



FOLIO

Customized Learning Modules for Social Accountability and Good Governance



A photograph of three women sitting at a table in a meeting. They are looking at papers and water bottles. The woman on the left is wearing a green top and glasses. The woman in the middle is wearing a patterned green top and a green necklace. The woman on the right is wearing a white top and glasses, and is speaking into a microphone.

People matter.

Ordinary citizens play an essential role in progress. People are at the heart of any developmental program, whether in governance, health, education, water, sanitation or food sustainability. People are not only the target of such programs but also agents for success. The key is to empower ordinary citizens to be more engaged in public affairs.

This is the goal of the Affiliated Network for Social Accountability in East Asia and the Pacific (ANSA-EAP)—to connect citizens and to create meaningful relationships between people and governments through constructive engagement. ANSA-EAP hopes to bring citizens and governments closer in order to foster a sustainable society where people's basic needs are sufficiently met; where caring communities are nurtured; and where relationships among members are anchored on justice and equality.

ANSA-EAP was launched on February 2008 by the Ateneo School of Government with support from the World Bank. ANSA-EAP has accomplished a lot in the areas of networking, research, learning and capacity-building, information and awareness-raising, and resource mobilization for social accountability.

ANSA-EAP shares its learning and capacity building work through this FOLIO. Here you will find eight learning modules where theory and experience meet.

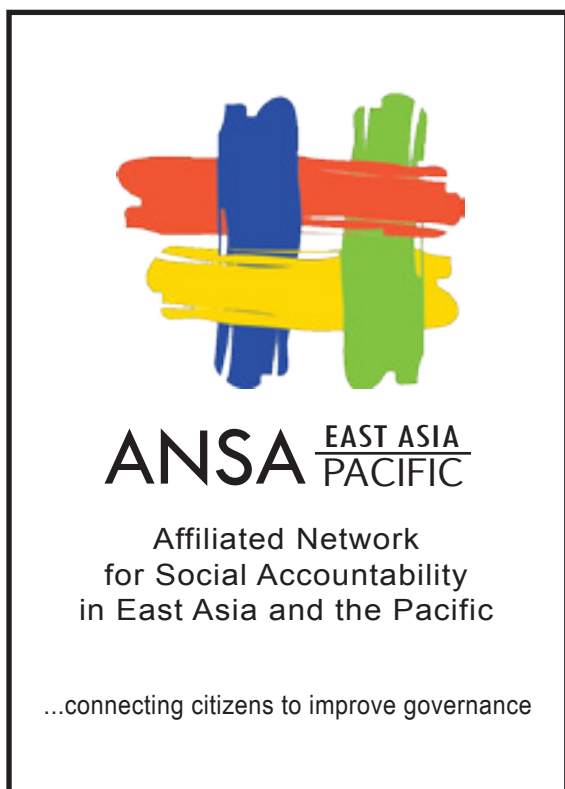
The FOLIO is divided into three parts:

The introduction illustrates the process of module development. It shows how each program is customized through the learning-in-action framework so that it directly addresses the needs of and becomes relevant to learners.

The second part presents the eight learning modules of ANSA-EAP. These include the context in which each was developed, the design, and insights and stories from the field. At the end of each module, the lesson plan is summarized. This part serves as a guide for groups that would like to customize their own module.

The third part of the FOLIO is a reflection on what has been done so far. This part highlights the lessons and challenges as well as the directions of ANSA-EAP's learning and capacity building thrusts in the near future.

This FOLIO is intended to be a resource tool for social accountability practitioners and ANSA-EAP partners. May it find its meaning and purpose in the hands of those who desire good governance and active citizenship in their circles of influence.



Folio: Customized Learning Modules for Social Accountability and Good Governance

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by Affiliated Network for Social Accountability in East Asia and the Pacific (ANSA-EAP)

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List of Acronyms

ANSA-EAP	The Affiliated Network For Social Accountability In East Asia And The Pacific
ASoG	Ateneo School Of Government's
ASPAP	Association Of Schools Of Public Administration In The Philippines
BEIS	Basic Education Information Systems
BL	Bantay Lansangan
CE	Constructive Engagement
CHR	Commission On Human Rights
CLCs	Core Learning Components
CLP	Core Learning Program
COMELEC	Commission On Elections
CommGAP	Communication For Governance And Accountability Program
CRC	Citizen Report Card
CSC	Community Scorecards
CSO	Civil Society Organizations
DepEd	Department Of Education
DPWH	Department Of Public Works And Highways
EI	Extractive Industries
FOIA	Freedom Of Information Act
G Watch	Government Watch
ICTs	Information And Communications Technologies
IMCS	Instructional Materials Council Secretariat
JCG	Java Convener Group
KID	Komunitas Indonesia Untuk Demokrasi
MCEV	Mentoring-Coaching-Exposure Visits
MITs	Mentors-In-Training
NLCGG-RECITE	Northern Luzon Coalition For Good Governance- Responsible Citizens, Empowered Communities And Solidarity Towards Social Change
NGO	Non-Government Organization
OGB	Oxfam Great Britain In East Asia
OST	Open Space Technology
PECSA	Program To Enhance Capacity For Social Accountability
PETS	Public Expenditure Tracking Survey
PFM	Public Financial Management

List of Acronyms

PfSAN	Partnership For Social Accountability Network
PFSED	Physical Facilities and Schools Engineering Division
PRIA	Society For Participatory Research In Asia
RECITE, Inc.	Responsible Citizens, Empowered Communities And Solidarity Towards Social Change
SAC	Social Accountability
SAC 101	Social Accountability 101
SACLAP	Social Accountability Learning In Action Program
SAS	Social Accountability School
SCAP	Student Council Association Of The Philippines
SLFP	Social Accountability Learning Facilitators' Pool
SWOT	Strengths-Weaknesses-Opportunities-Threats
TAN	Transparency and Accountability Network
WBI	World Bank Institute
YMN	Young Moro Network For Social Accountability

Introduction: Laying the Groundwork

ANSA-EAP adopts the learning-in-action approach in creating new learning modules. The result is a new module that is replete with fresh perspectives and lots of surprises along the way.

It is ANSA-EAP's belief that true learning can only happen if one can combine past experiences to new lessons, then use that in the application of new solutions.

The simplest way to describe the learning-in-action approach is: one first revisits experiences, determines gaps and issues, goes on to look for solutions, and apply them in real situations. All these steps happen in the appropriate learning environment: one that encourages learning by doing, learning in a community of practice, and learning with others (or mutual learning).

The strength of learning-in-action is a flexibility that allows the team to design learning processes that are relevant to the needs or actual problems faced by social accountability learners and practitioners on the ground. Another winning feature is that the participants and facilitators, after going through a particular learning module, are able to reflect back on their whole learning experience and provide feedback on how to improve the learning design. Finally, the approach imbues the learners with the experience to apply these very principles of learning-in-action (learning by doing, learning in a community of practice, and mutual learning) to future undertakings.

STEP 1: REVISITING THE EXPERIENCE AND DETERMINING GAPS AND ISSUES

How is this process applied in the context of learning module development? The team assesses the learners' issues or problems and existing capacities. At the same time, the ANSA-EAP team looks at its own past experiences so that past learning becomes an essential part of the design process. The team is also guided by ANSA-EAP's SAC Learning Agenda, which provides the strategic context as understood by the program. From there, the team identifies the learning needs or gaps (needed capacities vs. present capacities).

From there, the team identifies the learning needs or gaps (needed capacities vs. present capacities).

The SAC Learning Needs Assessment Tool guides the process of assessing the learning situation, determining the gaps, and providing the strategic learning agenda.

STEP 2: LOOKING FOR SOLUTIONS

From its assessment of the learning gaps, and guided by the learning agenda, the team develops and drafts the learning goals and objectives for the proposed capacity building activity. Then the team specifies the appropriate menu of learning topics and methods. Following an iterative process, the general design is laid down as a roadmap for learning. Finally, all requirements for the activity are put into detail in a learning matrix.

The learning matrix is the day-to-day guide for the learning activity. It spells out the objectives of the activity, which are then expanded into sessions or activities with specific time allotments. The learning methods and expected outputs are likewise spelled out, as well as those responsible for each session or activity (e.g. resource persons, facilitators). The learning matrix allows the team to ensure a seamless flow of the process across the various learning sessions identified in the modules, all directed at achieving the objectives of the learning activity.

STEP 3: APPLYING SOLUTIONS

While ANSA-EAP regards the learning matrix as an important tool, it remains flexible as it responds to and addresses the real-time needs of the learners. However, ANSA-EAP generally follows a template when running capacity building activities. This template is patterned after the classic adult learning cycle. The learning process itself usually follows four stages/quadrants:

1. **QUADRANT 1:** An initial grounding of the discussion on social accountability within the field of the participants' own experiences of governance and participation issues. It usually involves identifying accomplishments and issues in the current relationship between themselves as members of a citizen group (or as an individual) and the government;



2. **QUADRANT 2:** Reflecting on experiences to broaden and deepen their understanding of past actions;
3. **QUADRANT 3:** Integrating lessons from the experience with existing theories or concepts, and generating innovative ideas to improve future actions;
4. **QUADRANT 4:** Building the participants' commitment for action on social accountability. This quadrant usually requires participants to come out with immediate future steps in terms of applying the key lessons and insights from activities done.

While this Quadrant Problem Solving tool was actually adapted from the World Bank Institute's coalition building workshop framework, ANSA-EAP has made it its own by marrying it to the learning-in-action cycle. Here the learning-in-action cycle takes on the new form of 1) EXPERIENCE-- 2) REFLECTION--3) THEORY--4) ACTION

STEP 4: CONTINUING LEARNING-IN-ACTION

Learning in social accountability does not stop with the end of the formal learning or training interventions.

Post-training interventions may include:

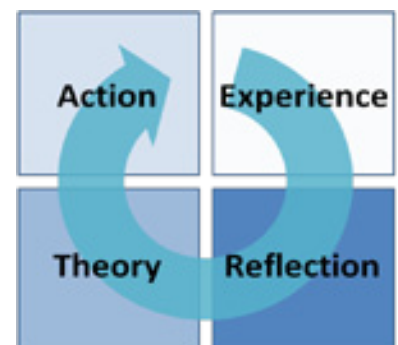
- developmental interventions in which opportunities for applying what was learned and for continuing learning outside of the training set-up are provided;
- organizational or institutional interventions in which a systems change within the organization, or a change in institutional strategy that enables or encourages the changed practice (e.g., adoption of more results-based performance evaluation systems for their Social Accountability work), or changes in the organization's approaches based on the lessons or insights of the members who participated in ANSA-EAP's learning programs, are worked out.



STEP 1: REVISITING THE
EXPERIENCE and DETERMINING
GAPS AND ISSUES



STEP 2: LOOKING FOR
SOLUTIONS



Step 3: APPLYING SOLUTIONS
STEP 4: CONTINUING LEARNING-IN-
ACTION

Figure 1. The development of a module



Learning continues as participants enhance their social accountability competencies: increase their knowledge, deepen their appreciation or understanding of Social Accountability, sharpen their skills and adopt appropriate attitudes and behaviors that ultimately lead to changes in their practice.

THE ANSA-EAP LEARNING MODULES

Since 2008, ANSA-EAP has developed eight learning modules using the aforementioned steps. These eight modules are:

1) Social Accountability 101

A core program that facilitates understanding of the social accountability framework while building initial commitment for transforming personal and institutional values, fostering power relationships, and understanding political institutions towards promoting greater citizen participation in democratic governance processes and sustainability.

2) Constructive Engagement

A course aimed at teaching participants the value of social accountability and constructive engagement between government and citizen groups, and how these are linked to the initiatives of the organization.

3) Facilitator's Pool Training

A training of trainers aimed at the establishment of a pool of Social Accountability learning facilitators and trainers who will help broaden the scope of ANSA-EAP's learning agenda.

4) Training for Infomediaries

A workshop that aims to equip the infomediaries with knowledge of the a predetermined public sector and skills in engaging various public stakeholders.

5) Strategic Planning for Social Accountability

A planning session targeted towards ANSA-EAP networks. It involves discussions on local governance and social accountability context, and on the possible directions and focus areas for promoting social accountability approaches of an area.

6) Mentoring and Coaching for Social Accountability

A module that links expert-practitioners with learners in what ANSA-EAP calls a "hand-holding" relationship, wherein the former guide the latter's practice and facilitate drawing of insights from such practice.

7) Social Accountability Tools: Community Scorecard and Citizen Report Card

A module designed to enhance capacities of ANSA-EAP network partners who are active in the areas of procurement education, peace and development, and extractive industries (EI) in implementing citizen report card (CRC) and community scorecards (CSC) towards monitoring government performance and strengthening good governance within their respective sectors.

8) Social Accountability Core Learning Program

This module features ANSA EAP's key programmatic learning intervention for enhancing stakeholders' capacities in conceptualizing, designing and carrying out Social Accountability initiatives.



Social Accountability 101: It all begins with the basics

In life, all lessons must begin with the fundamentals. Before we begin to walk, we must first learn to stand. Before we learn to read, we must know our ABC's. And in learning social accountability, we must start with 101.

The Social Accountability 101 (SAC 101) Learning Module is an introductory course on the key aspects and processes of social accountability. Social accountability refers to actions initiated by citizen groups to hold public officials, politicians, and service providers accountable for their conduct and performance in terms of delivering services, improving people's welfare and protecting people's rights. The goal of SAC 101 is to present an overview of the concepts, principles, and tools of social accountability so that participants can reflect on how the approach can fit into the strategies and programs of their organization.

THE BEGINNING

ANSA-EAP began its campaign towards mainstreaming the social accountability approach through workshops such as their Customized Country Learning Programs. These workshops, which were usually big group conferences with a mix of classroom-type lessons and workshop groups, ran from five days to two-weeks long. They discussed social accountability, Public Finance Management (PFM), SAc tools (participatory planning, budget monitoring and analysis, public expenditure tracking, procurement monitoring, and participatory performance monitoring), and other topics on good governance.

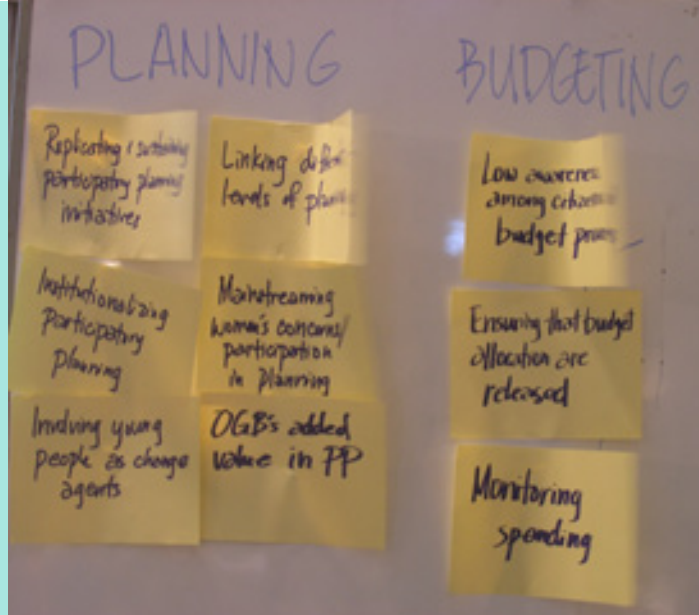
In 2008, for example, the World Bank chose ANSA-EAP to provide technical assistance for its Program to Enhance Capacity for Social Accountability (PECSA) in Cambodia. PECSA was a capacity-building program ran by ANSA-EAP and partners such as SILAKA from Cambodia and PRIA from India. The idea was to focus on

how the social accountability framework and tools could be grounded and applied in government reforms based on Cambodia's Strategic Framework for Decentralization and Deconcentration. The resulting program developed by ANSA-EAP was called the Social Accountability School or SAS.

Similarly, the World Bank's Mongolia Country Office and the Partnership for Social Accountability Network (Pfsan) in Mongolia tapped ANSA-EAP to conduct a similar customized country program. This program was called Social Accountability Learning in Action Program (SACLAP). It was aimed at building the knowledge and skills of specific Mongolian citizen groups and government officials in using social accountability approaches toward good governance.

Feedback from these workshops showed that there was a common demand for a shorter introductory course that would familiarize learners with the social accountability framework and present effective strategies for pursuing social accountability efforts. It was in this manner that the SAC 101 Learning Module was born.





THE ELEMENTS

Two sources can be cited as having provided the elements for SAC 101.

The first is PECSA's Social Accountability School (SAS). Sections of Sac101 were taken from its SAS Basic Orientation Module.

The second source is the World Bank Institute's (WBI) Core Learning Program (CLP) which is a purely internet-based learning program aimed at providing governance practitioners with basic theoretical knowledge and practical skills in designing and implementing social accountability approaches and tools. Elements of Sac101 were taken from CLP Module 1.

FEATURES OF SAC 101 MODULE

The SAc 101 learning module features:

- a conceptual overview of social accountability;
- its importance in bringing about key governance and development goals;
- topics on ethics and governance;
- strategies for negotiating with government; and
- procurement and fund tracking.

It also presents a range of specific social accountability tools based on the public budget management cycle.

The SAc 101 learning module has three core learning components (CLCs):

1. CLC 1: The SAc Framework provides an overview of the key concepts, principles, intended outcomes, and tools of social accountability. In sum, this learning component discusses the importance of social accountability as well as the attendant benefits and risks.

2. CLC 2: The Practice of SAc provides the participants an opportunity to critically engage the conceptual framework presented in CLC 1 and re-articulate it by looking at actual social accountability practices as applied to real issues thus extracting relevant lessons and insights.
3. CLC 3: The Challenge of SAc builds on the previous components and challenges the participants to embrace the social accountability vision within their own life and work. It aims to further promote internalization of the social accountability framework by facilitating a short planning activity that allows the participants to act on their initial commitments

This module has been conducted for several organizations since 2009. These include but are not limited to:

1. The Star Kampuchea network in Cambodia. An orientation module that included reading assignments, a video lecture and conferences, face-to-face sessions and mapping activities;
2. Association of Schools of Public Administration in the Philippines (ASPAP) in connection with ANSA-EAP's engagement to develop SAc modules or courses as subjects in their public administration curriculum;
3. Government Watch, a sister unit of ANSA-EAP. This workshop was conducted to bring the members to a common understanding and appreciation on the SAc framework and to help clarify their thrusts as part of their strategic planning process for their EU-funded localization project (which basically aims to take the SAc approach to the local government level);
4. Municipal officials and CSOs of Barugo, Leyte, Philippines;

Insights



In this section, a facilitator for SAC 101 answers some of questions about the learning module.

1. *Before entering the seminar room, some participants have zero knowledge about social accountability. How do you usually describe SAc to those newbies?*

There are a variety of ways to make SAc interesting to newcomers. But one of the best ways is to introduce SAc using a stimulus video where they get to see an actual SAc initiative. (If a video presentation is not available, ANSA EAP's facilitators run a short structured learning experience [SLE]). From there, the presenter/facilitator asks the value of what they just saw in relation to their work. Usually, participants immediately see the importance of social accountability and its connection with their work and advocacy.

2. *After going through this module, what do you suggest is the next logical training to take and why?*

From SAC 101, the next logical step would be to undergo some kind of Core Learning Program (see page 52), or a more in-depth training on a particular SAc tool that the participants are

interested to implement. Or, they can go through some kind of mentoring and coaching process (see page 40), to help them integrate SAc programs and strategies within their organizations' work.

3. *How do participants usually feel after attending SAC 101?*

Usually, people feel happy that there are people who are actually practicing social accountability. People become more interested to look into issues of public accountability and how SAc can enhance their governance work.

4. *What improvements do you think can be done to the module for the future?*

Develop more effective learning materials: e.g., powerful short videos to get key messages across, serve as good starting points for sessions, and provide popularized inputs or overviews on topics.

A good example is the video animation about the PFM cycle that translates a very technical process into layman's language.

5. A two-hour session with the Student Council Association of the Philippines (SCAP) 7th National Conference. This included a video presentation and a question and answer forum;
6. Komunitas Indonesia Untuk Demokrasi (KID), a training NGO in Jakarta. SAC 101 for KID involved theoretical topics like the relationship between SAc and democracy as a universal social-political value, relevance of SAc in the Indonesian context, how SAc can be institutionalized within the on-going democratization process in Indonesia;
7. A one-hour presentation on "SAc and People Empowerment" for graduate students of the Master of Public Administration in Western Visayas State University as well as LGU officials from the municipal and provincial governments of Iloilo ;
8. A one-day social accountability orientation and seminar-workshop with students and faculty members of the Department of Public

Administration of Western Mindanao State University in Zamboanga City.

9. A half-day session SAC 101 session with members of the Philippine National Police. This was part of their Leadership Course with Ateneo School of Government's (ASoG) Executive Education Program;
10. Barangay officials and their partner CSOs from Sta. Mesa, Manila. This was in connection with another ASoG project related to child and family development. The thrust of the orientation was to explore the value and possibility of putting in-place citizen monitoring mechanisms to ensure accountability in the implementation of barangay child development programs at the community level

Too many to mention here are orientation sessions with various citizen groups who are interested in social accountability as an approach to good governance. Online versions of the module have also been piloted with partners such as Oxfam Great Britain.

BLACKBOARD:

HOW TO GET STARTED

Social Accountability 101

LEARNING MODULE OBJECTIVES:

The general objective of the introductory learning module is to impress upon the participants the public value of social accountability in terms of enhancing active citizenship and good governance practices towards achieving improved development outcomes. Based on this general objective, the learning module will have the following specific objectives:

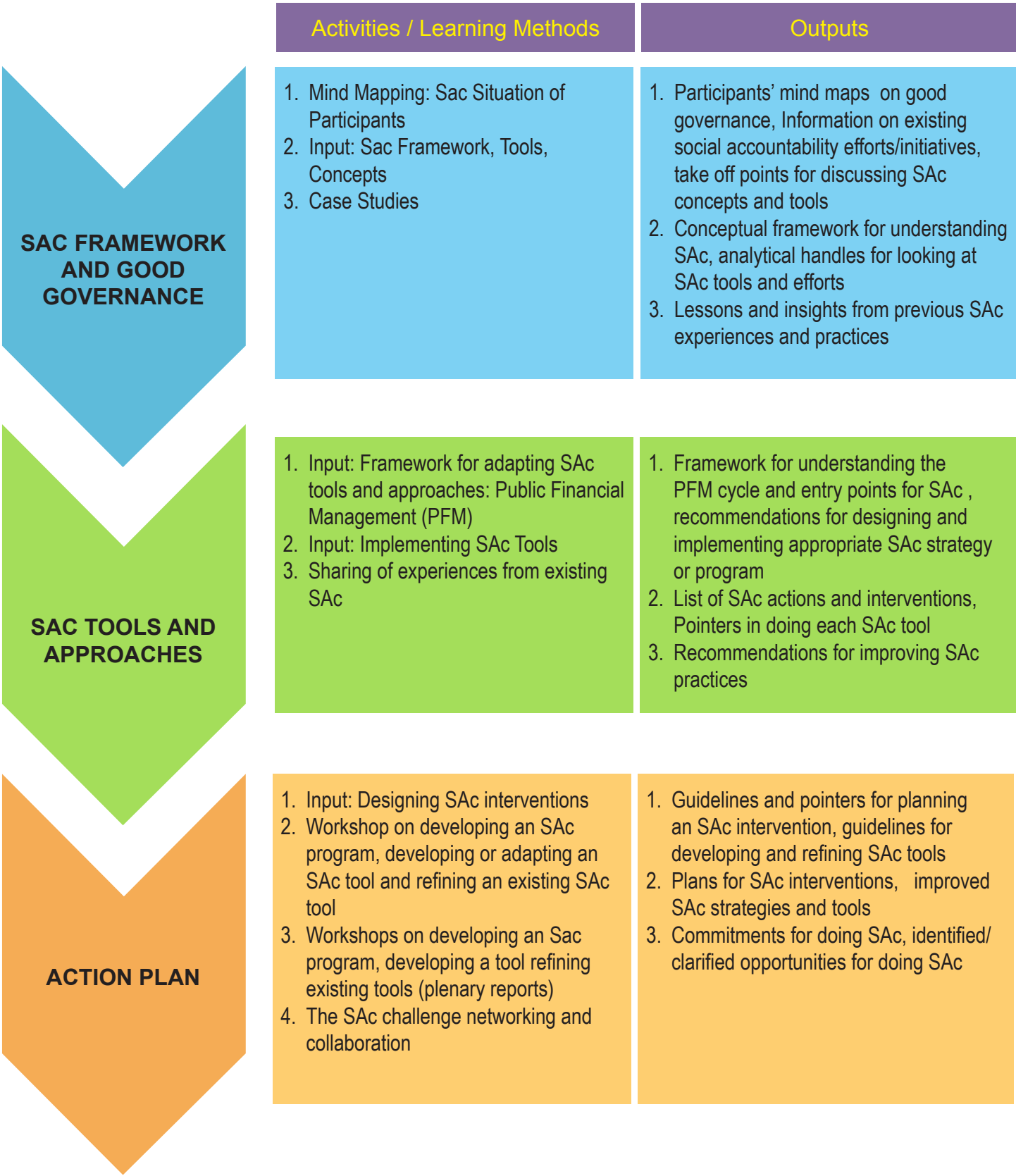
1. Provide space for discussing and reflecting on the social accountability framework and its importance in attaining good governance;
2. Provide a broad overview of social accountability tools and approaches and help locate these in the spectrum of actions for achieving participatory governance;
3. Situate within the local context key principles on rights and responsibilities of citizens and government that are affirmed by social accountability;
4. Facilitate consensus on these principles through exchange and discussion of actual experiences in exercising such rights and responsibilities; and,
5. Help participants clarify their role and that of their organization in promoting and strengthening social accountability.

TARGET PARTICIPANTS:

The orientation course should cater to the needs of a wide variety of groups for an introductory learning process on SAc. On the one hand are the ANSA-EAP's main target audience for building the network consisting of citizen groups, non-government organizations (NGOs), civic associations, business groups, and government people involved or interested in promoting citizen participation in monitoring government performance. On the other hand are individuals or groups that the project mobilizes to support SAc efforts on the ground, including sectoral experts, the ANSA-EAP project team, and the Ateneo School of Government staff.



A GENERIC DESIGN:





Constructive Engagement

A different kind of people power

Dropping votes in a ballot box or marching on the streets to express one's frustrations with government are only a couple of ways ordinary citizens can contribute to good governance. Everyday folk can also be agents of change by working with the government on the use of public resources through sustained dialogue and collaborative problem-solving. But to achieve this, citizens need to raise their awareness and skills by enhancing their competencies in constructive engagement.

ANSA-EAP's vision is to help improve civil society by connecting citizens to governance. It seeks to achieve this objective by strengthening its social accountability foundations. Social accountability is by definition the constructive engagement of citizens and government in monitoring the use of public resources towards better public service delivery, improved people's welfare, and enhanced protection of their rights.

In the context of governance and reform work, citizen engagement is the process of building a mature relationship between citizens and the government. Good governance becomes a reality if these two parties work together.

A relationship governed by constructive engagement is marked by:

1. An attitude of trust-building among the involved parties,
2. The generation and use of information and evidence to make claims,
3. An orientation towards achieving concrete results or finding solutions, and
4. A predisposition towards sustaining the engagement.

ANSA-EAP'S module on constructive engagement is aimed at deepening the participants' appreciation of the interplay among good governance, social accountability and constructive engagement. By the end of the workshop, learners are able to identify challenges in terms of their current relationships, and ways or strategies to improve such relationships within the context of citizen-driven monitoring of government.

The strategies include the use of various analytical, communication, decision-making and negotiation tools to help facilitate more effective public dialogue and productive problem-solving processes among the different stakeholders.

The constructive engagement (CE) learning module usually runs three days but can be customized to shorter versions: a two-day workshop, a one-day learning event, and a half-day orientation.

The design of the CE module uses the Quadrant Problem Solving tool, which is adapted from the World Bank Institute's coalition building workshop. The tool has been customized to examine the existing nature of the engagement among social accountability actors.

Starting with Quadrant 1, the workshop identifies accomplishments and issues in the current relationship between citizen groups and government. Quadrant 2 entails agreeing on a common vision as the ideal end result of the engagement. Quadrant 3 identifies CE strategies and ends with a brainstorming activity to appraise the CE tools that were presented and examine how these can be adopted (and accepted) by SAc actors given the latter's context and experience. This session focuses on stakeholder mapping, effective communication, interest-based negotiation and consensus-building. Finally, Quadrant 4 requires workshop participants to develop the next steps that apply the key lessons and insights from the whole module.

Just in two years alone (2010-2011), ANSA-EAP ran a number of major constructive engagement modules.

Most notable were their engagements with the World Bank Institute, Bantay Lansangan and Government Watch.



The pilot module for constructive engagement was prepared for the Communication for Governance and Accountability Program (CommGAP) of the World Bank Institute. In January 2010, the CommGAP broached the idea of running an extended module on creating public spaces and shaping public opinion. ANSA-EAP was tasked to organize the first workshop among staff of the World Bank, Asian Development Bank, and ANSA-EAP members on coalition building and strategic communication for governance reform. The workshop was held on 17-19 February 2010 at the ADB office in Manila, Philippines, and gathered around thirty (30) people from the development partners and from ANSA-EAP members.

The Transparency and Accountability Network's (TAN) Bantay Lansangan (BL) Program in the Philippines provided ANSA-EAP with a small grant to develop and conduct a series of workshops aimed at enhancing the appreciation of constructive engagement among BL volunteers and their government counterparts in the implementation of the BL program. BL-TAN and ANSA-EAP conducted a total of four (4) regional workshops on constructive engagement in Cebu, Davao, Naga and Baguio, with around 120 participants from BL network members and regional and district offices of the Department of Public Works and Highways (DPWH).

The Government Watch (G Watch) is a social accountability program of the Ateneo School of Government in the Philippines that monitors the performance of public programs, the use of public resources, and the implementation of public policies of

various government agencies, including the Department of Education (DepEd), Commission on Elections (COMELEC), and the Commission on Human Rights (CHR). It has recently engaged in a localization initiative designed to replicate its monitoring efforts at the local government levels. As part of the project's capacity building interventions, G-Watch implemented in April 2011 a series of learning modules on good governance, social accountability, constructive engagement and citizen monitoring. ANSA-EAP learning facilitators delivered a two-day training based on a customized version of the BL constructive engagement workshop in Iloilo City.



KNOWLEDGE IS POWER

By Randee Cabaces

When citizen groups under Bantay Lansangan (or Road Watch) project were starting their monitoring activities, engineers and experts at the Department of Public Works and Highways (DPWH) in the Philippines were not cooperative and cast serious doubt on the idea of ordinary citizens monitoring their work. They even cited the disparity between the many years they spent in college mastering their chosen field, compared with the “competencies” of citizen monitors who did not even finish grade school.



But despite this, Bantay Lansangan was able to get the commitment of the regional heads of DPWH. They signed a Memorandum of Agreement with the Bantay Lansangan Project to integrate citizen monitoring into their work as part of the department’s efforts toward good governance. Armed with the MOA from the department’s executives, BL monitors proceeded to develop their own simplified monitoring instruments based on the DPWH’s own guidelines and in consultation with other engineers and experts outside of government who were more sympathetic to the idea of citizen participation. The BL volunteers monitored road projects, discovered anomalies, filed appropriate corruption cases, and provided suggestions on how to improve the implementation of road projects. In due time, they proved their detractors wrong--ordinary citizens have the competencies to monitor if guidelines and information are put into a form they can easily understand. DPWH’s public image also improved during the next cycle of the score card because of actions linked to citizen monitoring.

In order to learn more about the BantayLansangan initiative, look up <http://sac101.ning.com/video/bantay-lansangan-initiative>



BLACKBOARD:

HOW TO GET STARTED

Constructive Engagement

22

Constructive Engagement

LEARNING MODULE OBJECTIVES:

The workshop aims to engage participants in the value of social accountability and constructive engagement between government and civil society, and how these are linked to the initiatives of the organization. It has the following specific objectives:

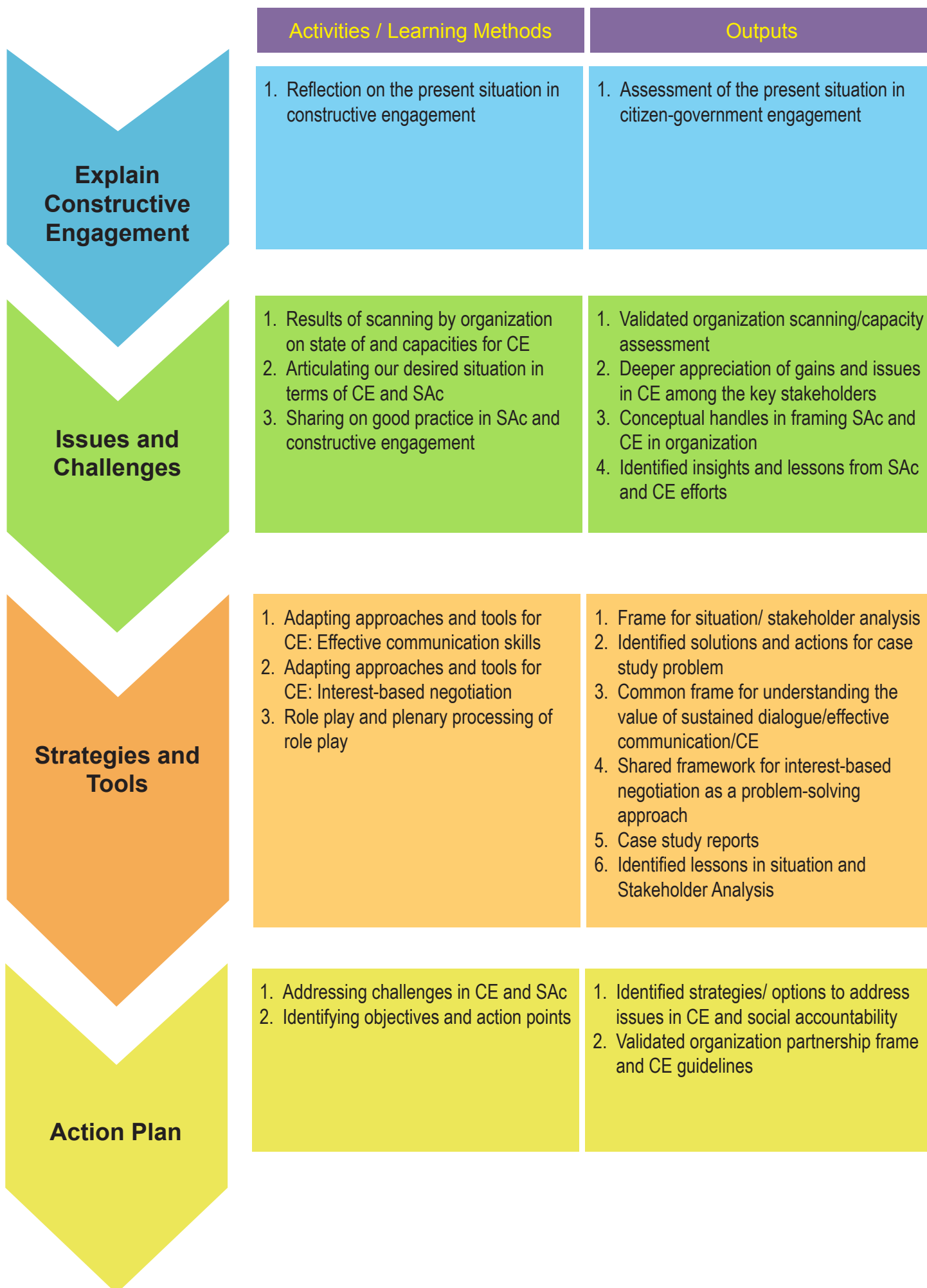
1. Explain constructive engagement, as sustained dialogue and collaborative problem-solving within the organization's context, and how it is concretized in the following processes or requirements:
 - a. Dialogue between citizens and government in the course of citizen monitoring of public resources and performance
 - b. Having clear guidelines for decision making and managing conflicts among stakeholders
 - c. Creation of public value which in the organization frame refers to good governance and better public services
2. Identify issues and challenges involved in constructive engagement among key actors (citizen groups and local government)
3. Identify strategies and tools for constructive engagement in a multistakeholder partnership
4. Conceptualize ways and means of adapting these tools and strategies to the organization environment
5. Plan concrete actions in strengthening constructive engagement in organization

TARGET PARTICIPANTS:

Principal targets are social accountability practitioners, including members of citizen groups and their champions or counterparts in government involved in a monitoring initiative. The ideal is a mixed group of citizen groups and government champions, or partners in an ongoing or planned citizen monitoring initiative.



A GENERIC DESIGN:





SAc Learning Facilitator's Pool Training Module:
Training the next generation of SAc champions

Dr. Angelita Gregorio-Medel, Executive Director of ANSA-EAP, said that “ANSA-EAP hopes to create not only a pool of social accountability advocates but a competent and well-equipped cadre of social accountability champions.” The strategy to attain this vision is the establishment of a pool of social accountability (SAC) learning facilitators and trainers who will help sustain and broaden the scope of ANSA-EAP’s learning initiatives.

WHAT IS A CHAMPION?

According to the dictionary, champions are ardent defenders or supporters of a cause.

For ANSA-EAP, this means an individual or a group of practitioners whose specialty is supporting other social accountability practitioners and experts in achieving social accountability outcomes. These SAC champions or Learning Facilitators are not necessarily experts whose role is to offer advice about the content of a task. Rather, their role is to help SAC actors deal with common processes encountered in the performance of their tasks.

The SAC Learning Facilitator, therefore, is an individual whose job is to help manage the two basic processes that advance social accountability: constructive engagement and citizen monitoring.

SAC Learning Facilitators help governments and citizen groups practice continuing dialogue and collaborative problem-solving, both of which are skills required for constructive engagement.

They assist citizens as they keep track of and, where appropriate, actively participate in decision-making processes of the government as part of citizen monitoring. Social accountability identifies these governance processes as the generation, allocation, and use of public resources. Collectively,

these actions are within the ambit of the Public Finance Management (PFM) cycle, which includes development planning, budgeting, expenditure management (including public procurement), and performance evaluation.

SIMPLY PUT, SAC LEARNING FACILITATORS:

1. Craft learning programs/interventions for SAC, and help run these programs;
2. Guide practitioners who are doing actual monitoring and engagement with government, and help them draw out lessons and learning from these experiences;
3. Facilitate actual dialogues and problem-solving sessions between citizen groups and government

SAC Facilitators must therefore possess and exercise a range of competencies, including sufficient knowledge of ANSA-EAP’S learning-in-action and social accountability frameworks; effective listening and communication skills; adequate facilitation skills (group process, process observation skills); basic negotiation skills; and good judgment.





SO HOW DOES ONE CREATE THESE CHAMPIONS?

The answer to this question is the SAc Learning Facilitators' Pool (SLFP) Training workshop. The workshop is aimed at helping participants gain a deeper understanding of the ANSA-EAP learning-in-action framework; enhance their skills in effective communication, facilitation, and presentation; and plan the next steps they will take in applying key lessons and insights including ways of nurturing a learning relationship and exchanges within the pool. That way, learning on social accountability becomes more systematic and sustainable.

The SFLP Training can be presented in two ways: the basic level that focuses on skills needed for constructive engagement and the advanced level enhances facilitation for citizen monitoring.

Those at the basic level focus on continuing dialogue and collaborative problem-solving. The themes of the basic training include:

1. ANSA-EAP's learning-in-action framework for facilitating learning and capacity building on SAc;
2. Skills in effective communication (framing-reframing, active listening, effective feedback giving and receiving);
3. Basic facilitation skills for SAc learning (group process, process observation and analysis, summarizing and synthesizing);
4. Effective presentation skills;
5. Deductive skills or drawing lessons from events and finding ways to bring these lessons back to enrich practice.

To better achieve the learning objectives, a variety of workshop methodologies are carried out. For example, small group exercises are used for sessions on designing a learning process on good governance and SAc, open space activities for sessions on levelling off on key principles of learning-in-action on SAc, and fishbowl and simulation activities for sessions on facilitation and managing group dynamics. Each workshop exercise is capped with a processing of the learning experience which generally aims to elicit participant's reflections, learning, and insights.

The advanced level is envisioned to build on the "constructive engagement" module. Its design will focus on developing the facilitator's competencies required for citizen monitoring. Basic competencies at this level will include knowledge and skills in data gathering and data utilization.





THE BANGKOK EXPERIENCE

The first SAc Learning Facilitators workshop was held on December 7-9, 2010 in Bangkok, Thailand.

Among the participants were representatives of ANSA-EAP Conveners' Groups (country based partners); thematic groups (network partners with a focus on sectoral themes like education, the extractive industries, youth and procurement); and the staff and members of ANSA-EAP's learning partners. They were selected based on the following criteria: 1) basic skills in implementing and facilitating learning activities 2) basic orientation on SAc concepts and tools and 3) willingness to be a member of the facilitators' pool and lead in the conduct of orientation sessions in their organization and network.

Participants found the workshop to be most useful and applicable in their current work as SAc practitioners and facilitators. They also recognized its relevance both in their individual and organizational work citing that the workshop was a good opportunity for them to reflect on their current work on SAc and identify ways to improve it.



BLACKBOARD:

HOW TO GET STARTED

Facilitator's Training

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Facilitators Training

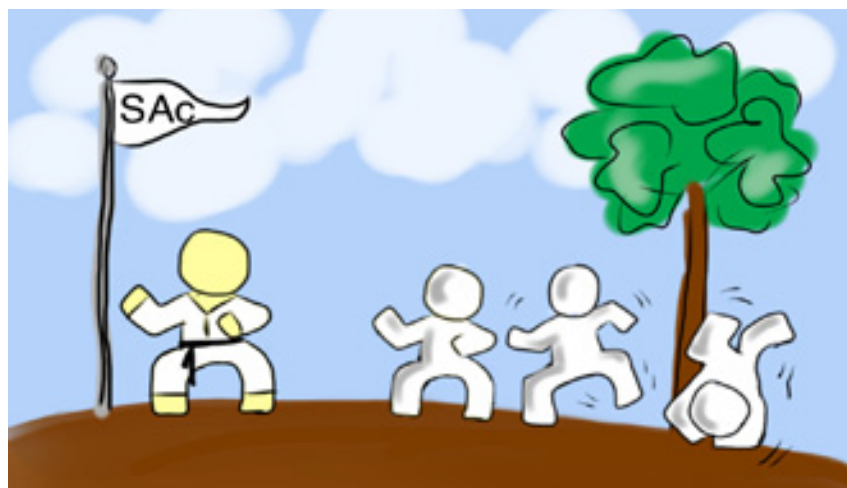
LEARNING MODULE OBJECTIVES:

1. Introduce ANSA-EAP's learning-in-action framework:
 - a. Learning within a SAc community of practitioners
 - b. Adapting and applying SAc tools/approaches
 - c. Mainstreaming SAc into organization's strategies and programs
2. Enhance participants' effective communication skills:
 - a. Active listening
 - b. Feedback giving and receiving (paraphrasing)
 - c. Framing and re-framing
3. Strengthen participants' basic facilitation skills for SAc learning:
 - a. Process observation
 - b. Drawing out reflections and insights
 - c. Linking and integrating
 - d. Summarizing and synthesizing
4. Improve participants' presentation skills
5. Plan next steps in applying key lessons and insights from the workshop

TARGET PARTICIPANTS:

In the Bangkok SLFP training, the target groups included (a) staff of ANSA-EAP Conveners' Groups and thematic groups from 4 priority countries: Indonesia, Mongolia, Cambodia and Philippines; and (b) staff and representatives of ANSA-EAP's learning partners.

The selection of participants were based on (a) basic skills in implementing and facilitating learning activities, (b) basic orientation on SAc concepts and tools, and (c) willingness to be a member of the facilitators' pool.



A GENERIC DESIGN:

	Activities / Learning Methods	Outputs
Introduce ANSA-EAP's LIA framework	<ol style="list-style-type: none"> 1. Key strengths and weaknesses in participants' current practice of organizing and conducting capacity building programs or activities 2. Open space technology (OST) as participatory process 3. ANSA-EAP's learning-in-action framework for facilitating learning and capacity building on SAc 	<ol style="list-style-type: none"> 1. Discussion on best and worst experiences in training or facilitating learning activities 2. Introduce and conduct open space to facilitate group discussion 3. Process results of the open space activity and link with ANSA-EAP's learning-in-action framework for building capacities on SAc
Enhance effective communication skills	<ol style="list-style-type: none"> 1. Analyzing communication process in a learning situation 2. Definition of active listening 3. Uses or advantages of feedback giving and receiving 4. Framing and re-framing 	<ol style="list-style-type: none"> 1. Analysis of typical learning and communication processes 2. Reporting and processing: what was working and what was not working; how to improve on what was not working 3. Inputs on active listening 4. Exercises to apply the inputs on effective communication
Strengthen basic facilitation skills for SAc learning	<ol style="list-style-type: none"> 1. Analyzing group learning processes and dynamics 2. Action-reflection-action frame in learning, principles of drawing out reflection and insights from group processes, facilitation guidelines for group reflection processes 	<ol style="list-style-type: none"> 1. Process observation 2. Drawing out reflections and insights 3. Summarizing/synthesizing
Improve presentation skills	<ol style="list-style-type: none"> 1. Identifying re-entry action points 2. Sustaining learning on the topics covered and within SAc learning facilitators' pool; maintaining the SAc facilitators' pool 	<ol style="list-style-type: none"> 1. Individual planning and discussion within country groups 2. Plenary presentation, discussion, and processing of results



Training for Infomediaries: Passing the message

Information and communications technologies (ICTs) offer innovative ways to promote the people's demand for access to information. A new breed of information agents called infomediaries are being trained to make sure that even far-flung villages where there is poor or no access to these technologies get the message.

THE DIGITAL DIVIDE

In today's world it might appear that with just one click of a button or tap of a screen you have immediate access to the latest information. But this is only an illusion. Information and communications technologies (ICT) can be exclusionary. In reality, some sectors have poor or no access to these technologies. The digital divide is a social issue stemming from the disparity in information between those who have access to ICTs and those who do not.

For social accountability, finding ways to close the divide is vital. Governments are major generators of information on which public decision-making is based. They are transforming their methods of information dissemination to favor ICTs. In order to participate in decision-making, citizens and citizen groups need to access information that is understandable and usable—and, conversely, provide data and information for governance use. It is therefore important that social accountability actors—primary among them the government and citizens—have a good grasp in understanding, managing and using information with ICT as the platform.

BRIDGING THE GAP

Enter information intermediaries or “infomediaries”.

“Infomediaries” are technology-savvy volunteers who are drawn and selected from the community. Their function is to obtain information to public service-related inquiries or concerns from available technologies, then share their findings with their fellow community members. Or they may probe into the community's concerns, which may include complaints or support issues involving government; look up information; and ask concerned government actors to provide answers.

TRAINING THE MESSENGERS

Because the infomediaries are a crucial link between governments and communities, it is important that they have comprehensive knowledge about how government works, specifically the agency they are working with. They should also be competent in communicating messages with various public stakeholders.

In view of this need, ANSA-EAP has come up with a learning module to guide infomediaries. The module seeks to provide participants with a broader picture of their role as well as a programmatic approach to their mission. Groups of infomediaries need to develop a shared understanding of the direction and results they ought to pursue in face of constraints and challenges.





The infomediary learning module aims to enhance the following skills: data gathering, familiarization with the government sector of interest, and effective communication with various audiences

THE TRAINING MODULE IS SECTIONED IN THREE PARTS:

1. Understanding the sector

Provides participants with vital information about the government sector they are involved in, the sector's functions and responsibilities, issues and concerns that are faced by each office.

2. Basic knowledge and skills of an infomediary.

Includes topics on community facilitation and stakeholder mapping. A highlight is the simulation activity in which a group of participants is conducts a consultation with actual community members.

3. Planning next steps

Involves clarification of tasks, expectations and agreements on the infomediaries' plan of action upon returning to their communities.





Check My School

The term infomediary was coined by the checkmyschool.org. Their web-based public education and information program formed the kernel of the pilot program for the infomediary training module.

Checkmyschool.org presents an interactive map of basic public education information. It aims to provide the public with relevant information of the government's performance in terms of public education. Using the web as its main platform, it raises the quality of transparency and social accountability as it brings issues and concerns into the bigger arena of public scrutiny and appreciation. It also makes possible easy and fast access of information for research and data-gathering.

Checkmyschool.org makes a deliberate effort to reach out to offline and far-flung communities through their infomediaries. The organization, through the infomediaries, imparts knowledge of issues in the



education sector and the communities' right to demand access to information. Education issues are relatively predictable, and the checkmyschool.org even makes them simpler by limiting them to service delivery provisions. A simple framework, which is basically a comparison between plan and actual accomplishment, or input and output, or what was promised and what was delivered, is used. Infomediaries usually address questions, such as "where is the information on the budget for school repair and how much of it was actually spent?"

The Infomediary training of checkmyschool.org was conducted from June 11 to 13, 2011 at Pampanga, Philippines, by ANSA-EAP.

BLACKBOARD:

HOW TO GET STARTED

Training for Infomediaries

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Training for Infomediaries

LEARNING MODULE OBJECTIVES:

Equip infomediaries with knowledge on the pertinent government sector and skills in engaging various public stakeholders. At the end of the workshop, the volunteers are generally expected to have an enhanced understanding of their role as infomediaries in the context of mainstreaming social accountability practices in the area of pertinent government sector. Specifically, they are expected to gain a broader knowledge of the sector, gain knowledge and skills in gathering data, facilitating community consultations, monitoring and reporting public education issues and linking with private/NGO sector to help sectoral initiatives, which are all part and parcel of their outlined tasks as infomediaries.

TARGET PARTICIPANTS:

Volunteers



A GENERIC DESIGN: (Based on checkmy school):





Strategic Planning:
Bringing plans to life

ANSA-EAP employs Strategic Planning as a tool to effectively plot long-term direction and also as an opportunity to set standards, explore new strategies on networking and capacity building for good governance and introduce innovations in mainstreaming the social accountability approach.

By early 2010, ANSA-EAP had formed six convener groups in its four priority countries (one in Cambodia, two in Indonesia, two in the Philippines and one in Mongolia) and two thematic networks (for procurement and extractive industries). The formalization of convener group structures prompted the regional operations team to propose a two-day strategic planning workshop aimed at facilitating ongoing mapping and profiling activities, and setting common country plans among network members.

From March to July 2010, convener groups met with facilitators from the ANSA-EAP regional operations team and came up with three-year plans that outlined citizen monitoring programs and focus areas.

THE WORKSHOP IN GENERAL

The strategic planning for social accountability module aimed mainly to facilitate a network-level discussion within the local governance and social accountability contexts and identify possible directions and focus areas for promoting social accountability approaches.

Specific aims included the following:

1. Facilitate a collective appreciation of SAc based on ANSA-EAP's emerging framing of the SAc approach and on a review of the local governance context;
2. Identify the existing strengths and gaps in mainstreaming SAc based on an assessment of the convener group members' work and capacities;
3. Arrive at a consensus on common directions and steps in terms of promoting SAc; and,
4. Facilitate agreements on network priorities, processes and activities for addressing the identified learning needs on SAc.

Target workshop outputs included validated organizational profiles with learning needs analysis, a SWOT (strengths-weaknesses-opportunities-threats) analysis in relation to the convener group and its local context, a strategic plan outlining the vision, goals, objectives, and key activities for SAc mainstreaming, and a learning agenda (with identified learning gaps and strategies for addressing these).

The workshop was divided into four sessions:

- Session 1: The desired SAc Situation in the area,
- Session 2: Building consensus on the Country SAc Agenda,
- Session 3: Identifying action steps for the Country SAc Agenda and
- Session 4: Identifying the learning agenda.

AN OPPORTUNITY TO CUSTOMIZE

While the groups had to adapt to a common strategic planning design, they were nonetheless allowed to customize the workshop guides according to their needs.

The Mongolian Convener Group, for instance, invited a resource person from a development partner organization to discuss the importance of understanding SAc in the context of the country's cultural systems as well as its transition from communism to a democratic governance system and market-based economy.





The same was done during the strategic planning session with the East Indonesia Convener Group in Kendari, Southeast Sulawesi. The group invited a colleagues to speak on good governance initiatives in the area of environmental governance. The ensuing discussion provided direction on how Indonesia's remaining natural resources found in their part of the country could be a central strategy in their future work.

The YMN (Young Moro Network for Social Accountability), for its part, conducted a comprehensive scanning of youth organizations and their governance-related involvements or activities. The researchers presented their findings during the planning workshop.

In the Java Convener Group (JCG) workshop, the network invited the chairperson of the Commission of Information to talk on recent initiatives of government in regard to the implementation of the Freedom of Information Act (FOIA) which is one of the main focus areas of the JCG.

A highlight in all strategic planning activities with the convener groups was a session on the basic framing of SAc and good governance, the four pillars of SAc (organized and capable citizens, responsive governments, access to information, and culture or context appropriateness), and other essential concepts promoted by ANSAP-EAP. The purpose was to level off on the basic understanding of what social accountability is all about



Insights



In this section, a facilitator for Strategic Planning answers some of questions about the learning module.

1. How should one go about facilitating a strategic planning workshop?

At the outset, the strategic planning process for mainstreaming social accountability should clarify head-on the stakeholders' understanding of SAc initiatives and why such approaches are important for good governance. Such need is further highlighted by the existing political culture and governance situation in countries like Mongolia that are undergoing transition from a centralized government to a more representative democratic system. As experiences and insights of convener group members during the ANSA-EAP strategic planning workshops pointed out, grounding the SAc concepts and principles on the local governance contexts, sociocultural systems, and stakeholders' needs is important, and making these part of the governance discourse and agenda should be part of any plan for mainstreaming.

2. What improvements can be done to the current design of the strategic planning workshop?

Sustainability of the networks and their SAc efforts as on-going concerns of convener groups need to be more integrated into the strategic planning process and module. ANSA-EAP's current design places the discussion

and thinking on sustainability issues towards the end of the planning activity, when the desired outcomes and focus areas have been clarified. More thinking on how the convener group can create value, entice demand and generate resources for its activities need to be incorporated in the process of identifying its strategic focus areas. This involves enhancing the strategic planning process by incorporating a more strategic positioning perspective. This will include the following considerations:

1. Convener groups and SAc practitioners may need to think about their unique value propositions – sets of benefits that accrue from their SAc initiatives, that are different from those being offered by other actors, and which key stakeholders (e.g., the government, communities, donor agencies, private sector) would be willing to support.
2. Upon deciding on their possible niche and strategy from an array of identified options, convener groups and SAc practitioners should properly align all their activities—and rally--to their common focus or direction. These may involve some tradeoffs with what the network or their member organizations have been doing prior to the strategic planning process.

AGREEING ON FUTURE PLANS

Most convener groups found the module very useful for their network-building initiatives on SAc and good governance. Based on individual comments in the post-workshop evaluation, the strategic planning allowed them to: 1) come to a common understanding of SAc and how this relates to their work; 2) develop a strategic plan for mainstreaming SAc in their country contexts; 3) identify learning and capacity building priorities in relation to the convener group's strategic directions; and, 4) agree on some initial ideas about possible network-level monitoring projects.

In the end, convener groups went home with operational planning matrices and key activities to match their objectives. The Mongolian convener group, for instance, decided to focus on designing a SAc scorecard to measure the performance of national government agencies in the latter's practice of social accountability and good governance. The Java convener group agreed to focus on documenting citizen groups' experiences in pushing for FOIA implementation.

Mentoring and coaching process in the post-workshop phase helped the different groups draft the full operational plans.

BLACKBOARD:

HOW TO GET STARTED

Strategic Planning Workshop

LEARNING MODULE OBJECTIVES:

1. To validate the organizational profiles of the members of the Conveners Groups;
2. To identify and assess the internal and external environments of the Conveners Groups in the context of the social accountability needs of the country and engagement with government, and explore possible areas of complementation;
3. To identify and assess the opportunities and threats in mainstreaming SAc in their countries;
4. To identify and agree on a common strategic agenda in strengthening the monitoring and constructive engagement efforts, towards mainstreaming social accountability in the country; and
5. To set the learning agenda as well as learning activities, including possible online mentoring process, to guide the Conveners Groups' members in detailing the country strategy for mainstreaming social accountability.

TARGET PARTICIPANTS:

ANSA-EAP 's six (6) convener groups in its four (4) priority countries (one in Cambodia, two in Indonesia, two in the Philippines and one in Mongolia) and two (2) thematic networks (procurement and extractive industries).



A GENERIC DESIGN:





Mentoring and Coaching

Providing Guidance to SAc Learners

The novelist W. Somerset Maugham once wrote, “You learn more quickly under the guidance of experienced teachers. You waste a lot of time going down blind alleys if you have no one to lead you.” ANSA-EAP understands this and is training mentors and coaches to hand-hold social accountability students in their journey.

A COACHING CULTURE

ANSA-EAP connects expert-practitioners with learners in a “hand-holding” relationship through its mentoring and coaching program. Through this program, the learning process goes beyond structured learning sessions to customized problem-solving based on a learner’s actual field-based experience in project implementation, monitoring and evaluation.

ANSA-EAP initially used mentoring and coaching as part of learning activities under the first two runs of its Social Accountability School (SAS) in Cambodia.

Under SAS, ANSA-EAP matched the mentees with mentors/coaches. While mentor-mentee relationships began with online interactions, it progressed through face-to-face workshops and exposure visits. Mentoring and coaching culminated when mentees were asked to present their final SAc project designs to a panel of experts and advisers formed by ANSA-EAP.

ANSA-EAP’s learning program with Oxfam Great Britain in East Asia (OGB) also used a mentoring and coaching strategy to sustain the SAc learning process.

Mentoring and coaching were mainly carried out online, using non-synchronized web-based discussion platforms and same-time e-chat facilities. Topics included:

1. Mapping of relationships or spaces in OGB country program sites where SAc can be implemented (e.g., citizens and public policy makers at different government levels, or citizens and public service providers);
2. Possible strategies or innovations for social accountability in contexts lacking enabling conditions for citizen participation (e.g., Myanmar, Cambodia, Vietnam);
3. SAc’s role in effective governance of complex multi-stakeholder systems, such as those involved in climate change adaptation mechanisms.

Apart from the main facilitator or mentor, the OGB mentoring process also utilized other arrangements, e.g. peer-mentoring among the country teams.

MOLDING MODEL MENTORS

Because mentoring and coaching have become such a fixture in ANSA-EAP programs, the regional learning team saw the need to enhance the competencies of mentors and coaches in providing project development and continuing learning support to practitioners.

The design for the three-day module on mentoring and coaching for SAc is unique. The module simulates an ongoing SAc learning program in which the participating trainees play the role of mentors. Within the module sessions, the participants, who are called mentors-in-training (MITs), facilitate learning for their students, or mentees.





In Session 1, the MITs are given proposed SAC projects by their mentees. The goal of the session is for the MITs to help the mentees understand the basic SAC concepts and principles required by the proposed SAC projects. In turn, it is an opportunity for MITs to brush up on their own SAC knowledge.

Session 2 is devoted to conducting a critical review of the results framework of the mentees' SAC projects.

This session seeks to enhance the ability of MITs to provide their mentees with project development support. In this session, the MITs' analytical skills are challenged and developed. MITs learn to:

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1. Apply clear vertical and horizontal logic to the analysis of the project's results framework;
2. Translate the refined results framework into actual project components or strategy elements that lead to more effective implementation;
3. Connect the mentees' SAC actions to the goal of mainstreaming or strengthening sac within the country's good governance initiatives;





4. Clarify how the mentee's SAc project could input or contribute to on-going reform efforts within the government;
5. Translate project results and design elements into a mind map as a tool for facilitating analysis among project stakeholders;

Session 3 is a summary review. In this session, MITs reflect on their experiences and insights about the mentoring and coaching process. The session aims to:

1. Develop a common perspective on the place of the mentoring and coaching processes in the learning-in-action program;
2. Compare and contrast mentoring and coaching, specifically in its approaches and the specific skills required for doing one or the other;
3. Clarify roles of the mentors and coaches under the SAc learning program.
4. Develop an appreciation of the assigned tasks as local coaches and on their expected outputs under the mentoring process.

Session 4 is a mentoring-skills enhancement session. This session is organized into two parts: 1) Effective communication skills for mentors and coaches (including building empathy, listening actively, probing or helpful questioning, paraphrasing and summarizing, and feedback giving/receiving); and, 2) More advanced mentoring skills (such as creating immediacy, challenging, eliciting change talk, balance of power, documentation).

Lastly, Session 5 is re-entry planning. Here, discussions revolve around the following:

1. Possible problems or issues that MITs could face in applying the insights and lessons from the workshop in their future engagement with the mentees;
2. Systems or mechanisms for continuing learning and exchange with their fellow MITs towards a community of practice on SAc mentoring;
3. A monitoring and evaluation system to track their performance in terms of the target outputs and outcomes for the mentoring process; and
4. Plans and suggestions on sustaining the community of practice – how the MITs will carry out peer exchanges with their mentees' SAc projects.

THE SACLAP EXPERIENCE

The first mentoring and coaching training was conducted for the Social Accountability Learning-in-Action Program (SACLAP) of Mongolian citizen groups on April 11-13, 2011. Specific objectives for the workshop included: 1) Orienting local coaches on ANSA-EAP's SACLAP and its mentoring and coaching component; 2) Reviewing the Mongolian grantees' SAc project designs and results framework, and identifying specific entry points for coaching interventions; and, 3) Practicing the basic and advanced mentoring and coaching skills by applying these in a simulated mentoring session.

The initial run of the module received good feedback from local mentors under the SACLAP in Mongolia. Specifically, most of the participants noted how the SAc mentoring workshop helped in clarifying their roles under SACLAP's mentoring component.

BLACKBOARD:

HOW TO GET STARTED

Mentoring and Coaching

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Mentoring and Coaching

LEARNING MODULE OBJECTIVES:

At the end of the three-day mentoring workshop, the participants are expected to:

1. Level off on expectations, roles and responsibilities of mentors
2. Clarify and articulate the context within which SAc projects are being implemented and the objectives the projects hope to achieve for the individual proponent in particular and for the country's society in general
3. Understand and explain the Project Development and Management cycle especially the importance of targeted and focused activities and strategies in project implementation
4. Design and implement a coaching/mentoring plan and documentation template to contribute to the mentoring/learning process designed by the Filipino mentors

TARGET PARTICIPANTS:

Target participants would include SAc learning facilitators and expert-practitioners who are tasked with providing mentoring and coaching support to assigned mentees in a SAc learning program. They would have been tapped primarily to provide specialized technical support within their own particular fields of expertise in SAc work (e.g., procurement monitoring, extractive industries, citizen monitoring in the health sector, etc.). In most cases though, they would have had no previous experiences in facilitating learning on SAc within a mentoring or coaching arrangement.



A GENERIC DESIGN:

	Activities / Learning Methods	Outputs
Review Social Accountability	<ol style="list-style-type: none"> 1. SAc in the Grantees' Projects 	<ol style="list-style-type: none"> 1. SAc in the Grantees' Projects 2. Strengthening the enabling environment for SAc in the country 3. Locating the project in the monitoring of the PFM Cycle 4. Reinforcing SAc and CE as project framing and approach
SAc in PDM	<ol style="list-style-type: none"> 1. Overview of the PDM Cycle 2. Clarifying the results frame of the country SAc initiatives 3. Tightening the vertical/horizontal logic of the projects/initiatives 	<ol style="list-style-type: none"> 1. Short Input on the Project Development and Management Cycle 2. Establish and tighten mentees' projects in terms of its vertical and horizontal logic.
Mentoring and Coaching	<ol style="list-style-type: none"> 1. Mentoring and Coaching in the context of Learning-in-Action 2. Effective communication skills 	<ol style="list-style-type: none"> 1. Mentoring and Coaching as learning methodologies; Mentoring vs. Coaching; Skills of a Mentor 2. Develop tools to document and to draw lessons from the mentoring experience.



Citizen report cards and community scorecards training: Getting the real score

Specialized tools such as community score cards and citizen report cards are vital resources for community workers involved in Public Finance Management. To ensure the maximal use of these tools, a learning event has been designed on their implementation.

Citizen report cards (CRCs) and community scorecards (CSCs) are both participatory research methodologies used to assess government's performance in delivering services to citizens.

Citizen Report Cards are participatory surveys that provide quantitative feedback on user or 'consumer' perceptions of the quality, adequacy and efficiency of public services. They are not just data collection exercises but are instruments that demand public accountability through the extensive media coverage and civil society advocacy that can result from the process.

Community Score Cards, on the other hand, are qualitative monitoring tools that are used for local level monitoring and performance evaluation of services, projects and even government administrative units by the communities themselves. The CSC process is a combination of the techniques of social audit, community monitoring and citizen report cards. Like the citizen report card, the CSC process is an instrument to exact social and public accountability and responsiveness from service providers. By including an interface meeting between service providers and the community that allows for immediate feedback, the process is also an instrument that promotes empowerment.

The first ANSA-EAP learning event on the use of CRC and CSC was held in Bangkok, Thailand, on August 3-8, 2011 in collaboration with ANSA South Asia. The

5-day learning event was designed to help ANSA-EAP network partners enhance their capabilities to monitor government performance and strengthen governance in their respective fields of work. The training participants were active in the areas of public procurement, education, local participatory governance, peace and development, and the extractive industries.

Specific objectives included the following:

- a. provide a common conceptual and methodological framework in implementing CRCs and CSCs;
- b. facilitate a collective appreciation of the CRC and CSC as social accountability tools, the advantages and challenges of both tools;
- c. provide a "hands on" introduction to CRC and CSC;
- d. create understanding of the participatory performance monitoring process in the CRC and CSC;
- e. strengthen skills in designing CRC and CSC instruments and sharpen existing instruments; and
- f. help develop and improve action plans for implementing the CRC and CSC project, including options for networking and sustaining dialogue on the what has been learned





The participants learned the importance and relevance of the CRC and CSC in their work. For groups and NGO partners whose work is in the area of policy reform, the CRC presents itself as the appropriate tool. Moreover, CRC's ability to mobilize the media to ensure continued focus on the initiative was underscored.

Participants who put a greater premium on community work can, on the other hand, use Community Scorecards, and work for more immediate collaborative problem solving by getting the stakeholders to dialogue and engage each other.

Based on the nature of their work, majority of the participants preferred the CSCs. A major consideration was costs, largely because running a CSC is less costly than CRCs.



Difference between CRC and CSC¹

Citizen Report Card	Community Score Card
Unit - household/individual Meant for macro level Main output is demand side data on performance and actual scores Implementation time longer (3-6 months) Feedback later, through media Information collected through questionnaires	Unit - Community Meant for local level Emphasis on immediate feedback and accountability, less on actual data Implementation time short (3-6 weeks) Information collected through focus group discussions

¹ <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALDEVELOPMENT/EXTPCENG/0,,contentMDK:20507680~pagePK:148956~piPK:216618~theSitePK:410306,00.html>

Insights



Elena Van Tooren, from NLCGG-RECITE (Northern Luzon Coalition for Responsible Citizens, Empowered Communities and Solidarity towards Social Change) attended the CRC/CSC Training in Bangkok on August 3-7, 2011. She shares her insights of the workshop.

1. Why was attending the learning module important to you and your work?

The CRC/CSC provides an organized method of gathering information about the communities we work with. The insights gained will help our organization determine where we should best focus our development efforts and/or how best we can assist the community.

2. What were your expectations from the learning module?

I worked for over 20 years in a market research company. Through this workshop, I hoped to gain insights into social research and to apply the learning in our development work.

3. Can you give concrete examples of how you have applied what you have learned?

Our organization has made use of a CSC to evaluate barangay development planning and budgeting. Clearly, there is an opportunity to help strengthen these processes as well as encourage social accountability at the barangay level.

4. The CRC and CSC training is one of the newest in the roster of ANSA-EAP's learning modules. What improvements or modifications do you think can be made for CRC and CSC future modules?

We learned a lot on the principles of preparing and conducting the CRC/CSC. More hands-on sessions on designing an instrument and how to read the results would be helpful.

Responsible Citizens, Empowered Communities and Solidarity towards Social Change (RECITE, Inc.) were established in March 19, 2008 in the province of Pangasinan. It works toward social transformation by working with communities and introducing the ideals of transparency and accountability. RECITE is supported by private individuals, Sariling Sikap, Inc., Bridge of Hope and Virgilio Urbano Nafarette Foundation.



BLACKBOARD:

HOW TO GET STARTED

Citizen report cards and community scorecards training

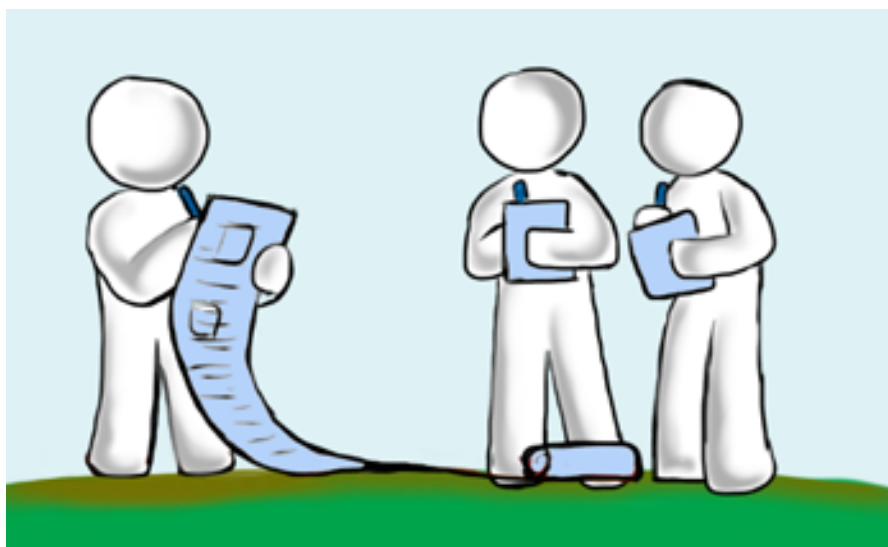
LEARNING MODULE OBJECTIVES:

At the end of the three-day mentoring workshop, the participants are expected to:

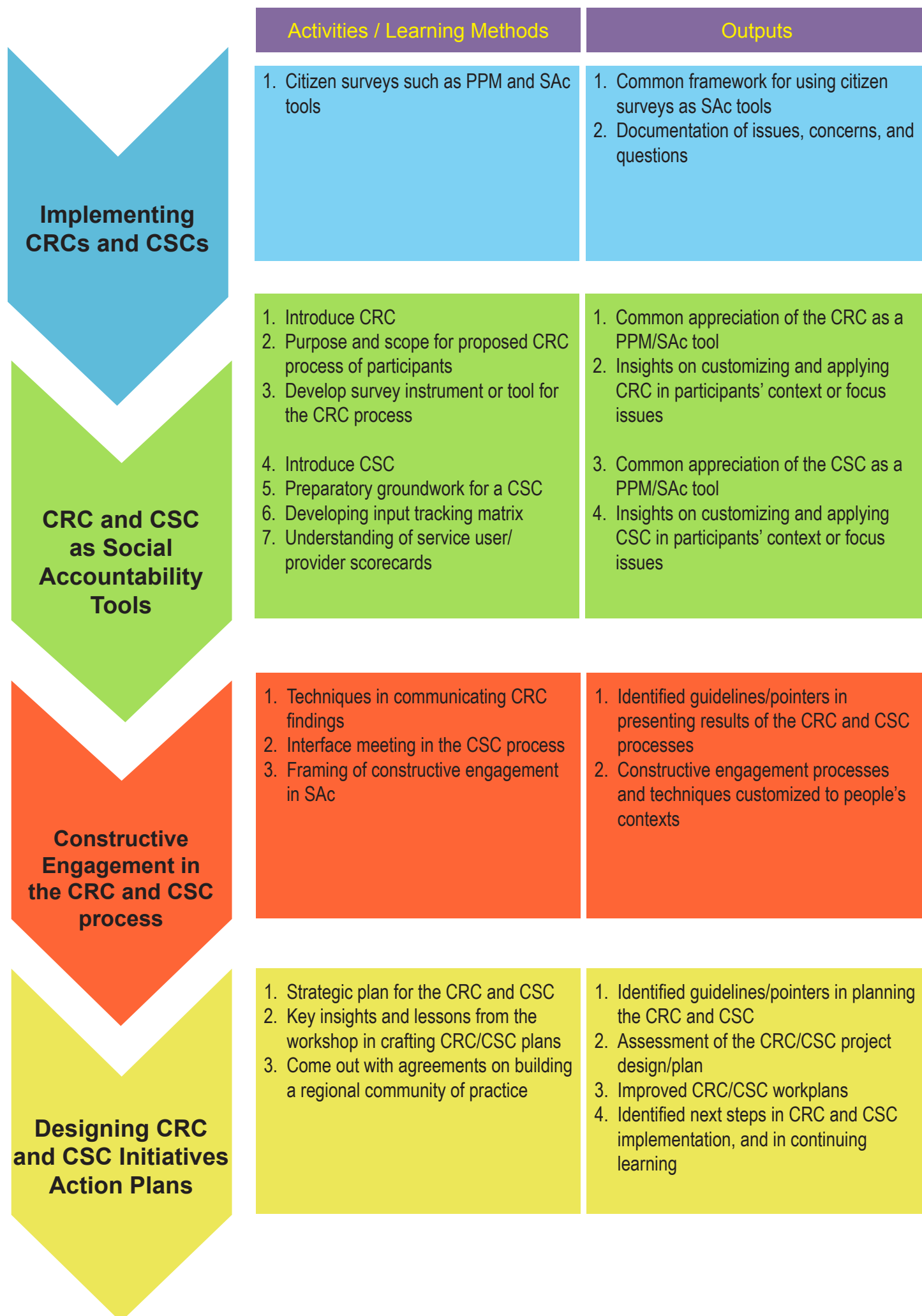
1. Surface common conceptual and methodological concerns in implementing CRCs and CSCs;
2. Facilitate a collective appreciation of the CRC and CSC as social accountability tools;
3. Create understanding of the participatory performance monitoring process using the CRC and CSC;
4. Strengthen skills in designing CRC and CSC instruments and sharpen existing instruments;
5. Help develop and improve action plans for implementing the CRC and CSC project.

TARGET PARTICIPANTS:

ANSA-EAP network partners who are active in the areas of procurement education, peace and development, and extractive industries (EI) in implementing the CRC and the CSC towards monitoring government performance and strengthening good governance within their respective sectors.



A GENERIC DESIGN:





Core Learning Program: Enhancing the capacities of SAc learners

ANSA-EAP's Core Learning Program goes to the essentials by analyzing the fundamental nature of social accountability to help stakeholders enhance their capacities in designing and implementing SAC initiatives.

The ANSA-EAP's Core Learning Program (CLP) on social accountability has its roots in the 2008-2009 Social Accountability School (SAS) modules that the team developed and delivered under the Program to Enhance Capacities for Social Accountability (PECSA) in Cambodia. SAS was an intensive two-week face-to-face workshop, an online mentoring process on SAc project proposals of selected participants, a field-based piloting, and a Mentoring-Coaching-Exposure Visits (MCEV) phase.

In June 2009, the World Bank Institute (WBI) invited representatives from ANSA-EAP to a workshop held in Johannesburg, South Africa to observe, comment and facilitate on selected modules of their own Core Learning Program. Following the workshop ANSA-EAP proceeded to merge ideas from SAS with the WBI training course for application in the region. The result was ANSA-EAP'S Core Learning Program Module. While WBI envisioned the Core Learning Program primarily for online delivery, ANSA-EAP fashioned a three- to five-day Core Learning Program utilizing a blended methodology – with online, face-to-face, field-based application, and mentoring-coaching components. The regional team piloted customized versions of the basic Core Learning Program module with different networks and learning

partners from 2010-2011. These included the Oxfam-Great Britain East Asia office, citizen groups and local officials in Kendari City, Indonesia, and the SAC Learning in Action Program in Mongolia.

The Core Learning Program of ANSA-EAP is divided into 8 sessions:

1. Session 1 – Understanding Good Governance
2. Session 2 – Constructive Engagement
3. Session 3 – Social Accountability
4. Session 4 – Public Finance Management
5. Session 5 – Performance Monitoring using the Citizens' Score Card
6. Session 6 – Budget Monitoring
7. Session 7 – Procurement Monitoring
8. Session 8 – Public Expenditure Tracking Surveys

The first four are “core” sessions while sessions 5-8 are “tools” sessions. The core sessions which lay down basic concepts and principles are non-negotiables and are included in every CLP run. The tools sessions may vary – trainers can decide on what tools to include in a particular CLP design based on the needs or preference of participants, or strategic value to the local SAc context.



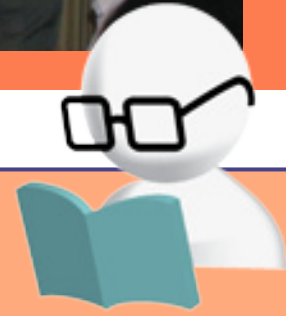


Participants during the past runs of the CLP modules have indicated their appreciation of the discussions and clarification of the basic SAC and good governance concepts, the sharing of SAC experiences and insights from other countries, and the SAC project development and action planning session. For instance, SAS participants in Cambodia noted how the learning activities and discussions on the local context and SAC have helped them better understand the on-going democratic decentralization process in their country.

The Core Learning Program modules have provided ANSA-EAP with an opportunity to test out its learning strategies for an extended basic course on social accountability. Experiences and results in running the course have so far validated the effectiveness of its learning-in-action strategy. This includes use of different learning activities within the face-to-face workshop framework to make participants' internalization of the main lessons and messages from the course easier.

The modules have also highlighted the effectiveness of using other learning modalities to complement the face-to-face workshop mode. These include field-based applications which can effectively facilitate internalization of SAC knowledge, enhance required skills, and develop relevant attitudes.





Insights

What is the difference between the Core Learning Program and SAC 101?

The Core Learning Program module, with its associated blended learning methodologies, represents ANSA-EAP's key programmatic learning intervention for enhancing stakeholders' capacities in conceptualizing, designing and carrying out SAC initiatives.

It provides a follow-up to the basic SAC orientation module that aims primarily to facilitate appreciation of SAC concepts, principles and tools, while creating an initial buy-in for its integration into the vision, strategies, and programs of the participants' organizations.

Given this basic difference, the Core Learning Program module focuses on the following specific objectives:

1. Facilitate a deeper grasp of the local context, and how SAC can help address governance issues and work effectively in such an environment. The basic orientation module focuses more on reviewing and assessing the participants' good governance work, and exploring how SAC can help improve their strategies and programs.
2. Create a more detailed and practical understanding of SAC tools, outlining key steps and considerations in customizing each tool. The basic orientation module, on the other hand, gives an initial overview of these tools, citing or presenting cases and lessons in applying such tools.

3. Improve knowhow of participants in developing and implementing a SAC project, and initiate a handholding system to help sustain this learning process after the workshop. As an introductory SAC course that provides a quick discussion of core concepts, principles and tools, the basic orientation module usually culminates in an action planning session to plot out the next steps in mainstreaming SAC into the organization's ways of working.

Is the Core Learning Program a catch-all learning module with all the other learning modules in it?

In a sense, yes, the CLP covers several modules within a bigger module. The key difference with the other modules in this collection is that the CLP integrates other learning modalities beyond the face-to-face workshop. The other modules, though they can also have some online components (preparatory or post-workshop processes) are basically one-time training or learning events. The CLP brings together a number of learning modalities (online learning, face-to-face, mentoring and coaching, and field application) into one package of learning interventions on SAC. That is why it is ANSA-EAP's flagship learning module (or program) in terms of capacity building for SAC. The other modules and learning events just complement or build on this module.

BLACKBOARD:

HOW TO GET STARTED

Core Learning Program

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Core Learning Programs

LEARNING MODULE OBJECTIVES:

The CLP module focuses on the following specific objectives:

1. To effectively address governance issues in the local context
2. Facilitate a deeper grasp of the local context, and how SAc can help address governance issues and work effectively in such an environment
3. Create a more detailed and practical understanding of SAc tools, outlining key steps and considerations in customizing each tool
4. Improve knowhow of participants in developing and implementing a SAc project, and initiate a handholding system to help sustain this learning process after the workshop

TARGET PARTICIPANTS:

ANSA-EAP network partners who have already attended the SAC 101 learning module



SUGGESTED DESIGN





Moving Forward: Emerging Lessons

ANSA-EAP believes that in order to move forward to the future, one must first look to the past for lessons. In this section of FOLIO, the team reviews their learning modules as a whole in order to draw out lessons in module development.

A sudden glimmer in the eye, an intake of breath, a smile and then those two syllables that form in a participant's mouth, "Ah-ha!" Any learning facilitator worth his or her salt will tell you that seeing that happen is the best part of training. The goal of any learning event is to elicit as many of those light-bulb moments as possible. These are the "eureka!" moments: when concepts suddenly acquire new meaning and when fresh insights can be shared among learners in the learning sessions.

Thus the primary challenge for those developing modules is how to ensure that learning happens. Specifically, the challenge for ANSA-EAP is:

- How can the learning team ensure that participants' needs are identified and met? How do trainers develop sensitivity to such needs in the context of improving learners' capacities?
- How can they develop modules so that they are flexible to the real-time needs or emerging lessons from participants?
- As the network grows and more partners become facilitators themselves, how can ANSA-EAP ensure that the core messages of modules are retained? How can this be monitored or how can new insights be shared and documented?

A further challenge is ensuring that the trainers themselves are growing in their skills and methods.

- How does ANSA-EAP verify that the knowledge of trainers is up-to-date?
- How do trainers enhance the learning materials and methods in order to be relevant to and sustain learners'?

ANSA-EAP believes it needs to review SAc facilitators' experiences in running the modules to capture the lessons and identify ways to improve the module design and processes. In view of this, ANSA-EAP asks questions like: Were learning objectives accomplished? Are the participants able to apply what they have learned? Have they made any innovations or changes in practice? Have all these led to the expected learning outcomes? In what ways have these outcomes made an impact on the development goals and strategies of partner organizations?

There is also a need to review lessons and collate participant and facilitator insights in order to determine how they enrich the ANSA-EAP network as learning facility in the region.



ANSA-EAP is currently hosted by the Ateneo School of Government
of the Ateneo de Manila University.

The Affiliated Network for Social Accountability in East Asia and the Pacific (ANSA-EAP) is a networking facility for networks promoting the “social accountability” approach to good governance. It provides capacity building through a learning-in-action approach and serves as an information gateway on social accountability tales, tools and techniques.

Social accountability is the process of constructive engagement between citizens and government and citizen monitoring of how government agencies and their officials, politicians, and service providers use public resources to deliver services, improve community welfare, and protect people’s rights.

The social accountability approach needs four basic conditions to work: a) organized, capable citizens groups; b) responsive government; c) context and cultural appropriateness; and, d) access to information.

ANSA-EAP operates in a large and diverse region. It pursues a geographic strategy that currently puts priority on support and technical assistance to social accountability activities in Cambodia, Indonesia, Mongolia, and the Philippines. It also follows a thematic and sector strategy by supporting mainly local social accountability efforts that deal with service delivery (education, health, local infrastructure), procurement monitoring, the youth and extractive industries.

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