need for change they can then advocate on your behalf to influence other decision-makers. For example, advocate to your local MP, who can then advocate at national level for changes to the public policy.

Building networks and coalitions can provide important strategic advances in advocating and influencing for change. Power and strength in influencing change comes when people are more organised, work together and mobilise large parts of the population.

There are a huge range of potential advocacy actions available. Here are just a few in the table below:

Many guidance resources and tools to support advocacy actions can be found within the Advocacy Learning Library on WV Central at:

<https://www.wvcentral.org/advocacy/Advocacy%20Learning%20Library/Forms/AllItems.aspx>

- Lobbying meetings
- Parliamentary seminars
- Government submissions
- Public meetings
- Petitions
- Workshops
- Training
- Exposure tours/field visits
- Social audits
- Score cards
- Children's consultations

Continued community action

It can be difficult to maintain community energy and commitment for long-term campaigns, especially when the government or power holders are unresponsive. Active citizens will need to continue to motivate others to maintain pressure for change. Continued citizen education is important as part of this process. Opportunities for citizen mobilization and action will depend on the local situation but may ongoing options include meetings, rallies, marches, petitions, raising the issue in the media, visits to local MPs and other influential stakeholders in the community.

Some tips for maintaining community action

- Seek to align the CVA activities with the government's mandated planning cycles. This is likely to lead to quicker positive results and thus will encourage further community continued action.
- Use CVA to influence government mandatory spaces e.g. the local government planning and budgeting cycle. These are permanent periodic spaces in which the community can continue to engage even after the project closes. Influencing them will

- Distributing pamphlets
- Contests-painting etc
- Posters, Flyers
- Surveys
- Theatres
- Mass media
- Letter writing
- Interviews, Talk shows
- Newspapers, Press release
- Press conference
- Child Parliaments

help to strengthen the system and it is likely to be sustainable.

- Build partnerships with existing community based organizations (CBOs), faith based groups, youth groups, women’s associations.

LOCAL TO NATIONAL LEVEL LINKAGES 8.5

Beyond community level

There are times when action by local duty bearers and power holders is sufficient to deliver on the reforms identified by communities through CVA. At other times local authorities may not have the decision rights or budgets which would enable them to take the required action. When this happens you have to look beyond the local level for solutions and engage with power holders and decision makers at higher levels – district, sub-national or potentially even national level.

The confidence and skills to engage and influence these higher level decision makers may not immediately be within the practical capacities of local community members, but it is possible to build these competencies over time. There are also many practical steps you can take to reach these duty bearers and influence them to act.

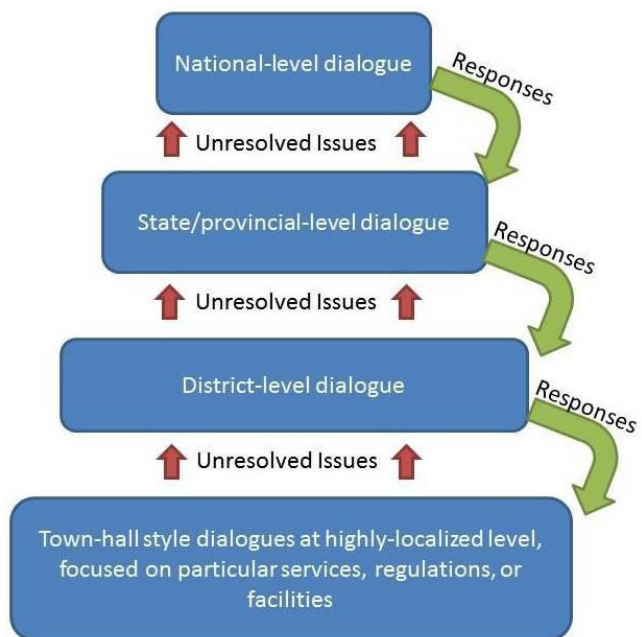
Why local to national?

Linking and leveraging advocacy actions from local to national level is an emerging priority component of Citizen Voice and Action and of LEAP 3. As we have seen in section 4, most National Offices are now deliberately planning and linking local and national advocacy from the beginning of programme designs, and many CVA logframes now routinely include linkages to national agendas and plans.

Action taken at higher levels should be designed to be complementary to action plans and initiatives at the local level. Issues raised at a national level will generally be broader than an issue raised in any one CVA implementation site. Since national issues are usually broader, they are likely to be relevant to a number of local areas.

Linking local level advocacy to higher level engagement is often essential for ensuring that community action plans can be fulfilled. If the problem cannot be resolved locally it will need to be escalated to higher and higher levels of authority until a solution can be found.

One example where this is often the case is when the underlying challenge to addressing the local concerns of communities is the need for additional budget allocation at sub-national or national levels.



The level to which an issue needs to be escalated will vary depending upon the context and the structures and processes of government. In particular, there will be differences between countries with

decentralized versus centralized governments. For countries with decentralised governments only a very small number of issues are likely to need to be escalated right up to national level (eg. a call for the introduction of universal health coverage) as most core decision making is made at sub-national or even district level. Many district and municipal government bodies have authority to make a wide range of policy decisions and budget allocations. In contexts with heavily centralised governments, however, it may be necessary to take even relatively basic issues to the national arena for action.

Other contextual issues may need to be considered. In a vast country like India, it would be extremely challenging to achieve national level influence, but it is quite achievable to seek change at State level. And in some countries, where WV is not registered nationally (eg. in China where WV is only registered at provincial level), it may be technically or politically impossible to bring issues to national level.

These considerations reinforce the need for very strong political and policy context analysis at both local and national levels during the CVA design process. The analysis will inform the scope and ambition of plans to link local and national level advocacy.

When planning to scale up, communities should be encouraged to develop short-term and medium-term advocacy plans and goals link to national advocacy plans articulated in Technical Approaches and Technical Programmes.

Some simple questions might include:

- what are we trying to achieve? This could be in either the short or long-term, however, make the long-term change clear first and then explore

the short-term changes that will build towards the longer term goal

- who are the main social actors that we are trying to influence?
- how will we go about this (given our existing activities and the strengths of ourselves, partners and other agents)?

Beyond the national level

In some cases, community level advocacy has the potential to contribute to regional or even global advocacy agendas. For example, the 2030 Agenda for Sustainable Development has established goals and targets which national governments will be aiming to meet over the next 15 years. Each government will make its own commitments to specific targets which will then make them accountable. CVA can equip ordinary citizens, including children and young people, to help monitor and improve service delivery and track how well their nation is performing against its Agenda 2030 commitments.

There may also be opportunities to engage with key regional bodies and agendas, especially through the new World Vision campaign to end violence against children.

Building citizen competencies for higher level advocacy

As we have seen, in World Vision we understand that advocacy can be advocacy 'by', 'with' and 'for' children, youth and communities (review Section 2.3 for details).

Efforts should always be made to empower citizens to lead their own advocacy at local, district and national level (advocacy by). However, there may be challenges to community members engaging at higher levels. For example, the travel distances involved may be considerable, there may be language barriers, community members may lack the

confidence and capacity to engage with senior officials, and in addition senior officials may at first be reluctant to engage directly with community members.

To address these challenges we can plan for a combination of World Vision staff, together with partners engaging in 'advocacy with' or 'advocacy for' as part of national level action and agendas, alongside local advocacy by community members through CVA at local level. In the meantime, identify specific organizations and individuals and map out specific knowledge and skills they will need to engage with leaders at the higher level. For instance, drafting presentations, communication, and lobbying. Support these stakeholders to build their skills. As communities grow in confidence, knowledge and skills and more space is opened up for engagement at district and national levels then World Vision should increasingly step back and support actions that enable the voices of children, youth and communities to be heard directly.

Building a compelling evidence base

Influencing higher levels of government and decision-makers can be much more demanding than influencing at local level. Specifically, such engagement usually requires compelling and often wide scale evidence to build a case for why those with power, authority and influence should pay attention and take action.

CVA can be a huge source of original data and evidence, especially in countries where CVA is being implemented across multiple area programmes. When brought together, data from multiple CVA locations has the potential to demonstrate a critical case for change.

World Vision staff need to work with local CVA facilitation teams and partners to

develop plans to gather data and evidence at community level and feed this up to national advocacy staff for analysis and use in developing sub-national or national policy reports and recommendations.

CVA has the potential to uncover new issues which need to become a priority for national level advocacy. For example, one Community Gathering may have raised the issue of poor in-service training. It may emerge that this is an issue which has been raised in many community CVA locations. World Vision, potentially working with partners or a coalition, may choose to take this issue to the Ministry of Education as a national advocacy issue. Our case would be strengthened because we could highlight our concerns by connecting them to evidence of need across multiple local level locations.

Data and evidence from CVA

Including plans to generate data and evidence at local level to support higher level advocacy activity at district or national level is an essential element of Technical Approach and Technical Programme design. CVA logframes should include a number of standard indicators which, through routine monitoring, will ensure the gathering and reporting of various types of data for use in advocacy.

CVA-generated data and evidence can include:

- The data analysis and presentation that is done at the time of the community gathering itself - *primary data analysis/ presentation*. This data should be logged on the CVA data base at the time of the gatherings.
- Other forms of analysis done later by the CVA groups, WV National Office and/or its partners for advocacy purposes - *secondary data analysis/ presentation*.

To support quality evidence-building, systematic data collection is needed during the Community Gatherings using the recording sheets. This data can then be transferred into the Citizen Voice and Action database⁹ and stored and combined with other data for analysis.

Review Section 2.11 for more detail on evidence building.

Analysing citizen-generated data

To begin the process of presenting evidence from CVA to subnational and national stakeholders, data from multiple CVA sites needs to be aggregated and analysed alongside secondary data. The resulting evidence can be used to create policy positions and recommendations. This work will generally be done by national level advocacy staff.

A few examples of the kinds of secondary analysis that can be done include:

- Analysis of discrepancies between national (or and global) standards and actual standards in communities
- Ranking of facilities based on performance
- Tracking the performance of facilities/ services over time
- Comparison of performance across regions
- Patterns across a geographic spread

Developing evidence for influence

Good policy positions and recommendations which can be used for higher levels of engagement and influence require a combination of strong data analysis and a narrative that holds the attention of the audience and argues a strong case for action and change.

Some critical elements in writing data reports and policy positions include:

- Clarity of the issue(s) and their impact on those affected
- Specific, achievable, actionable recommendations
- Knowing who your audience is and understanding what will motivate them into action
- Knowing the expectations of the audience in terms of their understanding of valid and credible data. Many government departments will not view a report (and its argument for change) as credible without a robust and comprehensive sample size
- Including images, stories and quotes from the community that provide reality and a personal connection
- Where possible, include a cost-benefit analysis as many governments will normally require a “budgetary note” from their ministry of finance about the funding implications.

Not all people will read lengthy and technical evidence reports. It is important that information is summarised into forms which can be easily shared with the public, partners and policy makers. Some examples include:

- Short summary policy briefs
- Information packs
- Media briefs e.g. press statement,
- Other campaign/lobbying materials such posters, stickers, leaflets; these will mainly highlight the issues and calls to action

Collaborate work with others

We have seen, the importance of networks and coalitions is clear in all stages of the Citizen Voice and Action approach, especially as we start to ‘Enable Citizens to Engage’ and

in ‘Improving Services and Influencing Policy’. Working with and through networks and coalitions becomes even more critical as local level action is linked to higher level action, especially at national level.

Generally influence at national level is almost always achieved through working in coalition with many like-minded partners.

Emerging evidence suggests the importance of key institutions and individuals (or ‘interlocutors’) in brokering relationships and connecting local-level accountability to policy influence. For instance, at the local level, World Vision has seen how Faith-Based organisations (FBOs), traditional leaders, Community-Based Organisations (CBOs), schools and health committees, can play a crucial role in brokering partnerships among service providers and community members. These partnerships can help immediately to improve a local facility, service or regulation.

At the district level these actors tend to broaden their partnerships to include district government actors. For example, districts tend to have sectorial specialists who can help people understand the technical detail of the problem and possible solutions. Elected officials tend to help people understand the procedural hurdles to the problem’s solution. Local coalitions, influential traditional or faith leaders and larger NGOs that have broader geographic scope can help people accumulate political influence.

Identifying and recruiting ‘advocacy champions’ to become powerful voices supporting your changes at both local and national level can help achieve results. Previous CVA programmes which have linked up to national level influence have recruited First Ladies, Members of Parliament, sports stars and film and television stars as

spokespersons and advocates for national advocacy issues. The higher the profile of the champion nationally the more influence they will be able to exert.

Local, subnational and national spaces for engagement

Once aggregated, analysed and packaged and presented as policy positions and recommendations, CVA data can feed into a wide range of higher-level multi-stakeholder dialogues. These dialogues can occur in ‘invited’ spaces, in which government encourages people’s participation, or ‘claimed/created’ spaces, in which people themselves join together in pursuit of accountability.

Many governments have created institutionalised spaces for citizen participation. For example, Peru’s Roundtable for the Fight Against Poverty nurtures multi-stakeholder dialogue at the local, subnational and national levels. And many governments now convene Child Parliaments where children’s voices can be heard on issues which are important to them.

In addition, in many countries, local governments are required to involve community members in planning and budgeting meetings. This is generally an annual process that presents an excellent opportunity to influence local governments to integrate needs/ issues from the CVA community Action Plan into local decision-making. Encouraging communities to regularly participate in “invited” spaces increases the sustainability of our work.

It’s not only the formal spaces, however, that provide an opportunity for engagement. Informal gatherings such as annual galas, parties and cultural ceremonies, have been utilized and enabled communities to realise results.

The CVA model itself supports multi-stakeholder, evidence-based dialogue in community gatherings (often created spaces), platforms that begin by focusing on the performance of one facility, government service or regulation – a clinic, a school, a local bylaw, or agricultural extension, for example. There is enormous potential for town-hall style dialogues like these to be extended and replicated, so that community representatives, including children and youth, can engage civil servants and elected representatives in ongoing, productive dialogues long after World Vision has left the area.

MONITORING AND SUPPORT 8.6

Ongoing monitoring and support during CVA implementation serves a number of purposes:

- to motivate those carrying out the actions
- to check that planned actions are happening
- to ensure that the strategies used are effective and are helping achieve the planned action
- to enable problem solving if obstacles prevent the actions from being achieved
- to report back progress to the community and users of the service
- to gather data to demonstrate impact and inform higher level advocacy

Monitoring encourages communities to produce regular updates and to use reporting and feedback loops. All these help maintain citizen interest and commitment. Sustained perseverance to achieve long term, sustainable change is often difficult to maintain so it is particularly important to report back regularly on progress in achieving the Action Plan with the various stakeholders, especially those involved in the Community Gathering and users and service providers of the public service.

Monitoring Action Plan implementation

Monitoring of Action Plan implementation not only includes recording the specific actions that are completed and documenting when and how citizens present their demands or recommendations, but also involves ensuring that the responses from government are noted and used by community members to revise or develop new action plan steps. Each engagement with decision-makers provides new information which will help focus and clarify future actions.

Progress on achieving the actions should be monitored by the CVA facilitation team and community members and the names of those responsible for monitoring progress should be recorded in the Action Plan.

CVA facilitation teams should be encouraged to produce short update reports on their progress every six months. These could be video interviews or short case studies – they do not need to be long, detailed written documents. They should aim to capture the key actions that have been completed and the results that have been achieved.

World Vision staff are responsible for collecting and logging these reports on the CVA data base.

Trouble shooting, flexibility and responsiveness

Monitoring activities helps those involved to know whether their activities are working. If plans are not being achieved, monitoring helps identify the need for alternative actions. Troubleshooting and problem solving are often needed as citizens come up against obstacles. Seek alternative strategies or actions, such as connecting with other groups as part of networks or coalitions, and being flexible and responsive to the local situation.

Ongoing support

It is not only WV staff and partners who can provide monitoring and support. It can also come from other community members, CBOs and other groups within the community. Review Section 5.5 for more detail on ongoing support.

Celebrate the achievement of Action Plans

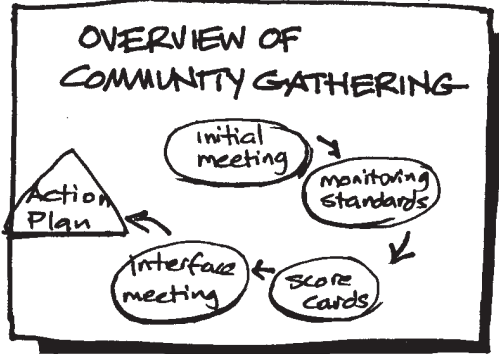
There is a saying that ‘success breeds success’. Citizens should take the lead in sharing their success with the broader community, especially the users and providers of the public service. This really helps in motivating citizen action to improve other services and influence policy. Plan events to share the actions taken and what has been achieved.

Celebrate wins

We can't stress this enough. When actions are achieved, and services are improved, celebrate the achievement! Share the success with everyone that made it happen. Acknowledge and celebrate the action of the duty bearers or power holders that made the change happen. Celebrate the participation and commitment of ordinary citizens. Encourage continued active and empowered citizenship for continued change and improvement.

Annex I

OVERVIEW DIAGRAMS



SMILELY SCALE

SMILELY SCALE	
VERY BAD	☹️
BAD	😞
OK	😐
GOOD	😊
V GOOD	😄

GROUP INDICATORS

PERFORMANCE MEASURES
Characteristics of an IDEAL
.....

PRACTICE VOTING

PRACTICE PERFORMANCE MEASURE	SMILELY	☹️	😞	😐	😊	😄
National football team performance	☹️					

SCORE CARDS

Location _____ Group _____		SCORE CARD	
PERFORMANCE MEASURES FROM GROUP	Symbols	Scores	
PERFORMANCE MEASURES GIVEN			

VOTING SHEET

Location _____ Group _____		VOTING SHEET				
		☹️	😞	😐	😊	😄

COMMENTS & PROPOSALS

Location _____ Group _____	
COMMENTS	PROPOSALS

WHAT YOU NEED FOR SCORE CARDS

OVERVIEW DIAGRAMS



COMPARISON SCORE CARDS

Indicators	HEALTH CENTRE			
	20001	Outpatients	Physical Actions	Service Providers
PERFORMANCE MEASURES FROM GROUP				
Availability of drugs		☹		☹
Staff friendliness		☺	☺	
PERFORMANCE MEASURES GIVEN				
Quality of staff	☺-☹	☺		☹
Drugs satisfied with service	☺-☹	☺		☹

MONITORING STANDARDS

Monitoring Standards			
Area	Venue		
Type	Standard	Actual	Comment
~	~	~	~
~	~	~	
~	~	~	

ACTION PLANNING

ACTION PLAN				
ACTION	WHO WILL DO THIS	BY WHEN	RESOURCE/SUBACTIVITIES	WHO MONITORS

SCORE CARDS

location _____		Group _____	
SCORE CARD			
Performance Measure from Group	Form		Scores
Performance Measure Given			

WHAT YOU NEED FOR INTERFACE MEETING

Endnotes

1. Just Associates (2006) Making Change Happen: Power, Concepts for Revisioning Power for Justice, Equality and Peace, Making Change Happen No.3, Washington: Just Associates
2. See [LEAP 3rd Edition](#) for more detail
3. See [The Role of Advocacy in LEAP 3](#) for more detail
4. <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>
5. WorldVision refers to this as Agenda 2030
6. The full set of CVA indicators can be found in the [CVA DME Framework Guidance](#)
7. Check the full [Local Level Advocacy Core Competency](#) for details.
8. In this paper, children or young people refer to any person under the age of 18 years, as defined by the United Nations Convention on the Rights of the Child. The term young people respects the preference of many older children to be called 'young people' instead of 'children'
9. Information and communication technology has a key role to play in accelerating data aggregation process