Programme for Enhancing Capacity on Social Accountability Tools

REPORT OF A CAPACITY BUILDING WORKSHOP
AUGUST 20-23, 2013. THIMPHU

SUBMITTED BY:

DR. GOPAKUMAR THAMPI

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Context

Social accountability can be defined in simple terms as "holding public institutions and public officials accountable". In essence, social accountability is the spirit of a functional democracy: *the process through which the citizens exact responsiveness and accountability from their representatives and public servants*. Very often, accountability is viewed as something that citizens exercise during elections. But seldom do we ask the critical question: **What happens between elections?** There is a need to shift our thinking from "votes" to "voice". It is quite unfortunate that in most representative democracies, the spirit and practice of democracy is often reduced to the ritual of elections with very little emphasis on engaging the citizenry with institutions of the state in an organized and sustained manner.

The last two decades have seen a resurgence of social accountability initiatives across the globe. From spontaneous and often confrontationist expressions like protests and sit-ins to more organized form of actions like social audits, report cards, score cards and budget tracking, civil society interventions on the accountability terrain today provide many inspiring and enabling examples. For a young and rapidly deepening democracy like Bhutan, there is an urgent and pertinent need to incubate and promote active civic engagement as a means to strengthen the democratization process. While an enlightened monarchy has vested Bhutan with democratic ideals and modern institutions, the practice of democracy in terms of an active and aware citizenry capable of holding public institutions accountable is still in a nascent stage. Proactive institutions of accountability like the Anti-Corruption Commission is very much in the forefront of driving the accountability agenda within the government and outside of it. However, much can be gained by building resilient civic institutions and forging coalitions with key stakeholders in the drive towards promoting integrity and participation in governance. The concept and practice of Social Accountability offers a potent platform to build capacities and forge alliances.

This workshop, a first-of-its kind in Bhutan was an initial step to sensitize key stakeholders including the government, polity, civil society and the media to the core concepts and practices of Social Accountability and provide an open and inclusive platform to discuss and explore avenues to embed pilot initiatives in Bhutan. About 25-30 participants attended the sessions spread over four days; see **Annex-1** for a complete list of participants.

Proceedings from the sessions and the results of discussions and deliberations are discussed in the subsequent sessions

Objectives, Methodology & Approach

Keeping in perspective the nascent stage of social accountability discourses and practices in Bhutan, the workshop aimed at creating a common understanding on the core concepts of social accountability, profile leading social accountability tools, identify implementation challenges and prepare action plans to be applied for advancing social accountability work in Bhutan.

The workshop employed a mix of pedagogy including lecture and presentation sessions, brainstorming and group discussions. The format followed included a narration and presentation of the key principles and concepts followed by a review and reflection on contextualizing the same in the Bhutanese context. Participants were particularly encouraged to Group discussions were mostly based on multi-stakeholder representation and facilitated rich and diverse sharing of experiences. To revisit key concepts learned and points discussed, a review session coordinated by a volunteer participants was held each day in the morning before the main proceedings commenced.

A major intent of the workshop was to sensitize the participants to understand and embed social accountability practices to the immediate political, social and economic contexts. While, the growing repertoire of tools and methodologies has certainly pushed the nature of the discourses and practices from an anecdotal and an emotional frame to an objective and factual one, there is a growing awareness on the need to relate the tool to the context. Very often, social accountability "pilots" are driven purely from a technical point of view, with very little linkages build around the larger political economy. Many observers have repeatedly pointed out the lack of a political buy-in to these singular pilots as perhaps the key reason why institutionalization is weak within public policy processes and operational systems. From a more practical level, there is thus a compelling need to share emergent experiences and insights from a practitioner's perspective to deepen the knowledge on implementing social accountability tools and approaches.

Our Broad Objectives...
- Discuss core principles and concepts of governance and social accountability.
- Profile leading social accountability tools and approaches.
- Identify issues and challenges in implementing social accountability tools and approaches.
- Prepare action plans to be applied in planned or ongoing projects.

Module 1: Setting the Context for Social Accountability

The workshop commenced with a welcome address by the Honorable Chairperson of Anti-Corruption Commission, Bhutan Dasho Netan Zangmo, followed by a keynote address by Mr. Karma Tshiteem, Secretary of the Gross National Happiness Commission. Both speakers reiterated the need to embed and strengthen social accountability practices as a mean to strengthen democracy in Bhutan by building an active and informed citizenry. The introduction was followed by a general round of introductions by the participants.

The facilitator for the workshop, Gopakumar Thampi then laid out the larger canvas to locate social accountability concepts and practices by profiling some challenges to electoral or representative democracies. By unpacking the concept of democracy into ideals, institutions and practices, the facilitator urged the participants to reflect the strengths and weaknesses of the same in the context of contemporary Bhutan. There was a unanimous consensus that democratic practices need to be strengthened relative to ideals and institutions. From this broader perspective, the discussions then moved to discuss concepts and frameworks for promoting accountable democracies. Core concepts and principles of commonly used words like 'governance' and 'accountability' were unpacked and discussed to create common understanding and frameworks. To ground some of the pointers emerging from the lecture and the discussions, a group exercise called RICE (Roles, Interests, Contributions and Effect) was conducted to locate key stakeholders in governance in Bhutan.

To provide the participants with an overview of the local government framework in Bhutan and also, to share experiences with building social accountability, two presentations were given by the Local Development Department of GNHC and the Department of Local Governance. These presentations proved to be extremely useful in profiling key legal and administrative provisions pertaining to decentralization and also, in highlighting practical challenges to promote people's participation.

The concept and key features of 'Social Accountability' were then discussed and their linkages and importance to public service delivery highlighted. In particular, the political nature of social accountability was particularly referenced to moderate the technical dimensions that are overstated in some discourses. To drill down the interplay of power and politics in social accountability, a simple illustration of a household was quoted: Every household has many needs to meet with limited resources. This leads to questions of prioritizing needs and how those decisions to prioritize are taken. The same choices confront a country also in terms of meeting large number of needs with limited resources leading to following pertinent questions:

1. **Who decides on priorities? Whose needs are addressed? Who participates in planning & policy making?**

2. **How are resources allocated? Who makes these decisions? Are these decisions based on needs? How are revenues generated?**

3. **Is money allocated spent on the correct purposes? Are there leakages?**

4. **Are desirable outcomes produced from these investments? Why do schools have no teachers? Why do hospitals have no medicines? Why are roads so bad?**

Taking off from this backdrop, four domains that are the key focal areas of social accountability was discussed: Planning/Priority Setting, Budgeting, Expenditure Tracking and Outcome Monitoring. And for each of these domains, social accountability asks simple questions, the answers to which could improve the quality of governance and accountability.
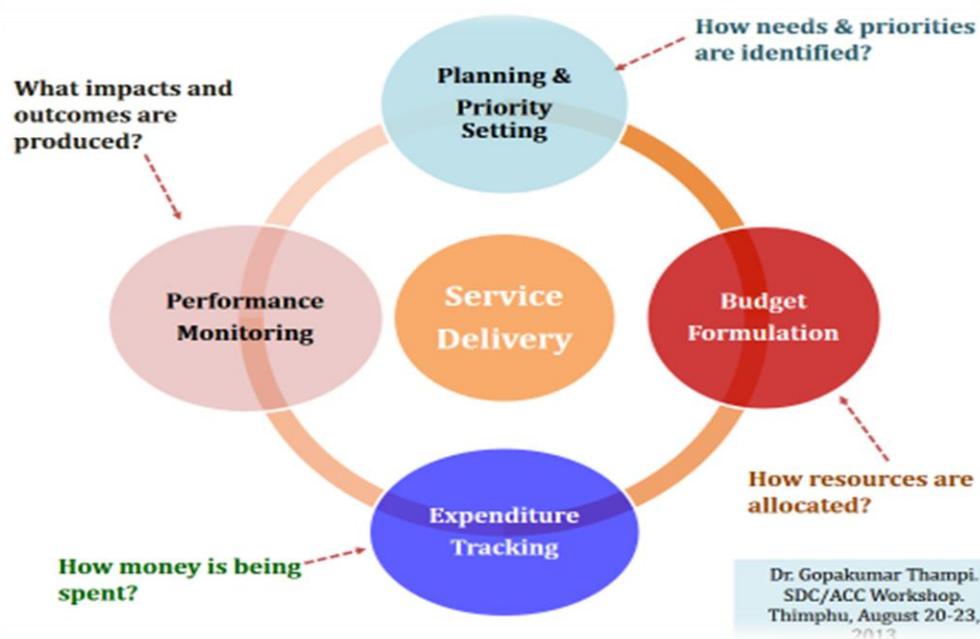
The penultimate session of the module focused on some aberrations that impact on these four domains and results in deficits of accountability and good governance. Some critical issues discussed in this regard include:

- Biased considerations influencing planning & prioritization processes – **Adhoc Policies**

- Spending on wrong goods and people – **Budget Allocation Problem**

- Resources fail to reach service providers or users - **Expenditure Tracking Problem**

- Weak supervision for effective, efficient & equitable service delivery - **Problem of Monitoring/Accountability**

- Demand-side constraints - **Problem of Participation/Awareness - VOICE**

A quick menu of some leading social accountability tools was then presented with a brief introduction to their core profiles.

SA DOMAINS AND TOOLS

| PLANNING / PRIORITY SETTING	BUDGETING	EXPENDITURE TRACKING	OUTCOME MONITORING
	Budget Analysis	PETS	Mystery Visitor
Participatory Planning			
Citizen's Jury	Budget Advocacy	Community Scorecard	Community Scorecard
	Participatory Budgeting	Public Hearings	Citizen Report Card
			Public Hearings

The last session focused on profiling some examples of social accountability work in different contexts – these included, raising awareness on service provisions through provision of information related to rights and entitlements, assessing the gap between standards mandated under policies and experiences on the ground, analyzing budgets and advocating for equitable allocations, tracking how money flows down from the central to local level and estimating leakages and evaluating final outcomes from the perspective of citizens. Finally, the session concluded by identify four critical Rights that matter for social accountability:

Majority of the participants felt that the Right to Know (Information) was the key and the priority area to focus. There was also a note of caution expressed on the Right to Organize (Association) as this should not result in street protests and mob violence.

Module 2: Social Accountability Tools

The technical sessions of the workshop commenced with a presentation on Budget Analysis and Budget Advocacy. The importance of budget was particularly highlighted as a domain of social accountability that deserves attention and intervention. After a preliminary discussion on the fundamentals of a government budget, the focus was shifted to discuss budget analysis and the nature of information that could be generated from different types of data interpretations. The discussions also illustrated international examples of budget transparency work, especially the Open Budget Index of the International Budget Partnership (IBP). Specific examples of budget work like sector analysis, gender analysis and social analysis were shared with participants. The concluding part of this session discussed the potential entry points for budget work in Bhutan by providing a schematic flow chart indicating potential areas for intervention:
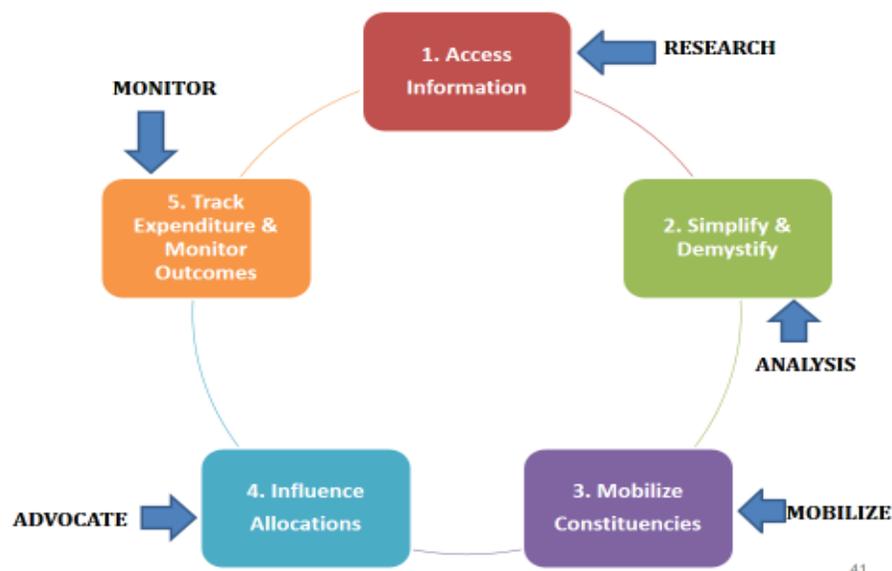
Following this, participants were divided into groups to review concepts learned and identify practical entry points for budget work in Bhutan (see **Annex -2** for summary of group work):

- **Which stage in the budget cycle will you get involved with?**
- **What activities can you do to influence this stage of budget work?**
- **What evidences/research/information will be needed?**
- **Who will you work with?**
- **What results can be expected?**

The second session focused on **Citizen Report Card (CRC)**, a social accountability tool first used in 1993. Using the simple concept of a school report card, the facilitator described the two major drivers of the citizen report card – the power of measurement and the power of comparison. The objective of the citizen report card as a tool for dialogue and constructive engagement was particularly emphasized. Key features of the CRC were then discussed and clarified; in this context, a key distinction was drawn between opinion/perception polls and a CRC. The credibility and legitimacy of a CRC rests on the fact that the methodology is based on user feedback and not perceptions or uninformed opinions. Rather than perceptions, CRCs collect and organize experiences that users had while using a particular service or interacting with a particular agency. Following this, the basic buildings blocks of a CRC were unpacked and explained; it was stressed that the methodology is a blend of the science of surveys and the art of advocacy.
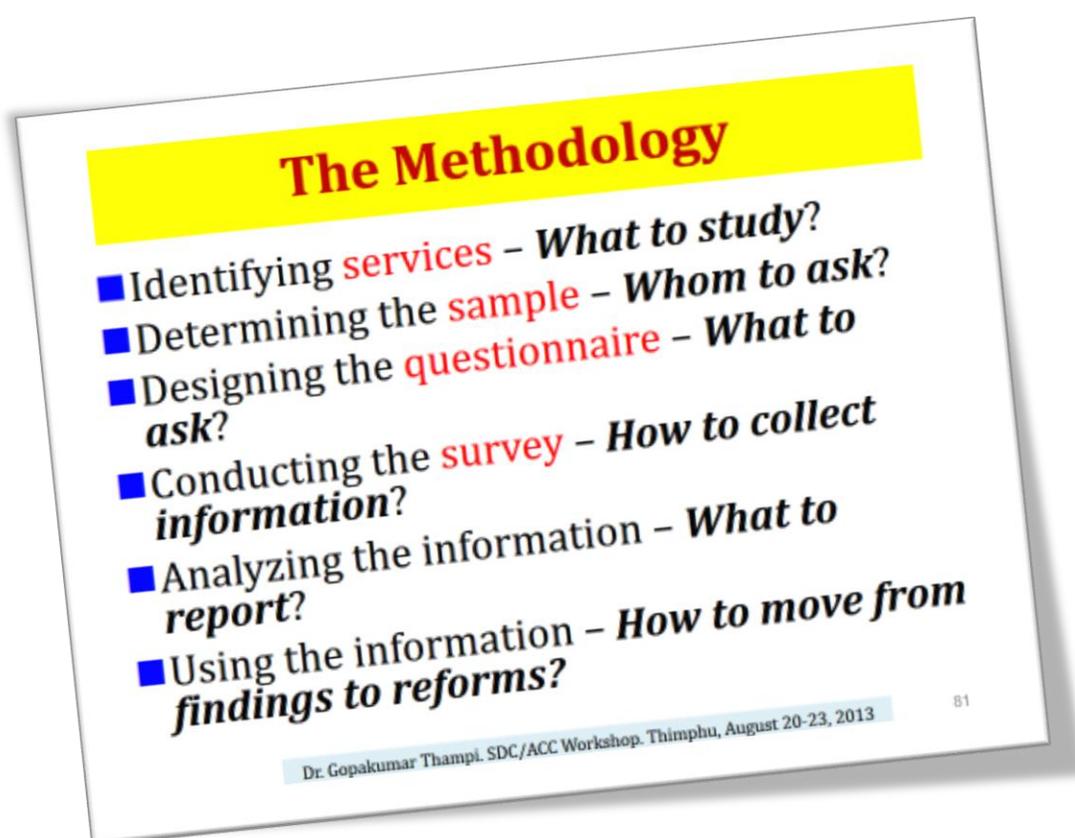
An illustrative example of a recent CRC exercise conducted in Sri Lanka was used to demonstrate how information is organized and interpretations drawn to enable focused responses and reforms. The power of CRCs when used repeatedly as a trigger for change was illustrated using a decade long case study from Bangalore. The institutional forms to conduct a CRC and illustrative examples of CRCs being used in varied contexts were also discussed with the participants.

The session on CRC concluded with a review, reflection and application exercise where four groups deliberated on the following questions:

- Can CRCs be implemented in our context? If yes, which sector, program or service is most enabling? Give reasons

- What aspects (indicators) of the sector, program or service would you be interested?

- Which population will you target for collecting information?

- What are the key challenges or risks that you anticipate? How will you address them?

- What additional skills and resources do we need to implement CRC?

A summary matrix capturing the details of the discussion is provided as **Annex-3**

The third tool discussed as part of the profiling of social accountability approaches was the Mystery Visitor (MV). Used extensively in the private sector since 1940s as an independent observation tool, MV is now finding increasing applications in the social accountability domain as a simple yet powerful tool to monitor service quality at the facility level. A short profile of MV and key methodological steps were discussed. Following this, a simulated example of a MV was provided to allow participants to get a feel of the kind of information MV provides. The final part of the session was a plenary wherein participants reflected on the applicability of MV in the Bhutanese context. There was a consensus that the MV is a simple and very easy to implement tool that could be used to monitor service delivery points like health centres, licence centres, community centres etc.

Mystery Visitor - The Concept

- Simple & popular tool used since 1940s
- Quantitative & Qualitative indicators
- Relies on observation techniques
- Best used for observing infrastructure, processes, staff behaviour etc.
- Uses trained anonymous personnel

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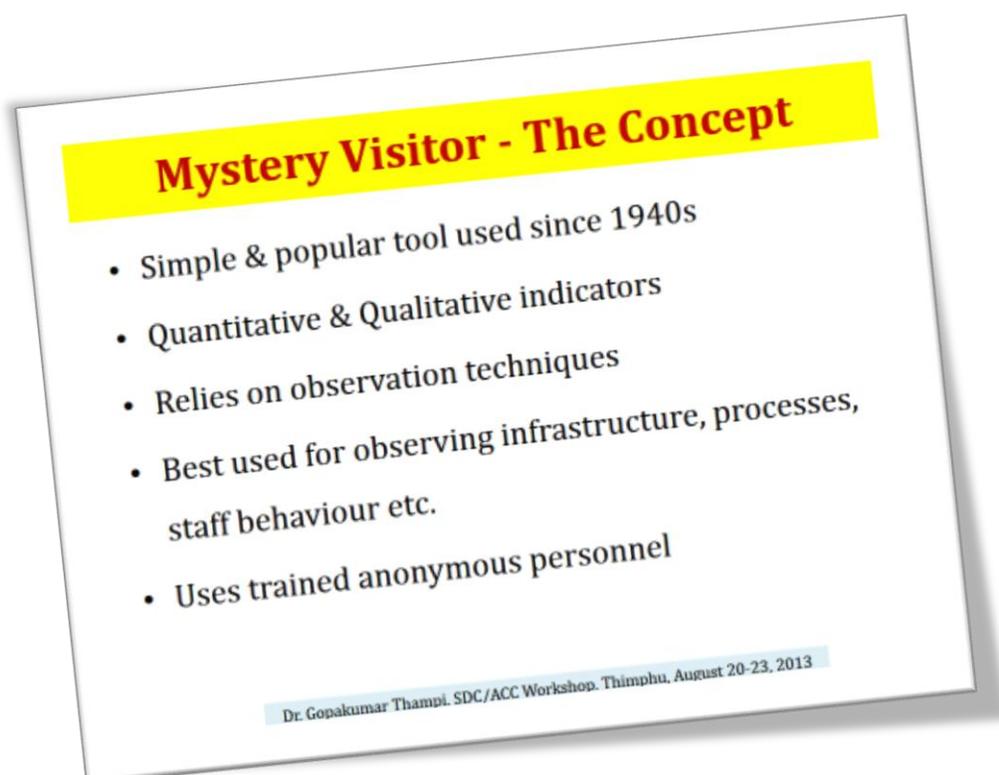
The fourth and final tool profiled was the Community Scorecard (CSC) – a hybrid of participatory and social mobilization approaches, Citizen Report Card, public hearings, and infrastructure & budget audit. Further to this, the four key components of the CSC were explained – Participation (mobilizing key stakeholders); Disclosure (empowering stakeholders with relevant information); Measurements (scoring service aspects) and Claims (enabling stakeholders to exercise their rights and entitlements). Following this, the six methodological steps to design and implement a CSC were discussed and each step was then further explained and elaborated through illustrative examples. The need for skilled facilitator was repeatedly emphasized as the tools looks deceptively simple to implement but relies on strong moderation competencies. The power of repeated applications of the CSC was also illustrated through an example. To ground the learnings to the field of practice, participants were divided into groups and given a set of reflective questions to deliberate upon and report:

■ Can CSCs be implemented in our context? If yes, which sector, program or service is most enabling? Give reasons

■ What aspects of the sector, program or service would you be interested?

■ How many Focus Groups will you form? Who would participate in these FGDs?

■ What are the key challenges or risks that you anticipate? How will you address them?

■ What additional skills and resources do we need to implement CSCs?

A summary matrix capturing the details of the discussion is provided as **Annex-4**

Module 3: Implementing & Rolling Out Social Accountability Tools

The last module provided a critical link between the context and the tools for designing and implementing social accountability interventions. A central premise presented to the participants was that social accountability practices run the risk of being a victim of the tools of diagnosis and in the process overlook critical aspects like political economy, social mobilization and negotiating power structures resulting in the undermining of legitimacy, representation and eventually their very own credibility. The ready availability of 'downloadable' manuals has made access to tools and techniques quite easy. In many cases the novelty of the tool drives the diagnosis rather than the questions that need to be answered or probed. Central to this debate is also the emergent concerns regarding the quality of diagnosis and analysis. Most of the social accountability tools lack definitive protocols and are subject to highly varying levels of adaptations thus opening up spaces for critiquing and questioning. The question of capacities and competencies also loom large. Following this, an attempt has been made to identify five key themes that inform and influence the praxis of analysis and diagnosis, as depicted below:
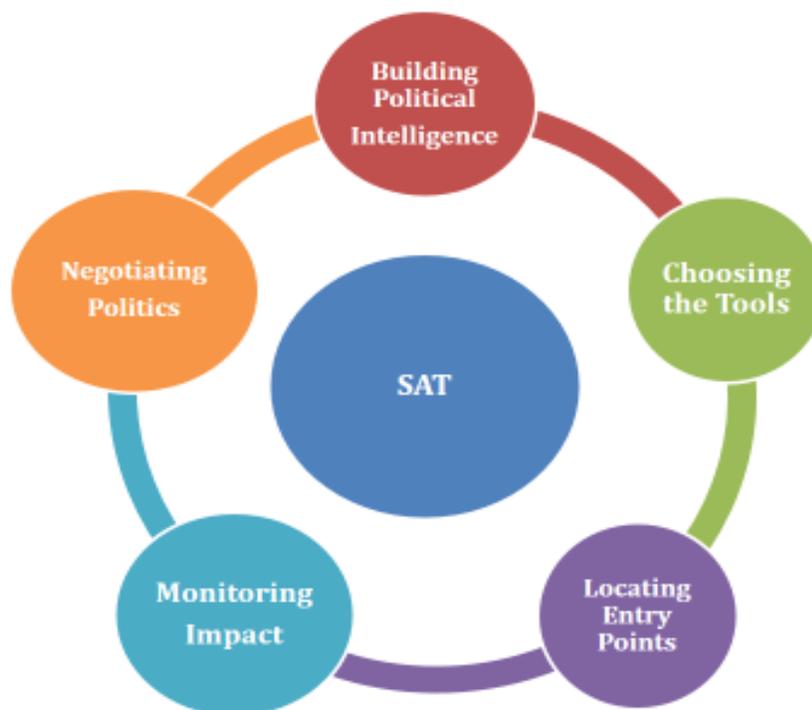
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Each of these elements was then taken up for discussion and reflection, starting with the need for building political intelligence.

Building Political Intelligence: While designing a strategy for designing and implementing social accountability approaches and tools, it is imperative that we develop a good understanding of the political economy in which the intervention is embedded. Political Economy Analysis (P-E Analysis) aims to situate interventions within an understanding of the prevailing political and economic processes in society - specifically, the incentives, relationships, distribution and contestation of power between different groups and individuals - all of which greatly impact on outcomes. A good P-E Analysis looks at several overlapping dimensions of the problem: *Institutional analysis* looks at formal and informal rules that govern individual and group behavior in an institution. These rules may be embedded in cultural and social practices and sometimes mediate and distort the expected impact of a change measure. *Political analysis* provides an in-depth look at power relationships among and across different stakeholders which affect decision making and distributional impacts. *Social Analysis* explores social relationships across households, communities and social groups and their degree of inclusion and empowerment in the change process. *Economic Analysis* looks at the economic incentives (prices, subsidies, taxes etc.) that influence choices/decisions to affect change and the distributional impact of reform. These analyses go beyond conventional technical solutions to a problem by *anticipating* risks and opportunities before the proposed intervention. This not only informs the pace, choice, design and sequencing of reform measures, but allows a management of the risks that are identified so that they are less likely to obstruct the reform process. Participants were then provided a menu of some of the leading P-E Analysis tools:

Frameworks for PEA

Levels of Analysis	Tools
Macro / Country	• Drivers of Change (DFID) • Power Analysis (SIDA) • National Integrity System Assessments (TI) • GAP Analysis (UNAC)
Meso/Sector	• Sector Governance Analysis Framework (EC) • Sector Risk Analysis (WB) • Value Chain Analysis
Micro/Project	• Stakeholder Interest-Influence Matrix • Force Field Analysis • Tool based – Critical '8'

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To give a hands-on feel of using a P-E Analysis, participants were divided into four key stakeholder groups – Central Government, Local Government, Civil Society and Media – and asked to discuss the tool 'Critical 8' and score each of the eight indicators on a scale of 1-10 (a score of '1' implies an extremely negative scenario and a score of '10' reflects the best possible and positive one):

1. **Political Context** – How would the political actors react to SA tools?
2. **Decentralization** – Do local governments have reasonable powers to reform the services assessed by the SA tools?
3. **Ability to mobilize stakeholders** – How easy or difficult is to mobilize key stakeholders to participate?
4. **Citizens Ability to Voice Experience** – Do citizens feel free to give honest feedback about government services?
5. **Ease of Implementation** – How easy is to get local resources to implement SA tools?
6. **Quality of media** – Is the media independent? Do they cover issues related to public services? Will they cover findings and present them in an unbiased manner?
7. **Quick Wins** – How easy is it demonstrate immediate results?
8. **Constructive Engagement**: Does the tool have clear incentives for service providers? Does the methodology have scope for a positive engagement with the local government?

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The exercise proved to be a powerful learning experience as it demonstrated how specific interest groups perceive contextual factors differently. The exercise also provided a forum for different stakeholders to air their views openly and listen to other perspectives. The facilitator explained to the participants that the Critical 8 is a powerful tool for building consensus and creating a shared understanding of the enablers and challenges. Stakeholder scores are provided as **Annex-5**. A second micro-level P-E-Analysis tool, the Stakeholder Impact-Influence Matrix was then discussed. It was emphasized that this tool is extremely crucial to map key stakeholders and locate their interests and influence before rolling out a social accountability program.

The next point of discussion on factors influencing the selection of particular social accountability tools. It was emphasized that the 'fit' of a particular tool depends on four critical elements: *political context, scale & level of intervention, action focus, and skill sets and resource requirements*. Each of these elements was discussed and key matrices laying out various contextual factors like scope, resource requirements etc. were discussed.

Following this, the next variable – locating entry points – was taken up. Semantics matter when advocating around issues diagnosed by a tool. While taking on a visible 'accountability' or 'anti-corruption' agenda sometimes bring in immediate results, the impacts may not last in the long run. Very often, in an environment characterized by reform champions and social mobilization, an accountability agenda may work well as there exists the necessary 'push' and 'pull' conditions. However, in environments characterized by low levels of demand and high levels of resistance or in cases, where existing relations between the civil society and the state is confrontational, the 'big bang' accountability agenda may not work, and in some cases may prove

3. Locating Entry Points

- Positioning the tool/approach

- Building strategic partnerships

- Credibility of the proponent

- Building new / complementary competencies

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to be counterproductive. In such instances, a more nuanced and strategic approach is needed. Identifying 'low conflict' issues and quick wins – like targeting service improvement in general or improving access to service in particular gives a smoother segue for anti-corruption work. This is also area where a good P-E Analysis could flag up potential pathways to make inroads. The need to ensure credibility of the key proponents driving the social accountability agenda was also stressed. Just as the message is important, so too the face of the messenger. However scientific and objective the data is, if the image of the proponent is colored – politically or otherwise, the data will have no value. In a highly politicized space, very often objective diagnostic data can very easily be discredited as 'politically motivated' misinformation. Numerous examples were provided by the facilitator to drive home the need to ensure that accountability is a two-way street. The need to complementary skills like coalition building, networking etc. was also stressed to make social accountability initiatives effective.

The final session of the workshop was focused on developing elements of an action plan in Bhutan. Participants were divided in to three groups with mixed representation from government and civil society. The groups were given the following issues to deliberate upon and report back in a plenary. A summary of the group work and action plans developed are attached as **Annex-6**.

A formal evaluation of the workshop was conducted by participants filling out a feedback sheet; consolidated feedback is provided as **Annex-7**.

Annex – 1: List of Participants

	Participant's name	Agency
1	Lhundup Wangchu	Wangdue Dzongda
2	Rinchen Khandu	Gup, Gasetsho Gom Gewog, Wangdi Phodrang Dzongkhag;
3	Tshering Dorji	Gewog Administration Officer, Nyisho Gewog, Wangdi Phodrang Dzongkhag;
4	Pema Choden	Planning Officer, Paro Dzongkhag Administration, Paro
5	Ngawang Tashi	Gewog Administration Officer, Dokar Gewog, Paro Dzongkhag;
6	Damcho Wangmo	Legal Officer, Punakha Dzongkhag Administration, Punakha;
7	Kinley	Gup, Talo Gewog, Punakha Dzongkhag;
8	Kelzang Dema	Gewog Administration Officer, Barp Gewog, Punakha Dzongkhag
9	Sonam Dorji	Gup, Kawang Gewog, Thimphu Dzongkhag;
10	Ugyen Pem	Gewog Administration Officer, Chang Gewog, Thimphu Dzongkhag;
11	Damchae Dem	The Chief Executive Officer, Bhutan Association of Women Entrepreneurs (BAOWE);
12	Chimi Wangmo	The Executive Director, Respect, Educate, Nurture and Empower Women (RENEW);
13	Neyzang	Royal Institute for Health Sciences, Thimphu;
14	Sonam Wangmo	The Disabled Persons Association of Bhutan;
15	Pema Lhamo,	Bhutan Transparency Local Group;
16	Thukten Tshering	Tarayana Foundation;
17	Dorji Tashi	Loden Foundation, Thimphu;
18	Phub Tshering	Guide Association of Bhutan (GAB);
19	Namgay Tshering	Construction Association of Bhutan (CAB);
20	Chimi Palky	Bhutan Youth Development Fund;
21	Dorji Ohm	
22	Kuenga Lhendup	Royal Textile Academy;
23	Chorten Dorji	Handicraft Association of Bhutan;

Annex – 2: Group Work on Budget Analysis & Advocacy

	Recommended Entry point	Potential Activities	Information Requirements	Partners to work with	Expected Results
Group I	Budget Formulation (Local Level)	(1) Educate grassroots on importance of budgets (2) Carry out awareness programs for people's representatives and government functionaries.	(1) Timely information related to budget heads	(1) People's representatives	(1) Matching resource allocations to people's needs
Group II	Budget Formulation (Local Level)	(1) Capacity building at all levels (2) Public Consultative Sessions (3) Facilitate informed and active participation (4) Advocacy	(1) Situation/Need based analysis to prioritize and allocate proportionate budget	(1) Gewogs and Dzhongkhags) (2) Other concerned focal persons	(1) Enhanced community participation (2) Sense of ownership (3)Effective and efficient use of resources (4) Targeted achievements of goals and objectives.
Group III	Budget Formulation (Local Level)	(1) Educate people on importance of budget formulation and encourage their participation (2) Review and improve budget allocation process	(1) Past Budget reports (2) NSB publications (3) MFCTC Committee Report	(1) Parliamentarians (2) Local Government officials (3) Technical Persons	(1) Judicious utilization of budget resources (2)Targeted achievements (3) Sense of ownership among people.
Group IV	Budget Formulation (Local Level)	(1) Creation of Grassroots Forums (2) Developing Workplans (3) Conducting budget analysis	(1) Budget Guidelines	Dzhongkhag & GNH	(1) Prioritization of allocations by Chewogs based on community needs (2) Share budget criteria prior to Chewog Zomdu and Gewog Tshogde

Annex – 3: Group Work on Citizen Report Card

	Sector/program for Intervention	Service aspects / indicators of interest	Population to be targeted	Key Challenges/Risks	Additional Skills and Resources Required
Group I	Subsidized Housing Scheme for Low Income Civil Servants	a)Building quality b)Infrastructure like sewerage, waste, recreation facilities, electricity, health clinics and commercial service centres	a)Residents b)Businesses	a)Getting unbiased information from residents	a)Human resources – technical support b) Finance to undertake activities
Group II	Rural Roads	a)Quality of roads (maintenance, pliability) b)Access (connectivity, reach, relevancy) c)Impact on livelihood (market connectivity)	a)Community members b)Commuters c)Local leaders d)Contractors	a)Getting right information b)Fear of backlash for giving honest feedback c)Availability of respondent's timing d)Resistance from LGs	a)Professional support to design survey b)Awareness, advocacy on CRC c)LG capacity building
Group III	Thomde Services in Thimpu	a)Availability & Accessibility of services b)Quality & Reliability	a)Residents of Thimpu	a)Capacity building b)Resources c)Community Participation	a)Communication & Advocacy skills b)Technology support – Mobilephone based surveys
Group IV	Four public services – Health, Water Supply, Roads & Education	a) Availability & Access to services (inclusion) b)Quality & Reliability c)Satisfaction	a)Citizens in general and parents, students, patients in particular	a)Technical resources b)Sensitivity of respondents to cooperate	a)Need to create convergence of data to a single point b)Awareness program to influence key stakeholders c)Training media to report in unbiased and objective manner

Annex – 4: Group Work on Community Scorecard

	Sector/program for Intervention	Strategies to encourage participation	Focus Groups to Target	Key Challenges/Risks	Additional Skills and Resources Required
Group I	Waste Management	a)Conduct awareness programs b)Sensitization on Rights, government policies c)Highlighting incentives for providers (opportunity to voice experiences and concerns)	3 Focus Groups: - Housewives - Students - Residents	a)Timing b)Coordination c)Ensuring participation	a)Expertise to facilitate b)Funds
Group II	School Education	a)Awareness through media (TV and Radio) b)Skits and competitions	5-6 Focus Groups - Parents - Children - Teachers - Management - Local Government	a)Sensitivity with interface meetings b)Locational challenges to mobilize communities c)Social Pressures (fear of backlash)	a)Peer learning visits b)Capacity development trainings
Group III	Agriculture Extension Services	a)Sensitizing community and providers to create awareness of the tool b)Getting the buy-in of key local players	3 Focus Groups for communities & 1 Focus Group for Provider	a)Risk of personalization b)Resources for facilitation c)Managing community expectations d)Sustainability	a)Capacity building training programs on facilitation and advocacy

Annex – 5: Assessing the Context for Social Accountability – The Critical '8' Exercise Scores

Indicator	Local Government	Central Government	CSO	Media	Overall (Average)
Political Setting	8	3	7	5	6
Decentralization	9	6	8	7	8
Ability to Mobilize Stakeholders	9	4	5	4	6
Ability to Express	6	3	2	8	5
Ease of Implementation	4	2	5	5	4
Quality of Media	8	5	2	5	5
Quick-wins	5	4	8	8	6
Constructive Engagement	8	7	4	8	7

Scores out of a maximum of 10 and a minimum of 1.

Annex – 6: Action Planning

	Key Learnings from the workshop	Perceived Opportunities to Implement SA Tools	Tool(s) best fitting the context / Specific issues addressed by the tools	Envisaged Activities	Potential Impacts
Group I	a)Importance of citizen engagement in local governance b)Translating 'noise' to 'voice' c)Knowledge on SA Tools	a)G2C Services b)OPD services at JDW	a)Community Scorecards b)Mystery Visitor	a)Awareness on SA tools b)Implementing pilots c)Advocacy / information dissemination to relevant authorities and stakeholders	a)Improved services at JDW (OPD)
Group II	a)Voice of citizens resulting in targeted impact oriented services b)Tools for social accountability	a)Public service delivery	a)Community Scorecard	a)Preparatory activities b)Field visit c)Focus Group Discussions d)Report generation & Recommendations d)Wider dissemination of findings	a)Good governance, social responsibility and awakened citizenry
Group III	a)Concepts on Social Accountability b)Tools – CRC & CSC c)Questions more than tools d)Civic Engagement d)Strengthen M&E	a)Procedural lapses (land conversion) b)Learning of front-end processes (time taken to process land transactions)	a) CSC can lead to constructive engagement and build trust	a)Awareness and sensitization of tools b)Building partnerships with CSO and government partners	a)Overall governance in the country.

Annex – 6: Participant Feedback & Evaluation

Consolidated Participants Feedback keeping in perspective the following workshop objectives:

- *Be familiar with core concepts of governance and accountability*
- *Be familiar with participatory tools and approaches to enhance local governance and accountability*
- *Relate the learned concepts and tools to local context; and*
- *Prioritize and develop action plan based on learning*

	Criteria	Feedback in Percentage (N=24)			
		Strongly Agree	Somewhat Agree	Somewhat Disagree	`Strongly Disagree
1	The training increased my knowledge of the core concepts in governance and social accountability	88	12	0	0
2	The training familiarized me to the tools of social accountability	83	17	0	0
3	The training helped me to relate the concepts and tools to the context in Bhutan	63	37	0	0
4	The facilitation of the training was good	88	12	0	0
5	The resource person was able to convey the training contents effectively	96	04	0	0
6	The resource person was able to clarify doubts and answer questions	96	04	0	0
7	The group discussions were useful	95	5	0	0
8	Food and hospitality at the venue met my expectations	63	37	0	0
9	Overall, the workshop met my expectations	80	20	0	0

10. Which topic/session/initiative do you find most useful? Why did you like that most?

    a. Concept of Social Accountability
    b. Social Accountability Tools (mostly Community Scorecard)
    c. Interactive group discussions
    d. Constructive Engagement
    e. Ability to understand operational challenges

11. What are your suggestions in improving the overall quality of the training?

    a. More time for concrete case studies
    b. Follow up workshop
    c. Extending the duration
    d. More group work sessions & video presentations
    e. Simplify the language for better comprehension

12. What more needs to be focused in future?

    a. In-depth training on tools with field practical
    b. Include top government officials, local government leaders and heads of concerned authorities, CBOs, Gewog Administrative Officers
    c. More discussions on country context
    d. Facilitation skills to function as ToTs