INTEGRITY CHAMPIONS
TRAINING PROGRAM
Trainers Manual
Camp 1
## Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Accountability</td>
<td>Explaining decisions, actions or use of money to stakeholders</td>
</tr>
<tr>
<td>Activity</td>
<td>Work carried out to achieve objectives</td>
</tr>
<tr>
<td>Alliance</td>
<td>Close relationship based on similar aims</td>
</tr>
<tr>
<td>Appraisal</td>
<td>An assessment made before some action or decision</td>
</tr>
<tr>
<td>Assumption</td>
<td>An expected result in the absence of firm data</td>
</tr>
<tr>
<td>Base line</td>
<td>Data used as a point of reference for comparisons</td>
</tr>
<tr>
<td>Beneficiary</td>
<td>Somebody who benefits</td>
</tr>
<tr>
<td>Brainstorm</td>
<td>Ideas shared in mutual discussion with others <strong>Closing the loop</strong> When data is used to resolve an identified problem</td>
</tr>
<tr>
<td>Donor</td>
<td>Somebody or an organization who gives money for a project or a program</td>
</tr>
<tr>
<td>Efficiency</td>
<td>Making the best use of resources with minimum wastage</td>
</tr>
<tr>
<td>Empowerment</td>
<td>Imparting confidence to people to become agents of change</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Assessing a project’s impact</td>
</tr>
<tr>
<td>Evidence</td>
<td>Verified information to support statements made</td>
</tr>
<tr>
<td>Fix</td>
<td>Resolution of a problem to the satisfaction of stakeholders</td>
</tr>
<tr>
<td>Fix Rate</td>
<td>Percentage of identified problems that are resolved</td>
</tr>
<tr>
<td>Focal Point</td>
<td>Key contact person linking the community with a service provider</td>
</tr>
<tr>
<td>Goal</td>
<td>A fixed objective</td>
</tr>
<tr>
<td>Implementation</td>
<td>Outworking a plan</td>
</tr>
<tr>
<td>Indicator</td>
<td>A sign evidencing to something else</td>
</tr>
<tr>
<td>Monitoring</td>
<td>Measuring progress towards a stated objective</td>
</tr>
<tr>
<td>Objective</td>
<td>A stated purpose</td>
</tr>
<tr>
<td>Participation</td>
<td>Involvement of people in a process</td>
</tr>
<tr>
<td>Purpose</td>
<td>Towards an objective</td>
</tr>
<tr>
<td>Review</td>
<td>Periodic assessment</td>
</tr>
<tr>
<td>Spoilers</td>
<td>People who hinder integrity or benefits to the community</td>
</tr>
<tr>
<td>Stakeholder</td>
<td>A person or organization who has an interest in or is affected by a project or program</td>
</tr>
<tr>
<td>Transparency</td>
<td>Communication, decisions and actions that are open for others to view</td>
</tr>
<tr>
<td>Verifiable</td>
<td>Something that can be proved to be true</td>
</tr>
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TRAINERS INTRODUCTION
TRAINERS INTRODUCTION
Trainer's Manual: Trainers Introduction to the Integrity Champions Training Program

How to Use This Training Package

Total Time: 1 hour 20 minutes

About this Program

Rebuild Consultants has created this training package for Integrity Champions (ICs) to train in face-to-face workshops. It is specifically designed for Integrity Watch Afghanistan to train an initial 400 Integrity Champions who will champion integrity priorities and perform Community-Based Monitoring (CBM) in their own communities throughout Afghanistan.

Expected Outcomes

The purpose of this initiative is to build a capable civil society that is able and willing to engage with government and act with, and demand, integrity. The outcomes expected are:

- Greater understanding in local communities of the power of CBM in halting corruption through the introduction of trained Integrity Champions
- Newly created opportunities for transparent dialogue and accountability in the identification of solutions to citizens’ needs, concerns and priorities by both local and national government

The Package

This consists of a Trainer’s Manual, all training materials needed to conduct the training and an Integrity Champions Workbook for working with communities in Afghanistan:

- Its purpose is to focus on integrity, accountability and citizen monitoring
- Ideally, trainers using this package will have some experience as trainers and in working with groups in CBM

The goal is for Integrity Champions:

- To understand the vision - to see ‘the Big Picture’ of the powerful effect of promoting integrity and accountability in communities
- To understand the Integrity Champion’s role and the scope of their responsibility
- To develop skills and understand how to use these effectively in the context of their work
- To communicate successfully in all their community interactions, advocacy and social mobilization
- To enable greater engagement of communities in acting with - and demanding - integrity
- To benefit from personal mentors who will help them make direct connections between program content and their actual work
Trainer’s Program Overview

Explain the following points without actually reading them: 5 mins

This Trainer’s Manual provides you with the information and insight you need to facilitate this Integrity Champions Generic Training Program

- You’ll find the format is easy to follow and the guide is designed in conversational format rather than an instructional one
- You’ll find the Trainer’s Manual is not an instructor-driven program where your role is to provide information about the content.

In fact, it’s the opposite:

The program’s success hinges on the Integrity Champions finding out, for themselves, that they can use their knowledge, ability and skills to achieve great results.

The primary purpose of this Training Program is to build the personal skill and confidence of each Integrity Champion while they are in training.

Therefore, as the facilitator, you must continually challenge the participants to use the insights, ideas and skills while they are on the course.

- When the Integrity Champions reach a high level of confidence in the training class, the likelihood is much greater that they will transfer what they’ve learned in training back in their communities
- Also, they will realize that, in their own communities, as they apply what they have learned, there are many other applications of what they have learned in the training that they can apply in their lives in general

Your main challenge is to keep the Integrity Champions actively involved in all the exercises.

You are, also, provided, in this manual, additional insights to keep the training workshop focused on the topics being discussed.

If the Integrity Champions take the exercises seriously and work hard at them, the benefits are numerous for everyone in this training workshop.

This Training Program has been designed as a 7-day schedule.

Feel free to add your own personal insights or examples at any time in the workshop

Enjoy yourself!
Integrity Champions Training Schedule

Training Camp 1

- Training the Trainers = 1½ hours
- Generic Training of Integrity Champions = 5 Days
- Context Specific Training = 2 Days

[4 Training Days running concurrently on each of the 2 days]

Training Implementation = Several Months

- Assignments
- Choice of specific monitoring sector
- Monitoring of chosen project
- Supervision

Choosing next Integrity Champions

Training Camp 2

- Feedback from field experience
- ‘Learnings’ from experiences
- Working with the media
- Identification of roles = some trainers, some mentors
- Presenting of Certificates

This program is based on two 7-day workshops.

If changes are made, it is important to ensure that the Integrity Champions are given sufficient time to apply and reflect on the concepts and what they have learned during the training.
## Proposed Training Schedule

<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afternoon</td>
<td>Session 2 - Introduction to Integrity &amp; all ICs concepts &amp; application</td>
<td>Finish Session 4 + Module 2 Session 5 - Monitoring? + Session 6 - Governmental Responsibility</td>
<td>Finish Session 7 + Session 8 - Constructive Engagement to Resolve Problems</td>
<td>Database Training</td>
<td>Context-Specific Training - Schools, Courts, Infrastructure</td>
<td>Fieldwork Practice Day</td>
<td>Session 11 - Planning Ahead + Final Wrap-Up</td>
</tr>
</tbody>
</table>

### Methodology

- Participant-centered, interactive training
- Applicable to real life situations
- Development of higher level or ‘critical’ thinking and analytical skills
- Learning by experience
- Small groups, pair work, peer coaching, brainstorming
- Training games, role plays, case studies and stories
- Video clips
- Assignments
- Post classroom mentoring
General Preparation

You the Trainer  
10 mins

1. Relate your personal experiences and knowledge. Use personal stories wherever it supports a key point.
2. Use the skills of the program yourself. This verifies the skills and shows their importance.
3. Arrange the training room in the U-Shape or Small Table Format depending on numbers of participants.
4. Enjoy yourself. Learning is more memorable and long lasting when it’s enjoyable.

The Trainer’s Manual

This contains everything you need to prepare for each training session:

1. Objectives
2. Facilitator’s notes
3. Content, exercises and activities for each session
4. A checklist of materials you will need for that session including handouts
5. A list of suggested items to prepare in advance
6. Prepare as many flip charts in advance as you can

This will help guide you early on in the program plus save some valuable time during the session

- Make sure you use a variety of colors to add interest
- After you review any flip-chart page (prepared in advance or during the workshop) tear off the page and tape it to the wall (with paint-friendly masking tape) so you can continue to make reference to it throughout the rest of the training
- There are examples in the appendix:
  - Welcome to Integrity Champion’s Training Program
  - Course Objectives
  - The Communication Cycle
Materials Check-list

- Trainers Manual
- Your copy of the Integrity Champions Workbook
- Integrity Champions Handbooks (one for each Integrity Champion)
- Flip charts and easel(s)
- Colored markers
- Pencils or pens
- Participants name labels
- Masking tape – suitable for taping flip charts to the walls
- Duct tape – for protecting against tripping over projector wires etc..

Symbols

Flip-chart

Video Clip

Color Coding in this Trainer’s Manual:

If you need to read directly from this manual, the words you are to say are provided for you in black print

- Your own instructions as a facilitator are in Orange
- Everything on the PowerPoint is in Turquoise
- The content of the IC Handbook is in Turquoise & grey-scale, so that you know what the ICs have in front of them

For This Introductory Session

- Flip charts
  1. Welcome to Training Trainers
  2. Qualities of a Good Trainer
  3. Training Methods
  4. Prepare Yourself
- Colored markers for each group
- Flip chart paper
The Qualities of a Good Trainer

Small Group Discussion: The Qualities of a Good Trainer  
10 mins

In groups of 3 or 4, write down what you think are 5 of the most important qualities of a good Trainer.

After 5 minutes, ask the first group to read their list of 5 qualities.

Write these on the flip chart.

Then, ask if any of the other groups have any additional ones to add.

Add these to the flip-chart.

Bring out the pre-prepared flip chart with the following list of qualities and comment on any that have not been mentioned.

Allow a couple of minutes for Integrity Champions to write in their Workbooks the list from all the flip charts.

1. **Confidence**
   - Self-confidence is a belief in oneself, one’s abilities or one’s judgment.
   - When you believe you can change things - or make a difference in a situation - you are much more likely to succeed.

2. **Positive Attitude**
   - Open-minded - positive mind-set.
   - Expects the Training to be successful - able to put aside negative thoughts and feelings.

3. **Effective Listening**
   - Able to demonstrate full attention, clarify and confirm and show respect.

4. **Coaching Ability**
   - Strong observation skills.
   - Able to indicate clearly what participants do well - able to provide meaningful suggestions for improvement.

5. **Effective Verbal Skills**
   - Able to explain things clearly.

6. **Enthusiasm**
   - Enthusiasm is contagious. If you believe in what you are teaching and training your participants, it is much more likely that they will enjoy and learn from the training.

7. **Action-Oriented**
   - A ‘Let’s do this’ attitude, takes risks by providing ideas for action.
   - Is very adaptable and flexible.

8. **Good Organization Skills**
   - Good preparation.
These are some of the performance factors you should try to exhibit throughout the training workshop. These factors will help you be a more effective and successful facilitator for this program.

**Personal Exercise 1**

**10 mins**

1. Look at the list of qualities needed for being a good trainer

   Write down the three you believe you are currently best at.

   a

   b

   c

2. Now, write down the two you would most like to improve

   Then write one action you will take to improve in that area

   For example: If you want to improve your organizational skills:

   “I will plan a set time to do all my preparation for training well in advance”

   1.

   2.
Training Methods

Now let’s look at some different training methods that are used in this Training Program and some definition of terms.  

5 mins

Ask and wait for 2 or 3 answers

What do we mean by:

7. ‘Teaching’ or ‘presenting’ material
   a. Presenting information
   b. Instructing on a particular topic
   c. Delivering knowledge about something or someone

8. Facilitating
   a. Facilitation is a way of handling groups that takes the focus away from just one leader or speaker and, instead, distributes leadership to all members of the group
   b. Consultant Dave Sibbet defines facilitation as “the art of leading people through processes towards agreed-upon objectives in a manner that encourages participation, ownership and creativity from all involved”
      - Dave Sibbet [consultant]
   c. ‘Facilitation’ is often contrasted with ‘presentation’. ‘Presentation’ is delivering information or decisions to a group.
   d. Facilitation is group-centered while presentation is leader-centered.

   Example of the difference between facilitation and presentation:

   FACILITATION: “How do you think the community can solve this problem? Does anyone have any ideas?”
   PRESENTATION: “This is how we will solve the problem.....”

What is a Facilitator?  

5 mins

Create a discussion and then give the following summary

Group-centered meetings require an individual (or individuals in the case of larger groups) to manage the process.

This person(s) is a facilitator.

A facilitator is a person who helps groups to arrive at their objective by ensuring that everyone’s contribution is heard and the processes being used are both productive and empowering to all

Facilitators work primarily through leading and blocking techniques.

- Basically, directing traffic within a group discussion
- Facilitation can also involve managing group members’ emotions - defusing tensions and encouraging team cohesiveness
- In some cases, facilitators help in setting and revising meeting structure and managing conflicts

To be effective, facilitators.....
• Have to be neutral to the discussion
• Not favoring any individual or segment of the group’s members - and acceptable to everyone involved
• They should not take a position in any of the issues raised - nor should they advocate a solution - or attempt to solve the problem directly themselves
• Having an objective ‘third party’ facilitator ensures that group members would feel safe about speaking out their opinions

Sensitivity and keen observation skills are also non-negotiable for a facilitator.

3. Coaching  

The term ‘Coaching’ is used in many different ways

In this program we mean coming alongside someone and helping them to learn a particular skill
• Demonstrating how something is done
• Encouraging the person being coached to try themselves
• Giving positive feedback
• Pointing out where improvements could be made
• Repeating this process until the person becomes proficient

4. Mentoring

• After someone has learned a new skill and become proficient, a mentor provides back-up in the form of encouragement and advice

In Summary

Teaching, facilitating, coaching and mentoring are some of the very different methods used in this program for training Integrity Champions. It will be important for you as a trainer to be able to use all 4 methods.
You - the Trainer

The following are some ways you will need to prepare before you start your training workshop: 10 mins

1. **Know your subject** and have a genuine desire to help others to understand and grow
   - If you’re only interested in delivering a lecture or making your presentation, you will not communicate your message as effectively as if you - genuinely - want others to be helped and to grow in their understanding

2. **Understand some Learning Theory - Adults learn best:**
   - If they want and need to learn
     So, inspire a desire to be an Integrity Champion
   - By being able to connect what they are learning to past, present or future experience
     So, help Integrity Champions to see the context and impact they can make
   - By practicing what they’ve been taught
     So, give the Integrity Champions opportunity to practice during the training
   - When there is someone to help and guide them
     So, be a facilitator, coach and mentor when needed
   - When the environment is informal and non-threatening
     So, make special effort to create an atmosphere that is conducive to learning

3. **Prepare well**
   A. Find out about your audience. Speak to their level.
      - Do they have any prior knowledge of the subject or will it be new to them?
      - How will you ‘hook’ their attention?
   B. Establish the most suitable seating plan, and positioning of the equipment (projector and screen, sound system, flip-charts, table arrangement conducive for group work, etc.
   C. Become familiar with the content and structure of the session
      - Plan where you are going to put your notes
      - Prepare visual aids: pictures, diagrams, flip charts, etc.
      - Put your handouts ready in an appropriate place – where they are easily accessible to you for when you need them
      - Continue to think about and ask yourself ‘How can I help these people to change and grow in their understanding of this subject?’
      - Keep the focus on the people you are speaking to and not on your own performance
When appropriate, to help with nerves, start by asking a question of your audience. Ask for a show of hands or do a quiz and, thereby, put the spotlight on them and off of you. This can help you feel more relaxed.

4. **Start Well and End Well**
   a. Start on time
   b. Don’t wait for latecomers
      (Make this clear in the information given to the Integrity Champions BEFORE they arrive for training)
   c. Make a good strong opening statement
   d. Get the group’s attention by telling a story, mentioning a really surprising fact or statistic, stating a problem, or asking a question
   e. Don’t spend too long on any one point
   f. Don’t talk about things that have nothing to do with the topic
   g. Have a short concluding statement to sum up
   h. Finish on time

5. **Provide post-training support**
   - As an Integrity Champion trainer, you will need to support the participants as they apply the concepts, tools and skills in their regions and in their specific monitoring sector
   - Ask for progress updates as they implement their assignments
   - This post-workshop interaction will increase your understanding, as the trainer, of how much the Integrity Champions have absorbed and how they will implement their training in a range of situations

**Bringing Sustainable Change**

We all want change for the better.

We want to see Afghanistan become the beautiful place we all hope it can become.

- We often think, if someone else – the bosses, the government, the community leaders or the foreigners(!) – ‘If THEY would change, life would be better’
- But the only person we can really change is ourselves!
- For you to be successful, you need to learn and experiment with new ideas
- You need to take responsibility for how YOU can do things differently

In this training, we are inviting the Integrity Champions to do things differently

- We’re asking if THEY are willing to make changes in THEIR life so that THEY can make a positive difference to others
- We are committed to helping them make the changes that THEY want to see

Sounds good! But What often happens is:
We want to change – but we stay the same
We want to progress and move forward – but we stay where we are
We talk about change – but we keep doing what we have always done

Hirschman’s Model for Change

Integrity Action (IA) and Integrity Watch Afghanistan (IWA) have developed a model or process for change. This is based on Albert O. Hirschman’s ‘Exit, Voice and Loyalty’ Model.

Hirschman’s model says that as humans we basically have 3 options when we feel that an organization (or any human grouping) is not meeting our needs or the quality or benefits are decreasing.

The 3 options are:

1. **Exit** – we can leave or withdraw from the problem or relationship (this can be physically, mentally or emotionally)

2. **Voice** – we can try and improve the relationship by communication, complaint or making proposals for change
   
   For example, customers who feel the quality of goods is decreasing can complain, ask for what they want (‘Voice’) or they can choose to shop somewhere else (‘Exit’)
   
   However, if nothing changes, people often stay in the relationship out of:

3. **Loyalty** – stay, but not bring change
   
   They may feel their options for exiting are not worth pursuing
   
   For example, if there are no better places to shop or they have been friends with the shopkeeper for a long time, they can choose to leave the problem as it is

A Fourth Option

‘Exit’, ‘Voice’ and ‘Loyalty’ are used commonly in life

However they do not necessarily bring change

For this reason IA and IWA have added a fourth option

We call it ‘Hirschman +’

4. **Mobilize** – To bring change
   
   a. Mobilizing gives the opportunity for everyone effected by the problem to join together and look at all the possible solutions

   b. Mobilizing is taking action to bring change

   c. Mobilizing gives the option to bring benefit to the whole community

   d. Mobilizing is what Integrity Champions will do best

   They will help all the stakeholders join together to bring positive change

   This will mean:
1. Looking at all the options
2. Listening to many different perspectives
3. Helping stakeholders to see the problem from different angles
4. Brainstorming solutions
5. Trying new ways
6. Mobilizing the community to take positive action
## Preparation for Module 1: Session 1

**Total Time:** 2 hours 05 mins  
**Session Overview**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Title</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start of Training</td>
<td>10 mins</td>
<td>Welcome &amp; Introduction</td>
<td>Welcome Dignitaries, ICs &amp; Introduce Trainers</td>
</tr>
<tr>
<td>Speech from the most honored invited guest</td>
<td>20 mins</td>
<td>Introductory Speech</td>
<td>Accentuating the importance and value of this training</td>
</tr>
<tr>
<td>Groups of 10 in each – Form pairs within the group – Ask prescribed questions</td>
<td>30 mins</td>
<td>ICs Introductions</td>
<td>Learn about &amp; introduce each other within their group</td>
</tr>
<tr>
<td>Sharing of both excitement &amp; concerns about the training</td>
<td>10 mins</td>
<td>De-brief</td>
<td>Plenary feedback to the big group concerns expressed</td>
</tr>
<tr>
<td>Admin</td>
<td>5 mins</td>
<td>Course Administration</td>
<td>Instructions</td>
</tr>
<tr>
<td>Requirements</td>
<td>5 mins</td>
<td>Ground Rules</td>
<td>Respect – confidentiality – Punctuality – mobile phones – commitment to participate</td>
</tr>
<tr>
<td>Video</td>
<td>5 mins</td>
<td>Mobile phones</td>
<td>Handling incoming calls</td>
</tr>
<tr>
<td>Test followed by IC Handbook distribution</td>
<td>10 mins</td>
<td>Pre-test</td>
<td>Baseline outset assessment of knowledge on the subject matter of the training</td>
</tr>
<tr>
<td>Writing answers to a questionnaire</td>
<td>10 mins</td>
<td>Expectations</td>
<td>Articulating personal desires and expectations of gain from the training</td>
</tr>
<tr>
<td>Sample of expectations voiced to the whole group and written on the flip-chart</td>
<td>10 mins</td>
<td>Debrief</td>
<td>Expectations personally identified and shared</td>
</tr>
<tr>
<td>Declaration of IWA's objectives for the outcomes of the training</td>
<td>10 mins</td>
<td>Course Objectives</td>
<td>IWA’s own objectives for the training</td>
</tr>
</tbody>
</table>
Materials Needed

- Projector/UPS/screen or monitor/laptop for PP
- Flip-chart, paper and markers + Tape

To Do in Advance

- Invite host agency to organize an official opening
- Ensure that participants know in advance the location of the training, what time it starts and that you expect them to be there for the training to start on time
- Check all logistics required
- Create a question box for participants to use
- Create a hand-out (if not already in Participants Manual) of the participants schedule with start and end time, breaks, lunch etc.
- Create flip-charts:
  - Participant Introductions: Name - Where from - Most excited about - and Greatest concern about being an Integrity Champion in the community
  - Blank flipchart with ‘Our Concerns’ as a heading
  - Ground Rules – leave space for any extra they want to add
  - Our Expectations (heading only)
- Make copies of hand-outs

Session Hand-outs

- Pre-Tests
- Integrity Champions Workbooks – one per participant
MODULE ONE

INTRODUCTION TO COMMUNITY BASED MONITORING
MODULE ONE

INTRODUCTION TO COMMUNITY
BASED MONITORING
Module 1: Session 1: Welcome and Introduction to Integrity Champions Training Program

Welcome and Introduction 10 mins
- Welcome participants and state your name
- Acknowledge the key dignitaries attending the Training and thank the hosting organisation

Introductory Speech 20 mins
- The introductory speaker should be invited by IWA [someone from the shura, a Government office, a district program coordinator or a Ministry of Education official]
  - The purpose of these guests is to demonstrate the importance of the Training and our commitment to provide Integrity Champions with all the support in bringing CBM to communities in the regions and to the different sectors
- Allow a short break before the next activity, in case dignitaries and the introductory speaker need to leave

Participant Introductions 30 mins
- Split the class into groups of 10
  - Once in their group they should choose a partner who they don’t know and pair up
- Explain that they have 5 minutes to learn about their partner
  - Put the following on a PowerPoint and on a flip-chart in advance to have as a prompt for when people introduce their partner

[Although the following is in green, that signifies only to you [the Trainer] that it is a PowerPoint slide – It does not appear in the Integrity Champions Workbook]

1. Name
2. Where they come from
3. What excites them most about being an Integrity Champion?
4. Their biggest concern about being an Integrity Champion in their community
- After 2 minutes ask them to switch
- After 5 minutes explain that each person should introduce his or her partner to the group
- They should also appoint a scribe for the group
- Give each group a piece of flip-chart paper headed ‘Our Concerns’ and ask the scribe to write each person’s concern on the paper as they introduce themselves
Debrief 10 mins

- Ask a spokesperson from each group to read out the ‘Concerns’ from their group – no repetitions – only those that say something DIFFERENT from ones that have already been mentioned by other groups.
- Stick the flip-chart papers on the wall

Course Administration 5 mins

Let me briefly cover with you some administrative details of this training

Outline the time frame for the workshop and the break schedule

- Certificates: We do not give certificates for non-attendance! You must be here for the whole training if you want a certificate – No exceptions!
- Notes: We would like you to take your own notes in your Workbooks. There is valuable information already there and you will be adding to it as you go through the training. You will remember much more if you write it down yourself! But, the most important way to gain from this training is to practice what you learn! In addition to this Workbook, you have been given ‘IWA’s ‘Community-Based Monitoring Toolkit’. This is full of additional information and procedures for you to refer to!

Wait until after the pre-test to give out Integrity Champions Workbooks

- Facilities: state where they are
- Question Box: If you have any questions related to this training that you would like to ask anonymously, please write them down and put them in the box. We will try to answer them at the start of each morning.

Some Ground Rules 5 mins

To get the most from this training it is helpful to decide on some rules and procedures that we all agree to follow.

Here are some we would like you to follow:

You can suggest some more

1. Respect: We would like you to respect each other unconditionally. Listen and respect one another’s ideas and thoughts - even if you personally think differently or disagree with them.

2. Confidentiality: What is shared by your classmates should remain confidential. Is that agreed?
Wait for a response

3. **On Time:** One way of showing respect for your colleagues and your trainers is to **be on time** for each session.

4. **Mobile Phones:** Please turn your mobiles off or to ‘silent’ so as not to disturb the class.
   a. If it is an emergency and you must answer the call, please go out of the room so as not to disturb the rest of the class.
   b. Please do not text during class.

5. **Fully take part in activities and discussions**
   - Ask: Any other Ground Rules you would like to add?
   - Ask: What should be the ‘punishment’ for people who break the rules?!
     - Dance?! - Sing a song - Recite a poem? - Push-ups?
   - Ask for an agreement from the whole group.

- **Mobile phone video clip** 5 mins

This is intended as amusing reminder to switch off mobile phones.

- **Pretest** 10 mins

This is to check how much you know about the subject before we start. So, don’t worry if you don’t know anything! You will do exactly the same test at the end of the week and, by then, you should know all the answers!

When they have finished the pre-test, hand out the Integrity Champion Workbooks to each of the Integrity Champions.

- **Your Expectations** 10 mins

Research has consistently demonstrated that, when clear goals are associated with learning, the learning occurs more easily and rapidly.

In your Workbook there is a space **on page 3** for you to answer some questions about what you would like to gain from this training.

We’d like you to write your answers to these questions:

1. **What are your expectations of this course?**
2. **What would you like to have learned by the end of the training?**
3. **What would you like to be able to do better by the end of the training?**
4. **How will you know if you have improved in that area?**
Debrief 10 mins

Let's have some volunteers

Who would like to share just ONE of your expectations of this training?

Keep to ONE per person and ask them not to repeat what someone else has said

Write these on the flip-chart entitled ‘Expectations’

Course Objectives 10 mins

We hope that, by the end of this course, you will be able to:

- Understand the vision - to see ‘the Big Picture’ - of the powerful effect of promoting integrity and accountability in communities
- Understand your role and the scope of your responsibility
- Develop skills and know how to use these effectively in the context of your work as Integrity Champions
- Communicate successfully in all your community interactions, advocacy and social mobilization
- Enable greater engagement of communities in acting with and demanding integrity
- Benefit from personal mentors who will help you make direct connections between program content and your actual work

Are there any Questions?

Respond to any questions and explain them of the Question Box
Preparation for Module 1: Session 2: Why Integrity Is Important

Total Time: 3 hour

Objectives:
1. To define clearly Integrity in the context of Community-Based Monitoring
2. To highlight the key role of Integrity in eliminating corruption

Materials Needed
- Pre-prepared flipcharts for Session 2
- Blank flipchart paper
- Flipchart pens

To Do in Advance for Session 2
- Put flipcharts from Session 1 still visible on the walls, but create space for new ones where everyone can see them
- Create flip-charts:
  1. Public/Organisational Integrity
  2. IWA and IA's Definition of Integrity
  3. Accountability
  4. Competence
  5. Ethics
  6. Corruption
  7. Integrity Formula
### Session Overview

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Title</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group Discussion</td>
<td>10 mins</td>
<td>What Do We Mean by Integrity?</td>
<td>Groups define Integrity</td>
</tr>
<tr>
<td>Debrief the above</td>
<td>20 mins</td>
<td>Debrief</td>
<td>Groups feedback their own conclusion</td>
</tr>
<tr>
<td>Defining terminology</td>
<td>10 mins</td>
<td>Public or Organisational Integrity</td>
<td>Defining Integrity</td>
</tr>
<tr>
<td>Discussion in pairs</td>
<td>10 mins</td>
<td>Why Is Integrity Important?</td>
<td>Why is Integrity Important in Afghanistan</td>
</tr>
<tr>
<td>Discussion &amp; survey poll of the class</td>
<td>10 mins</td>
<td>What Is Corruption?</td>
<td>When, where &amp; how of Corruption</td>
</tr>
<tr>
<td>Small group Discussions + feedback</td>
<td>17 mins</td>
<td>Case Studies</td>
<td>Ethical dilemmas</td>
</tr>
<tr>
<td>Show of hands</td>
<td>10 mins</td>
<td>Class Survey</td>
<td>Classes view on Integrity</td>
</tr>
<tr>
<td>Discussion</td>
<td>10 mins</td>
<td>Small Group Discussion</td>
<td>More Integrity issues</td>
</tr>
<tr>
<td>Groups individually report back on their conclusions</td>
<td>15 mins</td>
<td>Debrief</td>
<td>Feedback from the small groups</td>
</tr>
<tr>
<td>Trainer’s summary of the group report back &amp; Discussion</td>
<td>10 mins</td>
<td>Conclusions</td>
<td>Conclusions drawn by the Trainer</td>
</tr>
<tr>
<td>Trainer teaching</td>
<td>5 mins</td>
<td>Community Integrity Building</td>
<td>IWA’s definition</td>
</tr>
<tr>
<td>Individual Exercise</td>
<td>15 mins</td>
<td>Current &amp; Desired Situation</td>
<td>ICs own knowledge of situations with Integrity issues in their own experience</td>
</tr>
<tr>
<td>Personal exercise</td>
<td>10 mins</td>
<td>ICs complete chart in their handbooks</td>
<td>Assessing components and possible strategies for effecting change</td>
</tr>
<tr>
<td>Group feedback on the above</td>
<td>20 mins</td>
<td>Small Group</td>
<td>Shared ingredients on the above exercise within small groups</td>
</tr>
<tr>
<td>Whole group Feedback</td>
<td>5 mins</td>
<td>Report back from small groups</td>
<td>Shared findings from the above</td>
</tr>
<tr>
<td>ICs write their own action plans</td>
<td>5 mins</td>
<td>Action Plan</td>
<td>Actions</td>
</tr>
</tbody>
</table>

**What Do We Mean By Integrity?**
Please close your books for the next activity

**Small Group Discussion** 10 mins

Please get into groups of 3 or 4 people and answer the questions:

Write your answer on the flipchart paper *(Give each group paper + pens)*

- What do **YOU** mean by Integrity?
- What do **YOU** think characterises Integrity?
- Why do we need Integrity and what is its function in the society?

Give the Integrity Champions a 2 minutes warning to finalize their ideas and to finish writing

**Debrief** 20 mins

- Each group should select a representative to explain their ideas (only the ones that have not already been said by any other group)
- To summarise give IWA’s definition

**Public or Organisational Integrity:** 10 mins

**What do we mean by this?:**

- The set of characteristics that justify trustworthiness and that generate trust among stakeholders
- Integrity creates the conditions for organisations to resist corruption intelligently and to be more trusted and efficient

Ask: What do you think that means in practice?

IWA and IA define Integrity to be the alignment of four factors:

- Accountability
- Competence
- Ethics
- Without Corruption

So, to act with integrity you must have all 4 of those together

**Accountability is:**

1. Letting key stakeholders check that we do what we say we do
   
   Ask the Integrity Champions:
   
   **Who might some of the stakeholders be?**

2. Responding to people’s rights
   
   Government needs to be held responsible to, and for, people in the organization and to, and for, people outside the organization whom they serve
Competence is:

- The ability to do something well
- If an organisation is not run well - healthcare or education, for example – ultimately, it will not be acting with integrity

Ethics:

- Is behaving with honour towards everybody
- Involves values and issues

- “Public infrastructure is intrinsically bound to the question of organisational integrity”

What does this mean?

Corruption is:

- The abuse of entrusted power for one’s own personal gain

- Eliminating corruption requires dedicated resourcefulness and mechanisms and procedures in organisations that must be supported by other government organisations

Integrity Formula:

IWA’s and IA’s approach to integrity is this formula:

Accountability + Competence + Ethics – Corruption = INTEGRITY

Pairs Exercise: Why is integrity important? 10 mins

Stay in your small groups & discuss the following two questions

Make sure everyone in the group has a chance to share

1. Especially in a country such as Afghanistan?
2. How can Integrity help us to have another view of Afghanistan internally and internationally?

Debrief: 20 mins

Give a chance for every group to share their idea

- It is important that, in this first stage, they can digest the importance and the meaning of Integrity in all aspects of life
- We need, at this stage, to encourage the Integrity Champions to talk and to think more deeply about integrity in Afghanistan

After listening carefully to them, you can explain more about the importance of Integrity - not only in Afghanistan but, also, in all the world
Class Discussion: What is Corruption? 10 mins

Objectives: to create a discussion that points to the defining of integrity as = ‘the absence of corruption’

This can then lead into the discussion on corruption

Ask: What is corruption?

Encourage participants to give a definition

▪ When do you see corruption?
▪ How is corruption carried out?
▪ Where do you see it?

What do you think about this sentence:

Do you agree with the following statement?

‘A corrupt government shows that you have corrupt people!’

Let’s have a show of hands. How many of you agree with this statement?

Count the hands

How many of you disagree?

Count the hands

Create a discussion

Help the class think that, if people did not cooperate with corruption, people in the government (and everywhere) would have to change.

Small Group Case Studies 15 mins

Ask the class to number off 1-8 Ask all the ‘1’s to form a group, all the ‘2’s to form a group, etc.

(This will ensure that people do not always go in the same group)

Make sure there is space for 8 groups of 5 people

Assign each group 2 of the 5 ‘Ethical Dilemmas’ below

Ethical Dilemmas?

1. Javid brought the tazkera for approval to the vakil
   The vakil asked money for this
   a. What does Javid, as a citizen, need to know about the vakil’s responsibilities?
   b. How could Javid find out?
   c. What are Javid’s options?
   d. What should Javid do in this situation?

2. Javid’s son is very sick and he took the boy to the doctor
   There was a long line of people waiting and Javid was desperate for the doctor to see his son
   The man in charge of the crowd, told Javid that if he paid him some money, he could go to the front of the line
   a. What should Javid do?

3. One morning Javid noticed a lot of trash behind the wall of his house He asked a municipality employee to remove it
   The employee asked for money, saying it was not his responsibility.
   a. What should Javid do?
Debrief: Ask each group to choose a representative to present their ideas  

Conclusion of Discussion

We all know that vital public services such as education, health, water and sanitation are often compromised by corruption, a lack of accountability, incompetence and unethical behaviour.

In fact, up to 17% of GDP (gross domestic product) in developing and war-torn countries is lost due to corruption, fraud and mismanagement.

Conservative estimates put this loss at more than USD 1 trillion a year.

We know that this impacts poor people the most and can destabilise fragile contexts - estimated to be 1.5 billion people.

Aid and Government projects in developing countries conservatively can be estimated to lose on average between 10 – 25 per cent of the value of a project to fraud, corruption and mismanagement.

The UN reports that [in a 2012 survey] 23 per cent of Afghanistan’s GDP is payment of bribes to employees mainly [but not exclusively] in the public sector.


IWA and IA facilitate a locally driven initiative in contexts where government and infrastructure are weak - where the rule of law is often ignored and where corruption, fraud and mismanagement often cause losses of 25-100% of the contract values of public services and of infrastructure.

IWA Community-Based Monitoring has resulted in adjustments being made through action taken by the community where there has been poor delivery and poor construction.

Class Survey: Integrity

Since there are more than 20 people in the training, it may be better to divide them into groups of 20 and have one facilitator per group.

Make 2 columns on the board or flip-chart.

Label the left side “Activity”

In this column you will write:

Cheating
Lying
Stealing, etc.

Label the right side “Right or Wrong”

As you survey the class, mark each activity with ‘R’ or ‘W’, depending on their answers.

We are going to take a class survey on what you think is right and wrong.

Ask:

1. How many of you know of someone who has cheated on a test?
   Count the hands and record the numbers on the right side column.

2. How many of you feel it is ok to do that? ‘R’ or ‘W’
   Count and put the number of ‘R’s and ‘W’s on the ‘cheating line’.

3. What about lying to your parents? ‘R’ or ‘W’

4. What about lying to your boss? ‘R’ or ‘W’

5. If you work in a restaurant is it OK to give free food to friends while you are at work? ‘R’ or ‘W’
6. How many of you know someone who has bought something for someone else, but told the person a higher price than was actually paid? They kept the difference. ‘R’ or ‘W

Small Group Discussion

Organise the Integrity Champions into 5 in a group - assign 3 questions to each group

1. Are there degrees of honesty – and, when is a person considered ‘dishonest’?
2. How does your honesty and your integrity affect the way you feel about yourself?
3. Ernesto says, “You’re just cheating yourself.” Do you agree or disagree? Why?
4. Why do people cheat even though they know it’s wrong?
5. Why shouldn’t you cheat? Is it wrong to give away free food to a friend if you work at a restaurant - or to take some for yourself – or, occasionally, to steal something ‘small’?
6. What could be the long term effects of someone stealing or lying even ‘just a little’?
7. What can you do to change how you - and the people you know – act in terms of integrity?
8. Why should you change and try to become totally honest?
9. How can you support someone who is trying to change and trying to have more integrity?

Debrief

Feedback from the groups should be done question by question

- Ask one group who had ‘question 1’ to give their answer
- Ask if any other group who had ‘question 1’, if they had a different answer

Then, move on to a DIFFERENT group to answer ‘question 2’ and continue in that pattern until you have received feedback on all the questions

Conclusion to the Survey

Conclude the discussion and bring out the important points that the survey demonstrated

- Comment on #2 – ‘You can’t feel good about yourself if you are dishonest and if you think you are a bad person’
- Comment on #8 – ‘You have to live with yourself and, being honest and doing the right thing, is the most important foundation of who you will become in life’
- Comment on #9 - Encourage people you know not to cheat on tests or take what isn’t theirs. Support people who are choosing to make right decisions

Survey questions: ‘O.K. to Photocopy © Media International 2002’
Community-Based Monitoring  5 mins

We have been talking about what integrity is and how we can become people of integrity.

Now we are going to think about how we can build integrity in our communities.

What do we mean by Community-Based Monitoring?

Community-Based Monitoring is...

1. A process of researching, compiling and presenting data for the community to engage and respond constructively leading to a just conclusion for everybody concerned

2. A cost-effective way to improve the quality of public programs, development projects and services – thereby, improving the lives of thousands of people

ASK:

Can someone explain the first point in your own words?

Pick someone to give an explanation in his or her own words

Then, ask the class if they agree with that explanation

Allow a minute or two of discussion

ASK:

Would someone like to explain the second point of the definition?

Again, ask the class for their feedback

Exercise: Current and Desired Situation  15 mins

In this next exercise we want you to think of some situations that are not as they should be - situations that do not demonstrate Accountability, Competence or Ethics.

Please do this individually

There are no ‘wrong’ or ‘right’ answers

This is about what you think - your opinions

Refer the Integrity Champion to the chart below in their Workbooks.

<table>
<thead>
<tr>
<th>Current situation of dissatisfaction</th>
<th>Desired situation</th>
<th>Which of Accountability, Competence or Ethics would bring corruption control?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Justice System</td>
<td>Everybody to have justice in the courts</td>
<td>A &amp; C</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. On the column that says ‘Current’, write a list of at least 5 situations that you would like to see integrity in order to bring an end of corruption
   For example: The justice system or health care
   Give the Integrity Champions about 3 or 4 minutes to do this

2. Now, prioritise the 3 that would make the most immediate impact in your own community
   3 mins

3. Now, think exactly what you would like to see changed. Be very specific – no generalisations.
   Write these in the ‘Desired’ Column
   5 mins

4. In column 3, write which ‘A’, ‘C’ or ‘E’ is needed to bring about the necessary changes
   3 mins

**Small Group Exercise**

Plan to have 8 groups of 5 people in each

- Think beforehand and choose places where there is room for a group of 5 to talk easily (not too close to another group)
- The method of numbering people 1-5 - used below - will help to break people up and not have the same people in the same groups all the time

Now we would like you to number off ‘1’, ‘2’, ‘3’, ‘4’, ‘5’ and, then, again ‘1’, ‘2’, ‘3’, ‘4’, ‘5’ until everyone has a number

Wait till everyone has a number and, then, point out where all the ‘1’s should go, all the ‘2s’ should go, etc.

When they have all found their groups, get everyone’s attention and, then, ask them to:

5. Take it in turns to share your lists in column ‘1’ and to hear which ones each person has prioritised and why

6. Then, together, choose [through discussion] which you - as a group – think are the top 3 priorities considered the 3 most important by your group

7. When you have done that, write on the A4 sheet of paper, a strategy or plan for bringing about change that will result
Debrief in 2 Groups of 20  20 mins

- Bring out the observation that different people have different views about what should and should not be happening in a community
  - People have different perspectives and different priorities
  - This challenges our own perspectives and requires relationship building skills in order to build a workable strategy for Integrity Building
- Working together to achieve what will make the biggest improvement for everyone is hard work

Ask for the following feedback:

1. What was your experience of that exercise?
   Were you surprised by other people’s priorities?
2. How many of you have chosen different priorities after discussing in your group than you had originally?
3. How do you feel about that?
   What brought about the change?
4. What were some of the challenges you faced when trying to decide on the priorities?
5. What did you learn from that exercise?

Assignment  5 mins

1. Write the 2 things you, personally, found most difficult about coming to an agreement on priorities in your group
2. Write a few short sentences about why you found that difficult
3. What did you learn from that exercise about working in a group of people – things that you would like to put into practice in your community?
Preparation for Module 1: Session 3: What Is an Integrity Champion

**Total Time:** 1 hour 45 mins

**Objectives:**

1. To provoke the Integrity Champions to consider both the benefits and the potential costs of becoming an integrity monitor in his or her community
2. To inspire a desire to be part of the change process in their community in bringing integrity to bare on situations where corruption is most evident, for the purpose of benefiting the whole community

**Session Overview:** In this session we want the Integrity Champions to think deeply about the responsibility of being a champion for integrity in his or her community - to consider the cost, limitations and difficulties that they are likely to face.

Afghanistan needs champions – heroes – to be an inspiration to others. In this session we want to inspire the Integrity Champions that they can play a significant part in the change process that brings about the transformation of their country.

Being ‘Integrity Champions’ is not just about being a hero – but, demonstrating integrity and demanding it from others can transform whole communities.
### Session Overview

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Title</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer summary &amp; refresher on things covered + Video to illustrate CIB</td>
<td>15 mins</td>
<td>Welcome &amp; Review + Video</td>
<td>Refresher on things covered already + Short IA Video on CIB</td>
</tr>
<tr>
<td>5 historical leaders to be identified by the ICs + Discussion about them</td>
<td>10 mins</td>
<td>Class Discussion on past leaders</td>
<td>Pictures of 5 past famous leaders</td>
</tr>
<tr>
<td>Reflection and writing</td>
<td>4 mins</td>
<td>ICs identify their own personal role-models</td>
<td>ICs own personal role-models</td>
</tr>
<tr>
<td>Big Group discussion of costs of being somebody who makes a difference</td>
<td>10 mins</td>
<td>De-brief</td>
<td>Consideration of the cost of being a status quo changer</td>
</tr>
<tr>
<td>Writing &amp; completing a table</td>
<td>10 mins</td>
<td>Exercise in Costs of Transformation</td>
<td>Counting the cost of bringing change where change is needed</td>
</tr>
<tr>
<td>Group sharing + Trainer input on what is an IC &amp; why ICs are needed</td>
<td>15 mins</td>
<td>De-brief into Big Group</td>
<td>Group reflections on the costs of bringing change as an IC</td>
</tr>
<tr>
<td>6 actors each playing a prescribed role with whole group involvement</td>
<td>10 mins</td>
<td>Role-Play</td>
<td>Issues of Integrity and Accountability</td>
</tr>
<tr>
<td>Whole Group reflection and discussion</td>
<td>10 mins</td>
<td>De-brief</td>
<td>Group reflections on Integrity and Accountability issues</td>
</tr>
<tr>
<td>Discussion of the IC’s part in the Role-play</td>
<td>10 mins</td>
<td>Small Group Discussion</td>
<td>Reflections on the ICs actual or potential handling of the issues in the Role-play</td>
</tr>
<tr>
<td>Trainer writes Small Group findings of the IC’s role in the Role-play + Trainer, then, reviews and concludes the session</td>
<td>10 mins</td>
<td>De-brief</td>
<td>Considerations of the ICs role</td>
</tr>
</tbody>
</table>
Role-play (this has been made into a separate Hand-out):

**Objective:** To involve participants in demonstrating the importance of citizens’ role in demanding accountability from people in office and to demonstrate the Integrity Champion’s key role in this.

During the class observe and select 5 people who you think would be good to play the parts of this accountability role-play.

- Explain the role-play to them and make sure they clearly understand the concept and the way that they need to play their roles, especially using the word ‘accountability’ in Scene 3.

Create a ‘ballet box’ with ‘VOTE’ written on it, ready for people to put their votes in.

**You Will Need**

- Blank flip-chart paper and pens
- All the materials for the Role-Play mentioned later

**In Advance**

- Get the following video ready to play in class:
  
  http://www.youtube.com/watch?v=YleZvel-XoA&feature=youtu.be
- Create a ballet box to put votes in for the role-play
- Create 5 ‘voting papers’
- Print out 6 Copies of the Role Play to give to each of the actors and one for yourself
- Think how you will arrange the room and create adequate space for the Role Play

**Handouts**

Role-Play: as above
Welcome & Review

15 min

Play video: short CIB video here
(http://www.youtube.com/watch?v=YleZvel-XoA&feature=youtu.be)

Class Discussion: Famous Leaders

10 mins

- Show a series of pictures of famous people

Don’t say their name as each picture comes on the screen – instead, ask the Integrity Champions to say who each person is and to answer the questions [listed below] about each of these people

We don’t need to be ‘famous’ in order to bring change.

Nevertheless, I am going to show you some pictures of famous people who were popular to some as models or leaders.

You don’t have to agree with what they stood for.

Nevertheless, they did have influence on large numbers of people.

Everyone is entitled to their own opinion – as long as they can justify it and give examples of why they think the person did a good job.

We are going to consider for a few minutes what it was that caused these people to have such an influence on so many.

In each case, I am going to ask you:

1. Why are the following people famous?
2. Why were they loved and admired by so many people?
3. What did they inspire people towards?
4. Did these people see things that were not good and merely complain about them?
5. What did they do instead?

Mahatma Gandhi
Nelson Mandela
Sayed Jamaludin Afghan
Ahmad Zahir
Martin Luther King

After people have responded to the above questions in an interactive discussion you may want to bring your own account of one or other of the above famous leaders to fill out some historical information of what impact and difference they made.

Below are 2 examples of the kind of additional information you could give:

- Mahatma Gandhi inspired the Indian people to become an independent, united nation
- Nelson Mandela was put in prison for 27 years because the racist government didn’t like his political ideas

The authorities who put him in prison were prejudiced against black people

When Mandela came out of prison, he was voted President of South Africa

- He could have taken revenge and punished the people who put him in prison
- Instead, he chose to find ways to work with them for the good of the whole country

Ask the Integrity Champions:

4 mins

1. Who are the people YOU most admire?

Write one or two names in your Workbook
Give them a minute or two to write these

2. What was it that person did, that makes them your role-model
3. What do you think were some of the personal costs for that leader to become famous?

**Debrief**

10 mins

Ask:

Did your role-model become the person they became and do what they did with no effort or cost?

What were some of the costs?

Take a few responses and make the point that doing great things is not always easy or without personal cost

**Exercise: Costs of Transformation**

10 mins

In the last session we discussed prioritising areas that needed to change through demanding integrity.

On the chart in your Handbook on page 11 please:

1. Write 3 of your top priorities for change in the left column
2. Who is responsible for making the changes?
3. What could a citizen do to bring about the change?
4. What might be some of the costs to the citizen?

**Cost of Transformation (being a champion) in Afghanistan**

<table>
<thead>
<tr>
<th>Situation that needs to change</th>
<th>Who is responsible for bringing the change?</th>
<th>What can a citizen do to help the change?</th>
<th>What costs might there be for the citizen?</th>
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<tr>
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<td>3</td>
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</tbody>
</table>
Debrief 15 mins

Take a few responses from different groups and create a discussion of the potential costs of becoming an Integrity Champion.

Finish on a positive note! Integrity Champions can have a powerful influence on the future of their country.

So what is an Integrity Champion?

▪ Someone from the community who has been appointed to collect data on the transparency and effectiveness of development projects
▪ An Integrity Champion empowers citizens to act with, and to demand, integrity

Why do we need Integrity Champions?

Role-play: 10 mins

Objective: To involve participants in demonstrating the importance of citizens’ role in demanding accountability from people in office and to demonstrate the Integrity Champion’s key role in this.

During the class observe and select 5 people who you think would be good to play the parts of this accountability role-play.

Explain the role-play to them and make sure they clearly understand the concept and the way that they need to play their role, especially using the word ‘accountability’ in Scene 3.

Roles:
1. Shura’s vakil
2. Farmer
3. Guard 1
4. Guard 2
5. Vakil’s assistant for vote box
6. A few friends of the farmer

Scene 1:
A person is making a speech to a crowd of people (the class).
He is campaigning to become a member of the Shura in his area.
He is telling them all the great things he will do if he is elected:
▪ The streets will be cleaned up
▪ He will fight corruption
▪ He will bring more investment into the area by encouraging tourism
▪ He will listen to the people’s grievances and fix their problems

And people (all the class) get very excited by this powerful campaign speech.
Everyone claps and, then, the ‘actors’ put their votes in the box.
Scene 2:
A farmer who voted for the Vakil comes to the Vakil’s representative and wants to meet the Vakil - but 2 guards abusively prevent him from doing so.

They tell him the Vakil is busy and doesn’t have time to see him.

The farmer becomes very angry and shouts that this is the third time he has come to ask for help and advocacy from the Vakil, but he never has time for him.

He shouts that this is very different from what was said in the campaign speech and he, now, feels ashamed that he voted for such an irresponsible man.

Scene 3:
The farmer is sharing his problem with some others in his community who join in with the complaints of lack of accountability.

They decide to create a demonstration to demand the Vakil’s resignation.

Everyone is getting more and more angry.

Enter the Integrity Champion:
The Integrity Champion asks what the problem is and listens carefully

He has some suggestions....

Don’t give these suggestions – let the Integrity Champions come up with their ideas later

Debrief

▪ What did you notice?
▪ What made the farmer so angry?
▪ What did the farmer and the people mean, when they said the wakil should be held accountable?
▪ Why it is important to have a procedure to make government officials more accountable?
▪ What do you mean by accountability?
▪ How much and how can citizens play their role for making governmental or private sectors accountable?
▪ What will happen if government is not accountable?

Small Group Discussion: The Integrity Champion’s Response

Please get into groups of 3 or 4 people

Make a list of suggestions you think the Integrity Champion could have made to the farmer and his friend.

Be ready to explain how each suggestion would have helped the situation.

Debrief

Write: ‘Why Do We Need Integrity Champions?’ at the top of a Flip-chart paper.

Ask the groups to look at their list and pick out the one that MOST shows the importance of the Integrity Champion’s role.

Wait a minute or 2 while they decide

Then, ask for 4 or 5 groups to read this most important role of the Integrity Champion.
Ask groups not to repeat what others have said. Write up their suggestions on the flip-chart.

At this point, you need to listen to the Integrity Champions very carefully and you need to take note of their answers and the points they make. They will give wonderful ideas too.

In conclusion, as the trainer, you need to lead the discussion to answer the question:

‘Why do we need integrity champions?’

- You can refer back to the Hirschman Model to consider the different options available to the farmer and to his friends
  - Exit - leave the problem, ignore it, or no longer cooperate with the project
  - Loyalty – stay but not bring change
  - Voice - the problem in order to fix it or improve relationships
  - Mobilize – Integrity Champions are needed to be even more productive and creative

They can help other citizens to work together to solve the community’s problems

- Help the Integrity Champions to see their role in looking at various options - rather than immediately resorting to a demonstration

Point out that some options can cause more trouble and can make the situation more complex (e.g. demonstrations)

Demonstrations should be used only when all else fails

- Make sure the Integrity Champions have involved all key stakeholders who are directly [or indirectly] related to the situation

- Check that the Integrity Champions have considered the causes of the problems from different points of view

For what reasons might the vakil not be keeping his promises?

- Check that the Integrity Champions have made a list of options available to themselves and to the vakil

- Have they made a ‘plan of action’?

- Point out that grievances may be very real and just – but how they are handled can make matters even worse, creating even bigger problems

- So, all options for solving the situation need to be considered

For these reasons, the role of the Integrity Champion is very important!

Integrity Champions can:

- Communicate with stakeholders, including civil society organizations, local people, as well as government representatives

- Integrity Champions can show what transparency and accountability really mean in a particular situation

- Integrity Champions can demonstrate how problems can be resolved without resorting, in the first instance, to demonstrations
Specifically in this role-play we can suggest that:

1. The Integrity Champion encourages calm rather than acting and making decisions when emotions are high
2. The Integrity Champion encourages discussion to determine what is the real need in the context of the problem
3. The Integrity Champion make an appointment with vakil to discuss the issues
4. The Integrity Champion mobilizes other people, as much as they can
   Mobilizing other people who have the same problems or views in this regard
5. The community come up with suggestions/demands
6. The Integrity Champion should meet with the vakil and explain what is needed, and ask him to fix the problem

Make the point that demonstrations should be used only when every opportunity for the community’s ‘voice’ to be heard has been blocked

   Then, demonstrations may make a positive difference

Finish by endorsing the importance of Integrity Champions
Preparation for Module 1: Session 4:
Vision and Mission of Integrity Champions

Total Time: 2 hours 35 minutes

Objectives:
1. To facilitate ICs in developing their own vision for a better future for, and in, Afghanistan
2. To instruct them in the established Vision and Mission of ICs

Session Overview:

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<td>Class Exercise</td>
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<tr>
<td>Defining of terms</td>
<td>5 mins</td>
<td>Defining Vision</td>
<td>Definition of Vision</td>
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<td>Physical action response</td>
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<td>Game: ‘Come to the Line’</td>
<td>Exercise in open disclosure</td>
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<td>Group sharing</td>
<td>15 mins</td>
<td>De-brief in Small Groups</td>
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<tr>
<td>Small Group feed-back to Big Group</td>
<td>10 mins</td>
<td>Whole Group de-brief</td>
<td>Exercise in speaking on behalf of the Small Group</td>
</tr>
<tr>
<td>Trainer input &amp; instruction</td>
<td>5 mins</td>
<td>The Mission of ICs</td>
<td>Considering the implications if being an IC</td>
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<td>Trainer Teaches</td>
<td>5 mins</td>
<td>Hirschman’s Model for Change</td>
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<tr>
<td>Small Group Discussion</td>
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<td>Hirschman’s Model Application</td>
<td>Applying Hirschman’s Model to Scenarios</td>
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<tr>
<td>Groups feed-back + Trainer teaching</td>
<td>15 mins</td>
<td>De-brief</td>
<td>Trainer introduces Mobilizing as a 4th Option</td>
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<tr>
<td>Small Group exercise</td>
<td>10 mins</td>
<td>Applying the 4th Option</td>
<td>How to apply the 4th Option</td>
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<tr>
<td>Groups feed back</td>
<td>10 mins</td>
<td>De-brief</td>
<td>Understanding application of the 4th Option</td>
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<tr>
<td>Small Group examining of Case Studies</td>
<td>20 mins</td>
<td>Case Study Exercise</td>
<td>Discussion of a selection of Case Studies</td>
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<td>Feed-back</td>
<td>20 mins</td>
<td>De-brief</td>
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<tr>
<td>Trainer summarises</td>
<td>5 mins</td>
<td>Summary</td>
<td>Re-focus on the Mission of ICs</td>
</tr>
</tbody>
</table>

Materials Needed
1. A long stick, pole, ribbon or coloured string for the ‘Come to the Line’ Game
2. Printed hand-out with the questions for the de-brief on the ‘Come to the Line’ exercise – a copy for each of the 8 groups and one for the trainer

3. Print the 8 Case Studies and have ready to distribute one of the 8 Case Studies to each of the 8 groups

4. Flip-chart paper

**Class Exercise: Picture the future**  
10 mins

1. Please close your eyes and think of a picture of your ‘dream Afghanistan’
   - What would you love Afghanistan to look, and be, like in the future
   - Create the picture in your mind with as much detail as possible

Ask for silence and give the Integrity Champions 2 minutes to do this exercise

   - After 2 mins - ask the Integrity Champions to open their eyes

Refer to the page in their workbook for them to draw or write the following:

2. In the space in your Workbook [on page 13] write - in one sentence [no more than 15 or 20 words] the picture that you just imagined
   - You can draw the picture if you prefer

Allow 5 mins for the Integrity Champions to do this

**Defining Vision**  
5 mins

Can anyone tell us what we mean by ‘Vision’?

Acknowledge a few responses and, then, give this definition

   - **Vision is a picture of the future that does not currently exist**

Now, look at what you have just written

- Is there anything in your statement or picture that currently exists?
- If there is, you need to change your picture to something you would like to see in the future that does not currently exist

**Game: Come to the Line**  
15 mins

We are going to play a game now

Please be silent and line up on either side of these lines on the floor

There should be 10 people on each side of each of the 2 lines on the floor

Each line of 10 are to stand one meter away from the line in front of them
Wait until everyone is lined up correctly and, then, make sure everyone is listening as you give the following rules:

**These are the rules:**

1. Keep in mind YOUR vision of Afghanistan’s future
2. You must keep absolutely quiet - no talking at all!
3. Listen carefully to the statements that I am going to read out
4. Come to the line if you agree
5. If you disagree, stay where you are
6. **Be honest!**

Are there any questions?

**Answer any questions and, then, read out the following sentences so that everyone can hear.**

After each sentence that you read out, wait for all participants either to come to the line or stay still before you read the next sentence.

1. Come to the line if there were more than 5 children in your family
2. Come to the line if you are married
3. Come to the line if you find it difficult to be hopeful about Afghanistan’s future
4. Come to the line if you love your country
5. Come to the line if you feel you are not a good communicator
6. Come to the line if you think you will be part of big changes in Afghanistan
7. Come to the line if, at least once in the last month, you saw corruption but did nothing about it
8. Come to the line if you have wasted time looking for the place you were going because you didn’t have the address
9. Come to the line if in the last month you have felt frustrated and alone because no-one else seems to be concerned about bringing positive changes
10. Come to the line if you would leave Afghanistan if you could
11. Come to the line if you have a beautiful and amazing picture of Afghanistan’s future
12. Come to the line if you think you are brave and passionate enough to start processes that will transform Afghanistan
13. Come to the line if you want to be a part of a team that is rebuilding Afghanistan, bringing hope, security, and an accountable government without corruption
14. Come to the line if you would like to hear stories of current ‘heroes’ who are doing a great job in Afghanistan

**Debrief in Small Groups**

**15 mins**

Ask participants to get into 8 groups of 5 people.

Give each group a copy of the Handout ‘Come to the Line Debrief’

Each group should discuss each of the following questions

The Trainers should walk around and observe/listen to what is going on in the groups.

1. What was surprising and interesting for you in this game?
2. What did you notice about yourself and others?
3. Which statements made you hesitate the most – which ones did you find most difficult to answer?

4. Which statements were most difficult for you to admit to and which statements made it difficult for you to ‘come to the line’?

5. Did you lie about any? – Why? or Why not?

6. What did you learn most from this game?

Debrief

10 mins

Ask for feedback on one question from each group.

After the group answers the question, ask if any other groups want to add anything different on that question.

It will be important to control the time and not let any one group or person dominate the feedback time.

What is the mission of Integrity Champions? 5 mins

Ask:

When a good builder wants to start building a new building:

- What kind of processes must he think about?
- What procedures must he know about?
- What are the first steps he must take?

Ask:

How does this relate to the builder’s vision?

- He must have a clear picture - usually an architect’s drawing - of what the finished building will look like
  
  Without a clear picture the building will probably not be habitable!

- You drew or wrote your picture of what you would like Afghanistan to look like - with no corruption, peaceful and secure – a country that is honored and respected around the world

Like the builder, when you have a clear picture of the future, you can make plans, procedures and start taking the first steps to building towards your vision

- You can create a team to work together to build your picture step by step

Integrity Champions are, in fact, both architects and builders for a new Afghanistan!

- You have a vision for your country
- You have the passion to take steps toward that becoming a reality
- You know that there will be a lot of challenges and difficulties along the way
- You know that you may not always have governmental support
- But, having a clear vision will help you keep going in the right direction
Case Study Exercise 20 mins

[These 5 Case Studies can be printed as handouts for the Small Groups from the Handout Folder in the Appendix]

Ask the Integrity Champions to get into 8 groups of 5 and give them each one of the case studies

Please carefully read the case study you have been given and, then, discuss the following questions:

- Who was the ‘hero’ in the case study you were given?
- What challenges did they face?
- What were their achievements?
- What would have happened if they hadn’t monitored these projects?
- Who would have been most affected?
- What do you think made them successful?

Debrief 20 mins

Ask a spokesperson from each group to sum up their group’s discussion in a maximum of 2 minutes!

Ask someone to be the ‘Timekeeper’ and call out a 15 second warning before the spokesperson’s time is up

In Summary 5 mins

IWA’s Vision through Integrity Champions = To mobilize communities

1. To facilitate better Public Services
   - Empowering improvement in development outcomes
   - By improving Integrity in Infrastructure and Service Provision
2. To ensure Policies are appropriate
3. To ensure information can be trusted
4. To empower the community for the community to ensure that fewer Public Funds are wasted
MODULE TWO

The Monitoring Process
MODULE TWO

The Monitoring Process
Preparation for Module 2: Session 5: What is Monitoring?

**Total Time:** 2 hours 20 minutes

**Session Overview**

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<td>20 mins</td>
<td>Small Group Discussion on Monitoring</td>
<td>Defining Monitoring</td>
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<tr>
<td>Trainer teaching</td>
<td>40 mins</td>
<td>De-brief</td>
<td>Introducing the Community Based Monitoring Cycle</td>
</tr>
<tr>
<td>Small Group Discussion</td>
<td>45 mins</td>
<td>The Goals of Monitoring</td>
<td>Identifying projects needing monitoring &amp; making ‘SMART’ goals</td>
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<tr>
<td>Small Group report back</td>
<td>20 mins</td>
<td>De-brief</td>
<td>3 Groups present their ‘SMART’ Goals</td>
</tr>
<tr>
<td>Trainer summarises and draws Conclusions</td>
<td>15 mins</td>
<td>Summary</td>
<td>Feedback from the Integrity Champions</td>
</tr>
</tbody>
</table>

**Materials needed:**
- Flip-chart paper and various colored pens for each of 8 groups

**Small Group Discussion: Monitoring**  20 mins

The purpose of this exercise is to give the Integrity Champions a chance to think for themselves about monitoring as a process.

This is a chance for them to discuss and hear each other’s ideas and to begin to understand the importance of Monitoring as a step-by-step process.

Please get into groups of 5 people in each group

- Discuss together the following questions
- After about 10 minutes we will give you a piece of flip-chart paper for you to write your answers
  1. What is monitoring?
  2. Why is monitoring important?
  3. How many steps does the monitoring process have?

Be as creative as you can in showing what you think the steps might be
Debrief

40 mins

This is the first time some of them will have thought of monitoring as a process
A few others may have understood the concept of it being a cycle
It is important to affirm and applaud all groups for their efforts
When all groups have shared their ideas [and only then!] put the ‘cycle’ up on the PowerPoint and explain the Monitoring Process

Community-Based Monitoring Process

Please choose a spokesperson from your group to come and share your Ideas
You have no more than 3 minutes per group to explain your steps in the monitoring process

The following diagram is in the Integrity Champions Workbook in outline form only
Their version has no words in it!
The reason for this is to get them to think together in their Small Groups and to come up with their ideas of what the process might be.
When you, now, show them the completed diagram, ask them to fill in the blanks in the spaces provided in the diagram in their Workbooks
Small Group Discussion: The Goals of Monitoring 45 mins

Now we are leading the Integrity Champions forward to thinking about a priority area they would like to monitor.

- Importantly, at this stage, we want the Integrity Champions to think about what they are trying to achieve
- What do they want and expect to be the result of regularly monitoring in one specific area?

Now we would like you to think about a specific area you might be interested in monitoring

1. Stay in your same small groups
   Share with your group a sector you are particularly concerned about in your community - a particular project that you believe needs monitoring
   Think about the steps we have just talked about and what you would hope the project will look like at the end of the monitoring process
   What will have been achieved?

2. Make a list of the projects people have chosen from your group and, then [no more than 3] very specific results you would expect to see as a result of these projects being monitored

As you write the 2 or 3 maximum goals you would like to achieve, check that they are:
- Specific (not general)
- Measurable
- Achievable
- Relevant to integrity building in the community
- Time-limit by when you will hope to achieve your stated goal

- As your group writes their project goals, help each other to decide if they meet the ‘SMART’ criteria or not
  If not, think about how you can make them ‘SMART’

Walk around during this exercise and check that the groups are on track
Observe the ones who best understand how to create ‘SMART’ goals

When most groups have finished, explain that, for the sake of time, you are going to pick 3 groups to come and share their goals

Pick the ones that you think are the best example of ‘SMART’ goals

Debrief: 20 mins

Most of you have finished writing up your project goals so we are going have some feedback from 3 groups

Pick 3 groups and ask for a DIFFERENT spokesperson [a DIFFERENT person from before!] to give their feedback to the whole class
- They have 5 minutes [maximum] per group

Ask questions - especially, about whether or not the goals are ‘SMART’

Summary 15 mins

Thank each of the groups for their participation and apologize that there is not time for all the other groups to share with the whole class
Ask:

Did any of you decide on a project and, then, realize that you couldn’t make ‘SMART’ goals, so you needed to choose a different project to monitor so that you could make ‘SMART’ goals?

Gain feedback

This exercise shows the importance of thinking carefully about what you are trying to achieve **before you even start monitoring**

- Sometimes we may decide to monitor an institution or government department without knowing exactly what we are trying to achieve
- This will usually end in frustration

**There is a saying:**

‘If you don’t know where you’re going, you will probably end up somewhere else!’

Whatever you decide to achieve, make sure you can clearly articulate your goals in ‘SMART’ terms

Questions? Ask if there are any questions about this topic?

Does anybody have any comments?

Take a few minutes to get their feedback

This will give you an idea of how much the Integrity Champions are understanding

- It will show you whether or not they are grasping the concepts as well as how well they are able to apply them at least in theory.

Ask from the whole class and take 2 or 3 responses for each question - but ask them to keep their responses short

1. What was new today, for you, about monitoring?
2. What was the most surprising thing about choosing a project to monitor and, then, setting goals?
3. What was the most difficult part?
4. Any other comments?
Total Time: 1 hour 20 minutes

Session Overview

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<td>Class Exercise – Power Mapping</td>
<td>Identifying Power</td>
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<td>Trainer asks questions to gain feedback</td>
<td>15 mins</td>
<td>De-brief</td>
<td>Mapping community power relationships</td>
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<tr>
<td>Questionnaire</td>
<td>10 mins</td>
<td>The Power Challenges of an IC</td>
<td>Governmental power and challenges for the IC</td>
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<tr>
<td>Personal exercise – completing a chart</td>
<td>10 mins</td>
<td>Which Tool?</td>
<td>Charting challenges with government and choosing tools</td>
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<tr>
<td>Trainer asking questions of the whole group to gain feedback</td>
<td>15 mins</td>
<td>De-brief</td>
<td>Ways to bring transparency between government and the community</td>
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</table>

Materials needed:
- Flip-chart paper and various colored pens for each group
- Flip-chart with the Monitoring Process Cycle – one for each of 2 groups

Total time: 1 hour 20 mins

Citizens have a constitutional right to monitor governmental responsibility. The government has responsibility and accountability towards the people.

Integrity Champions have a role in creating a legitimate environment of transparency where citizens in the community can be satisfied with the results of projects and programs.

Class Exercise:
Power Mapping

This exercise is best done in a large group of up to 20 people. This will give some experience of working with a larger group of people – more opinions, more ideas to discuss – possible ‘power’ source tensions arising. This will be a learning experience in itself.

It can, also, provide an opportunity later on to discuss leadership issues or ‘how to organize a meeting’.

- Find a space big enough for all 20 to work together – maybe working on the floor to fill in the flip-chart
- Give each group of 20 participants a ‘Circles’ flip chart and address the whole group
- Prioritizing power sources may be quite difficult because they are different in different communities. However, encourage the group to work together to figure out a way to indicate on the map, the most usual power sources in their communities. This will be a good experience of learning to cooperate with each other.

We would like you to think about:

1. The people in your communities who have power
2. The people who feel they have no power
3. Who are the most powerful people and institutions in YOUR community?
4. Make a list together in your group and, then….. Order them from the MOST powerful to the least powerful
5. When you have made your prioritized list, mark the people on the circles on the flip-chart
   - The inner circle is the MOST powerful person or source of power in the community
   - The further out of the circle the people are, means they have less power
   - Think about power sources - such as the mullah, the vakil, the police, teachers, the doctor, farmers, shopkeepers, mothers, government officials
6. What about the Integrity Champion – where does he/she fit in the Circle?
Power Bases in the Community-Based Monitoring Process

Debrief  
15 mins

The important thing here will be to bring out the importance of knowing the relationships between the power sources in a community.

Knowing these power sources:

1. Integrity Champions can use these relationships to advantage. When faced with difficulties, it will help to identify power sources to contact.
2. It may also help to pinpoint a possible ‘spoiler’.
3. Seeing the relative closeness of power persons is also important. Where power sources are close together, corruption is most likely.
4. Although power sources in different community maps will vary it is important for Integrity Champions to recognize that there are some common and usual power sources in every community.
5. The important thing is for you, as an Integrity Champion, to identify the power sources in YOUR OWN community.

When the Integrity Champions are ready, ask everyone to sit back in their seats and, then, create a class discussion around the following:

- What was new for you in this exercise?
- What do you notice about the relationships of power in your local community?
- How could creating a power map in your community help you to be a better monitor?
- Who is the most powerful player in your circle and why?
- How do you feel about your place as an Integrity Champion?
Personal Reflection:
The Power Challenges of an Integrity Champion  
10 mins

Please take a few minutes to answer the following questions:

1. What gives the government so much power over the other players?
2. What challenges might this create for an Integrity Champion when he is monitoring a specific project?
3. Make a list in your Workbook of these possible challenges
4. Now, think about what tools you might use to solve those challenges

When most people have finished, refer to the chart in their workbook on page 20

Which Tool?  
10 mins

In your workbook there is a chart: ‘Monitoring Challenges with Governmental Sources’

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<th>Explanation</th>
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<td>Law</td>
<td>Awareness of the law (citizens right of access to information)</td>
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<td>Negotiation</td>
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<td>Media</td>
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<td></td>
<td>Demonstration</td>
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</table>

Look of the list of challenges you have written

Look at the ones you think you might have with government sources

Consider which tool might be a possible one you could use

- For example, if a government representative is stopping you from seeing relevant documents regarding the project you are monitoring, the ‘Law’ (in column 2) might be a relevant tool you could use

- Column 3 explains that you will need to be aware of the law that gives citizens ‘the right to information’

  This example shows the power of the law in monitoring government and controlling the misuse of power

This is very important for Integrity Champions to understand

  The more citizens know about the law and their rights, the more power they have to put pressure on the government

This is the best ‘tool’ to use in this example

  More effective than a demonstration

Now try and fill in your challenges into the chart
Debrief 15 mins
You can address the following questions to the whole group
Take several responses to each question
If you have time, ask for one or two volunteers to show how they have filled in their charts.

1. What did you learn from that activity?
2. Which ‘challenge’ was most difficult to find a ‘solution tool’ for?
3. Why was that particularly difficult?
4. How did that make you feel?
   Not being able to find a solution makes us feel weaker and can undermine our confidence
5. Why should the government be accountable?
6. What other ways can Integrity Champions help to bring transparency between the government and citizens?

Remember:

“Power is invisible to those who have it!
Change is possible, only if those that are powerful, and those who are not, unite”
MODULE THREE

Monitoring Skills
MODULE THREE

Monitoring Skills
Preparation for Module 3: Session 7: Effective Interpersonal Communication

**Total Time:** 3 hrs 35 mins

**Session Overview**

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<th>Content</th>
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<td>Skills to be learned</td>
<td>5 mins</td>
<td>Introduction</td>
<td>Why the skill of Interpersonal Communication is important</td>
</tr>
<tr>
<td>Whole group discussion</td>
<td>5 mins</td>
<td>What is ‘Effective Communication’?</td>
<td>Half the picture of the ‘Communication Cycle’</td>
</tr>
<tr>
<td>Interactive questions + Watch a Video</td>
<td>10 mins</td>
<td>The ‘Communication Cycle’</td>
<td>Diagrammatic illustration + Video</td>
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<tr>
<td>Trainer teaching</td>
<td>5 mins</td>
<td>De-brief</td>
<td>A skill to be developed</td>
</tr>
<tr>
<td>Interactive exercise in pairs</td>
<td>15 mins</td>
<td>Why Is Communication So Complicated?</td>
<td>Pictures of complicating factors</td>
</tr>
<tr>
<td>Feed-back</td>
<td>15 mins</td>
<td>De-brief</td>
<td>Why complicated</td>
</tr>
<tr>
<td>Discussion</td>
<td>5 mins</td>
<td>Why Communication Is Complicated</td>
<td>Picture of confusing non-verbal communication</td>
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<td>Group exercise</td>
<td>10 mins</td>
<td>Your Experience in Your Community</td>
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<tr>
<td>Feed-back</td>
<td>5 mins</td>
<td>De-brief</td>
<td>A few responses</td>
</tr>
<tr>
<td>Trainer summarizes</td>
<td>5 mins</td>
<td>Summary</td>
<td>What has been covered</td>
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<td>Trainer teaching</td>
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<td>Respect</td>
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<td>Interactive exercise</td>
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<td>Showing Genuine Respect</td>
<td>Picture on perceptions</td>
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<tr>
<td>Discussion</td>
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<td>Listen to Understand</td>
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<td>Trainer re-affirms</td>
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<td>ICS Key Roles</td>
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<tr>
<td>Exercise</td>
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<td>Skills Practice</td>
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<tr>
<td>Performance &amp; Feed-back</td>
<td>60 mins</td>
<td>De-brief</td>
<td>Presentations</td>
</tr>
</tbody>
</table>
Materials Needed
- PowerPoints
- Video Clips:
  - ‘I need tea tomorrow’
  - Poor Communication
  - Good Communication
- Laminated pictures of complicating factors in Communication

To Do in Advance
- Check question box and prepare to answer any questions
- Put up flip-charts on ‘Ground Rules’ where everyone can see them
  Remember to enforce these at the start of sessions!
  Make it fun
- Create flip-charts:
  - Half the ‘Communication Cycle’
  - The full ‘Communication Cycle’
  - Our Definition of Good Communication
  - How You Communicate
  - Communication Skills
  - Role Play Instructions
- Create a Score Sheet for scoring the Role-play groups against the criteria
- Plan and procure prizes for the winning Role-play group

Session Handouts
- Laminated pictures ‘Why Communication Can be Complicated’
- Laminated Role Play Scenarios
- Blank A4 paper for the Role Play answers
Introduction

In this Module we will focus on some of the most important skills you will need as an Integrity Champion: How you communicate with other people!

We will talk about how effective interpersonal communication can greatly improve interactions with individuals and with groups. It can help to identify and address problems when working with communities.

Ask:

What do we mean by Interpersonal Communication?

Where does Interpersonal Communication take place?

Keep asking until the following levels are mentioned

These are not in the Integrity Champions Workbooks. Ask them to fill in the spaces for these points on Page 22 in their Workbooks

a. Interpersonal = between individuals
   parent/child - boss/employee - contractor/client - policy-makers - government officials

b. Group interaction
   lectures - shura’s or town meetings - community leaders

c. Mass media
   radio - TV – Internet

Three Topics on Communication
1. What is Effective communication?
2. Why is it so complicated?
3. Why is Respect so important?

1. What is Effective Communication?

Class Discussion:

Half the Picture

Show flip-chart with only half the ‘Communication Cycle’

Ask:

What is wrong with this picture?

Create a discussion

Ask for examples of when they have experienced such communication

   How effective was it?
   In the short term?
   In the long term?

1. Giving instructions or simply giving information - even if the information is good - will not necessarily change behaviour

2. Trying to change the behaviour by using threats or coercive tactics is not enough

   This has been a model used by governments, organisations and teachers for a very long time - often with poor results!

   An Integrity Champion needs new ways to communicate that are much more effective and new ways that make much better relationships.
Communication is NOT JUST Words

**ASK:** 5 mins

What else makes up the message that you send and that the other person receives?

Keep asking until ‘words’, ‘tone of voice’ and ‘body language’ have all been mentioned

Then show the PowerPoint with the 3 components that make up Interpersonal Communication

Before you show the percentage values for each of the following components, ask for a show of hands:

- Who thinks Words are what we take most notice of?
- Who thinks Tone of Voice is what we take most notice of?
- Who thinks Body Language is what we take most notice of?

When everyone has put their hand up for one of them, click to show the percentages

Normally the turquoise color signifies to you that these points are in the Integrity Champions Workbooks

However, since this needs to be an interactive time for them to think, the items below in turquoise and in red are for them to fill into their Workbooks as you reveal them at the appropriate times in the discussion you have with them.

- Words 7%
- Tone of Voice 38%
- Body Language 55%

Effective Interpersonal Communication is a cycle of sending a message + gaining a response + confirming the accuracy of the response

**The Communication Cycle** 10 mins

Ask:

Have you ever said something that you thought was very clear and simple and the other person got really upset and heard something completely different from what you thought you said?

What was the result?

Take one or two responses

Then, say:

- Sometimes we send messages that are clear to us but are unclear to the person who is receiving the message
- So, we have to continue asking for a response and re-sending the message until the receiver understands what we [as the sender] really meant to say.

When the message received is the same as the message that was intended by the sender, the ‘Communication Cycle’ is complete.

Illustrate this on the white-board or a pre-drawn flip-chart [see below]

Once again, the turquoise normally signifies that the words are in the Integrity Champions Workbooks

Only the diagram is there so you need to ask the Integrity Champions to write the words into the diagram in their Workbooks themselves
**Video Drama**

Example:

He says: “I need tea early tomorrow morning”

She thinks: “I always get him tea - Why is he saying this to me? Maybe he’s upset with me”

He says: “I have to go to class early tomorrow morning”

She thinks: “Oh, now I understand”

**Debrief**

5 mins

Communication is a cycle of sending a message, gaining a response and confirming the accuracy of the response.

Without a response there is no effective communication.

Response can come through:

1. Body language
2. Verbal or other exchanges that indicate that people are happy or unhappy with the message sent to them

Silence also communicates!
Definition of Good Communication:

Effective Interpersonal Communication is:

- Making sure that people in all sides of the conversation have understood the message as it was originally intended to be received
- Never one-way!
- A skill to be learned

In an organization or a personal relationship, Communication is:

1. The exchange of ideas and information between two people or a group of people
2. The 'life-blood' of relationships

Good communication can be used to:

1. Provide information
2. Teach skills
3. Empower others
4. Motivate and to encourage

Why Is Communication So Complicated? 15 mins

There are many different dynamics and many things that can go wrong - misunderstandings, prejudices, assumptions we make - that can make communication quite complicated.

Pair Exercise: Complicating Factors

Put the laminated pictures up around the room and ask the Integrity Champions [in pairs] to identify the different complicating factor in communication that is depicted in each picture or Hand out laminated pictures of each of the following scenarios

Give a different picture to each table

In pairs, move around the room to each of the laminated pictures and make a note in your Workbook of what might cause difficulty.

Ask:

What difficulties might these people have in communicating?

1. It’s not just Words
   [e-mail relationships between offices]
2. People from Different Ethnicities
   [a Pashtun farmer and a Hazara from the city]
3. Gender Differences
   [a female manager with her male team leader]
4. Educational Differences
   [a farmer and a local government official]
5. Poor Role Models
   [a son with his drug addict father]
Debrief 15 mins

Ask for feedback about each picture, making sure the point is obvious at the conclusion:

Some Reasons Why Communication is Complicated 5 mins

1. **It’s Not Just Words!**
   - People have different interpretations of the words or information
   - People’s interpretations are based on their own context

2. **Cultures, Genders, Education**
   - These are all complicating factors that can make simple communication complicated

Show PowerPoint Picture of Afghan couple

Ask:

- What can you tell me about this couple?
- What is he feeling?
- What is she feeling?
- How do you know?
- How can you be sure whether there are tears or laughter?!

Bring out how easy it is to misread other people

Small Group Exercise:

Your Experience in Your Community 10 mins

In your small group discuss ‘How does this apply to you as an Integrity Champion communicating in your community?’

A. Think of an example of when you said something to someone in your community and when that person thought you meant something completely different

   1. Why did this happen?
      - What words were used?
      - What tone of voice was used?
      - What body language?

   2. What was the result?

   3. How did it get resolved?

B. What can you learn for next time something like that happens?

Debrief 5 mins

Ask and take responses:

- How easy is it to misunderstand someone or for them to misunderstand you?
- What are the results of misunderstanding?
- What was the main thing you learned from your discussion?
Summary

In this session we have seen how:

1. Interactive and dynamic communication is not just one way.
2. It is a cycle of checking and re-checking that we understand the message and that we are being understood correctly.
3. There are gender, cultural and educational factors that complicate our interpersonal communication.
4. Becoming aware of these things is an important step to becoming a better communicator.

Any Questions?

A Reminder:

Effective communication is making sure that people in all sides of the conversation have understood the message as it was originally intended.

Interpersonal Communication is never one-way!

Respect is another communication skill.

Most people know how to be respectful in certain situations and think they are respectful.

ASK:

But have you ever felt someone was being respectful to you just because it was polite – but they didn’t REALLY respect you or care about the things that matter to you?

How did that make you feel?

Take a few responses:

- Did you trust the person after that?
- Did you want to work with them after that?
- Did you want to build a close relationship with them after that?

The need to be GENUINELY respected is part of being human.

We all know that human beings have essential physical needs in order to stay alive:

- Food, air, water, and shelter

What we sometimes forget is that all human beings also have emotional needs in order to relate well with other people.

Emotional Intelligence

Being aware of our own, and other people’s, emotional needs is called emotional intelligence.

It is also the.....
First Principle of Good Communication

= being aware of, and willing to acknowledge, our own emotional needs AND learning to recognise other people’s emotional needs

Dr. David Ferguson [‘ILM’, Austin, Texas, USA] did research all over the world and discovered that emotional needs are universal.

He discovered:

Emotional Needs are:

1. Cross-cultural
   
   In every culture, rich or poor, educated or uneducated

2. Cross Generational
   
   A 4 year-old and a 94 year-old have the same emotional needs

3. Continuous
   
   Just like our physical needs, they don’t stop
   
   We don’t grow out of them
   
   Our emotional needs need to be met EVERY DAY in order for us to be able to relate well to others.

Dr. Ferguson identified what he called ‘The Top 10’

We have picked out ‘The Top 5’ that help us to build effective relationships.

If you have time you can ask them to guess what they think these top 5 emotional needs are (without looking in their books!)

Good Communicators - ‘ARISE’!

- Acceptance
  
  Just for being human

- Respect
  
  Unconditionally for the unique person someone is created to be

- Investment in people
  
  Empowerment
  
  Demonstrating to people that they are worth your time

- Security
  
  Emotional security means making people feel safe in a relationship of trust

- Encouragement
  
  When people have done well or wish they had done better

When we accept that these needs are part of being human – we can make a quality decision to look for ways to meet people’s needs in every conversation or interaction we have.

This transforms relationships!

When, genuinely, we are respectful of others, communication is more effective and relationships are much easier to build.
Showing Genuine Respect  
5 mins

Here are 3 ways to show genuine respect:

1. Remember the person is a unique human being with enormous potential
   Be curious to learn from them

2. Remember that people have different perspectives on situations
   Acknowledge and recognise other people’s perspectives

PowerPoint Slide:

What is this?

Show the picture of the frog and the horse

‘It’s a frog’

Then ask:

‘Are you sure?’

Wait until someone else says:

‘No, it’s a horse’

Then, ask how many people think it’s a horse

Then, how many people think it’s a frog

After a short while, help the whole class to see BOTH the frog and the horse.

This is what happens all the time when we have conversations with people who have different perspectives on a situation.

We are sure we are ‘right’ and we often think that means ‘they’ are ‘WRONG’.

Wrong or Right?

▪ It’s not about being wrong or right
▪ It’s about seeing things from a different perspective
▪ It’s about learning to see things from other people’s point of view

3. Remember to ‘Listen to Understand’

Video Clip: ‘Poor Listening’  
10 mins

Ask:

▪ What did you notice?
▪ Was the boss respectful of the employee?
▪ What could the boss have done better?

Most of us are poor listeners

Most of us only half listen because we are thinking about what we are going to say next, when the other person has stopped talking

Video Clip: ‘Good Listening Skills’
Debrief 10 mins

Ask:

▪ What did you notice this time?
▪ How did the boss show respect for the employee?

Once the Integrity Champions have given their feedback, teach them the following points

1. Give your full attention
   Use body language to show your respect

2. Concentrate on the meaning of the message the other person is trying to get across

3. Think carefully before giving your response and, then, ask for feedback that you have understood correctly

4. After giving your response, check that the other person has understood what you intended to say

Integrity Champions Key Roles 5 mins

As an Integrity Champion, one of your key roles is to improve the relationship between the state and citizens

You will be working to build good relationships between the community and government or donors

The ‘CBM Toolkit’ (p109) states that:

“Since Afghanistan is a highly centralized state, often the provincial line departments and officials do not have a lot of funds or people to effectively monitor all on-going infrastructure projects.

Community-Based Monitoring is a way to help them by bringing monitoring data from the field to their offices.”

Advocacy

Part of the importance of building good community relationships is that this strengthens your role as an advocate for change

Social change comes about as the result of people coming together with ‘one voice’ about a particular issue

This forces those in authority to take notice
What do we mean by ‘Advocacy’?

“Advocacy is the process of supporting a specific cause or issue. The objective of advocacy is to build public support for your issue and target decision makers to change policies or laws.”

Page 198 ‘CBM Toolkit’

For more on this topic see chapter ‘Time for Change’ in the CBM Toolkit.

How You Communicate and How You Genuinely Show Respect will be crucial in Building Effective Relationships in the Community with Government and with Donors!

You are going to have an opportunity, now, to practice some of the Communication Skills that we have talked about today:

Refer to each of these on the flip-chart as you read them and, then, put the flip-chart where everyone can see it

Good Communication Skills:

1. Remember – Communication is always 2-way
2. Remember - It can be complicated by words, gender, education, culture, and lack of good role-models – so be mindful of this
3. Remember - to be genuinely respectful
4. Remember - to be emotionally intelligent
5. Remember - to listen to understand

Exercise:

Communication Skill Practice 50 mins

Plan in advance where there will be enough space for 8 groups of 5 people to practice a Role-Play without disturbing other groups.

We would like you to number off 1-8

Wait until everyone has a number 1-8

Give each group a Role-Play Scenario

There are 4 scenarios – so 2 groups will have the same scenarios

Explain the following:

Role Play Instructions

Again, although the following is in turquoise type and is on the flip-chart and PowerPoint, it is not in the Integrity Champions’ Workbooks – as it only applies to this current exercise

a. Answer all the questions together as a group, and choose someone to write your answers on the blank paper provided
b. Remember to use your communication skills both in the group and in the Role-Play

Make sure everyone has a chance to express their opinion

c. Appoint someone to write your answers and explain them to the whole big group later

d. Practice the Role-Play
You have 40 minutes to decide how you will answer the questions and to plan and practice your role-play. After 40 minutes each group will be asked to:

- Read out the scenario to the whole class and explain how they answered the questions on the laminated hand-out
- Demonstrate their communication skills in the Role-Play

The Role-Play must be NO MORE than 5 minutes!

*Again, for the same reason as above, although this is on the PowerPoint, it is not included in the Integrity Champions’ Workbooks*

**How the Role-Plays will be judged**

- How well were the questions answered?
- What communication skills were demonstrated?
- How realistic was the Role-Play?

After you have explained all this to the Integrity Champions, direct all the ‘1’s, all the ‘2’s, etc. to go into their separate rooms or spaces

**Scenarios:**

1. **Organising a Community Meeting**
   An Integrity Champion is organising a community meeting:
   - To raise awareness about Community Integrity Building (CIB)
   - To present IWA’s CIB program
   - To stir interest among community to volunteer as local monitors

   The Integrity Champion, also, needs to explain that the meeting will be photographed and, maybe, filmed for documentation purposes.

   Why should the following be taken into account?
   
a. Where should the meeting be held?
   b. Who should conduct the meeting?
   c. What do you need to bring to the meeting?
   d. What should be on the agenda for the meeting?

2. **Managing Community Expectations**
   An Integrity Champion is just starting work in his/her community.
   Some of the people are VERY excited about the program.
   They expect that, now, their children’s school will be fixed, corruption will end and their lives will become prosperous within a few months.

   Others in the community are very negative
They are tired of new programs because so many have been disappointing

a. What is the primary objective of the Integrity Champion?
b. What Interpersonal Communication Skills can the Integrity Champion use to manage different expectations in the community?
c. What things must he/she remember NOT to promise?
d. What CAN the Integrity Champion promise?

3. **Arranging a Meeting With Government Officials**

An Integrity Champion needs to meet a high ranking official about a project that the community is not happy with.

a. What is the official procedure for setting up a meeting?
b. Will the contact be made by e-mail or by phone call?
   What do you need to remember about these?
c. What might be some barriers you face in contacting the official?
d. Are there different barriers for Afghans vs. foreigners in talking to government officials? How could you overcome these?
e. How do you use personal contacts to overcome barriers and to arrange meetings?

4. **Setting Up A Meeting with Donors**

An Integrity Champion has an initial report on a project she/he has been monitoring. The representative in the donor organisation has changed since the project started.

a. What procedure should the Integrity Champion follow in setting up a meeting with the donor?
b. How should the Integrity Champion contact the donor?
c. What barriers or difficulties might you face in trying to contact the donor?
   How could you overcome these barriers?
d. How could the Integrity Champion explain the work of Integrity Champions and get the donors interested
   What things should you take into account?

**Debrief**

60 mins

Explain the instructions again and the criteria for being judged [see previous PowerPoint]

Mention that there will be a prize for the group that meets the criteria best

Now tell the groups to:

- Read out the scenario to the whole class and explain how your group answered the questions
- Demonstrate your Communication Skills in the Role-Play.
- The Role-Play must be NO MORE than 5 minutes!

Ask for a volunteer to be Time-Keeper and appoint them to give a 20 second warning to the group when
their time is nearly gone – Then, a final ‘Time’s Up’ when their 5 minutes has gone.

The following information appears at this point in the Integrity Champions’ Workbooks.

At this point [as you conclude this Module and Session, please draw the attention of the Integrity Champions to this added information that they will see in their Workbooks

This is information that they can refer to as and when they need it.

The following reference points you will find in the ‘IWA’ ‘Community-Based Monitoring Toolkit’

1. **Organising a Community Meeting**
   See pages 101-102 of ‘CBM Toolkit’
   - Refer the Integrity Champions to the pages in the ‘CBM Toolkit’
   - or
   - Make handouts of the information to give to the relevant groups

2. **Managing Community Expectations**
   The primary objective of the Integrity Champion in this scenario is to solve problems, at the local level, between the community and the implementer
   If the implementer does not agree, IWA can present their concerns to the Provincial Monitoring Board and, possibly, to national government level.
   - However, it is important for the community to understand that there are NO guarantees.
   - See p 105-106 of the ‘CBM Toolkit’

3. **Arranging a Meeting with Government Officials**
   See pages 109-110 of the ‘CBM Toolkit’

4. **Setting Up a Meeting with Donors**
   See pages 118-120 of the ‘CBM Toolkit’

Finally, celebrate all the groups’ role-plays

and

Congratulate the best group and give out any prizes.
Preparation for Module 3: Session 8: Constructive Engagement to Resolve Problems

**Total Time:** 3 hrs 25 mins

**Session Overview**

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<th>Activity</th>
<th>Time</th>
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<th>Content</th>
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<td>Watch Video and De-brief Discussion</td>
<td>15 mins</td>
<td>Mehdi and the Swing</td>
<td>Video Drama on understanding conflict</td>
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<tr>
<td>Discussion in small groups</td>
<td>5 mins</td>
<td>Small Group Exercise</td>
<td>Problems ICs may face</td>
</tr>
<tr>
<td>Feed-back</td>
<td>15 mins</td>
<td>De-brief</td>
<td>Feed-back on Potential problems ICs may face</td>
</tr>
<tr>
<td>Activity in pairs + Trainer demonstration</td>
<td>10 mins</td>
<td>Arm-wrestling</td>
<td>Practical illustration of both Conflict and Collaborative Problem Solving</td>
</tr>
<tr>
<td>Teaching from the Trainer</td>
<td>5 mins</td>
<td>Collaboration</td>
<td>Collaborative problem solving</td>
</tr>
<tr>
<td>Teaching from the Trainer</td>
<td>5 mins</td>
<td>The Problem</td>
<td>Defining the Problem</td>
</tr>
<tr>
<td>Teaching from the Trainer</td>
<td>5 mins</td>
<td>The Process</td>
<td>Choosing the best process to fix the problem</td>
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<tr>
<td>Teaching from the Trainer</td>
<td>10 mins</td>
<td>Barriers to Effective Problem-solving</td>
<td>Identifying Problem-solving Obstacles</td>
</tr>
<tr>
<td>Personal exercise</td>
<td>15 mins</td>
<td>Seeing the Problem too narrowly</td>
<td>Demonstration of blinkered perspective</td>
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<tr>
<td>Individual Exercise</td>
<td>40 mins</td>
<td>Fixing the Problem</td>
<td>Making a plan for fixing a problem</td>
</tr>
<tr>
<td>Peer group exercise in groups of 4</td>
<td>40 mins</td>
<td>De-brief</td>
<td>Peer group presentation of solutions</td>
</tr>
<tr>
<td>Presentations with Trainer Feed-back</td>
<td>40 mins</td>
<td>Presentations of the 4 best ‘Fixes’</td>
<td>Problem-solving ‘fixes’</td>
</tr>
</tbody>
</table>
Materials Needed
- PowerPoints
- Video Clips:
  - ‘Mehdi and the Swing’
- Flip-chart and markers
- Prize[s] for
  - Arm-wrestling contest
  - Best Group
  - Presentation
  - Winner of ‘The 9 Dots’ exercise
  - Winner of the best ‘Fixes’

Prepare Beforehand
Flip-chart with the ‘9 Dots’
Decide (secretly!) how you as trainer / facilitator will collaborate to have the same numbers of wins in the arm wrestle.

Video Drama:
Mehdi and the Swing 15 mins

Debrief
Create a discussion around these questions:
1. What was Mehdi dreaming about?
2. Why were his expectations/dreams not met?
3. What were Mehdi’s options?
   - He could wait indefinitely
   - He could give up and feel disappointed
   - He could push the bigger boy off the swing and, possibly, start a fight, maybe lose and get hurt in the process
   - He could get others to join his ‘side’
   - Anything else he could have done?.....
4. What were the children in the playground fighting about?
5. Do you think the children who were fighting, knew anything about Mehdi and his dreams?
   - Probably not!
     - This is often what happens in conflicts
     - More and more people join in and see ‘others’ as ‘the enemy’
     - But, very few people know what the real cause of the conflict was at the beginning
6. If the teachers hadn’t stopped the fighting, might it have spread outside the school – to other children in the community?
Understanding Conflict:

There are many reasons for conflict - some good, some not so good

1. People have likes and dislikes - good
2. People disagree – that’s understandable
   No two people want to do the same thing, in the same way, at the same time, all the time, every time
3. People want to win - that’s OK
4. People want to force others to lose - that’s not good
5. People have competing loyalties, fight over limited resources and want power to bring about change - this causes tension

As long as people’s desires, beliefs and values collide, there will be conflict

But…..

Conflict doesn’t have to be destructive!

Handled skilfully, conflict can be constructive

Any Questions?

Answer any questions

As an Integrity Champion, you have the challenge of properly monitoring Projects.

This may be a threat to some people who have dreams of their own about the project.

Others may have plans for ‘gaining’ personally from the project at the community’s expense.

Today, we hope to help you develop the skills to work through problems or conflicts you may face in your monitoring.

In this context

What do we mean by a ‘problem’?

A problem [in this context] can be defined as:

▪ A scenario in which the current situation does not match what is desired by the community
▪ Any time actual performance does not match agreed expectations
▪ Any situation or circumstance for which there is room for improvement

Other words for a ‘problem’ include ‘challenges’ or ‘opportunities’

Small Group Exercise

In groups of 3 or 4 at a table, make a list of the problems that you think Integrity Champions may face as they promote integrity and help people to demand accountability from those who shape their lives and their environment.
Debrief 15 mins

Let's hear some of your suggestions
Take a few suggestions, but no more than one suggestion from each table/group
Ask for clarification if suggested problems are not clear
Ask one of the participants to write the problems that are mentioned on a flip-chart
Comment on the likelihood of the mentioned problems being real issues they will face or not

Game: Arm-Wrestling 10 mins

Ask the class to get into pairs for an arm-wrestling competition
Suggest that the women be umpires, if they don’t want to take part

When I give the signal (‘1, 2, 3’) let’s see who is the strongest!
After you have had the final winner (give a small prize) and applause!

Now watch us trainers arm wrestle

Count how many times each of us ‘wins’
As trainers, privately collaborate and agree with each other that each of you will have an equal number of ‘wins’ - but make it look like it is really difficult!

Now ask the class:

1. How did we BOTH get so many wins?
   If nobody says it, say:
   We collaborated
   We agreed to work with each other

2. What were the specific factors that contributed to us working together?
   Explain that we could both see that, by collaborating, we would both equally achieve our goal of winning

3. What do you think are the preconditions for collaboration?
   If the Integrity Champions don’t say this, tell them that a precondition for collaboration is where:
   ▪ There is clear evidence (e.g. data) that something could be improved for greater mutual benefit (as both sides want ‘wins’)
   ▪ Both ‘sides’ agree to cooperate
     Usually, because they can see how their own goals can be better achieved by collaborating

The ‘Win/Win’ outcome is especially important where the people involved in the conflict are going to be - or have to be - in a long-term, on-going relationship – or they need to work together for project goals.
So **Collaboration means:**  
- Working together  
- It is teamwork  
- Working in association with others

**Collaborative Problem Solving is:** 
Working together to find a creative solution when there are a number of people involved in the same problem

**People, Problems and Processes!**

People create problems  
Processes can help solve problems!  
Collaboration is a key

So, when there is a problem....

We need to understand the people who are we dealing with:

- Educated?  
- Traditional views?  
- Construction workers  
- Housewives?  
- Government officials?  
- Religious leaders?

- Don’t try to approach these people all the same way  
  Show the same respect – but approach their views and perspectives differently

- Who are the people with power?

- Identify the people who have something to gain or lose by the problem being fixed  
  Who might try to ‘spoil’ any attempts to fix the problem?  
  Why might they try to spoil attempts to fix the problem?

- Remember their ‘Top 5’ Emotional Needs and use your emotional intelligence & communication skills in your approach to them

- Who are the people most adversely affected by the problem?

- Who has the capacity and/or the will to respond to grievances and to prevent corruption and mismanagement in this situation?
The problem

5 mins

1. What is it?
2. What it is not?
3. Whose problem is it?
   - Identify exactly what the problem is. The data you have collected will help you to do this.
   - Whose problem is it? Who is most affected by it?
   - Try to define the problem in terms of people’s needs rather than solutions:
     - e.g., ‘The wall needs to be made safe and the contractor needs to receive his money’ = what is needed
     - Rather than ‘The wall needs to be rebuilt before the contractor gets paid’ = one solution
   - Use your ‘listening skills’ to understand the concerns and complaints of the people affected by the problem.
   - Listen carefully to how the problem has come about.
   - Ask ‘?What are the key sources of tension?’
   - Are there incompatible interests in terms of greed and grievances?
   - Are vulnerable people such as women, children or those with disabilities adversely affected because they have no voice to bring change?

The process

5 mins

What process is going to be most helpful in fixing the problem?

1. You have identified and accepted the problem.
2. You have defined the problem in terms of the people affected.
3. Now you need to look at your options for fixing the problem.
   a. Develop a strategy for engaging all the people who will be affected by any change (the stakeholders).
   b. How will you present the message or information?
   c. How will you engage the potential ‘spoilers’ so that they work with you and not against you?
   d. Who will make the initial contacts?
   e. How will they communicate?
   f. How will they follow up to check that decisions are followed through?
4. Examine the consequences of each of your options.
   a. Sometimes what initially seemed a good option - when you examine what the consequences might be – you realise that that option is not worth the potential risks.
5. Engage the community (stakeholders) in making a plan
   a. Invite people from the social networks you have developed
   b. Consider establishing a Joint Working Group (JWG) to work on making and implementing the plan
   c. Establish what needs to be accomplished, by when and who is actually going to take responsibility for doing it
      For example:
      ▪ A donor organization needs to be informed of the problem - or
      ▪ A government department or government official needs to be questioned or engaged
      ▪ Documents need to be viewed or secured

6. Act on the plan and keep monitoring the project as it is being fixed

7. Evaluate the success of the plan and how well it has fixed the problem

In Summary:

“He who asks a question may be a fool for five minutes, but he who never asks a question remains a fool forever”

Tom Connelly

Barriers to Effective Problem Solving

Go through each step using, as an example, one of the problems the Integrity Champions have identified.

1. Failure to recognize the problem
2. Thinking about the problem too narrowly
3. Making a choice too quickly
4. Failure to consider all consequences
5. Failure to implement the plan effectively
6. Failure to evaluate and learn from the lessons

Exercise: Seeing the problem too narrowly

Use ‘The 9 dots’!

Ask the Integrity Champions to find the page in their Workbook [Page 34] that has ‘The 9 dots’

Explain:

See if you can touch all 9 dots with your pen or pencil

▪ Using just 4 LINES

   WITHOUT lifting your pen off the page!

   Your pen or pencil must stay ON the page at all times

▪ You have 4 MINUTES!
Debrief 5 mins

After 4 minutes, ask if anyone would like to demonstrate on the flip-chart and, then, let him or her show the class.

Check that they haven’t done this exercise before!

If they do it, they get the prize.

If they can’t do it, let someone else have a try.

If no one can do it, demonstrate it yourself.

(See the ‘Appendix’ for how to do the exercise)

Ask why some people found it difficult.

Usually someone will say something like:

‘You didn’t tell us we could go outside the box’

or

‘We didn’t know we could go outside the box’

The point is:

We make assumptions about what can and can’t be done.

We often think there are reasons why we can’t fix something and often those reasons don’t actually exist.

When we think too narrowly or ‘the way it’s always been done’, we limit the possible creative ways of fixing a problem.

Remember this exercise and the lesson it teaches us!

Individual Exercise: Fixing the Problem 40 mins

Choose one of the problems that you have already identified.

Point to the list they made earlier

1. Based on what we have been talking about, I would like each of you to think about your chosen problem and the process you will follow to fix it.

For example:

You might start with how you find the problem in the first place

[eg., people in the community are complaining because they haven’t been paid for the work they did building a new clinic. The contractor says he doesn’t have the money]

2. I would like you to make a detailed plan step by step, from start to finish, of how you will resolve the problem and how you will use your Interpersonal Communication Skills

   a. How will you collect data?
   b. Who are the people involved in the problem?
   c. How will you define the problem?
   d. What processes will you follow? etc. etc.

3. When you have made your plan – write out the steps on a piece of flipchart paper.

You have 30 minutes for this.
**Peer Debrief**

40 mins

Trainers and facilitators should divide the participants between them and, then, walk round and listen in to the different groups making their presentations.

Be thinking who you will choose to give the presentation in front of the class.

In groups of 4, explain how you decided to monitor this particular problem and the process you followed to fix it.

One person should stand up and give his explanation while the others listen, ask questions and make suggestions for improving the plan.

You have about 10 minutes per person.

When all 4 of you in a peer group have had a turn, choose the best one (after you have all helped to improve it).

The facilitator’s will choose the best 4 projects [that you have selected] to be presented to the class.

**Presentation of the best 4 ‘Fixes’**

40 mins

Ask someone to be the official ‘timekeeper’

- Each participant has a MAXIMUM of 5 minutes to explain what the problem was and how he or she planned to fix it.

- The timekeeper will give them a one-minute warning before they have to finish.

- Explain that, at the end, the rest of the class will vote on who they thought did the best job - based on how well they thought of details and managed the process.

- The rest of the Integrity Champions must be able to justify their choice with some rationale! - not just because they were in that person’s group or are their friend!

**Feedback:**

- Trainers & Facilitator’s should make a summary comment on the presentations, highlighting the good points and pointing out any important things that were missed.

Present the prize.
MODULE FOUR

Monitoring Tools
Preparation for Module 4: Session 9: Monitoring Tools

**Total Time:** 2 hour 30 mins

[Plus Database Training to be decided by IWA]

### Session Overview

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<th>Activity</th>
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<tbody>
<tr>
<td>Trainer to teach</td>
<td>5 mins</td>
<td>Monitoring</td>
<td>Description of Monitoring</td>
</tr>
<tr>
<td>Trainer to list briefly</td>
<td>5 mins</td>
<td>Monitoring Tools</td>
<td>List of Monitoring Tools and their location in the IWA 'CBM Toolkit'</td>
</tr>
<tr>
<td>Small Group Exercise + Presentations</td>
<td>1 hour 15 mins</td>
<td>Group</td>
<td>Research and practice in using CBM Toolkit</td>
</tr>
<tr>
<td>Personal Exercise</td>
<td>50 mins</td>
<td>Developing a Project Plan</td>
<td>Planning for a Project</td>
</tr>
<tr>
<td>Trainer to teach</td>
<td>5 mins</td>
<td>Database</td>
<td>Identifying Database as a tool and a resource</td>
</tr>
<tr>
<td>IWA to deliver this</td>
<td>?</td>
<td>Database Training</td>
<td>To be determined by IWA</td>
</tr>
<tr>
<td>Teaching from the Trainer</td>
<td>5 mins</td>
<td>Monitoring and Evaluation</td>
<td>Description of Monitoring and Evaluation</td>
</tr>
<tr>
<td>Teaching from the Trainer</td>
<td>10 mins</td>
<td>Why do we need Monitoring and Evaluation?</td>
<td>Rationale for Monitoring and Evaluation</td>
</tr>
<tr>
<td>Teaching from the Trainer</td>
<td>5 mins</td>
<td>Why do we need Monitoring and Evaluation for CBM?</td>
<td>The place of Monitoring and Evaluation in CBM</td>
</tr>
</tbody>
</table>
Monitoring

5 mins

We have seen, in this training, that monitoring is about watching the activities of those in power to make sure that money given for reconstruction and development is spent appropriately and for the benefit of the country’s citizens.

Monitoring can help stop corruption.

Citizens can ask questions and express their concerns to officials, to companies, to donors and to others in the community.

But, if nothing changes, citizens can come together and organize to monitor projects regularly and systematically.

To do this kind of monitoring, citizens need tools such as:

1. Ways to collect information (data) about whether a project is being built in an honest, transparent way using good quality materials and building practices.
2. Meetings for local monitors and community groups to come together to make recommendations about how to improve problem areas.

Monitoring Tools

5 min

Describe each of these tools and refer to the reference pages in the ‘CBM Toolkit’

1. Conflict Analysis
   - Mapping
   - Analysing factors, actors and scenarios that contribute to conflicts and project difficulties
   These can help us understand how transparency, accountability, participation are affecting what is happening in the community.
   This can help Integrity Champions in making a positive impact on community relations.
   See Page 18 ‘A Practical Guide to Community Integrity Building’

2. Stakeholder Analysis
   - Stakeholders are people who have something to gain or to lose through the success or failure of the project.
   These people can affect greatly the outcomes of the political processes.
   So, it is important to identify the needs and concerns of different stakeholders – especially when you are wanting to influence policy.
   See Page 20 ‘A Practical Guide to Community Integrity Building’

3. Guidelines for Requesting Information
   See p 22 ‘A Practical Guide to Community Integrity Building’

4. Questionnaires for Interviews, Surveys and Group Discussions
   See p 24 ‘A Practical Guide to Community Integrity Building’
5. **Beneficiary Questionnaire**
   See p 27 ‘A Practical Guide to Community Integrity Building’

6. **Development Check Questionnaire**
   See p 30 ‘A Practical Guide to Community Integrity Building’

7. **How to Develop an Advocacy Strategy**
   See p 37 ‘A Practical Guide to Community Integrity Building’

8. **Media Tools**
   See p 210-213 CBM Toolkit

9. **Success indicators and Evaluating Your Work**
   See p 37 ‘A Practical Guide to Community Integrity Building’

**Group Exercise** 1 hour 15 mins

An OPTION for the Trainer to choose:

Divide the preceding 9 Monitoring Tools between small groups of 4 or 5 and get them to read up in the ‘Practical guide to integrity building’ and make a presentation to the rest of the class

With their feedback to the class, this will take about.

1 hour 15 mins

This will, also, give them practice in using the ’Practical guide to integrity building’ as a resource.

**Exercise:**

**Developing a Project Plan** 50 min

For this next exercise, we would like you to think of the sector you would like to work in:

- Schools
- Courts
- Infrastructure
- Health

When you have chosen the sector, imagine a project you would like to monitor.

It can be a real one that you know of, or it can be one you make up or imagine

Please write your project scenario here [in the space provided in your workbook]

Give the Integrity Champions a few minutes to think of the project scenario and to write it in their workbooks

Now you are going to develop a plan for your project

There are some questions you need to answer before starting your project

1. Why does your community [or Afghanistan] need the project you have chosen to monitor?
2. What are you planning to do as part of this project?
3. What effects do you expect to see straight away?

Define the short-term objectives or changes
4. **What effects and changes do you expect to see in the future?**
   Define medium-term objectives or changes.

5. **Describe the long-term changes for:**
   - People who will benefit from your project
   - People affected by the changes your project will bring

6. **For every immediate effect you identified above, ask**
   ‘Why is that important?’
   (Try and describe how the changes will lead to the long-term benefits for people, for the environment or for the economy.)

7. **What barriers do you think might prevent any of this happening?**

---

**Database**

5 mins

This is used to:

- **Identify consistently irresponsible construction companies, or projects** where it is difficult to get access to information that are largely funded by one donor
- **Help with advocacy**
  By writing letters, setting up meetings and writing articles, putting pressure on a particular company, donor or government body
- **Check where departments are better at monitoring projects and responding to community needs**

These are, then, used as a MODEL

At this point in the programme IWA has a specific plan for providing some Database Training

**Monitoring and Evaluation [M & E]**

During this training we have been talking about Integrity Champions monitoring projects.

Now we are going to talk about a different type of monitoring.

This type of monitoring is for assessing how effective the whole Integrity Champions and Community-Based Monitoring is.

It is about measuring how effective Integrity Champions are being in bringing real change to their communities.

This kind of Monitoring and Evaluation is:

- The continual collecting of information related to the progress of the project it is.....
  - An objective assessment of the program
  - An assessment of its effectiveness, impact and the sustainability of what the project has achieved – based on the project’s objectives

**Monitoring involves.....**

Regular and frequent visits to the project

- **Formative Evaluation** is used to modify and improve the project while it is still going on

This may mean revising or changing the
**methodology or objectives**

- Summative Evaluation provides an overall summary of the achievements of the project at the end. It also measures the overall impact that the project has made.

**Why do we need M & E?** 10 mins

**Ask:**

Why do **YOU** think we need M & E?

Take a few responses BEFORE putting up the following points on the PowerPoint

We need M & E

- To keep managers and key stakeholders informed about progress toward planned goals
- To show donors, stakeholders, and partners that funds were spent in an accountable and transparent way
- It helps us to be accountable and transparent to ourselves
- It helps us verify and improve program quality and management
- It helps us learn from mistakes or things that could be done better

**Why do we need M & E for CBM?** 5 mins

- CBM needs to know if its activities are meeting the requirements of donors
- It is a way to monitor the community monitors

For more information on how to do Monitoring and Evaluation see p. 193 of the CBM Toolkit
MODULE FIVE

Context Specific Training
MODULE FIVE

Schools
Preparation for Module 5: Monitoring
Schools Session 1: The School System

**Total Time:** 2 hours 35 minutes

**Materials Needed:**
- A ball or something that can be easily thrown from one person to another
- Blank pieces of A4 paper
- Lots of flip-chart paper, colored pens
- Flip-chart paper

**To Do In Advance**
- Ask IWA expert to prepare 10-15 questions based forms, regulations, polices etc for quiz on page 100.
- Prizes for the winning team of the Quiz game in Session 7

**Flip-charts:**
- Title Only: ‘Expectations’
- Title Only: ‘School Processes’
- Title Only: ‘Successful Schools’

**Handouts**
- Forms, questionnaires to be given to the Integrity Champions, etc. for Session 7
- Copies of the Trainers/Mentors assessment forms
  - This is to be filled out by the Mentor/Trainer for EACH of the Integrity Champions in their group on the Field Practice: see Appendix

**Preparation for Field Visit**
- Confirm with the school your time of arrival and how many people will be visiting the school
- Check transportation arrangements
- Make sure all colleagues involved in the visit are informed of all arrangements
- Pens, paper, clip-boards for Integrity Champions to use on the Field Visit
- Assessment forms for Mentor/Trainers to fill out for each Integrity Champion
## Session Overview

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<td>Game</td>
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<td>Introductions</td>
<td>Awareness of others</td>
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<tr>
<td>Interactive Anticipations</td>
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<td>Expectations</td>
<td>Expectations of the ICs</td>
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<tr>
<td>Interactive + Trainer input</td>
<td>10 mins</td>
<td>De-brief</td>
<td>IWA’s rationale for 2 days on Schools Monitoring</td>
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<tr>
<td>Interactive + Input from Trainer</td>
<td>5 mins</td>
<td>Questions?</td>
<td>Integrity in the Schools System</td>
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<tr>
<td>Interactive brainstorming</td>
<td>5 mins</td>
<td>Small Group</td>
<td>Processes of a functioning school</td>
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<tr>
<td>Interaction + writing exercise</td>
<td>5 mins</td>
<td>De-brief</td>
<td>Identifying schools processes</td>
</tr>
<tr>
<td>Trainer input</td>
<td>5 mins</td>
<td>Where is the risk of Corruption?</td>
<td>Risk points identified</td>
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<td>Group discussion</td>
<td>20 mins</td>
<td>Small Group exercise</td>
<td>Places and people vulnerable to corruption</td>
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<tr>
<td>Group feed-back</td>
<td>20 mins</td>
<td>De-brief</td>
<td>Vulnerable people and places in the schools System</td>
</tr>
<tr>
<td>Trainer input</td>
<td>10 mins</td>
<td>Summary</td>
<td>Importance of knowing the school systems</td>
</tr>
<tr>
<td>Trainer input + interactive exercise</td>
<td>15 mins</td>
<td>Power mapping in schools</td>
<td>Identifying power bases</td>
</tr>
<tr>
<td>Feed-back from groups</td>
<td>20 mins</td>
<td>De-brief</td>
<td>Identifying power bases</td>
</tr>
</tbody>
</table>
Welcome 5 mins

Introduction:

General Monitoring and Schools Monitoring

The objective of this session is to prepare the Integrity Champions to make the mental shift from the general training on integrity monitoring to the very specific monitoring of schools in preparation for their work in the provinces.

You have now completed 4 full days of general Integrity Champion training.

Today is about specifically monitoring certain sectors in which development projects often fall into corrupt practices.

You have chosen to come to the ‘Schools Monitoring’ training.

To start with, we are going to play a game to find out how well we know each other

Class Game: Introductions 15 mins

This game will help the Integrity Champions get to know others with the same interest in monitoring schools

Hopefully this will help them with networking and supporting each other in the future

It will help you, the trainer, to know how well the Integrity Champions know each other

Please stand in a circle

I will start because I have the ball

Show them the ball

Make sure you [the Trainer] know the details of the person you are going to throw the ball to.

I am going to throw the ball to someone and tell you all:

1. Their name (and job title if applicable)
2. Their job and
3. The province they work in

That person must throw the ball to someone else in the circle and tell us that person’s name, job and province.

When everyone has received and thrown the ball, we should all know, at least something, about each other.
Debrief

Did anyone learn anything about someone else in the group that they didn’t know before?

Comment on how well – or not so well - they know each other

Class Discussion: Expectations

5 mins

This class is about monitoring schools

What are your expectations of today?

Take a few responses

Ask someone to come up and write these on a flip-chart

Put the flip-chart on the wall and check at the end of tomorrow if the expectations have been met

Debrief

10 mins

Here we need to clarify for the Integrity Champions why 2 whole days are given to this specific context training.

This is a different level of training.

We need to help them understand the importance of their specific responsibilities in monitoring schools.

When the flip-chart is full, ask:

What do you think is the difference between the last 4 days of Integrity Monitoring training and this training specifically in schools?

Take a few responses and, then, give the following objectives:

When this training camp is finished, you will be going back to your province and will, most likely, be monitoring schools

We want you to go back feeling confident that you know what you are looking for and how to go about championing integrity

This is YOUR opportunity to learn the specifics you need.

This training will provide a more in-depth understanding of:

1. The schools system
   Its specific processes
2. Where and with whom integrity may be at risk
3. Who are the people best placed to ‘fix’ any corrupt practices?
4. How to recognise corrupt practices
5. How to implement processes to ‘fix’ corrupt practices
6. How to manage community expectations
7. What is success for an Integrity Champion?
8. What administrative procedures are required of an Integrity Champion when monitoring schools?
Any Questions? 5 mins
Answer any questions

Integrity in the Schools System

The objective of this session is to help the Integrity Champions to recognise schools as a whole system made up of many Processes.

Within the schools system there are places and people whose integrity are particularly at risk. By recognising these potential ‘danger points’ for corruption, when there is a reported problem in a school, Integrity Champions will be in a better position to analyse the situation and to see where monitoring is most necessary.

Now, we are going to think about a school as a whole system.

We are not talking about the structure of the building, the bricks and cement - but about how the whole school/education system operates.

We need to understand how a school operates in order to recognise where the places and the people are whose integrity might be at risk.

Small Group Activity: 5 mins

Divide the class into groups of 3-5 people in each group
Give each group a piece of A4 paper

In your group we would like you to make a list of all the processes that go on to make a school function. For example:

- Deciding on the curriculum
- Registering the school with the government
- Employing staff
- Registering the children etc. etc.

There are many, many steps to making a school run well.

Please write down as many of these processes as you can think of.

You’ve got 5 minutes to do this.

Debrief 10 mins

Ask the groups to take turns reading out their lists and, as they do so, write the different processes on a flip-chart with the title:

‘School Processes’

When they have finished ask them to number the processes in the order in which they usually take place

Put this up on the wall

In your workbook on Page 41 there is a chart

There is a first column for you to fill in with these school processes
<table>
<thead>
<tr>
<th>Processes in the School System</th>
<th>Risk of Corruption</th>
<th>Person Most Likely at Risk of Corruption</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Employing process</td>
<td>1. Interview</td>
<td>1. Interviewer</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
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<td></td>
<td>3.</td>
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<td>2</td>
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<tr>
<td>3</td>
<td></td>
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</tr>
</tbody>
</table>

Where is the Risk of Corruption?  5 mins

In each of these processes there are smaller processes

For example:
In the employing/hiring process, the decision makers must:

1. Decide how many teachers are needed for each subject
2. Decide the criteria for choosing teachers and other staff
3. Advertise and invite applications
4. Read applications and CVs/Resumes
5. Short-list people for interview
6. Interview candidates
7. Write contracts, etc. etc.

Ask:
In the processes, where are the highest risks of corruption?

After they have made their suggestions, you could suggest.....

- Short-listing people or
- Interview stage

Ask:
Who is the person [or who are the people] whose integrity is most at risk?

Why?

Take some suggestions

The interviewer has the most opportunity to choose a relative or friend even though that person does not have the qualifications or experience for the job
Small Group Exercise

**20 mins**

Divide the different processes you have written on the flip-chart between the different groups.

In your same groups look at the chart in your workbooks and see that columns 2 and 3 are for places and the people most at risk of corruption for each stage in the process.

Now we would like you to turn to page 23 in the ‘CBM Toolkit’

There is a chart there of the process that a person has to go through to get a driver’s license. Have a look at the chart and notice the places with a red warning of danger of corruption.

What we want you to do is:

1. Write down all the smaller processes within the bigger processes that we have on the flip-chart
   
   **Refer to the flip-chart you have just made**

   They only need to do this for the processes you have allocated to their group

2. Write these out as a step-by-step process (like the one in the ‘CBM Toolkit’)

3. Mark where are the most likely places of corruption
   
   Write these in the second column in the chart in your Workbook

4. Now consider who are the people whose integrity is most at risk
   
   Write these in the third column of your chart

<table>
<thead>
<tr>
<th>Processes in the School System</th>
<th>Risk of Corruption</th>
<th>Person Most Likely at Risk of Corruption</th>
</tr>
</thead>
<tbody>
<tr>
<td>1    Employing process</td>
<td>1. Interview</td>
<td>1. Interviewer</td>
</tr>
<tr>
<td>2</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3</td>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>
Debrief: 20 min

Ask each group to explain first one of the smaller processes within the larger one, where the risk places are likely to be and whose integrity is most at risk.

Each group should share once – and, then, go round again for a second one from each group if you have time.

Summary 10 mins

When a system is not working well, it means there is a problem somewhere.
The first thing to do is to look for ‘blockages’ in the system.
Where is the source of the problem?
When we find the source we can begin to make a ‘problem-solving plan’.

We talked about this earlier in the week.

By knowing the processes and procedures in the education system of a school, you will find it much easier to recognise where the problems are likely to be.

You have identified places and people in the system where integrity is most at risk.
Understanding official rules and regulations, legal requirements and the schools policies on integrity and transparency will also help you to analyse the situation.
Gaining this information is a key skill for you as an Integrity Champion
Monitoring shows you if a system or an organisation is performing its activities as intended

When a system doesn’t work well, you need to find the reason

1. First, understand the processes and procedures of the school
2. Then, you can analyse the different factors that are effecting the
3. situation and you can see where corruption is most likely

Power Mapping in Schools 15 mins

The goal of your monitoring is to collect information (data) that shows where systems are working well and where they are not.

You can then use this data as a source of pressure on the people involved (the stakeholders) to perform correctly and to eliminate corruption.

In this training camp, you have done power mapping of a community.

You saw those who have the greatest power and those who have less power to change things.
Now we are going to map the power resources available to you in monitoring and fixing problems in a school system.
**Small Group Exercise: Power Mapping in Schools**

Please get into DIFFERENT groups of 3-5 people

If you prefer, you can ask them to number off 1,2,3

This will certainly mix them up

Give each group a piece of flip-chart paper and a marker

Please draw the ‘Power Circles’ that you did before – but, this time, for the school.

Who is the most powerful person in the school system when it comes to fixing a problem?

Remember, the people at the centre of the circles have the most authority.

Those in the outside circles have less authority.

**Debrief:**

20 mins

Let’s hear back from each group:

- What did you notice about power mapping in a school?
- What was different from the last time you did power mapping in a local community?
- In what way can this exercise help you in fixing problems in a school system?
- What was new or surprising to you in this exercise?

Some things to point out:

- Power mapping helps to know where dialogue should be initiated
- Power Mapping helps to know which relationships will be the most important to build for effective problem solving
- In the community – the wolsval (government representatives) have a lot of authority (inner circle) but in a school they may not have any direct authority (outer circle)
- The Ministry of Education will have more power than the local government representative in a school
- The school's manager, teachers and local Mullah will also have more power than the wolsval
- The school's Management Shura will, also, come somewhere in the circles

Allow discussion of these points

Emphasise the importance of dialogue when it comes to issues or problems to be resolved

**Remember:**

**LISTENING** and **DIALOGUE** are keys to problem solving!
Preparation for Module 5: Session 2: Successful Monitoring

**Total Time:** 1 hours 15 minutes

**Materials Needed:**
Flip-chart paper and colored pens

**Session Overview**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Title</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group discussion</td>
<td>10 mins</td>
<td>What Is a Successful School?</td>
<td>Need to clarify vision of a successful school</td>
</tr>
<tr>
<td>Feed-back from groups</td>
<td>10 mins</td>
<td>De-brief</td>
<td>Description of a model successful school</td>
</tr>
<tr>
<td>Small group discussion</td>
<td>15 mins</td>
<td>What Is Successful Monitoring?</td>
<td>Identifying ingredients of successful monitoring</td>
</tr>
<tr>
<td>Small group feedback</td>
<td>10 mins</td>
<td>De-brief</td>
<td>Establishing realistic time-bound objectives</td>
</tr>
<tr>
<td>Class discussion</td>
<td>10 mins</td>
<td>Monitoring Expectations</td>
<td>Handling community unrealistic expectations</td>
</tr>
<tr>
<td>Trainer input</td>
<td>10 mins</td>
<td>Important Points to Remember</td>
<td>Managing the process of change</td>
</tr>
<tr>
<td>Personal exercise</td>
<td>10 mins</td>
<td>Are You Ready?</td>
<td>Handling one’s own personal frustrations</td>
</tr>
</tbody>
</table>
Small Group Discussion: What is a Successful School?  

In this session we are going to consider more specifically what success will look like in monitoring schools.

1. We need to ask ourselves, what is our ‘vision’ for monitoring a school?
2. What is a really successful school like?  
   What factors make it like that?
3. What will you look for to see how successful a school is?
4. How will you recognise a really successful school?

In your small groups, discuss those questions that are in your workbook

Debrief  

Let’s hear some of your discussion.

Allow each group to give some feedback

Write these on a flip-chart with the title ‘Successful Schools’

Bring out the point that, if we don’t have a ‘benchmark’ or baseline for measuring a successful school, it will be very difficult to know if our monitoring is successful.

A successful school must have clear, open processes and procedures that are transparent, understood by all and have people clearly accountable.

Small Group Discussion: What is Successful Monitoring?  

▪ What do YOU mean by success in monitoring a school?
▪ How will you know that your monitoring has been successful?
▪ What are the obstacles/problems that you are likely to encounter when you start to monitor schools?
▪ What are the things that will really discourage you?
   Are there situations that will make you want to give up?
   How could you prepare for these or handle them when you are faced with such situations?
▪ What factors will help you be successful as an Integrity Champion?

Answer these questions in your small groups.

You have 15 minutes to discuss this.

Debrief  

Let’s have some feedback

Allow each group to give some feedback

Write these on a flip-chart with the title ‘Successful Monitoring’.

Help the Integrity Champions to have realistic expectations of what can and can’t be achieved within a specified time.

Class Discussion:
Monitoring Expectations  10 mins

Have you ever thought what the parents of a school that is not doing well, will think when they hear that you, the Integrity Champion, are coming to monitor their children’s school?

What do you think they might expect?

Wait for a response from the Integrity Champions and create a discussion around this.

Expectations might include:

- The school will improve in ALL aspects:
- Teaching
- The fees will be reduced
  (If it is a private school) certain teachers may be removed
- Their children will start getting top marks
- All children will have free school uniforms…. and all of this in the first month!

ASK:

1. What effect might such expectations have on your monitoring?
2. Will these expectations help or hinder your monitoring?
3. What could be the long-term effect of such expectations?

Disillusionment leading to a negative response to any attempt to strengthen integrity and remove corruption

4. What do you think could be done to prevent all the stakeholders of the school from having unrealistic and inaccurate expectations of you, the Integrity Monitor and Integrity Champion?

Discuss

Some Important Points to Remember  10 mins

1. Monitoring of schools must be based on the law and should use the existing legal framework in order to be successful
2. Small, steady improvements are more likely to be successful than large sweeping changes at the beginning
3. Monitoring must have strong popular support based on this understanding
4. Joint working groups can be created to support, to exchange experiences and to channel expectations
5. We must also acknowledge that monitoring does not always work or necessarily bring change
6. Sometimes monitoring can cause a situation to deteriorate

(Ask the Integrity Champions to think of an example of how this might happen)

- Mobilizing a community around an anti-corruption effort can cause them to have much higher expectations for change than is realistic in the time frame
- An Integrity Champion may be interested in making sure the points of corruption in the school process are eliminated (e.g. power holders are not able to manipulate the interview process for teachers)
However, the community may want to get rid of all the corrupt officials involved in the school and recruit new teachers. This may not be realistic immediately.

7. It is hard to know how a community will understand working against corruption.
8. It is important for you constantly to manage the community’s expectations in a way that they do not become disappointed by the, slower than they expected, rate of change or smaller than expected improvements that are taking place.

**Monitoring is a Change Process**

- Change takes place over time
- Transformation of a community takes time
- Change takes patience and hard work
- If we really want to see our vision fulfilled, we have to learn to deal with frustrations and set-backs
- Setting short-term ‘SMART’ goals can help us stay focused

Thomas Edison is famous for creating the first light bulb.

No one had discovered a cost-effective way to channel electric light into a house before.

**ASK:**

How many attempts do you think he made?

*Wait for some responses before you tell them:*

He tried more than 6,000 times before he finally discovered a way to do it.

- What would have happened if Edison had given up after 5,500 attempts - or even 6,000?
- What will happen if we give up – just before we have some success in replacing corruption with integrity...even in one small area?

**Change is painfully slow and often, hard to see**

So, are you ready?

**Personal Exercise: Are YOU ready? 10 mins**

Take a few minutes to think about your own expectations about Integrity Monitoring and, particularly, monitoring schools.

1. Then, write in 2 or 3 sentences why you want to be an Integrity Champion in Schools – even though it may take a long time of only seeing very small changes.
2. How will you focus on networking with other people to help and support them in their efforts to build a better and transparent society?
Preparation for Module 5: Session 3: The Challenges of Monitoring in Schools

Total Time: 1 hour

Materials Needed:
- Flip-chart paper and colored markers
- Handouts
  - 3 case studies

Session Overview

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Title</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group Discussion</td>
<td>30 mins</td>
<td>Case studies</td>
<td>Monitoring challenges</td>
</tr>
<tr>
<td>Group feedback + Trainer input</td>
<td>30 mins</td>
<td>De-brief</td>
<td>No one-size solution to fit all</td>
</tr>
</tbody>
</table>

IWA, we did not receive the requested case studies for this section. So you will need to insert these yourselves. It needs 2 or 3 real case studies of monitoring in schools that were not very successful. This will be the most beneficial for the Integrity Champions to discuss.

- The Integrity Champions have, now, examined school processes, places and people vulnerable to corruption
- They have, also, considered the people most likely to have the authority to implement change
- They should, also now, understand that change takes time and that having unrealistic expectations is not helpful either for the Integrity Champion or for the community

This session is an opportunity to test the Integrity Champions’ ability to put all these skills into practice. The case study will give them an opportunity to:
- Look at a real situation
- Analyse what has gone wrong in a monitor’s previous attempt to fix the problem
- Think critically and brainstorm ideas with a group
- Come up with a possible solution
Group Exercise: Case Studies 30 min

Give each group a flip-chart, a marker and one case study as a hand out.

Please get into groups of 5 people that are different from your previous group.

1. Read out loud to the group the case study you have been given
2. What do you think was the reason why the monitor was unable to fix the problem?
3. In which school process was the problem?
4. What difficulties did the monitor face and why?
5. What suggestions do you have for solving this problem?

<table>
<thead>
<tr>
<th>What is the problem?</th>
<th>Which school process?</th>
<th>Why not successful?</th>
<th>Suggested solution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Debrief 30 mins

Take each group one at a time

- Ask a spokesperson to explain the scenario (They can read it to the whole class if it is not too long)
- Then, BRIEFLY explain how they answered the questions
- THEN, turn to the rest of the Integrity Champions and ask them to question and comment on the viability of the group’s solution
- Follow this process for each of the groups.

Bring out the following:

- Every process involves different elements which effect the integrity of the whole school system
- Each case study was different and needed to be approached differently
- Solutions don’t always work – but brainstorming with others and working jointly with others concerned about the importance of integrity is a good start to finding a solution

There is no ‘one fixed strategy’ for solving problems as an Integrity Champion

- Use your interpersonal communication skills to understand each individual case
- Dialogue, negotiation and mobilizing people around integrity are keys to success in resolving problems
Preparation for Module 5: Session 4: Practicalities of Monitoring in Schools

Total Time: 1 hour 10 mins

Materials Needed:
- Flip-chart paper and colored markers
- Small prizes for the winning team in the Quiz

Prepare In Advance
- Questions for the Quiz
- Quiz Competition ‘Score Sheet’ [flip-chart]

Session Overview

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Title</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Input from IWA Schools</td>
<td>60 mins</td>
<td>Forms and procedures</td>
<td>Introduction to forms and procedures used in IWA Schools Monitoring</td>
</tr>
<tr>
<td>specialist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 mins</td>
<td>De-brief</td>
<td></td>
</tr>
<tr>
<td>IWA Schools Specialist</td>
<td>60 min</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- In this session, invite an IWA manager, or someone most familiar with the policies and procedures of monitoring in schools, to come and explain all the different forms and procedures to the Integrity Champions
- Each form should be gone through specifically with explanations of when and how they are to be filled out
  Integrity Champions should be made fully aware of how the forms will be used and of the importance of filling them out accurately
  The data they collect is essential for informed advocacy
  1. Weekly report form
  2. Monthly report form
  3. Checklist form
  4. An explanation of the school-monitoring flow-chart
  5. Any other forms/regulations necessary for Integrity Champions to become familiar with

The IWA expert needs to listen carefully to the Integrity Champions’ questions and, also, be open to suggestions or alternative ways of doing things – especially once the Integrity Champions are back in the provinces.

The Integrity Champions’ fresh thinking may be an opportunity for better approaches and methods.

Explanations of various stakeholder roles, such as a School’s Management Shura, will be important here.

The IWA expert should be aware of any common problems that have occurred over the years with understanding the documents, forms or data gathering or with completing these

These should be communicated to the Integrity Champions.
Class Quiz Game 20 mins

Here, the IWA expert could divide the class into teams and prepare 10-15 simple questions based on the forms, regulations, policies he has just explained.

First one team is asked a question.

If they can answer it they get a point.

Write scores on flip-chart.

If they CAN’T answer it, the same question goes to the other team.

The next question goes to the second team.

If they can’t answer this question, then it goes back to the first team, etc.

Debrief 10 mins

Count up the scores.

- Clap the winning team and
- Give out small prizes (and a consolation prize such as sweets to the rest of the teams)

Go over the forms/questions that the teams had most difficulty with (the ones they couldn’t answer correctly straight away).

Answer any questions.
Module 5: Session 5: Field Practice

Briefing

Total Time: 20 mins

Handouts

- Forms, questionnaires to be given to the Integrity Champions
- Copies of the Trainers/Mentors questionnaire
  
  This is to be filled out by the Mentor/Trainer for EACH of the
  Integrity Champions in their group on the Field Practice

Prepare In Advance

- Preparation for Field Visit
  
  - Confirm with the school your time of arrival and how many people will be visiting the school
  - Check transportation arrangements
  - Make sure all colleagues involved in the visit are informed of all arrangements
  - Pens, paper, clip-boards for Integrity Champions to use on the Field Visit
  - Assessment forms for Mentor/Trainers to fill out for each Integrity Champion

Session Overview

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Title</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer briefing of ICs</td>
<td>20 mins</td>
<td>Fieldwork practice</td>
<td>Instructions for visit to schools in pairs for Fieldwork assignments</td>
</tr>
</tbody>
</table>

This will be the final session of the day:

Give all the logistical instructions:

- Where are the Integrity Champions to meet tomorrow morning?
- What time?
- What do they need to bring?
- How will they be traveling?
- What time will they be back?

Ask if they have any questions about this.

1. Tomorrow you will be working in pairs.
   
   a. You will be given assignments, which you will do, working in pairs
   
   b. Each pair will be assigned one ‘process’ of the school to observe (hiring process or registration process, legal documentation process etc.)
      
      If you have time you could allocate these now
   
   c. We would like you to plan how you will approach the appropriate staff member to find
out the information you need

Remember your interpersonal communication and listening skills

d. You need to check that you have the appropriate forms/check lists etc. for your assignment

e. When you come back from the field trip you will be asked to share:
   i. What you observed about the school
   ii. How your assignment went
   iii. What you would do differently another time
   iv. What surprised, or did not surprise, you about the field trip
   v. Were there any of the forms or check lists that were difficult to fill out
   vi. What you learned

f. For this reason we would like, at least one of, you to make notes as you go round the school – so that you are able to answer these questions when you return

g. We would like you to choose your partners now

Allow a few minutes for them to pair up

2. Questions!

   Does anyone have any questions at all about what we have covered today - or about tomorrow?

Answer any questions

FINISH
## Preparation for Day 6: Field Practice Day

**Total Time:** Whole day  

**Session Overview**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Title</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments oversee by Trainers and Mentors</td>
<td>1 day</td>
<td>Visit to schools in pairs for Fieldwork assignments</td>
<td>Observation and interactions with school staff</td>
</tr>
</tbody>
</table>
Day 6: Field Practice Day

FOR TRAINERS/MONITORS/MENTORS ONLY!

This has been made into a separate hand-out and can be found in the Appendix.

During the Field Practice you need actively to be involved in observing the Integrity Champions. You should make notes on what each pair does well and in what specific way they could improve in EACH of the following areas:

1. How did they go about their assignment of investigating one of the processes?
   - Was it inadequate, adequate, good, or excellent?

2. How well do they make good relationships with the school staff?
   - Was it inadequate, adequate, good, or excellent?

3. How did they start the conversation?
   - Was it inadequate, adequate, good, or excellent?

4. How did they deal with any potential problem areas?
   - Was it inadequate, adequate, good, or excellent?

5. What was their attitude to the staff like?
   - Did they come with a serving attitude?
   - Was it inadequate, adequate, good, or excellent?

6. Were they clear about the processes and procedures in the school that they were monitoring?
   - Was it inadequate, adequate, good, or excellent?

7. How well did they use the forms, check-lists etc.
   - Was it inadequate, adequate, good, or excellent?

8. How well did they understand and follow IWA's regulations and procedures for monitoring?
   - Was it inadequate, adequate, good, or excellent?

By answering these 8 questions, as you monitor each of the Integrity Champions on their Field Practice, you will have excellent, rich feedback for them the following day. You will be able to show them exactly what they did well and how they can improve on EACH of the areas mentioned in the questions.

Note:

If possible, the school selected for Field Practice should not be a ‘model school’

It should be a school with some known problems or ‘blockages’ in certain processes within the school.

If you only have ‘model schools’ with no problems – then, perhaps, you can ‘collude’ with the staff to provide a ‘set up’

For example:
   - Not having things visible that are on the Integrity Champion’s check list - like a suggestion
box, or

- Not being able to answer questions about the Management Shura etc., or
- Maybe, the staff could pretend to be obstructive in some way

The Field Practice needs to be as ‘realistic’ as they are likely to encounter in their monitoring in the provinces
MODULE FIVE

Courts
MODULE FIVE

Courts
Preparation for Module 5: Monitoring
Courts Session 1: The Court System

Total Time: 2 hours and 10 minutes

Materials Needed:
- A ball or something that can be easily thrown from one person to another
- Blank pieces of A4 paper
- Lots of flip-chart paper, and colored pens

To Do In Advance

Flip-charts:
- Title Only: ‘Expectations’
- ‘The Legal Framework of Court Monitoring’
  - Create the chart on page 113 on a flip-chart

Handouts
- Check that you have a copy of the small booklet ‘Afghanistan Constitutional Law’ to give to each Integrity Champion

Please note: all forms, flow-charts to be used by the Integrity Champions for monitoring Schools, Courts and Infrastructure are in the appendix of this Trainers Manual as well as in the appendix of the Integrity Champions Workbooks
## Session Overview

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<th>Activity</th>
<th>Time</th>
<th>Title</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer input</td>
<td>5 mins</td>
<td>General Monitoring &amp; Courts Monitoring</td>
<td>Introductory remarks</td>
</tr>
<tr>
<td>Big group game</td>
<td>15 mins</td>
<td>Introductions</td>
<td>Awareness of each other</td>
</tr>
<tr>
<td>Big group Discussion</td>
<td>5 mins</td>
<td>Expectations</td>
<td>Expectations of this training</td>
</tr>
<tr>
<td>Trainer input</td>
<td>10 mins</td>
<td>De-brief</td>
<td>IWA's expectations of this training</td>
</tr>
<tr>
<td>Trainer input</td>
<td>5 mins</td>
<td>Legal framework of monitoring courts</td>
<td>Importance of being familiar with the legal framework</td>
</tr>
<tr>
<td>Interactive exercise</td>
<td>10 mins</td>
<td>Small Group Exercise</td>
<td>Legal framework</td>
</tr>
<tr>
<td>Group feed-back + Trainer input</td>
<td>10 mins</td>
<td>De-brief</td>
<td>Becoming aware of the legal framework of the court System</td>
</tr>
<tr>
<td>Trainer input</td>
<td>5 mins</td>
<td>Summary</td>
<td>The court system’s distinctive framework</td>
</tr>
<tr>
<td>Trainer answers questions</td>
<td>5 mins</td>
<td>Questions</td>
<td>Establishing complete Understanding</td>
</tr>
<tr>
<td>Small group Brainstorm</td>
<td>5 mins</td>
<td>Processes in the Court System</td>
<td>Identifying Court processes</td>
</tr>
<tr>
<td>Small groups feed-back</td>
<td>10 mins</td>
<td>De-brief</td>
<td>Becoming familiar with the court processes</td>
</tr>
<tr>
<td>Small Group Discussion</td>
<td>20 mins</td>
<td>Group Exercise</td>
<td>Considering the integrity vulnerability points</td>
</tr>
<tr>
<td>Small Group feed-back</td>
<td>20 mins</td>
<td>De-brief</td>
<td>Considering points of integrity vulnerability</td>
</tr>
<tr>
<td>Trainer input</td>
<td>5 mins</td>
<td>Summary</td>
<td>Importance of knowing the legal and court system</td>
</tr>
</tbody>
</table>
Welcome 5 mins

Introduction: General Monitoring and Courts Monitoring

The objective of this session is to prepare the Integrity Champions to make the mental shift from the general training on integrity monitoring to the very specific monitoring of courts in preparation for their work in the provinces.

You have, now, completed 4 full days of general Integrity Champion training. Today is about specifically monitoring certain sectors in which development projects often fall into corrupt practices.

You have chosen to come to the ‘Courts Monitoring’ training.

To start with, we are going to play a game to find out how well we know each other.

Game: Introductions 15 mins

This game will help the Integrity Champions get to know others with the same interest in monitoring courts. Hopefully this will help them with networking and supporting each other in the future. It will help you, the trainer; know how well they know each other.

Please stand in a circle.

I will start because I have the ball.

Show them the ball.

And make sure you know the details of the person you are going to throw it to.

I am going to throw the ball to someone and tell you:

- Their name (and job title if applicable)
- Their job
- The province they work in

That person must throw the ball to someone else in the circle and tell us that person’s name, job and province.

When everyone has received and thrown the ball – we should all know at least something about each other.

Debrief

Did anyone learn anything about someone else in the group that they didn’t know before?

Comment on how well – or not so well they know each other.

Discussion: Expectations 5 mins

This class is about monitoring courts.

What are your expectations of today?

Take a few responses.

Ask someone to come up and write these on a flip-chart.

Put the flipchart on the wall and check at the end of tomorrow if the expectations have been met.
Debrief 10 mins
Here we need to clarify for the Integrity Champions why 2 whole days are given to this specific context training. This is a different level of training. We need to help them understand the importance of their specific responsibilities in monitoring courts. When the flipchart is full, ask:

What do you think is the difference between the last 4 days of Integrity Monitoring training and this training specifically for courts?

Take a few responses and then give the following objectives:

When this training camp is finished you will be going back to your province and will, most likely, be monitoring courts.

We want you to go back feeling confident that you know what you are looking for and how to go about championing integrity in the courts. This is YOUR opportunity to learn the specifics you need.

This training will provide a more in-depth understanding of:

▪ The legal framework of monitoring courts
▪ The trial system
▪ Its specific processes
▪ The difference between ‘procedural processes’ & ‘substantive processes’
▪ Which areas Integrity Champions can monitor & which they cannot
▪ Where and with whom integrity may be at risk
▪ Who are the people best placed to ‘fix’ any corrupt practices
▪ How to recognise corrupt practices
▪ How to implement processes to ‘fix’ them
▪ How to manage community expectations
▪ What is success for an Integrity Champion?
▪ What administrative procedures are required of an Integrity Champion when monitoring courts

Any Questions? 5 mins
Answer any questions.

The legal framework of monitoring courts

The objective of this session is to help the Integrity Champions to recognise courts as part of a wider legal system that is made up of a number of processes.

Within the system there are places and people whose integrity are particularly at risk.

By recognising these potential ‘danger points’ for corruption, when there is a reported problem in a court trial, Integrity Champions will be in a better position to analyse the situation and where monitoring is most necessary.

Small Group Exercise: 10 mins

Now we are going to think about the whole court system.

We are not talking about the structure of the building, the bricks and cement, but about how the court system [and trials in particular] operate.

We need to understand how the legal framework in which the court system operates in order to recognise where the places and people whose integrity might be at risk.
Divide the class into groups of 3-5 people in each.

Give each group a piece of A4 paper.

In your group we would like you to make a list of all the legal issues, codes of law and factors that you think make up the legal framework of monitoring courts.

When you have finished, see if you can fit them into the chart on page below.

Write your answers on the A4 paper until you have shared them with the class later.

Then, when you have checked they are correct, you can fill them into the chart in your book.

There is a column for you to fill in the names of the applicable law, the specific code or subject of the law and in the third column to write how this can help you as an Integrity Champion in the court.

Legal Framework of Court Monitoring

<table>
<thead>
<tr>
<th>The Name of the Law</th>
<th>Code or Subject of the Law</th>
<th>How Can this Help Monitoring the Court?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghanistan Constitution Law</td>
<td>Article 50 - Access to Information</td>
<td>Put pressure on the court to be transparent. To ask questions such as ‘Why is there no lawyer for the accused at the trial?’</td>
</tr>
</tbody>
</table>

Debrief

10 mins

Ask the groups to take turns reading out their lists and, as they do so, write the different laws and procedures on flip-chart:

‘The Legal Framework’.

Put this flip-chart up on the wall when you’ve finished this.

It is important for Integrity Champions to understand that monitoring courts is different from monitoring schools, health or even infrastructure.

In those sectors it is possible to have private sector schools etc.

However, this is never the case with courts.

The Court system is a government body and should work to a specified government framework.

Courts have a strong legal base.

This will affect the way Integrity Champions can monitor the court system.

Integrity Champions need to know that there is a Code of Law (contained in a small booklet) that Courts must adhere to.

Ask the following:

What have you noticed about monitoring courts that is different from monitoring schools, health or even infrastructure projects?

Take a few responses.
Summary

In other sectors it is possible to have private schools etc. However, this is never the case with courts. The court system is a government body and should work to a specified government framework.

Courts have a strong legal base. This will affect the way you, as an Integrity Champions can monitor the court system.

Any Questions? 5 mins
Answer any questions.

Small Group Exercise: Processes in the Courts System 5 mins

Now that we have looked at the legal framework of the court system, we are going to look at the processes that make up the court procedures.

In your group we would like you to make a list of all the processes that make a trial function well. For example, the defence process or the process of delivering court documents.

Please write down as many of these processes as you can think of. You’ve got 5 minutes.

De-brief 10 mins
Ask the groups to take turns reading out their lists and, as they do so, write the different processes on a flip-chart with the title: ‘Court Processes’

We are going to look at places and people in the system whose integrity are particularly at risk.

By recognising these potential ‘danger points’ for corruption, when there is a reported problem in a court, you as an Integrity Champion will be in a better position to analyse the situation and where monitoring is most necessary.

Ask:
In the legal processes where are the highest risks of corruption?

Take some suggestions.
ex. The defence system

Ask:
Who is the person or people whose integrity is most at risk?

Why?

Take some suggestions.
ex. The prosecutor.
Small Group Exercise  

20 mins

Divide the different processes you have written on the flip-chart between the different small groups.

In your same groups look at the chart in your workbooks and see that columns 2 and 3 are for places and the people most at risk of corruption for each stage in the process.

Now we would like you to turn to page 23 in the ‘Toolkit’.

There is a chart there of the process that a person has to go through to get a driver’s license.

Have a look at the chart and notice the places with a red warning of danger of corruption.

What we want you to do is:

1. Write down all the smaller processes within the bigger processes that we have on the flip-chart. Refer to the flip-chart you have just made. They only need to do this for the processes you have allocated to their group. Write these out as a step-by-step process (like the one in the ‘Toolkit’).

2. Mark where are the most likely places of corruption. Write these in the second column in the chart in your workbook.

3. Now, consider who are the people whose integrity is most at risk. Write these in the third column of the chart

Where Integrity May be at Risk

<table>
<thead>
<tr>
<th>Process or Procedure in the Court System</th>
<th>Risk of corruption</th>
<th>Person Most Likely at Risk of Corruption</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Defense process</td>
<td>Not explaining their rights to the accused</td>
<td>Prosecutor</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Debrief:  

20 mins

Ask each group to explain first one of the smaller processes within the larger one, where the risk places are likely to be and whose integrity is most at risk.

Each group should share once – and, then, go round again for a second process from each group if you have time.
Summary  

When a system is not working well, it means there is a problem somewhere.

The first thing to do is to look for ‘blockages’ in the system.

Where is the source of the problem?

When we find the source we can begin to make a ‘problem-solving plan’.

We talked about this earlier in the week.

By knowing the processes and procedures in the legal system of a court, you will find it much easier to recognise where the problems are likely to be.

You have identified places and people in the system where integrity is most at risk.

Understanding official rules and regulations, legal requirements and the court policies on integrity and transparency, will all help you to analyse the situation.

Gaining this information is a key skill for you as an Integrity Champion.

Monitoring shows you if a system or an organisation is performing its activities as intended.

When a system doesn’t work well, you need to find the reason:

- First, understand the processes and procedures of the court, the official criteria, legal points etc.
- Then you can analyse the different factors – the places and people that are effecting the situation and where corruption is most likely.
Preparation for Module 5: Courts
Session 2: Processes and Power in the Courts

Total Time: 1 hour

Materials Needed:
- Blank pieces of A4 paper
- Lots of flip-chart paper, and colored pens

To Do In Advance
- Make 3 sets of paper cards/sticky notes (different colors are nice)
  - Each set should have 16 cards/sticky notes
  - On each card write either a procedural or substantive bullet point from the chart on page 119
  - Mix up all the cards in each set
    - Have the sets ready for Session 2

Flip-charts:
- Title Only: ‘Procedural or Substantive’
  - This should have a line down the middle, making 2 columns

Session Overview

| Activity                     | Time  | Title                         | Content                                                        |
|------------------------------|-------|-------------------------------|                                                               |
| Small Group interactive      | 10 mins| Procedural or Substantive     | Distinguishing between procedural & substantive processes       |
| exercise + De-brief          |       |                               |                                                                 |
| Interactive                  | 15 mins| De-brief                      | Understanding the difference between procedural & substantive processes |
| feed-back                    |       |                               |                                                                 |
| Small Group                  | 15 mins| Power Mapping in Courts       | Understanding Power Mapping in the courts                      |
| exercise                     |       |                               |                                                                 |
| Small Group                  | 20 mins| De-brief                      | Establishing understanding of Power Mapping in the Courts       |
| feed-back                    |       |                               |                                                                 |
There are Procedural Processes that courts must follow.

Integrity Champions should know that they can monitor and report on these.

However, there are also Substantive Processes, which courts are required to follow - but Integrity Champions may NOT speak into these.

Knowing this will give greater understanding and confidence to Integrity Champion, and save them from the embarrassment of trying to monitor things that legal officials will know you have no right to.

Small Group Exercise:

Procedural or Substantive? 10 mins

Please stand up and get into groups of 3 or 4 people that are different from the group you were in for the last exercises.

Wait until everyone is in a new group.

You should have 3 sets of cards/sticky notes that you made in advance (one for each group of 3 or 4 people).

Get these ready now.

Now, we are going to think about Procedural and Substantive court processes.

- Procedural have to do with the processes that must be followed in the court and
- Substantive processes have to do with government regulation and legislation

So, even the government cannot interfere with those.

Each group will have a set of cards/sticky notes.

- You have 3 MINUTES to decide which are procedural and which are substantive.
- Quickly make 2 piles.

Give each group a set of cards/sticky notes.

After 3 minutes they should have decided quickly and made 2 piles.

Debrief 15 mins

Create a discussion around the following questions:

- How did you find that exercise?
  Was it easy to decide?
- Did you all agree in your group?
  Or were there disagreements?
- What surprised you about that exercise.
This exercise is designed to help you understand which parts of court processes you can monitor and which you cannot. This will help you not to feel ‘uneducated’ in the court by asking or commenting on the wrong things.

Procedural processes are open for any citizen to comment or ask questions

- It is good that these can be monitored

Substantive processes are not open to public comment

- Integrity Champions cannot monitor these

Put up the flip chart with the title ‘Procedural or Substantive’.

- There should be a line down the middle.

Please come up to this flipchart and stick your sticky notes onto whichever side you decided they belong.

When each team has put their notes on the flipchart, read them out and

- See if everyone agrees they are in the correct column or not.

Integrity Champions can monitor if procedural processes have been followed:

For example:

- Are the judge and court staff wearing correct formal clothes?
- Is the witness standing in the correct place?
- Is there a lawyer for the defendant?
- Is the court being held in the correct room (not in the judge’s private office)
- Has the defendant been informed of his/her rights?

<table>
<thead>
<tr>
<th>Procedural</th>
<th>Substantive</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Judge and court staff</td>
<td>- Fair or unfair trial</td>
</tr>
<tr>
<td>- wearing uniforms</td>
<td>- Reduction of punishment</td>
</tr>
<tr>
<td>- A lawyer for the defendant</td>
<td>- Real evidence or falsified evidence</td>
</tr>
<tr>
<td>- A place for the witness to stand or sit</td>
<td>- Discrimination during the trial</td>
</tr>
<tr>
<td>- The correct room for judicial process</td>
<td>- Judge qualified to act</td>
</tr>
<tr>
<td>- Court staff qualified for the particular case</td>
<td>- Quality of the defence</td>
</tr>
<tr>
<td>- Specification of charges</td>
<td></td>
</tr>
<tr>
<td>- The correct number of judges and court staff</td>
<td></td>
</tr>
<tr>
<td>- Agenda of the court hearing</td>
<td></td>
</tr>
<tr>
<td>- Defence lawyer present</td>
<td></td>
</tr>
<tr>
<td>- Open court</td>
<td></td>
</tr>
</tbody>
</table>
Power Mapping in Courts 15 mins

The goal of your monitoring is to collect information (data) that shows where systems are working well and where they are not.

You can, then, use this data as a source of pressure on the people involved (the stakeholders) to perform correctly and to eliminate corruption.

In this training camp, you have already considered power mapping of a community.

You saw those who have the greatest power to change things and those who have less power to change things.

Now we are going to map the power resources available to you in monitoring and fixing problems in the court system.

Small Group Exercise: Power Mapping in Courts

Please get into DIFFERENT groups of 3-5 people.

If you prefer, you can ask them to number off 1,2,3.

This will certainly mix the Integrity Champions up in different groups.

Give each group a piece of flip-chart paper and a marker.

Please draw the ‘Power Circles’ that you did before – but, this time, for the court system.

Who is the most powerful person in the courts when it comes to fixing a problem?

Remember, the people at the centre of the circles have the most authority.

Those in the outside circles have less authority.

De-brief: 20 mins

Let’s hear back from each group:

- What did you notice about power mapping in a court?
- What was different from the last time you did power mapping in a local community?
- In what way can this exercise help you in fixing problems in a court system?
- What was new or surprising to you in this exercise?

Some things to point out:

- Power Mapping helps you to know where dialogue should be initiated.
- It helps to know which relationships will be the most important to build for effective problem solving
- In the community – the wolsvals (government representatives) have a lot of authority (they will be in the inner circle) – but, in a court, they may not have any direct authority (they will be in the outer circle)
- The Ministry of Justice will have more power than the local government representative in a court
- Judges, prosecutors and lawyers will have more power than anyone else

Allow discussion of these points.

Emphasise the importance of dialogue when it comes to issues or problems to be resolved.

Remember:

LISTENING and DIALOGUE are keys to problem solving!
Preparation for Module 5: Courts
Session 3: Successful Monitoring

**Total Time:** 1 hour 10 mins

**Materials Needed:**
- Blank pieces of A4 paper
- Lots of flip-chart paper, and colored pens

**To Do In Advance**

Flip-charts:
- Title Only: ‘Successful Courts’
- Title Only: ‘Successful Monitoring’

**Session Overview**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Title</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group discussion</td>
<td>10 mins</td>
<td>What is a Successful Court?</td>
<td>What ‘success’ will look like in monitoring courts</td>
</tr>
<tr>
<td>Small Group feedback</td>
<td>10 mins</td>
<td>De-brief</td>
<td>The importance of having a ‘benchmark’</td>
</tr>
<tr>
<td>Small Group discussion</td>
<td>15 mins</td>
<td>What is Successful Monitoring?</td>
<td>Against what do we measure success?</td>
</tr>
<tr>
<td>Small Group feedback</td>
<td>10 mins</td>
<td>De-brief</td>
<td>Realistic goals</td>
</tr>
<tr>
<td>Whole Group discussion</td>
<td>10 mins</td>
<td>Monitoring Expectations</td>
<td>Handling other people’s Expectations</td>
</tr>
<tr>
<td>Trainer input</td>
<td>10 mins</td>
<td>Some Important Points to remember</td>
<td>Helping people to have realistic expectations</td>
</tr>
<tr>
<td>Personal reflection</td>
<td>5 mins</td>
<td>Are YOU ready?</td>
<td>Writing answers to reflective questions</td>
</tr>
</tbody>
</table>
Small Group Discussion: What is a Successful Court? 10 mins
In this session we are going to consider more specifically what success will look like in monitoring courts.

1. We need to ask ourselves what is our ‘vision’ for monitoring a court?
2. What is a really successful court like? What factors make it like that?
3. What will you look for to see how successful a court is?
4. How will you recognise a really excellent functioning court?

In your small groups, discuss those questions.

These questions are in your workbook.

Debrief 10 mins
Let’s hear some of your discussion.

Allow each group to give some feedback.

Write the Integrity Champions thoughts on a flip-chart with the title ‘Successful Courts’

Bring out the point that if we don’t have a ‘benchmark’ or baseline for measuring a successful court, it will be very difficult to know if our monitoring is successful.

A successful court must have clear, open processes and procedures that are transparent, understood by all and have people clearly accountable.

Small Group Discussion:

What is Successful Monitoring? 15 mins

▪ What do YOU mean by success in monitoring a court?
▪ How will you know that your monitoring has been successful?
▪ What are the obstacles/problems that you are likely to encounter when you start to monitor courts?
▪ What are the things that will really discourage you?
  ▪ Are there situations that will make you want to give up?
  ▪ How could you prepare for these or handle them when you are faced with such situations?
▪ What factors will help you be successful as an Integrity Champion?

Answer these questions in your small groups.

You have 15 minutes.

De-brief 10 mins
Let’s have some feedback.

Allow each group to give some feedback.

Write these on a flip-chart with the title ‘Successful Monitoring.’

Help the Integrity Champions to have realistic expectations of what can and can’t be achieved within a specified time.

Class Discussion:
Monitoring Expectations 10 mins

Have you ever thought what the defendants in a court system might think when they hear that you, the Integrity Champion, are coming to monitor their case? What do you think they might expect?

Wait for a response from the class and create a discussion around this.

Expectations might include:
- Court procedures will be perfect in ALL aspects
- You will ensure that they get a just verdict
  - That, if they are guilty, you will help them get a lighter sentence.

Defendants may not understand what your role is or what you can and cannot do in the court.

ASK:
1. What effect might such expectations have on your monitoring?
2. Will they help or hinder your monitoring?
3. What could be the long-term effect of such expectations?
   - Disillusionment leading to a negative response to any attempt to strengthen integrity and to remove corruption.
4. What do you think could be done to prevent all the stakeholders of the court from having unrealistic and inaccurate expectations of you the Integrity Monitor?

Discuss.

Some Important Points to Remember 10 mins

1. Monitoring of courts must be based on the law and should use the existing legal framework in order to be successful
2. Small, steady improvements are more likely to be successful than large sweeping changes at the beginning
3. Monitoring must have strong popular support based on this understanding of what can and cannot be monitored in the court system
4. Joint working groups can be created to support, to exchange experiences and to channel expectations
5. We must, also, acknowledge that monitoring does not always work or necessarily bring change
   a. Sometimes monitoring can cause a situation to deteriorate
      - Ask the Integrity Champions to think of an example of how this might happen
   b. Mobilizing a community around an anti-corruption effort can cause them to have much higher [but unrealistic] expectations for change
   c. As an Integrity Champion, you may be interested in making sure the points of corruption in the court process are eliminated
      - (e.g. power holders are not able to manipulate the court process to their advantage)
      - But the community may want to get rid of all the corrupt officials involved in the court.
      - This is not in the jurisdiction of the Integrity Monitor.
6. It is hard to know how a community will understand working against corruption.

7. It is important for you constantly to manage other people’s expectations in a way that they do not become disappointed by the slow rate of change or small improvements that are taking place.

Monitoring is a Change Process

- Change takes place over time
- Transformation of a community takes time
- Change takes patience and hard work
- If we really want to see our vision fulfilled, we will have to learn to deal with frustrations and set-backs
- Setting short-term SMART goals can help us stay focussed

Thomas Edison is famous for creating the first light bulb. No one had discovered a cost effective way to channel electric light into a house before.

**ASK:**

How many attempts do you think he tried to make an electric light bulb?

Wait for some responses before you tell them.

He tried more than 6,000 times before he finally discovered a way to do it.

- What would have happened if Edison had given up after 5,500 attempts? - or even 6,000?
- What will happen if we give up – just before we have some success in replacing corruption with integrity... even in one small area?

Change is painfully slow and often, hard to see.

So, are **YOU** ready?

**Personal Exercise:** Are **YOU** ready? 5 mins

Take a few minutes to think about your own expectations about Integrity Monitoring and, particularly, with courts.

1. Then, write in 2 or 3 sentences why you want to be an Integrity Champion in Courts – even though it may take a long time of only seeing very small changes

2. How will you focus on networking with other people to help and support them in their efforts to build a better and transparent society?

If the Integrity Champions need more time, you can set this for homework.
Preparation for Module 5: Courts Session 4: The Challenges of Monitoring in Courts

**Total Time:** 1 hour 10 mins

**Materials Needed:**
- Blank pieces of A4 paper
- Lots of flip-chart paper, and colored pens

**To Do In Advance:**

**Handouts**
- 3 Case Studies to be supplied by IWA. Questions below on page 128, to be added to each case studies.

**Session Overview**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Title</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group discussion</td>
<td>30 mins</td>
<td>Case Studies</td>
<td>Why the Integrity Monitor was not successful</td>
</tr>
<tr>
<td>Small Groups feed-back</td>
<td>30 mins</td>
<td>De-brief</td>
<td>Brainstorm solution to a previous problem</td>
</tr>
<tr>
<td>Story telling</td>
<td>10 mins</td>
<td>A Success Story</td>
<td>Success story example</td>
</tr>
</tbody>
</table>
Module 5: Monitoring Courts Session 4: The Challenges of Monitoring in Courts

IWA, we did not receive the requested case studies for this section. So, you will need to insert these yourselves. It needs 2 or 3 real case studies of monitoring in courts that were not very successful. This will be the most beneficial for the Integrity Champions to discuss.

- The Integrity Champions have now examined court processes, places and people vulnerable to corruption, and the people most likely to have the authority to implement change
- They should, also, now understand that change takes time and having unrealistic expectations is not helpful either for the Integrity Champion or for the community

This session is an opportunity to test the Integrity Champions’ ability to put all these skills into practice.

The case study will give them an opportunity to:

- Look at a real situation
- Analyse what has gone wrong in a monitor’s previous attempt to fix the problem
- Think critically and brainstorm ideas with a group
- Come up with a possible solution

Case Studies

Give each group flip-chart paper, a marker and one case study as a hand out. The following questions should be on the bottom of each case study.

Please get into groups of 5 people that are different from your previous group.

1. Read the case study you have been given out loud to the group
2. What do you think was the reason why the monitor was unable to fix the problem?
3. In which court process was the problem?
4. What difficulties did the monitor face and why?
5. What suggestions do you have for solving this problem?

<table>
<thead>
<tr>
<th>What is the Problem?</th>
<th>Which Court Process?</th>
<th>Why Not Successful?</th>
<th>Suggested Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Debrief

30 mins

- Take each group one at a time
- Ask a spokesperson to explain the scenario (They can read it to the whole class if it is not too long)
- Then, BRIEFLY explain how they answered the questions

THEN turn to the rest of the Integrity Champions and ask them to question and comment on the viability of the group’s solution.

Follow this process for each of the groups.

Bring out the following:

- Every process involves different elements which affect the integrity of the whole court system
- Each case study was different and needed to be approached differently
- Solutions don’t always work – but brainstorming with others, and working jointly with others concerned about the importance of integrity, is a good start to finding a solution

Refer the Integrity Champions to the Strategy Document of Community-Based Monitoring of Courts

There is no ‘one fixed strategy’ for solving problems as an Integrity Champion

Use your Interpersonal Communication Skills to understand each individual case

Dialogue, negotiation and mobilizing people around integrity are keys to success in resolving problems

Invite a ‘Success Story’

10 mins

Invite someone with a great ‘success’ story of monitoring a court to come and tell his or her story.

This will be an encouragement to the Integrity Champions.
Presentation for module 5: Monitoring courts Session 5: Practicalities of monitoring

**Total Time:** 1 hour 30 mins

**Materials Needed:**
- Sweets/candy for the winning team of the Quiz Game

**To Do In Advance**
- Ask the IWA Courts Specialist (the ‘Courts Manager’?) who will be leading this Session to write out 10-15 questions about the forms, reports, checklists etc. that he wants the Integrity Champions to understand
  - Use these as the questions for the Quiz in this Session

**Flip-charts:**
- Quiz Competition ‘Score Sheet’

**Handouts**
- Forms, questionnaires to be given to the Integrity Champions etc. for this Session
- Check that you have a copy of the small booklet ‘Afghanistan Constitutional Law’ to give to each Integrity Champion

Please note: all forms, flow-charts to be used by the Integrity Champions for monitoring Schools, Courts and Infrastructure are in the appendix of this Trainers Manual as well as in the appendix of the Integrity Champions Workbooks

**Session Overview**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Title</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Input from Trainer</td>
<td>60 mins</td>
<td>IWA Courts Specialist</td>
<td>Explanation of forms &amp; procedures</td>
</tr>
<tr>
<td>Interactive team competition</td>
<td>20 mins</td>
<td>Quiz Game</td>
<td>Testing retention and understanding of the Courts Specialist’s instructions</td>
</tr>
<tr>
<td>Count up the scores + Give Prizes + Answer any questions</td>
<td>10 mins</td>
<td>De-brief</td>
<td>Conclusion of the session</td>
</tr>
</tbody>
</table>
Module 5: Monitoring Courts Session 5: Practicalities of Monitoring in Courts

IWA Courts Specialist 60 mins

In this session, invite an IWA Manager - or someone most familiar with the policies and procedures of monitoring in courts - to come and explain all the different forms and procedures to the Integrity Champions.

Each form specifically should be gone through with explanations of when and how they are to be filled out.

Integrity Champions should be made fully aware of how the forms will be used and of the importance of filling them out accurately.

The data they collect is essential for informed advocacy.

- Weekly report form
- Monthly report form
- Checklist form
- An explanation of the Courts-Monitoring flowchart
- Any other forms/regulations necessary for the Integrity Champions to know about

The IWA Courts Specialist needs to listen carefully to the Integrity Champions’ questions and, also, be open to suggestions or alternative ways of doing things – especially once the Integrity Champions are back in the provinces.

Explanations of various stakeholder roles will be important here.

The IWA Courts Specialist should be aware of any common problems that have occurred over the years with understanding or filling out of documents, forms or data gathering.

These should be addressed with the Integrity Champions.

Class Quiz Game 20 mins

Here the IWA Courts Specialist could divide the class into teams and prepare 10-15 simple questions based on the forms, regulations and/or policies they have just explained.

- First, one team is asked a question
- If they can answer it, they get a point
- (Write the scores on the flip-chart you have prepared beforehand).

- If the first team CAN’T answer the question, the same question goes to the other team
- The next question goes to the second team
- If they can’t answer this question, then it goes back to the first team etc.
Debrief 10 mins
- Count up the scores
- Clap the winning team and
- Give out the small prizes you have prepared beforehand (and a consolation prize such as sweets to the rest of the teams)

Go over the forms/questions that the teams had most difficulty with (the ones they couldn’t answer correctly straight away) to clarify

Answer any questions.

Total Time: 20 mins

To Do In Advance

Handouts
- Copies of the Trainers’/Mentors’ Assessment form
  - This is to be filled out by the Mentor/Trainer for EACH of the Integrity Champions in their group on the Fieldwork Practice
  - Check that everyone has a of the small booklet ‘Afghanistan Constitutional Law’.

A Reminder: all forms, flow-charts to be used by the Integrity Champions for monitoring Schools, Courts and Infrastructure are in the Appendix of this Trainers Manual as well as in the Appendix of the Integrity Champions Workbooks

Preparation for Field Visit
- Confirm with the courts your time of arrival and how many people will be visiting the court
- Check transportation arrangements
- Make sure all colleagues involved in the visit are informed of all arrangements
- Pens, paper, clip-boards for Integrity Champions to use on the Fieldwork Practice Visit
- Assessment forms for Mentor/Trainers to fill out for each Integrity Champion

Session Overview

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Title</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Input from Trainer</td>
<td>20 mins</td>
<td>Instructions for Fieldwork Practice Day</td>
<td>Logistical instructions</td>
</tr>
</tbody>
</table>
Module 5: Monitoring Courts Session 6: Instructions for Fieldwork Day

This will be the final session of the day: 20 mins

Give all the logistical instructions:

- Where are the Integrity Champions to meet tomorrow morning?
- What time?
- What do they need to bring?
- How will they be traveling?
- What time will they be back?

Ask if they have any questions about this.

Tomorrow you will be working in pairs.

a. You will be given assignments, which you will do, working in pairs.

b. Each pair will be assigned one ‘process’ of the court to observe
   - Legal document processes
   - Defendant being briefed by his or her lawyer, etc.

If you have time you could allocate these now.

c. We would like you to plan how you will approach the appropriate court official to find out the information you need.

   Remember your Interpersonal Communication and Listening skills!

d. You need to check that you have the appropriate forms/check-lists, etc. for your assignment

e. When you come back from the field trip, you will be asked to share:
   i. What you observed about the court
   ii. How your assignment went
   iii. What you would do differently another time
   iv. What surprised - or did not surprise - you about the field practice
   v. Were there any of the forms or check-lists that were difficult to fill out
   vi. What you learned

f. For this reason, we would like, at least one of you in your pair, to make notes as you go round the courts – so that you are able to answer these questions when you return

g. We would like you to choose your partners now
Allow a few minutes for them to pair up.

Questions!

Does anyone have any questions at all about what we have covered today?
Does anyone have any questions about tomorrow?

Answer any questions.

FINISH
Day 6: Fieldwork Practice Day

FOR TRAINERS/MONITORS/MENTORS ONLY!
This has been made into a separate hand-out

During the Field Practice you need to be actively involved in observing the Integrity Champions. You should make notes on what each Integrity Champion does well and in what specific way they could improve in EACH of the following areas:

1. How did they go about their assignment of investigating one of the processes?  
   Was it inadequate, adequate, good, or excellent?

2. How well do they make good relationships with the court staff?  
   Was it inadequate, adequate, good, or excellent?

3. How did they start the conversation?  
   Was it inadequate, adequate, good, or excellent?

4. How did they deal with any potential problem areas?  
   Was it inadequate, adequate, good, or excellent?

5. What was their attitude to the court officials like?  
   Did they come with a serving attitude?  
   Was it inadequate, adequate, good, or excellent?

6. Were they clear about the processes and procedures in the court that they were monitoring?  
   Was it inadequate, adequate, good, or excellent?

7. How well did they use the forms, checklists etc?  
   Was it inadequate, adequate, good, or excellent?

8. How well did they understand and follow IWA’s regulations and procedures for monitoring?  
   Was it inadequate, adequate, good, or excellent?

By answering these 8 questions as you monitor each of the Integrity Champions on their Field Practice, you will have excellent, rich feedback for them the following day. You will be able to show them exactly what they did well and how they can improve on EACH of the areas mentioned in the questions.

Note:

If possible, the court selected for Field Practice should not be a ‘model court’. It should be a court with some known problems or ‘blockages’ in certain processes within the system.

The Field Practice needs to be as ‘realistic’ as they are likely to encounter in their monitoring in the provinces.
MODULE FIVE

Infrastructure
MODULE FIVE

Infrastructure
Preparation for Module 5: Monitoring Infrastructure
Session 1: The Infrastructure System

Total Time:

This training takes more than one day (7 hours).
We suggest the practical parts be moved into the following day before Fieldwork Practice starts.

Time for Session 1: 2 hours 5 mins

Materials Needed:

▪ A ball or something that can be easily thrown from one person to another
▪ Blank pieces of A4 paper
▪ Lots of flip-chart paper, colored markers

To Do In Advance

Flip-charts

▪ Title Only: ‘Expectations’
▪ Title Only: ‘Infrastructure Processes’
### Session Overview

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Title</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Input from Trainer</td>
<td>5 mins</td>
<td>General Monitoring &amp; Infrastructure</td>
<td>Difference in specifics of Infrastructure Monitoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monitoring</td>
<td></td>
</tr>
<tr>
<td>Whole Group game</td>
<td>15 mins</td>
<td>Introductions</td>
<td>Awareness of one another</td>
</tr>
<tr>
<td>Group discussion</td>
<td>5 mins</td>
<td>Expectations</td>
<td>Personal disclosure</td>
</tr>
<tr>
<td>Feed-back + Trainer input</td>
<td>10 mins</td>
<td>De-brief</td>
<td>IWA's expectations</td>
</tr>
<tr>
<td>Answer to Questions</td>
<td>5 mins</td>
<td>Any questions</td>
<td>Answer to ICs' questions</td>
</tr>
<tr>
<td>Input from IWA Infrastructure Specialist</td>
<td>15 mins</td>
<td>The Selection Process for Infrastructure</td>
<td>IWA specialist information</td>
</tr>
<tr>
<td>Discussion</td>
<td>10 mins</td>
<td>Small Group</td>
<td>Establishing that the ICs understand IWA's framework for monitoring</td>
</tr>
<tr>
<td>IWA Specialist answers ICs' questions</td>
<td>15 mins</td>
<td>De-brief</td>
<td>Ensuring the ICs understand IWA's monitoring framework</td>
</tr>
<tr>
<td>Small Group Discussion</td>
<td>10 mins</td>
<td>Small Group</td>
<td>Processes &amp; Systems in Infrastructure</td>
</tr>
<tr>
<td>Small Groups feedback</td>
<td>10 mins</td>
<td>De-brief</td>
<td>Infrastructure Processes &amp; Systems</td>
</tr>
<tr>
<td>Interactive brainstorm</td>
<td>5 mins</td>
<td>Where is the Risk of Corruption?</td>
<td>Identifying points of risk</td>
</tr>
<tr>
<td>Small Group discussion</td>
<td>20 mins</td>
<td>Exercise</td>
<td>Identifying points at risk in the systems and processes</td>
</tr>
<tr>
<td>Input from Trainer</td>
<td>10 mins</td>
<td>Summary</td>
<td>Being familiar with the systems and Processes</td>
</tr>
<tr>
<td>Discussion in pairs</td>
<td>5 mins</td>
<td>How Can a Citizen Monitor Infrastructure</td>
<td>IWA's 4 Infrastructure areas</td>
</tr>
<tr>
<td>Pairs feedback</td>
<td>5 mins</td>
<td>De-brief</td>
<td>Feasibility of monitoring by citizens</td>
</tr>
<tr>
<td>Input from Trainer + Small Group</td>
<td>15 mins</td>
<td>Power Mapping in Infrastructure</td>
<td>Identifying Power bases</td>
</tr>
<tr>
<td>Feed-back from small groups + Trainer input</td>
<td>20 mins</td>
<td>De-brief</td>
<td>Working with Power bases</td>
</tr>
</tbody>
</table>
Module 5: Monitoring Infrastructure
Session 1: The Infrastructure System

Welcome

Introduction: General Monitoring and Infrastructure Monitoring

The objective of this session is to prepare the Integrity Champions to make the mental shift from the general training on integrity monitoring to the very specific monitoring of Infrastructure projects in preparation for their work in the Provinces.

You have now completed 4 full days of general Integrity Champion training. Today is about specifically monitoring certain sectors in which development projects often fall into corrupt practices. You have chosen to come to the ‘Infrastructure Monitoring’ training. To start with, we are going to play a game to find out how well we know each other.

Class Game: Introductions

This game will help the Integrity Champions get to know others with the same interest in monitoring infrastructure.

- Hopefully, this will help them with networking and supporting each other in the future
- It will help you, the trainer, to discover how well they know each other

Please stand in a circle.
I will start because I have the ball.
Show them the ball and
Make sure you know the details of the person you are going to throw it to.

I am going to throw the ball to someone and tell you:

1. Their name (and job title if applicable)
2. Their job [the work that they do]
3. The province they work in

Then, that person must throw the ball to someone else in the circle and tell us that person’s name, job and province.
When everyone has received and thrown the ball, we should all know at least something about each other.
Debrief

Did anyone learn anything about someone else in the group that they didn’t know before?

Comment on how well – or not so well - they know each other.

Class Discussion: Expectations 5 mins

This class is about monitoring infrastructure.

What are your expectations of today?

Take a few responses.

Ask someone to come up and write these on a flipchart.

Put the flipchart on the wall and check at the end of tomorrow if the expectations have been met.

Debrief 10 mins

Here we need to clarify for the Integrity Champions why 2 whole days are given to this specific context training.

This is a different level of training.

We need to help them understand the importance of their specific responsibilities in monitoring infrastructure.

When the flipchart is full, ask:

What do you think is the difference between the last 4 days of Integrity Monitoring training and this training specifically in infrastructure?

Take a few responses and then give the following objectives:

When this training camp is finished you will be going back to your province and will most likely be monitoring infrastructure projects.

We want you to go back feeling confident that you know what you are looking for and how to go about championing integrity.

This is YOUR opportunity to learn the specifics you need.

This training will provide a more in-depth understanding of:

- The infrastructure system
- The selection process for infrastructure projects
- Some specific processes
- Which Infrastructure projects Integrity Champions can monitor
- Where and with whom integrity may be at risk
- Who are the people best placed to ‘fix’ any corrupt practices
- How to recognise corrupt practices
- How to implement processes to ‘fix’ them
- How to manage community expectations
- What is success for an Integrity Champion?
- What administrative procedures are required of an Integrity Champion when monitoring infrastructure
Any Questions? 5 mins

Answer any questions.

The Selection Process for Infrastructure Projects

IWA Infrastructure Specialist 15 mins

An ‘expert’ from IWA’s Infrastructure department should start this training with a presentation on how IWA selects infrastructure projects to monitor.

They need to make sure the following questions are answered.

This session should give a clear framework from which Integrity Champions can understand the criteria and process for monitoring infrastructure projects.

The IWA infrastructure specialist should also stay for the following small group activity.

1. Which kind of project needs to be monitored?
2. What are IWA’s guidelines for selecting projects?
3. Does IWA monitor private sector projects as well as government sector projects?
   Why or why not?
4. On what criteria should Integrity Champions make decisions about prioritising and selecting projects to monitor?
5. How much ‘freedom’ does the Integrity Champion have in the projects they select to monitor?
   For example, if the community is really concerned about a project that has passed 30% of the building process, can the Integrity Champion still choose to monitor this?
Selection of Infrastructure Projects to Monitor in Afghanistan

Integrity Watch Afghanistan use the four factors below to determine the criteria for selecting projects in Afghanistan to monitor. This method can be used and adapted to suit your organization and situation.

Project Type
- Decide on the type of development projects you wish to monitor, e.g. roads, irrigation, water supply and sanitation.
- Choose four or five sectors to monitor - focusing on a few sectors allows you to develop your skills in monitoring those sectors.

Project Status
- At what stage do you want to start monitoring projects? Monitoring projects from the beginning of construction until completion, rather than monitoring a project when it is almost complete is preferable as this allows you to potentially identify and address issues as they arise rather than afterwards.
- For Integrity Watch Afghanistan, the selection process is based on the number of projects that have been only one-third completed or less, e.g. during the first two months of a project that takes 6 months to complete. The monitoring of an on-going project can lead to major quality changes. Bringing changes is much more difficult if the project is more than 30% completed. For example, if monitoring the construction of a school building and you notice inadequate materials have been purchased, it may be easier to get these replaced before construction begins than when the building is finished.
- Selecting a district in which to monitor projects is therefore dependent on the number of projects that are in the early phases of construction or in the planning phase.

Project Construction Phases

<table>
<thead>
<tr>
<th>Can monitor</th>
<th>Should not monitor</th>
</tr>
</thead>
<tbody>
<tr>
<td>10% 20% 30% 40% 50% 60% 70% 80% 90% 100%</td>
<td></td>
</tr>
</tbody>
</table>

Number of Projects
- In order to allocate resources effectively and concentrate effort with a lot of construction activity, it is recommended to choose districts with numerous ongoing projects. For example, IWA works in districts where there are at least 10 ongoing projects. This number may be different in other countries, but it is useful to choose locations with a number of projects because projects are often stopped or delayed meaning focal points in those areas will have less projects to monitor which is not cost effective and may not be motivating for a trained person.

Project Value
- Choose projects valued at or above a certain amount. For example, Integrity Watch Afghanistan only monitor projects valued at least $30,000.
Small Group Discussion  
10 mins

The IWA Specialist on Infrastructure should remain for this activity.

Divide the Integrity Champions into groups of 5 people.

Refer them to the page in the workbook ‘Selection of Infrastructure Projects in Afghanistan’ taken from CIB: ENG 2014.

- This whole session should inspire Integrity Champions that there is a framework for them to work to and that they CAN make a difference in monitoring infrastructure projects
- Integrity Champions should be encouraged to be creative in their thinking and not limit themselves to existing IWA guidelines only, but to think ‘outside the box’
- Encourage questions!
- Encourage creative thinking!
- IWA staff should be ready to listen carefully to Integrity Champions’ suggestions, ideas and, then, answer questions without censoring creativity.

You have now heard from our ‘IWA Expert’ on monitoring infrastructure projects in Afghanistan.

We would like you to discuss together what you have heard and what is covered in the page in your workbook.

This is your opportunity to ask questions, to make comments and suggestions.

You have 10 minutes to think about this.

Please make a list of your questions and comments to ask the IWA Specialist on Infrastructure.

Perhaps you will come up with some new ideas that will even improve IWA’s monitoring framework!

Debrief  
15 mins

You [the Trainer/facilitator] and the IWA Specialist on Infrastructure should answer questions and help Integrity Champions more fully to understand the scope of Integrity Championing in infrastructure projects.

- Ask each group in turn to ask their questions and to make comments
- Make a note of any new or creative ideas that they come up with
- Feed this data into your evaluation of the Integrity Champion Program and it can be used to improve or adjust the program in the future

Integrity in Infrastructure Systems

The objective of this session is to help the Integrity Champions to recognise infrastructure projects as whole systems made up of many processes.

Within the system there are places and people whose integrity are particularly at risk.

By recognising these potential ‘danger points’ for corruption, when there is a reported problem in a project, Integrity Champions will be in a better position to analyse the situation and see where monitoring is most necessary.
Small Group Activity: 10 mins

Now we are going to think about infrastructure projects as whole systems. We are not talking only about the structure of the building - the bricks and cement - but about how the whole project system operates.

We need to understand how a project operates in order to recognise where are the places and the people whose integrity might be at risk.

Divide the Integrity Champions into groups of 3-5 people in each.

Give each group a piece of A4 paper.

In your group we would like you to make a list of all the processes that go on to make a project function well. For example:

- Hiring an architect to design a building project
- Deciding what materials will be needed
- Checking regulations and official criteria for the project etc.

There are many, many steps to making a project run well.

Please write down as many of these processes as you can think of.

You’ve got 5 minutes.

In your workbook on page ? there is a chart. There is a first column for you to fill in these project processes.

Debrief 10 min

Ask the groups to take turns reading out their lists and, as they do so, write the different processes on a flipchart with the title: ‘Infrastructure Processes’.

When they have finished, ask them to number the processes in the order in which they usually take place.

Put this up on the wall for future reference.

Where is the Risk of Corruption? 5 mins

In each of these processes there are smaller processes.

For example, in the procurement process, the decision makers must:

1. Decide on the quality of materials to be purchased
2. Decide where materials are to be purchased and from whom
3. Decide which materials will be needed by when
4. Decide where materials will be stored and for how long
5. Buy the materials
Ask:

In that process where are the highest risks of corruption?

Buying the materials

Ask:

Who is the person [or are the people] whose integrity is most at risk?

Why?

Take some suggestions.

The purchaser has the most opportunity to negotiate a lower price than was agreed and to keep the difference himself.

Small Group Exercise

Divide the different processes you have written on the flipchart between the different groups.

In your same groups, look at the chart in your workbooks and see the columns for places and for the people most at risk of corruption for each stage in the process.

Integrity at Risk in the System

<table>
<thead>
<tr>
<th>Processes in the Infrastructure System</th>
<th>Risk of Corruption</th>
<th>Position Most Likely at Risk of Corruption</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Buying building materials</td>
<td>1. Negotiating the price 2. 3.</td>
<td>1. The person responsible for procurement 2.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now we would like you to turn to page 23 in the ‘Toolkit’.

There is a chart there of the process that a person has to go through to get a driver’s license.

Have a look at the chart and notice the places with a red warning of danger of corruption.

What we want you to do is:

1. Write down all the smaller processes within the bigger processes that we have on the flipchart.
   Refer to the flipchart you have just made [the one that is now on the wall].
   They only need to do this for the processes you have allocated to their group.
   Write these processes out as a step-by-step process (like the one in the Toolkit).

2. Mark where are the most likely places of corruption
   Write these in the second column in the chart in your workbook

3. Now, consider who are the people whose integrity is most at risk
   Write these in the third column of your chart.
Debrief: 20 mins
Ask each group to explain first one of the smaller processes within the larger one, where the risk places are likely to be and whose integrity is most at risk.
Each group should share once – and, then, go round again for a second turn from each group if you have time.

Summary 10 mins
When a system is not working well, it means there is a problem somewhere.
   The first thing to do is to look for ‘blockages’ in the system.
   Where is the source of the problem?
   When we find the source we can begin to make a ‘problem-solving plan’.
   We talked about this earlier in the week.

By knowing the processes and procedures in the project system, you will find it much easier to recognise where the problems are likely to be.
   You have identified places and people in the system where integrity is most at risk.

Understanding official rules and regulations, legal requirements and project procedures will, also, help you to analyse the situation.

Gaining this information is a key skill for you as an Integrity Champion.

Monitoring shows you if a system or an organisation is performing its activities as intended

When a system doesn’t work well, you need to find the reason.
   ▪ First, understand the processes and procedures of the project development
   ▪ Then, you can analyse the different factors that are effecting the situation and where corruption is most likely

How and Where Can Infrastructure Projects be Monitored?

Class Discussion 10 mins
You now know some of the processes and procedures in project development and where and whose integrity is most at risk.
   So, now we are going to look at specific areas that Integrity Champions can monitor according to Integrity Watch Afghanistan’s policy.

Ask:
   1. Which particular areas of a project do you think it will be important for Integrity Champions to monitor?
   2. What policies and procedures will be important to know for this?

Allow an open and free discussion of these questions.
   The purpose of this is to give opportunity for participants to think more specifically about how they themselves will choose monitoring projects.
   Now that they know IWA’s policies - what processes are involved in specific projects - in this short discussion, they can think about specific areas they would, or would not, like to monitor.
Summary:

Infrastructure projects can be monitored in a number of areas. To be a good monitor you will need to decide exactly which areas you are monitoring.

IWA monitors 4 specific areas of Infrastructure

1. Quality of materials used
2. Implementation of the map which identifies the scope and intended quality of the project
3. The skill and competence level of the personnel involved
4. The safety of the structure and the people working on the building site

Ask:

What do you think?

Is a citizen competent to monitor those 4 areas of an infrastructure project?

See what the class thinks.

- How many think yes?
- How many think it needs a ‘professional’ and an ordinary citizen cannot monitor such projects?

Ask for a show of hands for each question.

Pair Activity: How can a citizen monitor infrastructure? 5 min

Please divide into pairs (2 people working together).

Together [in your pair] look at the list of processes you wrote in the chart earlier (in your workbook).

1. Which of the processes you wrote fit into one of IWA’s 4 monitoring areas?
2. How many of the processes you identified fit into IWA’s 4 areas and how many come outside of those 4 areas?

Debrief 5 min

Take some feedback from the pairs.

- How much overlap was there between the processes they had identified earlier and the 4 areas specified by IWA for monitoring infrastructure projects?

What do you think?

Can these areas be monitored by citizens?

Take a general census from the class.

The purpose of this is:

1. To push the Integrity Champions to think seriously about their role and whether they believe it is feasible
2. To give the Integrity Champions opportunity to express any doubts or misgivings

Some may well think monitoring infrastructure is too technical and beyond the remit or an ordinary citizen. You want to lead them to see that this is NOT so.
Integrity Champions, with a little knowledge and skill, can be very effective monitors in bringing integrity to infrastructure projects.

Please note:

The Session, Knowledge and Skills Needed’, could be included here if it suits your time table better.

However, due to the design of a 7-hour training day, this section has been moved to the start of Day 6: Fieldwork Practice.

LUNCH

Power Mapping in Infrastructure  15 mins

The goal of your monitoring is to collect information (data) that shows where systems are working well and where they are not.

You can, then, use this data as a source of pressure on the people involved (the stakeholders) to perform correctly and to eliminate corruption.

In this training camp, you have learned about Power Mapping of a community.

You saw who have the greatest power and those who have less power to change things.

Now, we are going to Map the Power resources available to you in monitoring and fixing problems in an infrastructure project.

Small Group Exercise: Power Mapping in Infrastructure Projects

Please get into DIFFERENT groups of 3-5 people.

If you prefer, you can ask them to number off ‘1’, ‘2’, ‘3’.

This will certainly mix them up.

Give each group a piece of flipchart paper and a marker.

Please draw the ‘Power Circles’ that you did before – but, this time, for the for an infrastructure project.

Who is the most powerful person in the project when it comes to fixing a problem?

Remember:

1. the people at the center of the circle have the most authority.
2. Those in the outer parts of the circle have less power.

Debrief:  20 mins

Let’s hear back from each group:

1. What did you notice about power mapping in a project?
2. What was different from the last time you did power mapping in a local community?
3. In what way can power mapping help you in fixing problems in an infrastructure project?
4. What was new or surprising to you in this exercise?
Some things to point out:

- Power mapping helps you to know where dialogue should be initiated
- It helps you to know which relationships will be the most important to build for effective problem solving
- In the community – the wolsval (government representative) may have a lot of authority (inner circle) – but, in an infrastructure project, the specific government sector may have more power and may have a representative to act as monitors themselves
- The government sector may actually select the project to be monitored and be involved in creating ‘the map’
  - Imagine how much power the donor’s representative and the government sector’s representative have when they get together!

Integrity at risk?
Allow discussion of these points.
- Emphasise the importance of dialogue when it comes to issues or problems to be resolved

Remember:
LISTENING and DIALOGUE are keys to problem solving!
Preparation for Module 5: Infrastructure
Session 2: Successful Monitoring

Time for Session 2: 1 hour 20 mins

Materials Needed:
- Blank pieces of A4 paper
- Lots of flip-chart paper, colored markers

To Do In Advance
Flip-charts
- Title Only: ‘Successful Infrastructure Projects’
- Title Only: ‘Successful Monitoring’

Handouts

Session Overview

<table>
<thead>
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<th>Time</th>
<th>Title</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group discussion</td>
<td>15 mins</td>
<td>What is a Successful Building Project?</td>
<td>What success looks like</td>
</tr>
<tr>
<td>Small Group feed-back</td>
<td>10 mins</td>
<td>De-brief</td>
<td>Defining a ‘Successful’ Project</td>
</tr>
<tr>
<td>Small Group discussion</td>
<td>15 mins</td>
<td>What is Successful Monitoring?</td>
<td>Identifying ‘Successful’ Monitoring</td>
</tr>
<tr>
<td>Small Group feed-back</td>
<td>10 mins</td>
<td>De-brief</td>
<td>‘Successful’ Monitoring</td>
</tr>
<tr>
<td>Big Group discussion</td>
<td>10 mins</td>
<td>Monitoring Expectations</td>
<td>Anticipating community expectations</td>
</tr>
<tr>
<td>Trainer input</td>
<td>10 mins</td>
<td>Important points to remember</td>
<td>Guidelines for monitoring</td>
</tr>
<tr>
<td>Personal exercise</td>
<td>10 mins</td>
<td>Are You Ready?</td>
<td>Personal reflections</td>
</tr>
</tbody>
</table>
Module 5: Session 2: Successful Monitoring

Small Group Discussion: What is a Successful Building Project? 10 mins

In this session we are going to consider more specifically what success will look like in monitoring infrastructure projects.

We need to ask ourselves:
1. What is our ‘vision’ for monitoring a project?
2. What is a really successful project like?
   What factors make it like that?
3. What will you look for to see how successful a building project is?
4. How will you recognise a really successful project?

In your small groups, discuss those questions.

They are in your workbook.

Debrief 10 mins

Let’s hear some of your discussion.

Allow each group to give some feedback.

Write these on a flipchart with the title ‘Successful Projects’

Bring out the point that, if we don’t have a ‘benchmark’ or baseline for measuring a successful project, it will be very difficult to know if our monitoring is successful.

A successful project must have clear, open processes and procedures that are transparent, that are understood by all and that have people clearly accountable.

Small Group Discussion: What is Successful Monitoring? 15 min

1. What do YOU mean by success in monitoring a project?
2. How will you know that your monitoring has been successful?
3. What are the obstacles/problems that you are likely to encounter when you start to monitor a project?
4. What are the things that will really discourage you?
   • Are there situations that will make you want to give up?
   • How could you prepare for these or handle them when you are faced with such situations?
5. What factors will help you be successful as an Integrity Champion?

Answer these questions in your small groups.

You have 10 minutes.
Class Discussion: Monitoring Expectations

Have you ever thought what the community will think when they hear that you are going to monitor a project to build a clinic that has already taken 2 years and is still only in the early stages of building?

What do you think they might expect?

Wait for a response from the Integrity Champions and create a discussion around this.

Expectations might include:

▪ The building project will now be finished in record time
▪ Corrupt officials will quickly be fired
▪ Money that has been spent dishonestly will be given back

ASK:

1. What effect might such expectations have on your monitoring?
2. Will community expectations help or hinder your monitoring?
3. What could be the long-term effect of such expectations?
   Disillusionment leading to a negative response to any attempt to strengthen integrity and remove corruption.
4. What do you think could be done to prevent all the stakeholders of the project from having unrealistic and inaccurate expectations of you, the Integrity Monitor?
   Discuss.

Some Important Points to Remember

1. Monitoring projects must be based on the law and should use the existing legal framework in order to be successful
2. Small, steady improvements are more likely to be successful than large sweeping changes at the beginning
3. Monitoring must have strong popular support based on this understanding
4. Joint working groups can be created to support, to exchange experiences and to channel expectations
5. We must, also, acknowledge that monitoring does not always work or necessarily bring change. Sometimes monitoring can cause a situation to deteriorate.
Ask the Integrity Champions to think of an example of how this might happen.

a. Mobilizing a community around an anti-corruption effort can cause them to have unrealistic expectations for change.

b. An Integrity Champion may be interested in making sure the points of corruption in the project map are eliminated (e.g. the original design for the project is followed) - but the community may want to get rid of all the corrupt officials involved in the project and start the building again.

6. It is hard to know how a community will understand working against corruption.

7. It is important for you constantly to manage the community’s expectations in a way that they do not become disappointed by the slow rate of change or small improvements that are taking place.

Monitoring is a Change Process

- Change takes place over time
- Transformation of a community takes time
- Change takes patience and hard work
- If we really want to see our vision fulfilled, we will have to learn to deal with frustrations and setbacks.
- Setting short-term ‘SMART’ goals can help us stay focused.

Thomas Edison is famous for creating the first light bulb. No one had discovered a cost-effective way to channel electric light into a house before.

ASK:
How many attempts do you think he made?

Wait for some responses before you tell them:

He tried more than 6,000 times before he finally discovered a way to do it.

- What would have happened if Edison had given up after 5,500 attempts? - or even 6,000?
- What will happen if we give up – just before we have some success in replacing corruption with integrity... even in just one small area?

Change is painfully slow and often, hard to see.

So, are you ready?

Personal Exercise: Are YOU ready?

Take a few minutes to think about your own expectations about Integrity Monitoring – and, particularly, with infrastructure projects.

Then, write in 2 or 3 sentences:

1. Why you want to be an Integrity Champion for infrastructure projects – even though it may take a long time of only seeing very small changes.

2. How will you focus on networking with other people to help and support them in their efforts to build a better and transparent society?
Preparation for Module 5: Infrastructure
Session 3: The Challenges of Monitoring Infrastructure Projects

Time for Session 3: 1 hour 10 mins

Materials Needed:
- Blank pieces of A4 paper
- Lots of flip-chart paper, colored markers

To Do In Advance
Handouts
- 3 ‘unsuccessful’ monitoring case studies’ for Session 3 to be supplied by Integrity Watch Afghanistan

Session Overview

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Title</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group discussion</td>
<td>30 mins</td>
<td>‘Unsuccessful’ Case Studies</td>
<td>Solutions to problematic situations</td>
</tr>
<tr>
<td>Groups feedback + Trainer input</td>
<td>30 mins</td>
<td>Debrief</td>
<td>Handling problematic situations</td>
</tr>
<tr>
<td>Volunteer story</td>
<td>10 mins</td>
<td>A Success Story</td>
<td>Encouragement where a problem was successfully resolved</td>
</tr>
</tbody>
</table>

IWA Team, we did not receive any unsuccessful case studies from you. So, when you find 2 or 3 different ones, you can make them into hand outs for this section.

- The Integrity Champions have, now, examined project processes, places and people vulnerable to corruption, and the people most likely to have the authority to implement change
- They should, also now, understand that change takes time and that having unrealistic expectations is not helpful either for the Integrity Champion or for the community

This session is an opportunity for the Integrity Champions to test their ability to put all these skills into practice.

The case studies will give the Integrity Champions an opportunity to:
- Look at a real situation
- Analyse what has gone wrong in a monitor’s previous attempt to fix the problem
- Think critically and brainstorm ideas with a group
- Come up with a possible solution
‘Unsuccessful’ Case Studies: (IWA to supply these) 30 mins

Give each group a flipchart, marker and one case study as a hand out.

1. Read out loud to your group the case study you have been given
2. What do you think was the reason why the monitor was unable to fix the problem?
3. In which project process was the problem?
4. What difficulties did the monitor face and why?
5. What suggestions do you have for solving this problem?

Use the Table [below] to help you with this exercise

<table>
<thead>
<tr>
<th>What is the Problem?</th>
<th>Which of the 4 ‘IWA’ areas had the Problem?</th>
<th>Why unsuccessful?</th>
<th>Suggested solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>No access to contract information</td>
<td>All 4 areas</td>
<td>IC’s goal not clear to implementor or Project Manager unhelpful &amp; blocking access to information</td>
<td>Use good Interpersonal Communication Skills to ‘win’ the manager or implementer in many meetings with him</td>
</tr>
</tbody>
</table>

Debrief 30 mins

- Take each group one at a time
- Ask a spokesperson to explain the scenario (They can read it to the whole class if it is not too long)
  - Then, BRIEFLY explain how they answered the questions
- THEN, you [the Trainer] turn to the rest of the class and ask them to question and comment on the viability of the group’s solution
- Follow this process for each of the groups

Bring out the following:

Don’t forget!

- Every process involves different elements, which affect the integrity of the whole infrastructure project
- Each case study was different and needed to be approached differently
- Solutions don’t always work – but brainstorming with others and working jointly with others concerned about the importance of integrity is a good start to finding a solution

There is no ‘one fixed strategy’ for solving problems as an Integrity Champion.

Use your communication skills to understand each individual case.

Dialogue, negotiation and mobilizing people around integrity are keys to success in resolving problems.

Invite a ‘Success Story’ 10 mins

Invite someone with a great ‘success’ story of monitoring an infrastructure project to come and tell their story.

This will be an encouragement to the Integrity Champions.
Preparing for Module 5: Infrastructure
Session 4: Practicalities of Monitoring Projects

Time for Session 3: 1 hour 30 mins

Materials Needed:
- Blank pieces of A4 paper
- Lots of flip-chart paper, colored markers
- Sweets/candy for the winning team of the Quiz Game

To Do In Advance
- Ask the IWA Specialist (the ‘Infrastructure Manager’?) who will be leading Session 4, to write out 10-15 questions about the forms, reports, checklists etc. that he wants the Integrity Champions to understand.

  These will then be used as the questions for the Quiz in this Session

Flip-charts
  Quiz Competition ‘Score Sheet’

Please note: a copy of all forms, flow-charts to be used by the Integrity Champions for monitoring Schools, Courts and Infrastructure are in the Appendix of this Trainers Manual as well as in the Appendix of the Integrity Champions Workbooks

Session Overview

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Title</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Input from IWA Infrastructure Specialist</td>
<td>60 mins</td>
<td>IWA Infrastructure Specialist</td>
<td>IWA Policies &amp; Procedures</td>
</tr>
<tr>
<td>Game</td>
<td>20 mins</td>
<td>Quiz</td>
<td>Becoming familiar with IWA’s forms &amp; procedures</td>
</tr>
<tr>
<td>Prize-giving to winning team + Trainer input</td>
<td>10 mins</td>
<td>Debrief</td>
<td>Answers to ICs’ questions</td>
</tr>
</tbody>
</table>
Module 5: Session 4: Practicalities of Monitoring Protects

IWA Infrastructure Specialist 60 mins

In this session, invite an IWA manager or someone most familiar with the policies and procedures of monitoring infrastructure projects, to come and explain all the different forms and procedures to the Integrity Champions.

Each form should be specifically gone through with explanations of when and how the form is to be filled out. Integrity Champions should be made fully aware of how the forms will be used and the importance of filling them out accurately.

The data they collect is essential for informed advocacy.

- Weekly report form
- Monthly report form
- Checklist form
- An explanation of the project monitoring flowchart
- Any other forms/regulations necessary for Integrity Champions to know about

The IWA ‘Expert’ needs to listen carefully to the Integrity Champions’ questions and, also, be open to suggestions or alternative ways of doing things – especially once the Integrity Champions are back in the provinces.

Explanations of various stakeholder roles will be important here.

The ‘IWA expert’ should be aware of any common problems that have occurred over the years with understanding or filling out of documents, forms or data gathering.

These should be addressed with the Integrity Champions.

Class Quiz Game 20 mins

Here the IWA Infrastructure Specialist could divide the Integrity Champions into teams and prepare 10-15 simple questions based on the forms, regulations and policies he has just explained.

First one team is asked a question

- if they can answer it they get a point

(Write scores on the flipchart you prepared in advance.)

- If they CAN’T answer it, the same question goes to the other team.

The next question goes to the second team

- If they can’t answer this question, then it goes back to the first team etc.
Debrief

10 mins

- Count up the scores
- Clap the winning team and
- Give out small prizes (and a consolation prize, such as sweets, to the rest of the teams)

Review the forms/questions that the teams had most difficulty with (the ones they couldn’t answer correctly straight away) to clarify.

Answer any questions.

Preparation for Day 6: Infrastructure Instructions for Fieldwork Practice Day

Time for Session: 20 mins

To Do In Advance

Materials Needed

- Pens, paper, clip-boards for Integrity Champions to use on the Field Visit

Handouts

- Copies of the Trainers’/Mentors’ assessment
  - This is to be filled out by the Mentor/Trainer for EACH of the Integrity Champions in their group on the Fieldwork Practice Day
  - Please note: a copy of all forms, flow-charts to be used by the Integrity Champions for monitoring Schools, Courts and Infrastructure are in the Appendix of this Trainers Manual as well as in the Appendix of the Integrity Champions Workbooks

Preparation for Field Visit

- Confirm with the infrastructure project your time of arrival and how many people will be visiting the project
- Check transportation arrangements
- Make sure all colleagues involved in the visit are informed of all arrangements
- Pens, paper, clip-boards for Integrity Champions to use on the Field Visit
- Assessment forms for Mentor/Trainners to fill out for each Integrity Champion

Session Overview

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Title</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer input</td>
<td>20 mins</td>
<td>Preparation for Fieldwork Practice Day</td>
<td>Logistical instructions for Fieldwork Practice Day + Distribution of relevant forms &amp; Checklists</td>
</tr>
</tbody>
</table>
Day 6: Infrastructure Instructions for Fieldwork Practice Day

This will be the final session of the day: 20 mins

Give all the logistical instructions:

1. Where are the Integrity Champions to meet tomorrow morning?
2. What time?
3. What do they need to bring?
4. How will they be traveling?
5. What time will they be back?

Ask if they have any questions about this

Tomorrow you will be working in pairs.

- You will be given assignments, which you will do, working in pairs
- Each pair will be assigned one ‘process’ of the project to observe (how building materials are chosen and bought etc.)

If you have time you could allocate these now.

- We would like you to plan how you will approach the appropriate building manager to find out the information you need
  - Remember your communication and listening skills!
- You need to check that you have the appropriate forms/check-lists etc. for your assignment
- When you come back from the field trip you will be asked to share:
  i. What you observed about the project
  ii. How your assignment went
  iii. What you would do differently another time
  iv. What surprised or did not surprise you about the field practice
  v. Were there any of the forms or check lists that were difficult to fill out
  vi. What you learned

For this reason we would like, at least one of, you to make notes as you go round the project — so that you are able to answer these questions when you return

We would like you to choose your partners now.

Allow a few minutes for them to pair up.

Questions!

Does anyone have any questions at all about what we have covered today? - or about tomorrow?

Answer any questions.

FINISH OF DAY 5
Preparation for Day 6: Monitoring Infrastructure
Fieldwork Practice Day

**Time for Session:** 45 mins + Rest of the day

**Session Overview**

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<tr>
<th>Activity</th>
<th>Time</th>
<th>Title</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group discussion</td>
<td>10 mins</td>
<td>Knowledge &amp; Skills Needed</td>
<td>Charting what the ICs need to know &amp; to do</td>
</tr>
<tr>
<td>Checking Agreement on lists and content</td>
<td>5 mins</td>
<td>Debrief</td>
<td>Lists synchronized for Fieldwork Practice Day</td>
</tr>
<tr>
<td>Input from IWA Infrastructure Specialist or Engineer</td>
<td>20 mins</td>
<td>IWA Infrastructure Specialist Presentation</td>
<td>Technical Information</td>
</tr>
<tr>
<td>Answering questions</td>
<td>10 mins</td>
<td>Any Questions?</td>
<td>Establishing understanding</td>
</tr>
<tr>
<td>Site visit</td>
<td>Remainder of the Day</td>
<td>Fieldwork Practice</td>
<td>Experience of Site Monitoring environment</td>
</tr>
</tbody>
</table>
Day 6: Fieldwork Practice Day

MATERIAL TO BE TAUGHT AT THE START OF DAY 6
FOR INFRASTRUCTURE PROJECTS:
Small group Exercise: Knowledge & Skills Needed

Now we are going to think about what skills and knowledge are needed in order to be a good monitor of infrastructure projects.

In your workbook is a chart with the 4 areas that Integrity Watch Afghanistan monitors in infrastructure projects.

In groups of 2 or 3, please discuss and decide what knowledge and skills are needed for each of the areas.

<table>
<thead>
<tr>
<th>Area to be Monitored</th>
<th>Knowledge &amp; Skills Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Quality of materials</td>
<td>Knowledge of the materials to be used in the project</td>
</tr>
<tr>
<td>1 Quality of materials</td>
<td>Skill in knowing which are quality materials &amp; which are not</td>
</tr>
<tr>
<td>1 Quality of materials</td>
<td>How materials can be tested</td>
</tr>
<tr>
<td>1 Quality of materials</td>
<td>How to find out the budget allocations for a particular project</td>
</tr>
<tr>
<td>2 Implementation of the Map – scope and intended quality</td>
<td></td>
</tr>
<tr>
<td>3 Skill &amp; competence of the people in the project</td>
<td></td>
</tr>
<tr>
<td>4 Safety of structure &amp; of people</td>
<td></td>
</tr>
</tbody>
</table>
Debrief 5 mins

Give the groups 5 minutes to check with each other that they have all got the same list of ‘knowledge and skills’.

They can add to their own lists, from each other’s lists.

Presentation by IWA Engineer or Expert 20 min

Using the engineer’s technical knowledge and IWA’s PowerPoint on this subject, go through the above table and explain exactly what knowledge and skills are needed in each of the 4 areas.

Make this interactive.

Ask the Integrity Champions how their lists compare with the engineers assessment of what is needed.

Involve the Integrity Champions as much as possible in discussion.

However, by the end you must check that the Integrity Champions understand the following:

You need to know:

1. The materials that need to be monitored
2. How to tell the difference between different qualities of materials
3. What does ‘the map’ mean and how is it correctly implemented?
4. What can be done if it seems a project is not following the map?
   a. For example; the contract says a clinic should have 15 rooms but only 12 are being built
5. How can the skills and competence of human resources be monitored?
6. What indicators show that regulations for both structural safety and personal safety of workers are being followed?

Any Questions? 10 min

Answer any questions and give room for comments.

Site Visit for Fieldwork Practice Remainder of the Day
FOR TRAINERS/MONITORS/MENTORS ONLY!

[This has been made into a separate hand-out]

- During the Field Practice you need to be actively involved in observing the Integrity Champions.
- You should make notes on what each pair does well and in what specific way they could improve in EACH of the following areas:

1. How did they go about their assignment of investigating the processes they were given?
   - Was it inadequate, adequate, good, or excellent?

2. How well do they make good relationships with the project site staff?
   - Was it inadequate, adequate, good, or excellent?

3. How did they start the conversation?
   - Was it inadequate, adequate, good, or excellent?

4. How did they deal with any potential problem areas?
   - Was it inadequate, adequate, good, or excellent?

5. What was their attitude to the site officials like?
   - Did they come with a serving attitude?
   - Was it inadequate, adequate, good, or excellent?

6. Were they clear about the processes and procedures in the infrastructure system that they were monitoring?
   - Was it inadequate, adequate, good, or excellent?

7. How well did they use the forms, checklists etc?
   - Was it inadequate, adequate, good, or excellent?

8. How well did they understand and follow IWA’s regulations and procedures for monitoring?
   - Was it inadequate, adequate, good, or excellent?

By answering these 8 questions as you monitor each of the Integrity Champions on their Fieldwork Practice, you will have excellent, rich feedback for them the following day.

You will be able to show them exactly what they did well and how they can improve on EACH of the areas mentioned in the questions.

**Note:**

If possible, the project selected for Fieldwork Practice should not be a ‘model building project’. It should be a project with some known problems or ‘blockages’ in certain processes within the system. The Field Practice needs to be as ‘realistic’ as the Integrity Champions are likely to encounter in monitoring in their provinces.
MODULE SIX

The Way Forward
MODULE SIX

The Way Forward
Preparation for Module 6: The Way Forward
Session 10: So Far

Total Time: 3 hours 55 mins

Materials Needed:
- Sweets/candy prize for ‘Untying the Knots’ game

To Prepare in Advance:
- Plan where the 4 Sector groups can meet
- Make sure all the correct mentors/trainers etc. are ready and prepared to give feedback to their allocated pairs of Integrity Champions
- Remind the Mentors to be sure to bring the Assessment forms with them
- If possible, put up all the flipcharts from the whole 7 day training, in order, around the room

Session Overview

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<th>Activity</th>
<th>Time</th>
<th>Title</th>
<th>Content</th>
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</thead>
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<tr>
<td>Trainer sets the tone</td>
<td>5 mins</td>
<td>Welcome</td>
<td>Trainer opening remarks</td>
</tr>
<tr>
<td>Game</td>
<td>10 mins</td>
<td>Untying the Knots</td>
<td>Teamwork to resolve problems</td>
</tr>
<tr>
<td>Feedback &amp; Discussion</td>
<td>10 mins</td>
<td>Debrief</td>
<td>Answers to Trainer’s questions</td>
</tr>
<tr>
<td>Trainer input</td>
<td>30 mins</td>
<td>Where We Have Got to So Far</td>
<td>Review</td>
</tr>
<tr>
<td>Pairs feedback</td>
<td>1 hour 40 mins</td>
<td>Fieldwork Practice Feedback</td>
<td>Pair feedback in Specialist Sector groups</td>
</tr>
<tr>
<td>Role-Play activity in sector groups</td>
<td>1 hour</td>
<td>Role-Plays</td>
<td>Sectors separated for Role-Plays</td>
</tr>
<tr>
<td>Feedback</td>
<td>5 mins</td>
<td>Debrief</td>
<td>Lessons learned in the Role-Play</td>
</tr>
<tr>
<td>Individual reflections</td>
<td>15 mins</td>
<td>Personal Review</td>
<td>Answers to review questionnaire</td>
</tr>
</tbody>
</table>
Module 6: The Way Forward Session 10: So Far

Welcome 5 mins

Game: ‘Untying the Knots’ 10 min

- This activity reflects conflict being unraveled, people working together to find a mutually beneficial solution.
- It shows the value of co-operative effort in reaching an outcome in which everyone wins.
- It involves people working together and sharing leadership roles to enhance problem solving.
- (And it requires integrity not to break the rules!)

Purpose:

To provide a fun, informal and invigorating introduction to this final day of Camp 1.

- As there are more than a 12 participants, you will need to separate the Integrity Champions into groups - preferably between 10 or 12 in size
- Ensure that women are in a separate group.
  - If there are not at least 6 women, ask the women to act as referees of the men’s groups
  - They should not be in a ‘mixed’ team

We are going to spend some time loosening up, raising our energy and working together.

Stand in a circle, facing inwards.

- Everyone close your eyes, put your hands into the middle and join both your hands with 2 other people’s hands
- Everyone should be holding 2 different hands

Wait until everyone is holding someone’s hand in each of his or her own hands.

Check that this is so.

Now, everyone open your eyes to see a tangle of hands.

You will be stepping over or under each other’s arms, bending down, stretching up and twisting around.

These are the rules of the game:

1. DO NOT let go of the hands you are holding
2. Unravel the ‘knot’
3. The first team to unravel their knot WITHOUT letting go of anyone’s hand, wins
4. If you undo your hands, your team will be disqualified!
5. The game ends when everyone has unraveled into a circle, still holding hands
   Sometimes there is more than one circle at the end.
   - If the unraveling is taking a very long time, the trainer can unlink one set of hands and the group unravels into a line instead
   - If you want to you could give some sweets/candy to the winning team
Debrief: 10 mins

Once everyone is back in their seats encourage a discussion around the following questions:

1. How did you do it?
2. How did you feel at the start, and while it was happening?
   Confused? - Feels impossible? - Need to ‘break the rules’ (let go of hands) in order to be successful?
3. Was there co-operation or competition?
4. Did everyone ‘benefit’ from the outcome?
   Could you have ‘won’/benefitted by yourself?
5. Who led the process?
   ▪ Did the leaders’ role shift?
   ▪ What caused those shifts?
6. What was the most significant thing in your success?
   Listening to suggestions? - Working together? - Trying and failing and, then, trying something else?
7. How did you feel when you, finally, succeeded in untying the knot?
8. Are there any similarities between how you felt at the beginning of that game and how you felt at the beginning of this training camp?
   Give them a moment or two to think about that.
   Take any responses and draw conclusions.

Course Review: Where We Have Got So Far 30 mins

Over the past week we have covered many topics and you have absorbed a lot of new information.

Yesterday, you put some of the information into practice and gained some practical experience of monitoring.

In a short while, you will have some individual feedback on that.

But, first, let’s look back at what we have covered so far, this week, BEFORE you did your ‘Context Specific’ training.

Today we hope we can ‘untie any knots’ we still have in our thinking or understanding about the role of Integrity Champions.

Go through the following and ask the Integrity Champions what they remember about each of them.

Comment as appropriate.

You have roughly 3 minutes per topic.

1. Vision, Values & Goals

Ask:

   Why are these important?

2. Defining Integrity
3. Identifying places and people where integrity may be at risk
4. Steps in the monitoring process
5. The government’s responsibility
6. Power mapping
7. Communication skills
8. Engaging the community in resolving problems
9. Monitoring tools

Field Practice Feedback [15-20 min per pair] 1 hour 40 mins

Now, we would like you to get into the 3 groups you were in during the last 2 days:
Schools - Courts and - Infrastructure.
Indicate where each group should gather.

Please listen carefully because we are going to give you 2 assignments at the same time.

1. FIRST: Each pair that worked together will see their mentors/trainers together to discuss their experience and to gain feedback from the mentor
   You will have 15 or 20 minutes per pair for this.

2. SECOND: While each pair is with their mentor, the rest of the group should discuss and plan a role-play about something they learned to do with monitoring their specific sector – Schools – Courts or – Infrastructure
   For example you could show a ‘good’ and ‘not so good’ way to approach staff when you are monitoring.
   The role-play should show 3 important points that you have learned or that came out of your Field Practice.
   Please write these 3 points clearly on a flipchart paper to show us at the END of your role-play.
   We will then put these on the wall.
   You will need to be very flexible – because 2 different people will always be out of the room while you are practicing!

Role-Plays 1 hour

Each group of the 3 sectors should have about 10-15 minutes to do their role-play, answer any questions from the rest of the class, and explain their ‘3 Learning Points’.
Debrief 5 mins

Briefly summarize the flipchart learning points from the 3 group sector role-play reviews from each of the flipchart ‘learnings’ and anything else you think is significant to bring out.

If there is still time before lunch, you could give them the following:

Personal Review Exercise 15 mins

Now that you have all had a reminder of what we have covered in this Training Camp, please think carefully about the following questions:

1. How different was your expectation of this camp when you started to what you have actually experienced?
   
   [0 = No different; 1 = Slightly different; 2 = Quite different; 4 = Completely different]

2. What was your greatest learning point: the most important thing you learned?

3. What will be the most difficult thing, that you learned, for you to put into practice?
   
   Why?

4. What is the thing that you think you will enjoy most about being an Integrity Champion?

5. What are the 2 things that you most want to remember from this training?
   
   a.
   
   b.

6. Are there any questions you would still like answered before you leave this training?
   
   Please write them here.
   
   a.
   
   b.
   
   c.
Preparation for Module 6: The Way Forward
Session 11: Planning Ahead

**Total Time:** 1 hour 5 mins

**To Prepare in Advance:**
- If possible, put up all the flipcharts from the whole 7 day training, in order, around the room

**Session Overview**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Title</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer input</td>
<td>15 mins</td>
<td>Planning Well</td>
<td>The vital importance of planning</td>
</tr>
<tr>
<td>IWA Answering ICs questions</td>
<td>20 mins</td>
<td>Question &amp; Answer Session</td>
<td>Responses &amp; explanations from IWA</td>
</tr>
<tr>
<td>Input from Trainers &amp; Mentors</td>
<td>30 mins</td>
<td>ICs Admin for Moving Forward</td>
<td>Details of IWA’s Requirements</td>
</tr>
</tbody>
</table>
Session 11: Planning Ahead

Planning Well  15 mins

One of the most important skills that you will need as an Integrity Champion is to be able to plan well - to think ahead and to prepare for the future.

Have you ever started something and it didn’t work out as you expected? All kinds of things went wrong instead.

Ask:

1. **Why did that happen?**
2. **What factors did you not take into account?**

Take a few responses.

There is a saying that:

‘If you fail to plan, you plan to fail’

Often things go wrong because we haven’t given time to plan or we don’t know how to plan - how to get the right people together.

Sometimes it seems impossible to make plans because the future is so uncertain.

This week you have had time to think through the issues about how to get rid of corruption in Afghanistan:

- How to promote an integrity agenda in your communities
- You have taken the time to ensure that you are going in the direction of your vision
- You have identified goals - steps to get you from where you are now to where you want to go
- You have identified issues that will need to be addressed
- You have learned what resources are available to you as an Integrity Champion
- We hope that you are motivated to inspire others to work for integrity in Afghanistan

All of these are the skills of good planning.

We are confident that you are well prepared to achieve the very best results in your championing of integrity – in schools, in the courts, and in infrastructure projects.

Earlier you wrote in your ‘Personal Review Exercise’ some questions that you still have.

Please turn to your workbooks to see those questions again.

IWA Panel: Question & Answer Session  20 mins

This session trainers, mentors etc. should sit ‘up front’ and answer the Integrity Champions’ questions.

*IWA suggest that this session be a lead-in to your trainers and mentors explaining exactly what the Integrity Champions are to do when they get back into their communities.*

*This should cover all the administrative details that they need to know before they leave.*

Integrity Champion’s Admin for Moving Forward  30 min
Preparation for Module 6: The Way Forward
Session 12: Final Wrap-Up

Total Time: 1 hour 40 mins

Materials Needed:
- Post test handouts for each Integrity Champion
- Evaluation forms for each Integrity Champion

To Prepare in Advance:
- Print out post tests and evaluation forms
- Have certificates for those who have attended the whole course, prepared, signed and ready in advance
- Invite an appropriate person to give the ‘Closing Speech’
- Optional:
  1. Arrange to have an ‘official’ photo taken
     This needs thinking through – best positioning, who will take it etc.
  2. A ‘celebration cake’ to end with
- If possible, put up all the flipcharts from the whole 7-day training, in order, around the room
## Session Overview

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Title</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICs write their answers</td>
<td>10 mins</td>
<td>Post test</td>
<td>Assessment of ICS’ learning</td>
</tr>
<tr>
<td>Trainer gives the answers to the test</td>
<td>10 mins</td>
<td>Debrief</td>
<td>Correct answers to the test questions</td>
</tr>
<tr>
<td>Group discussion</td>
<td>5 mins</td>
<td>Problems = Opportunities</td>
<td>Consequences of Problems</td>
</tr>
<tr>
<td>Trainer input</td>
<td>10 mins</td>
<td>E + R = 0</td>
<td>Response to events leads to outcomes</td>
</tr>
<tr>
<td>Personal reflection</td>
<td>5 mins</td>
<td>My Response Change</td>
<td>Thinking about one’s own responses</td>
</tr>
<tr>
<td>Individual feedback</td>
<td>5 mins</td>
<td>Debrief</td>
<td>Personal example</td>
</tr>
<tr>
<td>ICs write their evaluations</td>
<td>10 mins</td>
<td>Evaluation Forms</td>
<td>How ICS evaluated the training</td>
</tr>
<tr>
<td>Small Group exercise</td>
<td>15 mins</td>
<td>What I Appreciate About You</td>
<td>Affirmations</td>
</tr>
<tr>
<td>Head of IWA or dignitary</td>
<td>5 mins</td>
<td>Closing Speech</td>
<td>Concluding remarks</td>
</tr>
<tr>
<td>Conclusion</td>
<td>15 mins</td>
<td>Certificate presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 mins</td>
<td>Group Photograph</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cake</td>
<td></td>
</tr>
</tbody>
</table>
Session 12: Final Wrap-Up

Post test 10 mins

Hand out the posttests to each participant.
Remind them that it is the same test they had at the beginning of the week and they should find it much easier now.

Debrief 10 min

When everyone has finished and you have collected up the tests, read through the questions one at a time and let the Integrity Champions answer.
Where they are not sure – give the correct answer and give an explanation.

Group Discussion: Problems = Opportunities? 5 mins

We would like you to think about this statement:

There are no problems.
There are no challenges:
Only opportunities.

Create a discussion:

What do you think?
- Do you agree?
- Do you disagree?
  Why or why not?

Make sure you include everyone in the discussion.
Ask the more vocal ones to give others, who haven’t said much, a chance to share their opinions.

If we really believed that, what difference would it make to our daily lives?
What difference would it make to you as an Integrity Champion?

E + R = O

Jack Canfield

A world-class trainer/coach called Jack Canfield talks about this formula:

Event (something that happens to you or others) + your Response (the way you react or respond to the event) = the Outcome

Often we have little or no control over the ‘event’
But we don’t like the outcome.
So, if we want a different outcome, what must we do?
ASK:

What can we change?

Let the Integrity Champions come to their own conclusion – that, if we can’t change the event and we don’t like the outcome, the only thing left is for us to change is our response.

For example:

You are held up in bad traffic on the way to meet some friends (Event)

You feel upset and angry that you will be late and you are wasting valuable time (Response)

You arrive in a bad mood and do not communicate well with your friends. They, in turn, wish they had not invited you (Outcome)

You couldn’t change the traffic jam caused by a roadblock.

The outcome was your friends wished they had not invited you to join them because of your bad mood.

What could you change?

How else could you respond to the situation?

Instead of getting angry about wasting time, what else could you do in a traffic jam?

For example:

▪ Think about the friends you are going to meet
▪ Think of one thing you are grateful for or appreciate about each one
▪ Go prepared to look for an opportunity to tell them what you appreciate about them OR
▪ Use the time to plan something you have to do during the week
▪ Keep a pen and paper in your car to write down your thoughts
▪ Use the time to study/learn something or just read a book

How we respond to situations can create positive outcomes or negative ones.

So, traffic jams can either be a problem/challenge or an opportunity to try a different, more positive response.

Personal Exercise: My Response Change

In your workbook, write one ‘event’ that has happened to you and you don’t like the outcome.

▪ You anticipate this event may happen again in a monitoring situation – how will you change your response?
▪ What do you expect the new outcome to be?
Debrief

Would anyone like to share how they plan to change their response?
Take one or two responses.

Evaluation Forms

Now, we would like you to do something for us.
We would like you to give us some feedback about this Training.
Your responses will help us to make any necessary changes and improvements.
There is no need to write your name.

Hand out the evaluation forms.

Final Exercise: What I appreciate about you!

For this exercise: Ask the Integrity Champions to get into groups of 10.

Give each Integrity Champion a blank sheet of A4 paper - Colored paper would be nice but not essential.

1. Ask each person to write their name at the top of the paper and then draw their own handprint (draw around their fingers) on the paper.
2. When everyone has done that, ask them to pass the paper to the person on their right.
   Each person will then have someone else’s hand print.
3. Look at the name of the person on the paper in front of you and write one thing you have appreciated about them this week.
   You can write in the fingers or wherever you like.
4. When you have finished pass the paper to the person on your right and do the same thing with the new handprint you have received.
   You need to do this for each person in your group – so, to 9 people [excluding yourself]!
5. If you have time, you can ask to write on other peoples’ handprints in other groups.
6. Finally, you can get your handprint back and read what people have written.

Closing Speech

This should be a short closing speech from the Head of IWA or from some other appropriate dignitary.

Presenting of Certificates

15 mins

Group Photograph

10 mins

Celebration Cake
APPENDIX
Appendix

Module 1

Session 1 – Welcome and Introduction
- Flipchart – Ground Rules
- Handout - Pretest for Integrity Champions
- Pretest Answers for Trainers

Session 2 – What Do We Mean by Integrity?
- Flipchart - Organizational Integrity
  - IWA’s Definition of Integrity

Session 3 – What Is an Integrity Champion?
- Handout – Role-Play Scenario

Session 4 – Vision and Mission of Integrity Champions
- Handouts – Communication Action in Ali Abad
  - Haji Ayub Road Story
  - Nabi and Aqim
  - Sayid Kabeer
  - The Heart Case

Module 2

Session 5 – What Is Monitoring
- Flipchart – Step-by-Step Diagram [Full version for putting on the wall]

Session 6 – Governmental Responsibility
- Flipchart – Step-by-Step Diagram
  [With gaps –for Groups Power Mapping Exercise]

Module 3

Session 7 – Effective Interpersonal Communication
- Flipcharts – Incomplete Communication diagram
  Communication Is Not Just Words
  Completed Communication Cycle
- Laminated Pictures – Afghan and His Japanese Guest
  Confusing Body Language
  Father and Son Relationship
  Woman Boss with Male Employee
Extrovert and Introvert Colleagues

- Role-Play Scenarios –
  1. Managing Community Expectations
  2. Organizing a Community Meeting
  3. Arranging a Meeting With a Government Officials
  4. Setting Up a Meeting with Donors

Session 8 – Constructive Engagement to Resolve Problems

- ‘The 9 Dots’ Exercise - and How to Do It!

Module 5

Session 7 – Courts Fieldwork Practice – Day 6

- Trainers Assessment Questionnaire for Fieldwork Practice Day
- Infrastructure Fieldwork Practice – Day 6
- Trainers Assessment Questionnaire for Fieldwork Practice Day
- Schools Fieldwork Practice – Day 6
- Trainers Assessment Questionnaire for Fieldwork Practice Day

Module 6

Session 12 – Final Wrap-Up

- Handout – Post-Test for Integrity Champions
  [This is the same as the Pre-test – above]
- Example for Trainer of the Hand drawing and Affirmation Exercise

Additional Forms Used By IWA in Monitoring Courts

- CBM-T Initial Recording Form
- CBM-T Baseline
- CBM-T Monitoring-Sheet [Civil]
- CBM-T Monitoring-Sheet [Criminal]
- CBM-T Outreach Form
- CBM-T Feedback-Sheet [Civil]
- CBM-T Feedback-Sheet [Criminal]
- Clarification

Additional Forms Used By IWA in Monitoring Courts

- CBM-S School Summary Sheet
- CBM-S Baseline/End Line Survey
- CBM-S Facility Inspection and Asset Tracking Sheet
- CBM-S Feedback Sheet – General Information
- CBM-S School Initial Recording Form
- CBM-S Monitoring Sheet
Some Ground Rules

1. Respect
2. Confidentiality
3. On Time
4. Mobile Phones
5. Fully take part in activities and discussions
Circle one best answer:

Having a Vision means...
   a. Knowing what will happen in the future
   b. A picture of the future that does not currently exist
   c. A dream that is unlikely to happen

A Team is...
   a. A group of people working in the same place
   b. A group of people who belong to the same organization
   c. A group of people working together to achieve a specific goal

Monitoring is...
   a. Finding problems and complaining about them
   b. A process. Steps to follow to a goal
   c. Fixing problems in communities

Communication is...
   a. Telling people what to do and making sure they do it
   b. Sending or receiving a message in the same way as was intended
   c. Making sure the correct words are used when sending a message

Emotional Intelligence is...
   a. Trying not to cry too often
   b. Ignoring our feelings most of the time
   c. Recognizing our own and others emotions

Conflicts in any organization...
   a. Will destroy the organization and stop it achieving its goals
   b. If handled well can benefit all involved
   c. Are best avoided

Social Skills mean...
   a. Being aware of other people’s emotions & responding appropriately
   b. Talking a lot and trying to keep everyone happy
   c. Warning people of all the things that could go wrong

Conflict Resolution...
   a. Is a formula that always ends in a peaceful solution.
   b. Is a process that helps to look for a win/win solution
   c. Is a way of making sure you get what you want
Citizens...
   a. Must accept what government officials say
   b. Cannot understand the law without a lawyer
   c. Have a right to know the law and require its implementation

Advocacy means...
   a. a. Writing letters to the media
   b. b. Threatening to take someone to court if they don’t change
   c. c. Enabling people to defend and promote their rights and responsibilities

Planning is...
   a. A waste of time
   b. Thinking ahead and preparing for the future
   c. A barrier to action

Integrity Watch Afghanistan monitor...
   a. Zoo development
   b. New businesses
   c. Court trials

True or False? (Circle the correct letter T or F)
1. Integrity means being accountable for what you say and do  
   T F
2. Honor and respect are part of integrity  
   T F
3. Accepting corruption means we are part of the corruption  
   T F
4. Standing against corruption is easy for a person of integrity  
   T F
5. Doing what is just and right is often costly  
   T F
6. Governments are the ones responsible for bringing change  
   T F
7. Only professional people can stop corruption  
   T F
8. Integrity Champions collect data  
   T F
9. Integrity Champions should not try to mobilize the community  
   T F
10. Collaboration is corruption  
    T F
11. Communication works best when it is open and honest  
    T F
12. Emotional Intelligence is not as important as (brain) Intelligence  
    T F

What do These Words Mean? (Circle the best answer)
13. Stakeholders
    a. People in control of a project
    b. Community leaders
    c. People who may gain or lose through a project
14. **Conflict Analysis**
   a. Finding who is wrong and who is right in a conflict
   b. Mapping and analyzing the people and situations that contribute to a conflict or difficulty
   c. Reporting conflicts that may indicate corruption

15. **Monitoring and Evaluation**
   a. Checking that people are not cheating
   b. Assessing the effectiveness of a program
   c. To make people pay for their mistakes

**Integrity Champions should:** (circle all the correct ones)
   a. Collect data
   b. Be quick to lead the community in demonstrations to show their anger at corruption
   c. Listen carefully to angry and upset people to hear their point of view
   d. Mobilize people who have the same grievances or issues to collaborate
   e. Explain to people in authority what is needed and makes suggestions for resolving problems
   f. Tell the community what to do and demand that they do it
Pretest Answers For Trainers

Circle one best answer: **Answers are in orange.**

**Having a Vision means...**
- a. Knowing what will happen in the future
- b. A picture of the future that does not currently exist
- c. A dream that is unlikely to happen

**A Team is...**
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22. Only professional people can stop corruption T F
23. Integrity Champions collect data T F
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25. Collaboration is corruption T F
26. Communication works best when it is open and honest T F
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What do These Words Mean? (Circle the best answer)

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   a. People in control of a project
   b. Community leaders
   c. People who may gain or lose through a project

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   a. Finding who is wrong and who is right in a conflict
   b. Mapping and analyzing the people and situations that contribute to a conflict or difficulty
   c. Reporting conflicts that may indicate corruption

30. **Monitoring and Evaluation**
   a. Checking that people are not cheating
   b. Assessing the effectiveness of a program
   c. To make people pay for their mistakes

**Integrity Champions should:** (circle all the correct ones)

a. Collect data
b. Be quick to lead the community in demonstrations to show their anger at corruption
c. Listen carefully to angry and upset people to hear their point of view
d. Mobilize people to collaborate on common grievances or issues
e. Tell the community what to do and demand that they do it
f. Explain to people in authority what is needed and make suggestions for resolving problems
Public or Organisational Integrity is

• The set of characteristics that justify trustworthiness and that generate trust among stakeholders

• Integrity creates the conditions for organisations to resist corruption intelligently and to be more trusted and efficient
IWA and IA define Integrity to be the alignment of 4 factors:

Accountability + Competence + Ethics - Corruption = INTEGRITY
Hand-out Role-play

Roles:
1. Shura’s vakil
2. Farmer
3. Guard 1
4. Guard 2
5. Vakil’s assistant for vote box
6. A few friends of the farmer

Scene 1:
A person is making a speech to a crowd of people (the class)
He is campaigning to become a member of the Shura in his area
He is telling them all the great things he will do if he is elected:
   1. The streets will be cleaned up
   2. He will fight corruption
   3. He will bring more investment into the area by encouraging tourism
   4. He will listen to the people’s grievances and fix their problems
And people (all the class) get very excited by this powerful campaign speech
Everyone claps and, then, the ‘actors’ put their votes in the box

Scene 2:
A farmer who voted for the Vakil comes to the Vakil’s representative and wants to meet the Vakil - but 2 guards abusively prevent him from doing so
They tell him the Vakil is busy and doesn’t have time to see him
The farmer becomes very angry and shouts that this is the third time he has come to ask for help and advocacy from the Vakil, but he never has time for him
He shouts that this is very different from what was said in the campaign speech and he, now, feels ashamed that he voted for such an irresponsible man

Scene 3:
The farmer is sharing his problem with some others in his community who join in with the complaints of lack of accountability
They decide to create a demonstration to demand the Vakil’s resignation
Everyone is getting more and more angry

Enter the Integrity Champion:
The Integrity Champion asks what the problem is and listens carefully
He has some suggestions....
Community Action in Ali Abad

The Ali Abad community was similarly alienated from the school construction project until community leaders nominated and elected two men to become local monitors with IWA’s CBM program. When Muhammad Afzal and Hellaludin started monitoring the school, they discovered many problems. They realized that the contractor was cutting costs in a way that could have dangerous consequences. For instance, they discovered the company planned to use expired cement in the construction, which could have greatly decreased the lifespan and structural quality of the building. The community, with assistance from IWA’s engineers and focal points, succeeded in preventing them from using such sub-grade materials.

After this episode, however, the company stopped cooperating with the community and the local monitors. Community members became angrier as problems kept increasing. The newly mortared floor was built in an unimaginably bad manner with very low-quality materials. One of the community members demonstrated how poor the quality of the mortar was by scratching his feet on the floor. The mortar soon after started to fall apart and disintegrate.

The community was also concerned with the way Kagul (a type of clay used for the roof) was carried to the roof. The clay was carried using the already plastered walls, which left a lot of dust and clay on the walls. When the school is painted, the paint will not adhere well to the walls and start to peel soon after drying.

In addition to these problems, the community feared that the well on the school site would be left unfinished. At first, it was not clear why a community would be so upset about an unfinished well. But, then they explained that unfinished wells could be contaminated or poisoned by anyone. Well-contamination becomes even easier when the surrounding walls are left incomplete. There have been several stories in the media of wells being poisoned across Afghanistan. Though, the Ministry of Education has not yet concluded its investigation regarding the veracity of these incidents, the fear of poisoned wells has reached the minds of some communities.

The local monitors and community are actively engaged in fighting corruption and they have been very pragmatic in this journey. The Deputy Ministry of Education recently visited a nearby village, and the Ali Abad community members urged him to visit their school and hear their grievances. One of the interesting approaches that Muhammad has employed is using his mobile phone to document anything that is wrong. He records all the transgressions the contractor makes with his mobile. Using low-tech devices can thus, be crucial to community-driven accountability mechanisms. In his grainy video recording, he captured images of the wooden ceiling, where beams were not properly installed. These recording helped the community make the case to the contractor that they should change and reinstall the beams and use better quality materials. He was thus, able to collect important and solid evidence of the company’s actions.

The question we have to answer is that in spite of all the grassroots efforts, why does the company still insist on being unaccountable to the community and the quality of their work has not drastically improved?

This problem roots on broader contextual factors. Corruption is systematic and widespread in Afghanistan especially in the construction sector. Many warlords and corrupt, powerful people are heavily involved and invested in the construction business. Corruption-driven profits in construction projects are an important means to keeping them in power. It is really hard to hold them accountable. In addition, the existence of corruption or inefficiency in overseeing bodies, both governmental institutions and donors, is another factor that limits the power of community intervention since they are the authorities who have the legal power to demand compensations and ultimately punish construction companies. Many corrupt companies can thus, act with relative impunity.

Community participation is only one element of a successful anti-corruption intervention. Citizens’ engagement alone is not enough. There must be reward and punishment mechanisms to make sure that the voices of people are heard. There should be a strong political will in order to encourage honest and
professional companies and a zero-tolerance policy for corrupt firms. In the absence of such mechanisms, communities become frustrated. And community-driven accountability initiatives, which are a part of the bottom-up state building agenda for post conflict contexts, might give rise to violence and greater grievances. For example, the local monitor in this community has recently reacted violently against the workers and engineers of the company. He punched one of the engineers after a heated argument. This may seem like a relatively small incident, but such incidents can quickly snowball into larger, more violent conflicts.

**Conclusion**

To conclude, as it was discussed, community-based monitoring should be part of a holistic anti-corruption approach. It will be less effective if other actors involving in anti-corruption campaign do not actively engage in curbing corruption and promoting transparency. And fighting corruption in this case has much higher stakes, because it is about protecting the lives of children. It can either be by making sure wells are properly built and covered, so they cannot be contaminated. Or, it can be ensuring the quality of building materials in order to prevent the collapse of school buildings that can hurt children. The stakes are too high to let communities fight corrupt construction firms by themselves.
Haji Ayub Road Story

As you look down the stretch of Haji Ayub road, suddenly you see a run-down, blue cabin right in the middle of the road. Users of this road, which was just completed after several delays in August 2012, were puzzled by the presence of this little structure since it blocks the road. Why was it there? Why hadn’t the government removed the structure? These are questions that had frustrated and challenged Abdul Salaam and Rahmatullah, who monitored the construction of this road in Gurghan, Mazar-e-Sharif.

Introduction

The people of Gurghan, a community of roughly 1800 inhabitants, are frustrated with this road project, which has been under construction since March 2011. In May 2012, when Abdul Salaam and Rahmatullah came to the Integrity Watch office in Mazar for the Monthly Local Monitor’s meeting, they expressed deep dissatisfaction and frustration with the road project: the problems remained unsolved causing delays in the project. The project is funded by the Ministry of Public Works. This case study demonstrates an example of how a community struggles with limited resources against the interests of powerful actors who are un-responsive to their demands and concerns. In the case of Gurghan, it becomes readily apparent that citizen-led accountability efforts can be hampered and even result in failure if the community cannot challenge powerful actors who use political clout to act with impunity in the construction business. For Abdul Salaam and Rahmatullah, participating in community-based monitoring has not rendered the type of success stories that other local monitors have experienced.

The first issue they had to advocate for was making sure the company built a proper foundation for the road. Historically, trenches were built in the middle of road as a flood resistance mechanism. Local officials had previously advised the city to dig deep waterways to ensure that floodwater does not damage city roads and houses located by the road. Several trenches could therefore, be found all across Haji Ayub road. Residents were using these trenches as dumping grounds for garbage and had subsequently, completely clogged them. When the company started working on this project, they discovered this problem of the trenches. After considering the additional costs of compaction and graveling, the construction company decided to abandon the project. This affair continued until government officials from Kabul traveled to Mazar and negotiated new terms with the company. The first issue was thus, addressed. The company however, claims that the government did not compensate them for the extra expenditures on compaction and graveling as negotiated.

The second issue that needed to be addressed was the existence of Sakhi’s cabin right after the Haji Ayub intersection. Sakhi is a powerful man in the community who has commonly known links with many gangs and criminals in the city. Apparently, he rented the cabin from the government on a long-term lease. The cabin poses serious problems for the road. It blocks the view of drivers passing the intersection, and the foundation of the road is shallow around the cabin. The road’s foundation must however, be strong enough to resist flood-water in winters because it is located after the bridge, under the main road. The company therefore, could not properly compact that area. Local monitor Abdul Salaam expressed his frustration, “We reported this issue to the local officials, but they didn’t do anything about it.”

The third issue facing Abdul Salaam and Rahmatullah has been the delays in project implementation. By June 2012, the project should have been completed according to the original plan. But as the local monitors explained:

There are rumors in the community that the company has sent the machinery for this project to Badakshan. Last winter, heavy rains badly flooded the road and it partially damaged the foundation. If this project was further delayed, the foundation may not have made it through the next winter.

The construction company however, is not the only actor causing delays. There is a septic well in the middle of the road, which belongs to another powerful person in the community. Although the
local monitors reported this problem, nobody took it seriously. The company ended up building the foundation above the septic well, which is extremely fragile. For example, if a heavy loaded truck passes that stretch of the road, then it causes a very high risk of collapse. In the same spot, to add insult to injury, the road has been narrowed from the 50 meters specified in the contract to 40 meters, which further increases the risk of collapse. In this case, the community has not been able to do anything because the owner of the septic well is a powerful and influential man.

The community is not only frustrated by the attitude of what they perceive as a Cowboy Construction Company, they are also dismayed by the lack of community participation and support for community infrastructure. As one local monitor stated:

**Why has the community-based monitoring program been unsuccessful in this case?**

As mentioned above, there were several factors contributing to the failure of community-based monitoring in Gurghan. Broad community participation is vital in determining the success or failure of citizen-led social accountability initiatives. The local monitors cannot bring change by themselves. It is the broader community’s commitment and determination that make the bottom-up accountability schemes productive or counterproductive. CBM is thus, a “struggling together” approach. The problem is that the rate of social participation is not always the same in all communities. Some communities are more active than others. It depends on the level of understanding that citizens have regarding their rights and duties.

Another reason for the difficulties in mobilizing the community is that it is located in the heart of Mazar city, where there are large inequalities in terms of wealth, power and education. In urban settings, community members are not well connected to each other, because in contrast to the rural contexts, there is little shared history and sense of collective vulnerability. Some families have only recently settled in the community. Perhaps, this lack of shared history, and inadequate sense of collective vulnerability and social inequalities can together account for the level of inaction, lack of participation and support for the CBM intervention in this community.

The second lesson to be learned from this case study is that low levels of community participation provide ample space for greedy local elites and corrupt individuals to misuse public resources and protect their own interests at the cost of the public. The road was eventually completed in August 2012 and is a great relief to the residents of Mazar. And though the blue cabin was also removed, this was not a victory for collective community action. The construction company has reputed links to the Balkh governor’s office and it is likely that the removal was due to pressure from above. This was a case of the interests of local elites being overruled by the interests of provincial elites.

**Conclusion**

To sum up, what we can learn from this case study is that community-based monitoring requires the community’s commitment, especially in support of local monitors who cannot put adequate pressure on “cowboy builders” and local elites without them.

CBM Toolkit pages 86-89
Nabi and Aqeem

Teacher and poet Muhammad Nabi recites a Pashto poem sitting before the new hostel for the Jalalabad Accounting Institute. Though accounting and monitoring do not necessarily go hand in hand with poetry, on this particular day, they do.

Muhammad Nabi and Muhammad Aqeem, two local monitors and teachers, have been monitoring the construction of the Accounting Institute and its hostel in Jalalabad since March 2011. Despite the finesse with which Nabi recites poetry, Nabi and Aqeem have been strong advocates for increasing the quality of this institute and making sure that the $560,000 for the institute and $485,000 for the hostel are efficiently and honestly spent. Their consistent monitoring has ensured that this institute and hostel can serve Jalalabad for years to come. Though this project is funded by the Ministry of Education and facilitated by the Nangarhar Department of Education, the implementer Sahar Salman Construction Company made many mistakes during the construction. The Ministry of Education did not keep its end of the bargain either. But, Nabi and Aqeem were successfully able to facilitate between the government and the company and the hostel and institute will open its doors to the public in the upcoming months.

The first challenge Nabi and Aqeem faced during the construction of the hostel was the quality of the bricks used. The Sahar Salman company had used second grade bricks, when first grade bricks were specified and required for the construction. When the local monitors complained and discussed the issue with the company, the company agreed to replace the second grade bricks with first grade bricks.

The second challenge they faced was the lack of attention to details such as using dusty steel bars in the reinforced concrete and dusty gravel. Civil engineers know that dust is problematic to construction materials, because in the case of steel bars, the dust interferes with proper bonding of the steel with the concrete. This results in an overall weakness of the reinforced concrete. It is impressive that local monitors pay such close attention to the construction materials used, and that the construction company cleaned the steel bars and gravel on their request.

After the dusty steel bars, another technical problem was that the company had used crooked concrete pillars. Again, after the local monitors noticed this problem, they reported it to the company and made sure that these crooked pillars would be discarded and new ones forged for the building. At each step of the construction, the local monitors were able to push for improvements and fill the monitoring gap that should be filled by donors, government agencies and the construction implementers themselves.

One issue that local monitors could not change however, was the gross delay in project implementation. The construction of the hostel began in December 2010 and was supposed to be completed by December 2011. In June 2012, the construction was still ongoing. Since this issue could not be solved at the local level between the local monitors and Construction Company, it was presented to the Nangarhar Department of Economy representatives during a Provincial Monitoring Board (PMB) meeting. At first, the delay was perceived to be the fault of the construction company. However, after the discussion, it was revealed that the Ministry of Economy had not in fact, made the contract payments on time. Due to a lack of funds, the company had to stop construction until payments were made. The PMB meeting was successful in placing additional pressure on getting the payment so that construction could continue. Students however, would have to wait another six months to enter the institute.

The case of this institute demonstrates that dedicated members of the community can drastically improve the quality of projects with regular monitoring. Although, there will always be many factors that are out of the local monitors’ hands such as contract payments, their monitoring reports result in visible and concrete changes.

CBM Toolkit pages 60 - 63
Sayid Kabeer

Qale Sharbat School is located in the village with the same name, in Kurokh district in the province of Herat. It is a project funded by the Ministry of Education that encountered many challenges for its successful completion. It represents a good example of the challenges that can be easily tackled if the various stakeholders involved in the construction process cooperate.

Everything seemed wrong in the project: shallow foundations, low quality bricks and concrete. The location in itself was problematic, overlapping with a grave. However, the various stakeholders positively contributed to the local monitor’s complaints bringing changes that resulted in a school of higher quality.

Said Kabeer is a mullah and teacher working in Korokh village in Herat province. Teachers make up 22% of CBM’s local monitors and Mullahs are 6%. He is one of the local monitors elected by the community to monitor the new school close to completion that has been built close to the school where he is teaching at the moment. He feels that a high quality building is not just his communal responsibility, but also his responsibility as a teacher to ensure that the children have access to proper and long lasting school spaces. The future of Afghanistan lies in education! Said, seated besides the black board of an empty classroom described the tormented journey for bringing improvements to the new school.

The first problem encountered was the location of the building overlapping that of a grave. The problem was successfully tackled through negotiations between the school officials, local community members and the construction company. The local community decided to concede some of the land and the school also shifted the location of the boundary wall. Then the depth of the foundation was problematic and nonstandard. The local monitors informed IWA that provided some technical inputs on the long-term consequences of having shallow foundations. The issue was shared with the provincial council and they stopped the work that re-started in 8 or 9 days. At a later stage, the community encountered problems related to the materials that were supposed to be used: red bricks that are of lower quality and low quality sand. The local monitor himself went to the market and bought higher standard material. Finally, the steel bars were not clean, which would limit its proper adherence to the concrete. The community in collaboration with the local monitors and other stakeholders involved in the project also made sure that the steel bars used respected the standards. Finally, local monitors were also denied access to the project contract.

The construction would have been of lower quality if the local monitors had intervened in the project. Local monitors were in their struggle highly supported by the community. In one occasion, a large number of community members gathered together and complained to the local officials. The latter was a determining factor for pushing the contractor to improve the quality of the construction. Qale Sharbat faced many challenges that with the perseverance of the local monitors, IWA’s intervention, community involvement and the collaboration of the different stake-holders culminated in a success.

CBM Pages 63 & 64
The Herat Case

In June 2010, Pajhwok Ghoori and his team set up the Provincial Monitoring Board (PMB) in Herat. Since then, Engineer Ghafar Sadiqi, Integrity Watch engineer in Herat, has been the primary architect behind cultivating a passionate, youthful and dedicated team of civil servants on the PMB.

In early 2012, local monitors Muhammad Aref and Muhammad Abdul Majid complained about the dire state of the ER ramp, which would be wheeling hundreds of patients up and down the building every day. They indicated the poor quality of welding between the steel columns and steel beams and feared the structure would have a short lifespan or even, collapse resulting in injuries or casualties. Eng. Sadiqi and Farid Timory confirmed these complaints, documented the key problems and presented these issues to PMB members in a special report on March 8, 2012. After much negotiation with the construction company, they agreed to repair the ramp.

So, on April 24 2012, the PMB members walked around the new hospital annex inspecting the new changes and making sure the contractor had followed orders. They were equipped only with a few pages. These pages were the bill of quantity (BoQ) and the contract. To the untrained eye, these documents may not seem like much. In the hands of monitors however, they are powerful tools to hold the contractor and donor accountable. Checking the bill of quantity, the PMB team made certain that everything was up to standard. The Sammer Amini Construction Company employee followed the team with nervous energy, wringing his hands as he tried to answer each question and rebuff each criticism from the PMB. The company and the donor, unlike most others, were extremely cooperative and had handed over all the contract documents. The Sammer Amini employee knew that tomorrow this team would meet with the donor AISPO, his boss, and this visit could prove to be very expensive for the company depending on the number of changes suggested.

CBM Toolkit page 66 & 67
Integrity Champions Training Program: Trainers Manual: Camp 1

INTEGRITY WATCH AFGHANISTAN
Communication is NOT JUST Words

Words = 7% + Tone of Voice = 38% + Body Language = 55%
Coded [non-verbal]
- Message sent

Coded [verbal]
- Message sent

De-coded
- Response sent
Difficulties in Communication?

What problems might this Afghan and his Japanese guest experience?
چگونه زبان بدنی اشخاص ذیل می‌تواند گیج کننده باشد؟

*How might the Body Language of these three people be confusing?*
Difficulties in Communication?
Difficulties in Communication?

دشواری های افهام و تفهیم؟
What problems might this female boss and her male employee experience - (that they wouldn’t experience if they were both male or both female)?

Difficulties in Communication?

He is outgoing and she is shy.
Role Play Scenario

1. **Managing Community Expectations**
   An Integrity Champion is just starting work in his/her community
   Some of the people are VERY excited about the program
   They expect that, now, their children’s school will be fixed, corruption will end and their lives
   will become prosperous within a few months
   Others in the community are very negative
   They are tired of new programs because so many have been disappointing
   a. What is the primary objective of the Integrity Champion?
   b. What Interpersonal Communication Skills can the Integrity Champion use to manage
      different expectations in the community?
   c. What things must he/she remember NOT to promise?
   d. What CAN the Integrity Champion promise?

   **How the Role-Plays will be judged**
   - How well were the questions answered?
   - What communication skills were demonstrated?
   - How realistic was the Role-Play?

   For Module 3: Session 7

2. **Organising a Community Meeting**
   An Integrity Champion is organising a community meeting:
   - To raise awareness about Community Integrity Building
   - To present IWA’s CIB program
   - To stir interest among community to volunteer as local monitors

   The Integrity Champion, also, needs to explain that the meeting will be photographed and, maybe, filmed
   for documentation purposes

   **Why should the following be taken into account?**
   a. Where should the meeting be held?
   b. Who should conduct the meeting?
   c. What do you need to bring to the meeting?
   d. What should be on the agenda for the meeting?

   **How the Role-Plays will be judged**
   - How well were the questions answered?
   - What communication skills were demonstrated?
   - How realistic was the Role-Play?

   For Module 3: Session 7
3. **Arranging a Meeting With Government Officials**

An Integrity Champion needs to meet a high ranking official about a project that the community is not happy with

- a. What is the official procedure for setting up a meeting?
- b. Will the contact be made by e-mail or by phone call
  
  What do you need to remember about these?
- c. What might be some barriers you face in contacting the official?
- d. Are there different barriers for Afghans vs. foreigners in talking to government officials?
  
  How could you overcome these?
- e. How do you use personal contacts to overcome barriers and to arrange meetings?

**How the Role-Plays will be judged**

- How well were the questions answered?
- What communication skills were demonstrated?
- How realistic was the Role-Play?

For Module 3: Session 7

4. **Setting Up A Meeting with Donors**

An Integrity Champion has an initial report on a project she/he has been monitoring

The representative in the donor organisation has changed since the project started

- a. What procedure should the Integrity Champion follow in setting up a meeting with the donor?
- b. How should the Integrity Champion contact the donor?
- c. What barriers or difficulties might you face in trying to contact the donor?
  
  How could you overcome these barriers?
- d. How could the Integrity Champion explain the work of Integrity Champions and get the donors interested
  
  What things should you take into account?

**How the Role-Plays will be judged**

- How well were the questions answered?
- What communication skills were demonstrated?
- How realistic was the Role-Play?

For Module 3: Session 7
Trainer’s Hand-out for Module 5: Monitoring Courts
Session 6: Fieldwork Practice Day

Trainers assessment of each Integrity Champion’s performance in the Courts on the Fieldwork Practice Day

Please rate the particular Integrity Champion you are observing, scoring them as follows:

1 = Inadequate; 2 = Adequate; 3 = Good; 4 = Excellent

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<thead>
<tr>
<th>Name of IC:</th>
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<tr>
<td>Item Being Assessed</td>
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Trainer’s Hand-out for Module 5: Monitoring
Infrastructure Fieldwork Practice Day

Trainer’s assessment of each Integrity Champion’s performance in the Infrastructure Project on the
Fieldwork Practice Day

Please rate the particular Integrity Champion you are observing,
scoring them as follows:
1 = Inadequate; 2 = Adequate; 3 = Good; 4 = Excellent

<table>
<thead>
<tr>
<th>Item Being Assessed</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>1. How did they go about their assignment of investigating the processes allotted to their pair?</td>
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<td>2. How well do they make good relationships with the project site staff?</td>
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<td>3. How did they start the conversation?</td>
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<td>4. How did they deal with any potential problem areas?</td>
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<td>5. What was their attitude to the site officials like? Did they come with a serving attitude?</td>
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<td>6. Were they clear about the processes and procedures in the infrastructure system that they were monitoring?</td>
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<td>7. How well did they use the forms, checklists, etc?</td>
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<td>8. How well did they understand and follow IWA’s regulations and procedures for monitoring?</td>
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Trainer’s Hand-out for Module 5: Monitoring SchoolsFieldwork Practice Day

The scoring method for this is as follows:

1 = Inadequate  2 = Adequate  3 = Good  4 = Excellent

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<thead>
<tr>
<th>Skill Being Assessed</th>
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<tr>
<td>1 How did they go about their assignment of investigating the processes assigned to them?</td>
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<td>2 How well do they make good relationships with the school staff?</td>
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<td>3 How did they start the conversation?</td>
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<td>4 How did they deal with any potential problem areas?</td>
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<td>5 What was their attitude to the staff like?</td>
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<td>Did they come with a serving attitude?</td>
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<tr>
<td>6 Were they clear about the processes and procedures in the school that they were monitoring?</td>
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<td>7 How well did they use the forms, check-lists etc.</td>
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<tr>
<td>8 How well did they understand and follow IWA’s regulations and procedures for monitoring?</td>
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## Quarterly Court Information Form

### General Information

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<table>
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<th>Offices/Devans</th>
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<td>□ Criminal □ Civil □ National security</td>
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<tr>
<td>□ Commerce</td>
<td>□ Other...............</td>
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<table>
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### Program Stakeholders

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<thead>
<tr>
<th># of Judicial Staff exist in the court?</th>
<th>CDC/Communities exist in the targeted area?</th>
<th>CDC/Communities Mobilized?</th>
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<tbody>
<tr>
<td></td>
<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
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<table>
<thead>
<tr>
<th># Of CDC/Communities Mobilized for court watch?</th>
<th># Of LM elected/Trained?</th>
<th>NGOs and civil society exist in targeted areas?</th>
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<tbody>
<tr>
<td># Of CDC/Communities Mobilized for court watch?</td>
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<td>□ Yes □ No</td>
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### Court Facilities

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<th>Court Building exists?</th>
<th>Courtrooms exist?</th>
<th>Office for Judges exists?</th>
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<tbody>
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<td>□ Yes □ No</td>
<td>□ Yes □ No</td>
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<table>
<thead>
<tr>
<th># of courtrooms</th>
<th># of Judges rooms (offices)</th>
<th># of Admin rooms</th>
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### Staffing

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<th># of Judges (Female)</th>
<th># of Admin Staff/clerks</th>
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### Judges Qualification/Training

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<tr>
<th># of Masters</th>
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<th># of High School Graduates</th>
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<th># of Judges received Judicial training</th>
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Access to court building and Information

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<tr>
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<th>Access to Trial records</th>
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Court Monitoring Facilitated by Integrity Watch

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<th>Monitoring Status</th>
<th>Monitoring end date</th>
<th>Date of Latest Feedback Report Submitted to Courts</th>
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<td>☐ Ongoing</td>
<td>/ /2016</td>
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<tr>
<td>Local Monitor's Name</td>
<td>Contact Number of LMs</td>
<td># of participants in elections of LMs</td>
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General Observation of the Court


Data entry and verification

☐ Data entered into the database by Focal Point

☐ Data accuracy verified by Provincial Coordinator

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Name of Local Monitor Interviewing: _______________________________
Date of interview: ________________________
Baseline □ End line □

Section 1: General Information

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<tr>
<td>1</td>
<td>Name of the Interviewee (Optional)</td>
<td>_______________________________</td>
</tr>
<tr>
<td>2</td>
<td>Interviewee Gender</td>
<td>☐ Male</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Female</td>
</tr>
<tr>
<td>3</td>
<td>Interviewee Age</td>
<td>_______   years old</td>
</tr>
<tr>
<td>4</td>
<td>Contact Number: (for Verification)</td>
<td>_______________________________</td>
</tr>
<tr>
<td>5</td>
<td>Village</td>
<td>_______________________________</td>
</tr>
<tr>
<td>6</td>
<td>CBM-T Court ID</td>
<td>_______________________________</td>
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</table>

Section 2: Questions

<table>
<thead>
<tr>
<th>S.N</th>
<th>Questions</th>
<th>Coding Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>How much do you know about the court in your area?</td>
<td>☐ very much</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Enough</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Little</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Very little</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Don’t know</td>
</tr>
<tr>
<td>Q2</td>
<td>How much are you aware of your rights to monitor trial sessions?</td>
<td>☐ very much</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Enough</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Little</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Very little</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Don’t know</td>
</tr>
<tr>
<td>Q3</td>
<td>How much do you rate your satisfaction of court service in your area?</td>
<td>☐ very much</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Enough</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Little</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Very little</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Not satisfy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Don’t know</td>
</tr>
<tr>
<td>Q4</td>
<td>How much have you participated in trial monitoring sessions in the court?</td>
<td>☐ very much</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Enough</td>
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<tr>
<td></td>
<td></td>
<td>☐ Little</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Very little</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Don’t know</td>
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<tr>
<td>QS</td>
<td>How much are you willing to participate in community based monitoring of trial sessions?</td>
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<tr>
<td>----</td>
<td>------------------------------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>☐ very much</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Enough</td>
<td></td>
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<tr>
<td></td>
<td>☐ Little</td>
<td></td>
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<tr>
<td></td>
<td>☐ Very little</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Don’t know</td>
<td></td>
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Local Monitor’s Name  Focal Point’s Name  Provincial Coordinator’s Name
__________________  _____________   ________________

Signature_________  Signature_________  Signature_________
**CBM-T Monitoring Sheet (Criminal)**

**General Information**

<table>
<thead>
<tr>
<th>Name of Local Monitor(LM)</th>
<th>Gender of LM</th>
<th>Contact Numbers</th>
<th>Monitoring Date</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>☐ Male</td>
<td>☐ Female</td>
<td>1394/ /</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2016/ /</td>
</tr>
<tr>
<td>Court ID</td>
<td>Court Name</td>
<td>LM's Signature</td>
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**Trial Information**

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Trial venue</td>
<td>☐ Courtroom ☐ Judge's office ☐ Other</td>
</tr>
<tr>
<td>2</td>
<td>Accused's gender</td>
<td>☐ Male ☐ Female ☐ Other ☐ NA</td>
</tr>
<tr>
<td>3</td>
<td>Accused's age</td>
<td>☐ Adult ☐ Child ☐ NA</td>
</tr>
<tr>
<td>4</td>
<td>Victim's gender</td>
<td>☐ Male ☐ Female ☐ Other</td>
</tr>
<tr>
<td>5</td>
<td>Victim's age</td>
<td>☐ Adult ☐ Child ☐ NA</td>
</tr>
<tr>
<td>6</td>
<td>Type of case</td>
<td>☐ Armed ambush ☐ Banditry ☐ Robbery ☐ Corruption ☐ Fake money ☐ Kidnapping ☐ Beating ☐ Killing ☐ Associated with armed opposition ☐ Narcotic ☐ Membership with armed opposition ☐ Bugger ☐ molestation/ violation ☐ Fornicate ☐ Violence against women ☐ Traffic accident ☐ Injury ☐ Other........</td>
</tr>
<tr>
<td>7</td>
<td>Please provide details of the case (Crime area, date and number of accused)</td>
<td>........................................</td>
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</table>
## Trial Process

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Were you allowed to be present in the trial?</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>2</td>
<td>Was the Judicial panel commission present at the trial session complete?</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>3</td>
<td>Were the judges wearing the formal uniform?</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>4</td>
<td>Was the trial conducted in accordance with clause 1 and 2 of Article 217</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td>of Criminal Procedure Code (Starting of the session and introducing of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accused, Victim and Witnesses)?</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Stage of trial (if it was in primary stage skip to question 8)</td>
<td>☐ Primary ☐ Final</td>
</tr>
<tr>
<td>6</td>
<td>If the trial was in primary stage, was the detention of the accused</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td>reviewed during the trial session?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>If the detention was found unlawful, was the accused released? (if yes,</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td>please stop the filling of the form)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Were the rights of the accused described based on Article 7 and 8 of CPC</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td>(Accused rights)?</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Was the prosecutor present during the trial?</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>10</td>
<td>Was the court writer/secretary present during the trial?</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>11</td>
<td>In criminal case, did the accused want to have a defense attorney (Clause</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td>4 Article 9 CPC)?</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Did the accused have defense attorney?</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>13</td>
<td>Who did pay for the defense attorney services?</td>
<td>☐ Government ☐ NGOs ☐ Accused ☐ Other</td>
</tr>
<tr>
<td>14</td>
<td>Did the accused need a translator?</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>15</td>
<td>Was the accused provided a translator?</td>
<td>☐ Yes ☐ No</td>
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</table>
### Trial Decision

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Answers</th>
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<tbody>
<tr>
<td>1</td>
<td>Did the judges deliberate on the verdict?</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>2</td>
<td>Was the court verdict publically announced in the presence of the accused or his defense attorney?</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>3</td>
<td>Was the court adjourned to next judicial session?</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>4</td>
<td>If the court was adjourned to the next judicial session, what was the reason?</td>
<td>☐ Prosecutor not present ☐ Defense attorney not present ☐ Accused not present ☐ Judicial panel composition not complete ☐ Judicial order for more investigation ☐ Witness not present ☐ Other_________________</td>
</tr>
<tr>
<td>5</td>
<td>What was the verdict against the accused? (Please describe the verdict of the court)</td>
<td>☐ Fine ☐ Fine and imprison ☐ Short term imprison ☐ Middle term imprison ☐ Long term imprison ☐ Endless imprison ☐ Suspension imprison ☐ Execution ☐ Other</td>
</tr>
</tbody>
</table>

**Any Other Observation**

---

Integrity Champions Training Program: Trainers Manual: Camp 1
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<td>Date</td>
<td>Signature</td>
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<tr>
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<td>Position</td>
<td>Date</td>
<td>Signature</td>
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<tr>
<td>…………………….</td>
<td>………………..</td>
<td>……………….</td>
<td>………………..</td>
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</table>
CBM-T Monitoring Sheet (Civil)

**General Information**

<table>
<thead>
<tr>
<th>Names of Local Monitor(LM)</th>
<th>Gender of LM</th>
<th>Contact Numbers</th>
<th>Monitoring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ Male</td>
<td>☐ Female</td>
<td>1394/</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>/</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>2016/</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>/</td>
</tr>
<tr>
<td>Court ID</td>
<td>Court Name</td>
<td>LM's Signature</td>
<td></td>
</tr>
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</table>

**Trial Information**

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Stage of trial</td>
<td>☐ Primary ☐ Final</td>
</tr>
<tr>
<td>2</td>
<td>Trial venue</td>
<td>☐ Courtroom ☐ Judge’s office ☐ Other__</td>
</tr>
<tr>
<td>3</td>
<td>Defendant’s gender</td>
<td>☐ Male ☐ Female ☐ Other__</td>
</tr>
<tr>
<td>4</td>
<td>Defendant’s age</td>
<td>☐ Adult ☐ Child ☐ NA</td>
</tr>
<tr>
<td>5</td>
<td>Plaintiff’s gender</td>
<td>☐ Male ☐ Female ☐ Other__</td>
</tr>
<tr>
<td>6</td>
<td>Plaintiff’s age</td>
<td>☐ Adult ☐ Child ☐ NA</td>
</tr>
<tr>
<td>7</td>
<td>Type of case</td>
<td>☐ Conflict over Bequest/heirloom ☐ Divorce ☐ Dispute over Business ☐ Conflict over trees ☐ Dispute over Land ☐ Dispute over House ☐ Dispute over House furniture ☐ Dispute over Shop/ store ☐ Other</td>
</tr>
<tr>
<td>8</td>
<td>When did the plaintiff record the complaint?</td>
<td>☐ Between 6 months and 1 year ☐ Between one and two years ☐ Between two and three years ☐ Between three and four years ☐ More than four years</td>
</tr>
</tbody>
</table>
## Trial Process

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Were you allowed to be present in the trial?</td>
<td>☐Yes ☐No</td>
</tr>
<tr>
<td>2</td>
<td>Was the Judicial panel commission present at the trial session complete?</td>
<td>☐Yes ☐No</td>
</tr>
<tr>
<td>3</td>
<td>Did the judges wear the formal uniform?</td>
<td>☐Yes ☐No</td>
</tr>
<tr>
<td>4</td>
<td>Did the head of the judicial session explain the obligation of the involved parties in the court? (Article 49 of Civil Procedure Law)</td>
<td>☐Yes ☐No</td>
</tr>
<tr>
<td>5</td>
<td>Did the clerk determine specific places for plaintiff, defendant, experts and witnesses before the start of the trial session according to the article 45 Civil Procedure Law?</td>
<td>☐Yes ☐No</td>
</tr>
<tr>
<td>6</td>
<td>Did the defendant have a defense attorney? If No move to Q8</td>
<td>☐Yes ☐No</td>
</tr>
<tr>
<td>7</td>
<td>Who did pay for the defense attorney services?</td>
<td>☐Government ☐NGOs ☐Accused</td>
</tr>
<tr>
<td>8</td>
<td>Did the defendant need a translator? If No move to Q10</td>
<td>☐Yes ☐No</td>
</tr>
<tr>
<td>9</td>
<td>Was the defendant provided a translator?</td>
<td>☐Yes ☐No</td>
</tr>
<tr>
<td>10</td>
<td>Did the head of the judicial session allow the defendant to present their defense statements?</td>
<td>☐Yes ☐No</td>
</tr>
<tr>
<td>11</td>
<td>Did the head of the judicial session allow the plaintiff to present their defense statements?</td>
<td>☐Yes ☐No</td>
</tr>
<tr>
<td>12</td>
<td>Did the plaintiff present witnesses at the court?</td>
<td>☐Yes ☐No</td>
</tr>
<tr>
<td>13</td>
<td>Did the defendant present witnesses at the court?</td>
<td>☐Yes ☐No</td>
</tr>
<tr>
<td>No</td>
<td>Questions</td>
<td>Answers</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Did the judges deliberate on the verdict?</td>
<td>☐ Yes ☐ No ☐ N/A</td>
</tr>
<tr>
<td>2</td>
<td>Was the court verdict publically announced in presence of the defendant or his defense attorney?</td>
<td>☐ Yes ☐ No ☐ N/A</td>
</tr>
<tr>
<td>3</td>
<td>Was the court adjourned to next judicial session?</td>
<td>☐ Yes ☐ No</td>
</tr>
</tbody>
</table>

If the court was adjourned to the next judicial session, what was the reason?

☐ Plaintiff was not present
☐ Defendant was not present
☐ Defense attorney was not present
☐ Judiciary panel composition was not completed
☐ Judicial order for more investigation
☐ Other____________________

<table>
<thead>
<tr>
<th>4</th>
<th>What was the charge against the defendant? (Please describe the verdict of the court)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Please describe other observations.</td>
<td></td>
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</tbody>
</table>

Any Other Observation
## For office use only

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<tbody>
<tr>
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<td>Signature</td>
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<tbody>
<tr>
<td>Name</td>
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<td>Date</td>
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<td>Name</td>
<td>Position</td>
<td>Date</td>
<td>Signature</td>
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<td>……………….</td>
<td>……………….</td>
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## CBM-T Feedback-Sheet- Civil

Period of time: from ______________ to ______________

### General Information

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<tr>
<th>Court ID</th>
<th>Court Name</th>
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<table>
<thead>
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<th>Province</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tbody>
</table>

### # of total civil trials monitored

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### Type of Cases

<table>
<thead>
<tr>
<th>Type of Cases</th>
<th># of cases</th>
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<tbody>
<tr>
<td>Conflict over Bequest/heirloom</td>
<td></td>
</tr>
<tr>
<td>Divorce</td>
<td></td>
</tr>
<tr>
<td>Dispute over Business</td>
<td></td>
</tr>
<tr>
<td>Conflict over trees</td>
<td></td>
</tr>
<tr>
<td>Dispute over Land</td>
<td></td>
</tr>
<tr>
<td>Dispute over House</td>
<td></td>
</tr>
<tr>
<td>Dispute over House furniture</td>
<td></td>
</tr>
<tr>
<td>Dispute over Shop/ store</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
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</tbody>
</table>

### # of Trials distinguished by venue

<table>
<thead>
<tr>
<th>At Court room</th>
<th>At judge’s office</th>
<th>Other</th>
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<tbody>
<tr>
<td></td>
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</table>

### # of victim/Plaintiff

<table>
<thead>
<tr>
<th>Male: ................</th>
<th>Female: ................</th>
<th>Other: ................</th>
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<tbody>
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<td></td>
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</table>

### # of Victims/ Plaintiffs age

<table>
<thead>
<tr>
<th>Adult: ................</th>
<th>Child/ Children: ........</th>
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<tr>
<td></td>
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</table>

### # Of complaints that have been registered

<table>
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<th>Between 6 months and 1 year</th>
<th>Between one and two years</th>
<th>Between two and three years</th>
<th>Between three and four years</th>
<th>More than four years</th>
<th>More than 4 years</th>
</tr>
</thead>
</table>
### Trial Information

<table>
<thead>
<tr>
<th>Legal Principles/observations</th>
<th># of trials applied</th>
<th># of trials not applied</th>
</tr>
</thead>
<tbody>
<tr>
<td>LM allowed to attend the trial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judicial panel commission was completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judges wore official uniform</td>
<td></td>
<td></td>
</tr>
<tr>
<td>According to clause 49 article of civil code, Judges explained both sides (Defendant and Plaintiff) responsibilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At the beginning of trial, position of Defendant, Plaintiff, witness were defined by court’s secretary (article 45 of civil code)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accused/defendant’s defense attorney was present at the court room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The head of judicial session allowed the defendant and plaintiff to present their arguments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defendant needed a translator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translator provided to accused/defendant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defendant presented witnesses at the court</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plaintiff introduced witnesses at the court</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The judges deliberated on the verdict</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The verdict publically announced in the presence of accused and his/her defense attorney</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The court adjourned to the next judicial session</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons</th>
<th># of the reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plaintiff was not present</td>
<td></td>
</tr>
<tr>
<td>Defendant was not present</td>
<td></td>
</tr>
<tr>
<td>Defense attorney was not present</td>
<td></td>
</tr>
<tr>
<td>Judicial panel composition was not complete</td>
<td></td>
</tr>
<tr>
<td>Judge ordered more investigation</td>
<td></td>
</tr>
<tr>
<td>Witness was not present</td>
<td></td>
</tr>
</tbody>
</table>

The most common reasons for what court adjourned
### Person/organization paid for defense attorney service

<table>
<thead>
<tr>
<th>Person/organizations</th>
<th># paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td></td>
</tr>
<tr>
<td>NGOs</td>
<td></td>
</tr>
<tr>
<td>Accused</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

### Any Other Observation

![Pie chart with various categories]

### Delivery

<table>
<thead>
<tr>
<th>Date Shared With Communities/courts</th>
<th>Name &amp; Signature of Community Elder/PC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## CBM-T Feedback-Sheet - Criminal

### General Information

<table>
<thead>
<tr>
<th>Court ID</th>
<th>Court Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Province</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### # of total criminal trials monitored

<table>
<thead>
<tr>
<th>Type of Cases</th>
<th># Of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Armed ambush</td>
<td></td>
</tr>
<tr>
<td>Banditry</td>
<td></td>
</tr>
<tr>
<td>Robbery</td>
<td></td>
</tr>
<tr>
<td>Corruption</td>
<td></td>
</tr>
<tr>
<td>Fake money</td>
<td></td>
</tr>
<tr>
<td>Kidnapping</td>
<td></td>
</tr>
<tr>
<td>Beating</td>
<td></td>
</tr>
<tr>
<td>Killing</td>
<td></td>
</tr>
<tr>
<td>Associated with armed opposition</td>
<td></td>
</tr>
<tr>
<td>Membership with armed opposition</td>
<td></td>
</tr>
<tr>
<td>Narcotic</td>
<td></td>
</tr>
<tr>
<td>Bugger</td>
<td></td>
</tr>
<tr>
<td>Molestation/ Violation</td>
<td></td>
</tr>
<tr>
<td>Fornication</td>
<td></td>
</tr>
<tr>
<td>Violence against women</td>
<td></td>
</tr>
<tr>
<td>Traffic accident</td>
<td></td>
</tr>
<tr>
<td>Injury/ Assault</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

### # of Trials distinguished by venue

<table>
<thead>
<tr>
<th>At Court room</th>
<th>At Judge’s office</th>
<th>At prison</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### # of victim

<table>
<thead>
<tr>
<th>Male: ..........</th>
<th>Female: ................</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Trial Information

<table>
<thead>
<tr>
<th>Legal Principles/observations</th>
<th>No of trials applied</th>
<th>No of trials not applied</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>LM was allowed to attend the trial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judicial Panel commission was completed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judges wore official uniform</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trials were conducted in accordance clause 1,2 article 217 CPC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The detention of accused was assessed/ reviewed (in primary trials)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The accused was released because the action was not defined a crime according to the law</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The rights of the accused described based on article 8 CPC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prosecutors were present during the trials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accused/defendant’s defense attorney was present at the court room?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The accused/defendant provided translator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The judges deliberated on the verdict</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The verdict publically announced in the presence of accused and his/her defense attorney</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The court adjourned to the next judicial session</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person/organization paid for defense attorney service</th>
<th>Person/organizations</th>
<th># paid</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Government</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NGOs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accused</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
The most common reasons for what court adjourned

<table>
<thead>
<tr>
<th>Reasons</th>
<th># of the reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prosecutor not present</td>
<td></td>
</tr>
<tr>
<td>Defense attorney not present</td>
<td></td>
</tr>
<tr>
<td>Accused was not present</td>
<td></td>
</tr>
<tr>
<td>Victim was not present</td>
<td></td>
</tr>
<tr>
<td>Judicial panel composition not complete</td>
<td></td>
</tr>
<tr>
<td>Judicial order for more investigation</td>
<td></td>
</tr>
<tr>
<td>Witness not present</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Any Other Observation
Delivery

<table>
<thead>
<tr>
<th>Date Shared With Communities/courts</th>
<th>Name &amp; Signature of Community Elder/PC</th>
</tr>
</thead>
</table>

Fair trials principles

- Judges wore uniform
- Prosecutors were present
- Rights of accused described
- Accused had defense attorney
- Members of Judiciary committee were completed
### CBM-T Outreach Form

#### General Information

<table>
<thead>
<tr>
<th>Court ID</th>
<th>Court Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Province</th>
<th>District</th>
<th>Village</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Event Information

<table>
<thead>
<tr>
<th>Event type</th>
<th>Outreach content</th>
<th>Event facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community mobilization</td>
<td>Program introduction</td>
<td>Provincial Coordinator</td>
</tr>
<tr>
<td>Mock trial</td>
<td>Reporting to community</td>
<td>Focal Point</td>
</tr>
<tr>
<td>Mobile cinema show</td>
<td>Public awareness</td>
<td>Local Monitor</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mobilization before event</th>
<th>Event duration</th>
<th>Event date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1 hour</td>
<td>/</td>
</tr>
<tr>
<td></td>
<td>2 hours</td>
<td>/</td>
</tr>
<tr>
<td></td>
<td>3 hours</td>
<td>/</td>
</tr>
<tr>
<td></td>
<td>4 hours</td>
<td>/</td>
</tr>
<tr>
<td></td>
<td>more than 4 hours</td>
<td>/</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>/ 2016</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># of participants</th>
<th>Target groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>CDC, Local shura, Women Shura</td>
</tr>
<tr>
<td>Female</td>
<td>CSO, Students, Teachers, Other, Other</td>
</tr>
</tbody>
</table>

#### The type of outreach materials distributed to participants?

- DVD
- Brochure
- Newsletter
- Others
- Not distributed
## Event Reporting

<table>
<thead>
<tr>
<th>Outreach form filled</th>
<th>Photography done? <em>(If Yes insert a photo)</em></th>
<th>Video recorded?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
</tr>
</tbody>
</table>

Community feedback:

………………………………………………………………

<table>
<thead>
<tr>
<th>Form received by</th>
<th>Form verified by</th>
<th>Form entered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: .................</td>
<td>Name: ..................</td>
<td>Name: .................</td>
</tr>
<tr>
<td>Signature: .................</td>
<td>Signature: ..................</td>
<td>Signature: .................</td>
</tr>
</tbody>
</table>
CBM-T BASELINE / END LINE SURVEY

Goals

Integrity Watch Afghanistan is conducting this survey for achieving the following objectives

1. Evaluation of the level of awareness about Monitoring
2. Evaluation of the level of understanding of the community about Trials
3. Evaluation of participation of the community in Open Trial Monitoring
4. Understanding the satisfaction of people about Trials

Methodology

Surveyor

Baseline and End line Surveys are conducted by Integrity Watch Local Monitors

Training of Surveyors

Program Managers and Provincial Coordinator train local monitor on Baseline and End Line Surveys through relevant Survey Tools

Sampling

This survey is conducted on the basis of sampling from categorization

In this Baseline and End line survey those people are interviewed who live nearby the project and welling to be interviewed

The people who are being surveyed shall be selected from different localities of the specified area in order to represent the society

The local monitor shall select houses for the survey from all the areas. In case the number of houses are 50 or less, the interview shall be conducted with one person from each house. In case the number of houses are more than 50 and less than 100, the interview shall be conducted with one person from every other house. In case the number of houses are more than 100 and less than 150, the interview shall be conducted with one person from every two houses. In case the number of houses are more than 150 and less than 200, the interview shall be conducted with one person from every three houses, and so on

The interview for every project shall be conducted with 50 individuals from which 15 of them should be females above 18 years of age. Remaining number of interviewees can be individuals above 18 years of age from within the locality

Monitoring of Baseline and End line Survey Implementation

The local employees of Integrity Watch Afghanistan are responsible to guide local monitors on conducting Baseline and End line Survey as well as observe the implementation of survey. Additionally, they should confirm that the questionnaires are properly filled out.
Clarification

1. The first time, Initial recording form is used for collecting of a courts information.
2. Questionnaire is used for baseline survey (after Local Monitors triaging).
3. Both civil and criminal Monitoring forms are used for court watch or monitoring of courts.
4. Outreach form is used for recording of public awareness sessions (during and after monitoring process).
5. Both civil and criminal feedback sheet are used for sharing of Local Monitors’ observation/identified problems with court officials.
# CBM-S Schools Summary Sheet

**Monitoring Start date:**

**General School Information:**

<table>
<thead>
<tr>
<th>School ID</th>
<th>School Name</th>
<th>Type of school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level of School</th>
<th>Number of teacher</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District</th>
<th>Province</th>
<th>Village</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Program Information:**

<table>
<thead>
<tr>
<th>School Building Exist?</th>
<th>Do they have toilet?</th>
<th>Do they have drinking water?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does SMS exist?</th>
<th>SMS is active?</th>
<th>Number of SMS members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District</th>
<th>Province</th>
<th>Village</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of SMS meeting conducted?</th>
<th>Number of people Participated?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Problem Information:**

<table>
<thead>
<tr>
<th>Type of Problems</th>
<th>Problem Description</th>
<th>Date Identified and By whom</th>
<th>Steps taken for resolution</th>
<th>Status of the problem</th>
<th>If problem resolved, Date of problem resolved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Over all Security of school is not good
- School is not clean
- Teachers are not regular
- Toilets are not clean
- Lack of teacher’s lesson plan

Select Date: From      To
Integrity Watch Afghanistan (IWA) CBM-S Baseline / End-line Survey

General Purpose

IWA wants to:

1. Understand Level of Transparency & Access to School information
2. Understand and measuring Community Satisfaction with education quality
3. Understand Community Perceptions of Accountability Issues in schools
4. Increase & Assess Community Awareness of Local Monitors and the Monitoring Process

Methodology

Target Groups
Target groups for the Baseline and End line Survey of CBM-S are the villagers and those who send their children to school.

Target Areas
The target areas for CBM-S Baseline and End line Surveys will be those communities, where the CBM-S program is monitoring schools.

Sample Size
The sample size has been determined and mutually agreed between donors and IWA. IWA will survey 100 beneficiaries per school monitored during the baseline survey, and 100 beneficiaries during the End line survey for the same school.

Survey Time Frame
The Baseline Survey should be conducted after a school has been selected for monitoring by CBM-S, and the local monitors and focal point have been assigned and trained. The Baseline Survey should be completed within one month within the school monitoring start date. The End line survey should take place after six months as continuously.

Surveyors
The Baseline and End line surveys should be conducted by local monitors, and supervised by the focal points and/or CBM-S provincial officers.

Surveyor Training
Local Monitors should be introduced to the baseline survey during the LM Training workshop. This introduction MUST be followed up by an in-depth training by Focal Points/Program Officer on how to conduct a baseline survey.

Sampling Frame
The sampling frame for these Baseline and End line surveys will be the beneficiaries and surrounding communities where the school is being providing education services monitored by CBM. This will precisely include all individuals, male and female between the ages of 18 and over. Female beneficiaries must be surveyed for each school. There is no specific quota of female beneficiaries to be interviewed, but as many as possible should be interviewed.

Sampling and Selection of Respondents

In the Baseline and End line surveys, the representative sampling methodology of Random Sampling will be used. In this case, all the households in the sampling frame will have equal probability of being selected in the sample. Local monitors should take a walk and randomly select the first household for interview, and further select every other house, or every third or fourth house depending on the size of community.

Name of Local Monitor Interviewing: ________________________

Date of interview:   ________________________
## Baseline □ End line□

### Section 1: Socio-Demographic Information

<table>
<thead>
<tr>
<th>S.N</th>
<th>Questions</th>
<th>Coding Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>Province</td>
<td></td>
</tr>
<tr>
<td>Q2</td>
<td>District</td>
<td></td>
</tr>
<tr>
<td>Q3</td>
<td>Village</td>
<td></td>
</tr>
<tr>
<td>Q4</td>
<td>Community</td>
<td></td>
</tr>
<tr>
<td>Q5</td>
<td>Name of school</td>
<td></td>
</tr>
<tr>
<td>Q6</td>
<td>Type of school</td>
<td>1. Boys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Girls</td>
</tr>
<tr>
<td>Q7</td>
<td>School ID</td>
<td></td>
</tr>
</tbody>
</table>
| Q8  | GPS Location / Coordinates of Project | Longitude: ___________  
|     |                                    | Latitude: ___________                                  |
| Q9  | Interviewee Gender                 | 1. Male                                               |
|     |                                    | 2. Female                                             |
| Q10 | Interviewee Age                    | _______years old                                      |
| Q11 | What is level of your education?   | 1. Illiterate                                         |
|     |                                    | 2. Primary                                            |
|     |                                    | 3. Secondary                                          |
|     |                                    | 4. Higher                                             |
| Q12 | Employment status                  | 1. Civil Servant                                      |
|     |                                    | 2. Farmer, shepherd, stock breeder or kuchi           |
|     |                                    | 3. Employed in NGO/INGO/Company                       |
|     |                                    | 4. Self-employed / Owns private business              |
|     |                                    | 5. Daily wage /mazdoor                                |
|     |                                    | 6. Unemployed                                         |
|     |                                    | 7. Student                                            |
|     |                                    | 8. Housewife                                          |
| Q13 | Number of household members        | Number: ___________                                   |
## Section 2: General Questions

<table>
<thead>
<tr>
<th>S.N</th>
<th>Questions</th>
<th>Coding Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>Are you aware of school in your community?</td>
<td>1. Yes <em>(Continue)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. No <em>(Skip to Q5)</em></td>
</tr>
<tr>
<td>Q2</td>
<td>If yes, do you have information about the school?</td>
<td>1. Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. No</td>
</tr>
<tr>
<td>Q3</td>
<td>If yes, what type of information do you have about the school?</td>
<td>1. I know about school problems and quality of education services in school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. I know that the SMS meeting is conducted as regularly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. I know, the SMS members identify and resolve school’s problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. I know about money which EQUIP has provided to school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. I have other information</td>
</tr>
<tr>
<td>Q4</td>
<td>When did you learn about the school?</td>
<td>1. Before participation to SMS meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. After participation to SMS meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Before implementing CBM-S program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. After implementing CBM-S program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Other</td>
</tr>
<tr>
<td>Q5</td>
<td>Do you know where the school is located?</td>
<td>1. Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. No</td>
</tr>
<tr>
<td>Q6</td>
<td>Do your children go to school?</td>
<td>1. Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. No</td>
</tr>
<tr>
<td>Q7</td>
<td>If yes, are you satisfied with quality of education services?</td>
<td>1. Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. No</td>
</tr>
<tr>
<td>Q8</td>
<td>Have you ever visited the school?</td>
<td>1. Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. No</td>
</tr>
<tr>
<td>Q9</td>
<td>Did anyone give you information about the school?</td>
<td>1. Yes <em>(Continue)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. No <em>(Skip to Q11)</em></td>
</tr>
<tr>
<td>Q10</td>
<td>If yes, how/who gave you information about the school? (You can select several options)</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
|     | 1. Through local/national media  
|     | 2. Through posters  
|     | 3. CDC members  
|     | 4. Students of school  
|     | 5. Teachers of school  
|     | 6. Local Monitors  
|     | 7. Focal Point of IWA  
|     | 8. School directorate  
|     | 9. Government department  
|     | 10. Other__________________ |

<table>
<thead>
<tr>
<th>Q11</th>
<th>Are you/were you, involved in the School Management Shura (SMS)?</th>
</tr>
</thead>
</table>
|     | 1. Yes(Continue)  
|     | 2. No [Skip to Q13] |

<table>
<thead>
<tr>
<th>Q12</th>
<th>If yes, when did you get involved in the SMS?</th>
</tr>
</thead>
</table>
|     | 1. During last year  
|     | 2. 6 months ago  
|     | 3. 3 months ago  
|     | 4. Other__________________ |

<table>
<thead>
<tr>
<th>Q13</th>
<th>Will/Did this school improve your life?</th>
</tr>
</thead>
</table>
|     | 1. Yes  
|     | 2. No  
|     | If yes, how? _____________________________  
|     | If no, why? _________________________________ |

<table>
<thead>
<tr>
<th>Q14</th>
<th>Do you think the school addresses the students’ most urgent needs?</th>
</tr>
</thead>
</table>
|     | 1. Yes  
|     | 2. No  
|     | 3. I don’t know |

<table>
<thead>
<tr>
<th>Q15</th>
<th>If there are problems in the school, then where do you think they come from?</th>
</tr>
</thead>
</table>
|     | 1. From Ministry of education  
|     | 2. From education department at provincial level  
|     | 3. From education directorate at district level  
|     | 4. From school directorate  
|     | 5. From EQUIP department  
|     | 6. From community members  
|     | 7. Other__________________ |

<table>
<thead>
<tr>
<th>Q16</th>
<th>Do you know of any corruption and abuse occurring in this school?</th>
</tr>
</thead>
</table>
|     | 1. Yes  
|     | 2. No |
**Q17**
If yes, what type/kind of corruption and abuse do you believe occurred in this school?
1. Nepotism
2. Favoritism
3. Bribery
4. Embezzlement
5. School assets have sold
6. Other

______________________________

**Q18**
If yes, who do you think is involved in the corruption going on in the school?
1. Education department at provincial level
2. Education directorate at district level
3. Monitoring directorate of education department
4. School directorate
5. SMS members
6. Other

______________________________

**Q19**
Do you know what community based monitoring of school is? (If NO, local monitor should explain this to interviewee)
1. Yes
2. No

**Q20**
Do you know that you have the right as a community member to monitor your school? (If NO, local monitor should explain this to interviewee)
1. Yes
2. No
3. I don’t know

**Q21**
Do you know if any organizations that are monitoring this school?
1. Yes (Continue)
2. No (Skip to Q23)

**Q22**
If yes, which organizations are also monitoring this school? (Select all that apply)
1. Provincial education department
2. Education directorate at district level
3. Community Development Council (CDC)
4. Local shura
5. Local Monitor
6. EQUIP department
7. Other

______________________________

**Q23**
Do you think that monitoring can improve/improved the quality of education services?
1. Yes
2. No

**Q24**
Are you interested in participating in community-based monitoring in the future?
1. Yes
2. No

**Q25**
Do you know where to complain if there is a problem in the school, or quality of education?
1. Yes (Continue)
2. No (Finish Interview)
<table>
<thead>
<tr>
<th>Q26</th>
<th>If yes, from whom did you learn about where to complain?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Local/national media</td>
</tr>
<tr>
<td></td>
<td>2. Through posters</td>
</tr>
<tr>
<td></td>
<td>3. CDC members</td>
</tr>
<tr>
<td></td>
<td>4. Students of school</td>
</tr>
<tr>
<td></td>
<td>5. Teachers of school</td>
</tr>
<tr>
<td></td>
<td>6. Local Monitors</td>
</tr>
<tr>
<td></td>
<td>7. Focal Point of IWA</td>
</tr>
<tr>
<td></td>
<td>8. School directorate</td>
</tr>
<tr>
<td></td>
<td>9. Government department</td>
</tr>
<tr>
<td></td>
<td>10. Other</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**CBM-S Facility Inspection and Asset Tracking Sheet**

### General Information

<table>
<thead>
<tr>
<th>School ID</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td></td>
</tr>
<tr>
<td>Name of Local Monitor</td>
<td></td>
</tr>
<tr>
<td>Contact Numbers</td>
<td></td>
</tr>
<tr>
<td>Sheet Handover Date</td>
<td></td>
</tr>
</tbody>
</table>

### Facilities and assets

<table>
<thead>
<tr>
<th>Books name</th>
<th>Quantity received</th>
<th>Date of received</th>
<th>Quantity distributed</th>
<th>Date of distribution</th>
<th># of books in store</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Books in library</td>
<td># of books received</td>
<td>Date of received</td>
<td># of books in from (name of any agency which provide book)</td>
<td>Date record</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration books</td>
<td>Quantity received</td>
<td>Date of received</td>
<td># of books used</td>
<td># of books in store</td>
<td>Date record</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Types of desk</td>
<td>Quantity received</td>
<td>Date of received</td>
<td>Quantity exists</td>
<td>Date recorded</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Types of Chair

<table>
<thead>
<tr>
<th>Types of Chair</th>
<th>Quantity received</th>
<th>Date of received</th>
<th>Quantity exists</th>
<th>Date recorded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Laboratory material

<table>
<thead>
<tr>
<th>Laboratory material</th>
<th>Date of received</th>
<th>Amount/quantity spent</th>
<th>Amount/quantity left</th>
<th>Date of record</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Items

<table>
<thead>
<tr>
<th>Items</th>
<th># of item received</th>
<th>Date received</th>
<th>Quantity</th>
<th>Functionality</th>
<th># Exists</th>
<th>Date of record</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer</td>
<td></td>
<td></td>
<td></td>
<td>☐ Yes ☐ No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printer</td>
<td></td>
<td></td>
<td></td>
<td>☐ Yes ☐ No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photo copy machine</td>
<td></td>
<td></td>
<td></td>
<td>☐ Yes ☐ No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Consumable assets

<table>
<thead>
<tr>
<th>Items</th>
<th>Quantity received</th>
<th>Date received</th>
<th>Quantity exist in store</th>
<th>Date of record</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chalk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duster</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagram</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pencile</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note book</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bag</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ruler</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sharpener</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagram (physics, chemistry, biology…)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Name and signature of school principle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and signature of local monitor</td>
</tr>
</tbody>
</table>
CBM-S Feedback Sheet

General Information

<table>
<thead>
<tr>
<th>School ID</th>
<th>School Name</th>
<th>School Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Districts</td>
<td>Provinces</td>
<td>Village</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No of Problems Identified to fix up</td>
<td>Number of SMS meeting conducted</td>
<td>Number of Participants</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Problem Identification / Resolved** *(All indicators with statistics for each indicator will come here and show in chart)*

<table>
<thead>
<tr>
<th>School Name</th>
<th># Problem Type</th>
<th>Details of Problem</th>
<th>Date Identified</th>
<th>Steps Taken to Solve</th>
<th>Status of the Problem</th>
<th>Date of Problem Resolved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

☐ Resolved
☒ On-going
☒ Unknown

Date Shared With Communities | Name & Signature of Community Elder

- [Image of pie chart with categories: No of Problems, No of Problems Resolved, No of On-going Problems, Unknown]
## CBM-S Quarterly Monitoring Sheet

### General Information

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>School ID</td>
<td></td>
</tr>
<tr>
<td>School Name</td>
<td></td>
</tr>
<tr>
<td>Name of local monitor</td>
<td></td>
</tr>
<tr>
<td>Contact number</td>
<td></td>
</tr>
<tr>
<td>Monitoring Date</td>
<td></td>
</tr>
<tr>
<td>Signature</td>
<td></td>
</tr>
</tbody>
</table>

### Questions and Answers

<table>
<thead>
<tr>
<th>Question</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were there enough text books for each student?</td>
<td>☐ All ☐ Most</td>
</tr>
<tr>
<td></td>
<td>☐ Some ☐ None</td>
</tr>
<tr>
<td>Did students have access to teaching/learning material</td>
<td>☐ All ☐ Most</td>
</tr>
<tr>
<td>(blackboard, chalk, drawings, and diagrams, stationary...)?</td>
<td>☐ Some ☐ None</td>
</tr>
<tr>
<td>Did students have access to adequate desks and chairs?</td>
<td>☐ All ☐ Most</td>
</tr>
<tr>
<td></td>
<td>☐ Some ☐ None</td>
</tr>
<tr>
<td>Did students have access to clean toilets?</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>Was budget information shared with SMS members monthly?</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>Does school library have enough books relevant to students' needs?</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>Were the TORs of the School Principle, Deputy Principle and Head Master</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>displayed on their office wall?</td>
<td></td>
</tr>
<tr>
<td>Were all necessary books such as Information book and outgoing and</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>incoming letters logbook, Registration book, Lessons logbook available</td>
<td></td>
</tr>
<tr>
<td>in the school and used regularly?</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Yes ☐</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Did all the following seven committees exist in the school and were active?</td>
<td></td>
</tr>
<tr>
<td>1. Health committee,</td>
<td></td>
</tr>
<tr>
<td>2. Contact to students parent committee,</td>
<td></td>
</tr>
<tr>
<td>3. Cultural committee,</td>
<td></td>
</tr>
<tr>
<td>4. Greenery committee,</td>
<td></td>
</tr>
<tr>
<td>5. School maintenance committee.</td>
<td></td>
</tr>
<tr>
<td>6. Sport committee and</td>
<td></td>
</tr>
<tr>
<td>7. Discipline committee?</td>
<td></td>
</tr>
<tr>
<td>Were the seven committees’ structural chart fixed on the office wall?</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>Did the following three departments exist in the school and were active?</td>
<td></td>
</tr>
<tr>
<td>a. Literature department</td>
<td></td>
</tr>
<tr>
<td>b. Social science department</td>
<td></td>
</tr>
<tr>
<td>c. Science department</td>
<td></td>
</tr>
<tr>
<td>Were the three departments’ structural charts fixed on the office wall?</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>Were the first-aid kit available in the school and properly stocked?</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>Did fire extinguisher existed in the school?</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>Did complain- box exist and how frequently was checked by responsible?</td>
<td></td>
</tr>
<tr>
<td>Complain box Existed and checked</td>
<td>☐</td>
</tr>
<tr>
<td>Monthly ☐ Quarterly ☐</td>
<td></td>
</tr>
<tr>
<td>Annually ☐ Never ☐</td>
<td></td>
</tr>
<tr>
<td>Were violence or abuses against students recoded? E.g (physical abuse or violence, Sexual abuse, or etc)</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>How frequent education monitoring department visited the school?</td>
<td>Monthly ☐ Quarterly ☐</td>
</tr>
<tr>
<td>Annually ☐ Never ☐</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
### Problem Identification

<table>
<thead>
<tr>
<th>Problem type</th>
<th>Problem description</th>
<th>Date identified and by whom?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Problem Solution

<table>
<thead>
<tr>
<th>Problem type</th>
<th>Problem description</th>
<th>Date solved and by whom?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### For office use only

- [ ] Field visits made and information checked
- [ ] Data entered into the database

Forms received by

Signature
### CBM-S School Initial Recording Form

#### General Information

<table>
<thead>
<tr>
<th>School ID (TBD)</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Level of School</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Boys ☐ Girls ☐ Both</td>
<td>☐ Primary School ☐ Secondary School ☐ High School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of Establishment</th>
<th>Latitude</th>
<th>Longitude</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Village</th>
<th>District</th>
<th>Province</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Project Stakeholders

<table>
<thead>
<tr>
<th>SMS exists?</th>
<th>SMS is Active?</th>
<th>SMS is Mobilized?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CDC exists?</th>
<th>CDC is Active?</th>
<th>NGOs Active in the Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
</tr>
</tbody>
</table>

#### School Facilities

<table>
<thead>
<tr>
<th>School building exists?</th>
<th>Capacity of Enrolment</th>
<th>Current Enrolment</th>
<th>Boys:</th>
<th>Girls:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☐ No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># of School Shifts</th>
<th># of Instructional Rooms</th>
<th># of Non-Instructional Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># of Instructional Rooms in Use</th>
<th># of Non-Instructional Rooms in Use</th>
<th># of Classes Without Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># of Toilets</th>
<th>Green Area</th>
<th>Playground</th>
<th>Boys:</th>
<th>Girls:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
</tbody>
</table>

#### Staffing

<table>
<thead>
<tr>
<th># of Teachers (Male)</th>
<th># of Teachers (Female)</th>
<th># of Admin Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># of Teachers Contracted</th>
<th># of Permanent Teachers</th>
<th># of Short-Term Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Teacher Qualification/Training
<table>
<thead>
<tr>
<th>Master</th>
<th>Bachelor</th>
<th>TT Institute Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Graduate</td>
<td>Secondary School Graduate</td>
<td># of Teachers received training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Male: Female:</td>
</tr>
</tbody>
</table>

**Access to School Information**

<table>
<thead>
<tr>
<th>Budget</th>
<th>Expenditure Records</th>
<th>Aid Distribution Records</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
<td>☐ Yes</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>☐ No</td>
<td>☐ No</td>
<td>☐ No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Human Resources Records</th>
<th>Attendance Records</th>
<th>Admin Records</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
<td>☐ Yes</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>☐ No</td>
<td>☐ No</td>
<td>☐ No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List of Inventory</th>
<th>Stock</th>
<th>Physical Access to School</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
<td>☐ Yes</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>☐ No</td>
<td>☐ No</td>
<td>☐ No</td>
</tr>
</tbody>
</table>

**Project Monitoring Facilitated by Integrity Watch**

<table>
<thead>
<tr>
<th>Monitoring Start Date</th>
<th>Monitoring Status</th>
<th>Monitoring End Date (if Ended)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ Ongoing</td>
<td>☐ Ended</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Monitor</th>
<th>Contacts</th>
<th># of participants in election of LM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Data entry and verification**

| ☐ | Data entered into the database by Focal Point |
| ☐ | Data accuracy verified by Provincial Coordinator |

**Name of FP:**

<table>
<thead>
<tr>
<th>Contact Number:</th>
<th>Contact Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Date:**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Signature:**

<table>
<thead>
<tr>
<th>Signature</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CBM-S Monitoring Sheet**

**General Information**

<table>
<thead>
<tr>
<th>School ID</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name of Local Monitor

Contact Numbers

Monitoring Date

Signature

**Checklist**

- ☐ Check previous problem (if any/not resolved) status
- ☐ Check if PMB instructions (if any) followed
- ☐ Weekly feedback to community provided
- ☐
- ☐
- ☐

**Questions** | **Answers**
--- | ---
Were security arrangements in place and in order? | ☐ Yes ☐ No
Was the school overall clean and tidy? | ☐ Yes ☐ No
Was drinking water available? | ☐ Yes ☐ No
Were toilets clean? | ☐ Yes ☐ No
Were admin staff present and on-time (30 minutes earlier than others) | ☐ Yes ☐ No
Were the classrooms orderly? (Random check) | ☐ Yes ☐ No
Was the science laboratory functional and orderly? | ☐ Yes ☐ No
Did daily school assembly take place? | ☐ Yes ☐ No
Were usual number of students present and on-time? | ☐ Yes ☐ No
How many teachers were present and on-time? | ☐ All ☐ Most ☐ Some ☐ None
How many teachers were absent? | ☐
How many teachers had lesson plan? (Random check) | ☐ All ☐ Most ☐ Some ☐ None
How many classes had teaching material available (blackboard, chalk, drawings, diagrams, stationary,...) (random) | ☐ All ☐ Most ☐ Some ☐ None
How many classes used lessons log book properly? | ☐ All ☐ Most ☐ Some ☐ None

**Problem Identification**
### Problem Type

<table>
<thead>
<tr>
<th>Problem Type</th>
<th>Problem Description</th>
<th>Date identified and by whom?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Problem Solution

<table>
<thead>
<tr>
<th>Problem Type</th>
<th>Problem Description</th>
<th>Date solved and by whom</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### For office use only

|☐| Field visits made and information checked |
|☐| Data entered into the database |

Form received by

Signature
# CBM Community Outreach Form

## General Information

<table>
<thead>
<tr>
<th>Project ID</th>
<th>Project Name</th>
<th>Village/District/Province</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Event Information

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Outreach Content</th>
<th>Event Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mobilization before Event</th>
<th>Event Date</th>
<th>Event Duration (Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☐ No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># of Participants (Male)</th>
<th># of Participants (Female)</th>
<th>CDC Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>☐ Yes ☐ No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DVDs Distributed</th>
<th>Print Material Distributed</th>
<th>Other Material Distributed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Event reporting

<table>
<thead>
<tr>
<th>Event Checklist Completed</th>
<th>Photography</th>
<th>Video</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
<td>☐ Yes ☐ No</td>
</tr>
</tbody>
</table>

## Feedback from Community


## Data entry and verification

<table>
<thead>
<tr>
<th>☐</th>
<th>Data entered into the database by Facilitator</th>
<th>Name and Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>Data accuracy verified by Outreach Manager</td>
<td>Name and Signature:</td>
</tr>
</tbody>
</table>
## CBM-I Project Initial Recording Form

### General Information

<table>
<thead>
<tr>
<th>Project ID (TBD)</th>
<th>Project Name</th>
<th>Project Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Start Date</th>
<th>End Date</th>
<th>Budget in US$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Village</th>
<th>District</th>
<th>Province</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Latitude</th>
<th>Direct Beneficiaries (Male)</th>
<th>Indirect beneficiaries (Male)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Longitude</th>
<th>Direct Beneficiaries (Female)</th>
<th>Indirect beneficiaries (Female)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Background Information

<table>
<thead>
<tr>
<th>Is this project being monitored under a grant from Integrity Action?</th>
<th>Name of the Grant:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
<td></td>
</tr>
<tr>
<td>☐ No</td>
<td></td>
</tr>
</tbody>
</table>

Why is this infrastructure/service delivery project needed?  
For Example: Answer the below Questions like a paragraph.

What is the problem this project is trying to address?  
Why is this a real problem?  
What is the solution the project intends to deliver?  
Who are the intended beneficiaries?  
What impact will the project have?

Provide as many specific details as you can about the actual deliverables of the project?  
For example: What exactly does the project include?
### Project Stakeholders

<table>
<thead>
<tr>
<th>Donor</th>
<th>Facilitator</th>
<th>Prime Contractor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implementer</th>
<th>Government Partner</th>
<th>Contract Layer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CDC exists</th>
<th>CDC Active</th>
<th>CDC Mobilized</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
<td>☐ Yes</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>☐ No</td>
<td>☐ No</td>
<td>☐ No</td>
</tr>
</tbody>
</table>

### Access to Project Information

<table>
<thead>
<tr>
<th>Statement of Work</th>
<th>Bill of Quantity</th>
<th>Contract</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
<td>☐ Yes</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>☐ No</td>
<td>☐ No</td>
<td>☐ No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drawings</th>
<th>Budget Source of Information</th>
<th>Physical Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
<td>☐ Yes</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>☐ No</td>
<td>☐ No</td>
<td>☐ No</td>
</tr>
</tbody>
</table>

### Accessibility Keywords

- **Proactive** - Document was publicly available online or at the project site
- **Reactive** - Document was available on request
- **Not Needed** - Document was not needed at the time of monitoring
- **Not Available** - Document was not available

### Access to Information

Feasibility Study

<table>
<thead>
<tr>
<th>How was the accessibility?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Proactive</td>
</tr>
<tr>
<td>☐ Reactive</td>
</tr>
<tr>
<td>☐ Not Needed</td>
</tr>
<tr>
<td>☐ Not Available</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How did you try to access information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please tick or highlight all that apply</td>
</tr>
<tr>
<td>☐ Contact with Contractor</td>
</tr>
<tr>
<td>☐ Contact with Donor</td>
</tr>
<tr>
<td>☐ Contact with Implementing Agency</td>
</tr>
<tr>
<td>☐ Contact with Local authorities</td>
</tr>
<tr>
<td>☐ Website</td>
</tr>
<tr>
<td>☐ Project Signboard</td>
</tr>
<tr>
<td>☐ Other</td>
</tr>
<tr>
<td>Project Plans</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Contract</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Budget</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Bill of Quantity</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Annual Report</td>
</tr>
<tr>
<td>Evaluation Report</td>
</tr>
<tr>
<td>Contract Variation</td>
</tr>
</tbody>
</table>
**Project Monitoring Facilitated by Integrity Watch**

<table>
<thead>
<tr>
<th>Monitoring Start Date</th>
<th>Monitoring End Date</th>
<th>Project Progress (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Monitor 1</th>
<th>Local Monitor 2</th>
<th># of participants in elections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Number LM1</th>
<th>Contact Number LM2</th>
<th>Other Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Project Monitoring by Others**

<table>
<thead>
<tr>
<th>Project monitored by others</th>
<th>Name of other agency</th>
<th>Type of other agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
<td>☐ No</td>
<td></td>
</tr>
</tbody>
</table>

**Data entry and verification**

- ☐ Data entered into the database by Focal Point
- ☐ Data accuracy verified by Provincial Coordinator

Name of FP: 

Contact Number: 

Date: 

Signature

Name of PC: 

Contact Number: 

Date: 

Signature
Weekly Monitoring Sheet

**General Information**

<table>
<thead>
<tr>
<th>Project ID</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name(s) of Local Monitors</td>
<td></td>
</tr>
<tr>
<td>Sheet Handover Date</td>
<td></td>
</tr>
</tbody>
</table>

**Checklist**

- ☐ Check if Previous problem (if any/not resolved) and its status.
- ☐ checked if any PMB instructions
- ☐ Check if weekly feedback to community provided
- ☐ Other:

**Monitoring questions:**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Project work plan exist and construction company is working accordingly?</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Did they use essential machinery?</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>How was the quality of construction material?</td>
<td>□ Excellent □ Good □ Fair □ Bad</td>
</tr>
<tr>
<td>How was the quality of construction work?</td>
<td>□ Excellent □ Good □ Fair □ Bad</td>
</tr>
<tr>
<td>Did Progress of work were against drawing?</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Were they using safety measures?</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>
## Problem Identification

<table>
<thead>
<tr>
<th>Problem Type</th>
<th>Problem Description</th>
<th>Date Identified</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Problem Solution

<table>
<thead>
<tr>
<th>Problem Type</th>
<th>Problem Description</th>
<th>Date Solved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Project Effectiveness

Apart from resolving the specific problem(s) with this project, was there a change in policy?

- [ ] Yes
- [ ] No
- [ ] I don’t know
- [ ] In progress

Please give details:

Was the community satisfied with the project delivery?

- [ ] Yes
- [ ] No
- [ ] I don’t know

Please give details:

How was community satisfaction measured?

- [ ] Surveys
- [ ] Focus group discussions
- [ ] Interviews
- [ ] Others

Number of satisfied respondents: 
Number of unsatisfied respondents: 
Total number of respondents:
Please choose the description which best reflects your opinion on the way this project has been implemented by the organizer/contractor/implementing agency as per your experience with the project:

- ☐ Category A - Well implemented, completed project
  The project has been well built, and provides good value for money (i.e. the budget was the right amount for the infrastructure delivered).

- ☐ Category B - Badly implemented, completed or incomplete project
  The project seems to be poorly constructed and/or delivers poor value for money with a budget much larger than necessary for the quality or quantity delivered by the project.

- ☐ Category C - Well implemented, ongoing project
  The project seems to be well implemented but it is still ongoing, i.e. the project seems to be of good quality so far, but construction is still ongoing.

- ☐ Category D - Reallocated Funds
  The project has not been implemented because the money was reallocated to another project with the permission from the necessary authorities.

For office use only

- ☐ Field visits made and information checked

- ☐ Data entered into the database

Form received by

Signature
CBM-I Baseline / End line Survey

Integrity Watch Afghanistan

Goal

Integrity Watch Afghanistan wants to:

5. Find out the level of transparency and access to information of infrastructure projects
6. Know the satisfaction of people after the completion and hand over of infrastructure projects
7. Know the opinion of people on accountability in infrastructure projects
8. Develop and assess the awareness of people on the process of community monitoring

Method

Surveyors

The Baseline and End line Surveys have to be carried out by local monitors and observed by community monitoring of infrastructure department.

Training of Surveyors

The local monitors are trained well through “Training Workshop for Local Monitors” on the implementation of Baseline and End line Surveys. They are also provided with technical training materials on the survey by the program authorities.

Sampling Groups

The sampling groups for Baseline and End line Surveys are people who are benefited from the infrastructure project being implemented and people living around. The people in the groups consists of males and females above 18 years of age. The female beneficiaries of the project shall also be considered in the survey. The exact number of females being surveyed is not known though they have to be surveyed as much as possible (up to 50%).

Sampling and Selection of Respondent

In Baseline and End line Surveys, random sampling approach is used. Therefore, with such an approach the chances of selecting every family in the area are more. The local monitors start the interview with random sampling approach starting from the first house on random basis, then the second, third and fourth houses are selected based on the number of houses in the area.
Name Local Monitor/Interviewer

Date of Interview:

Baseline Survey        End Line Survey

**Part 1: Community Information**

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Multiple Choice Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Project Name and Project Code</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Interviewees Gender</td>
<td>Male, Female</td>
</tr>
<tr>
<td>3</td>
<td>Interviewees Age</td>
<td>Years</td>
</tr>
<tr>
<td>4</td>
<td>Interviewees Education</td>
<td>Illiterate, Primary, Middle, Higher</td>
</tr>
<tr>
<td>5</td>
<td>Interviewees Job</td>
<td>Government Employee, NGO, INGO or private sector employee, Agriculture and livestock, Self-employed, Daily worker, Unemployed/jobless, Student, House woman, Other</td>
</tr>
<tr>
<td>6</td>
<td>No of Family Members</td>
<td></td>
</tr>
</tbody>
</table>
### Part 2: General Questions

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Multiple Choice Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How much do you know about development projects in your area?</td>
<td>Very much, Average, Little, Very little, Nothing</td>
</tr>
<tr>
<td>2</td>
<td>How much do you know that you have monitoring rights of the development projects?</td>
<td>Very much, Average, Little, Very little, Nothing</td>
</tr>
<tr>
<td>3</td>
<td>How agree you are about the implementation of development project in your area?</td>
<td>Very much, Average, Little, Very little, Nothing</td>
</tr>
<tr>
<td>3</td>
<td>How satisfied you are about the government monitoring of the development projects?</td>
<td>Very much, Average, Little, Very little, Nothing</td>
</tr>
<tr>
<td>4</td>
<td>How many times have you monitored development projects in your area?</td>
<td>Very much, Average, Little, Very little, Nothing</td>
</tr>
<tr>
<td>5</td>
<td>How interested are you in community monitoring of the development projects?</td>
<td>Very much, Average, Little, Very little, Nothing</td>
</tr>
</tbody>
</table>
Acknowledgements

**Trainee Training**
Brainbase – Peter Honey & Alan Mumford, 2006
Brainstorm Dynamics
www.businessballs.com/experientiallearning
St Christopher’s Hospice, London
The Candle Project; St Christopher’s Hospice, London
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Integrity Watch Afghanistan: Community Based Monitoring Toolkit
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Visualization in Participatory Programs VIPP (Unicef)