



COMMUNITY SELF ASSESSMENT PROCESS

HOW TO GUIDE

INTRODUCTION TO RESTLESS DEVELOPMENT

Restless Development is a youth-led International NGO that places young people at the forefront of change and development. In Zambia, in collaboration with the Ministry of Education and other stakeholders, we are implementing Sexual and Reproductive Health and Rights (SRHR), livelihoods and Civic participation awareness raising and capacity building interventions in Schools, Colleges of Education (Teacher Training Colleges) and Communities. Restless Development is working closely with the line Ministries in charge of Youth Affairs in the Country and is part of the Ministry Of Youth, Sports and Child Development, Ministry of Health Technical Working Groups on moving forward issues affecting young people and as a result, has contributed to the provision of evidence on tracking of Youth Policy implementation

We are also part of the Ministry of General Education Project Coordinating Committee: A coordinating body of CSOs and donor agencies working with MOGE. It is also a platform for sharing and learning with other CSOs and meets every month to update on activities being done that are contributing towards the goals of MOGE

HOW TO USE THIS RESOURCE

This resource has been designed to give guidance and ease work to the Self-Assessment and score card process for schools and communities. The process and tools (Self Assessment Tools SAT and Scored Card Process SCaP) can also be replicated by other organizations and all who wish to do this process and utilize the model. Restless Development has worked with a number of partnering organizations that have adopted the SAT process and this guide will, explain the process, the challenges faced and the successes attained.

Specifically, this resource has been designed for our Young people leading accountability work in schools. The process is aimed at ensuring that all governance structures in schools are responding to the identified challenges and are able to also recognize their best practices from the process with regards implementing the Ministry of General Education Policies (Re-entry Policy and the HIV Policy). This resource and the processes involved can also be adapted and used in assessing other policies and service provision other than the above mentioned.

CONDUCTING THE SELF ASSESSMENT PROCESS

What is the self-assessment Process?

This is a process where the community through the use of a participatory monitoring tool is able to plan, monitor, evaluate service provision and socially audit performance between service providers and end users. This in turn allows for improvement in accountability, transparency and participation between service providers and end users.

The assessment is conducted to enable communities to identify gaps in service delivery. It allows for identifying strengths and weaknesses thus making informed decisions with regard the gaps and/or how to improve on the weaknesses.

This process also allows for the community to participate in developing and implementing solutions on the issues they are facing.

The Self Assessment Tool (SAT);

The self-assessment tool is a participatory monitoring tool used for various functions such as planning, monitoring, performance evaluation of services, social auditing (the process whereby an institution, organisation, school can account for and report on its social performance and improve that performance.) It is an exciting way of increasing accountability, transparency and participation (elements of good governance) through the series of questions it has. The questions are meant to explore the structures of the community, seeing what is working well and what needs to be improved.

The Score-Card Process (SCaP)

This is a prioritization method of the issues coming from the self assessment tool. The score-card by method of animated 'smiley faces' rates the issues and in order of urgency and way to be dealt with. This always comes after the SAT has been administered and issues are being prioritized. The SAT by design has numerous questions and it can be difficult to prioritise and decide which issues can be addressed when. The SCaP makes the process easier. By identifying the most common issues appearing in the SAT forms it narrows down the process and only the most common among the forms can be placed in the SCaP tool. This process should be carried out by the committee spear-heading this process.

Stakeholder Involvement

A good self-assessment involves a wide range of people in the community. It should be led by a committee in this case the Community Working Action Group (CWAG). The CWAG is a group that is comprised of different stakeholders from the community. Membership is based on interest, position and availability. The purpose of the CWAG as a committee is to provide support and strengthen community existing groups and structures. Through work with the various stakeholders, the CWAG can also be able to monitor the disbursement and use of the Community Development fund (CDF).

Objectives ;

- To build community capacity to take ownership for solving their own problems and driving their own development
- To ensure community stake holder participation in working with decision makers and holding them to account for improved services within the community
- create a platform for young people to participate and engage with different stakeholders and decision makers at local level
- Expands inclusion of often marginalized populations, such as women, youth, persons with disabilities, the elderly, and religious or ethnic minorities
- Fosters stronger relationships between local government, businesses, community members and CBO/NGOs

Below is an example of a list of stakeholders that can be part of the committee. This committee can have a maximum of up to 15 people. The wider the representation of the community through the different stakeholders, the more likely the CWAG is to succeed as this represents various interests of people in a community.

- Ward Councilor
- Community Development Officer
- Neighborhood Health Committee and clinic in-charge
- Head teachers /Guidance and counseling personnel/school personnel
- The Induna and his representative
- Youth Chairperson
- Two young People/Ambassadors
- Religious leaders (Representatives)

- Leadership from women's group or Clubs
- Partners other organizations working along the same lines
- Representation from persons with special needs

Roles and Responsibilities

- Conduct self-assessment
- Track Progress
- Monitor development and activities in the communities
- Prioritise issues for advocacy to decision Makers
- Responsible for community based initiatives
- Preside over Challenges being faced in the communities and propose solutions
- Organize community Events that promote Dialogue with Decision Makers

Note that the composition of the CWAG is dependent on the community dynamics in existence. It can differ from one community to the next

Steps in the Self Assessment Process

Step1: Identify issues from the community

Identify the need to conduct the process e.g. to find out how services are being experienced by service users and involve them in planning and decision making processes. Identify the service to be assessed

Conduct Community Power Mapping- This process helps you to determine the individuals and groups in your community who are affected by the issue and who can influence your target. Some groups and individuals may be affected by the issue but do not have much influence over the target. Others might have a lot of influence over the target but are not directly impacted by the issue. Brainstorm all of the individuals and groups in your community who are influential and are directly impacted by the campaign issue. Develop a social map, locating where important institutions are, such as government offices, schools, and clinics. Finally develop a check list of service providers available in the community

Step2: Develop the Tool

Develop the self-assessment tools based on the identified need. Make sure that the tools are simple and straightforward for the community young people to administer and ensure a pre-test of the tool is done before the community young people are trained on how to use them. Select the most appropriate tool and make adjustments as necessary. This resource has tools biased to issues that affect young people with regards Sexual Reproductive Health (around Adolescent Health Strategic Plan & Re-Entry Policy) and so it is important to note that other tools should/ can be developed based on the issues the community is facing. Find attached the tools to help guide the process.

Step3: Orientation

Train the selected young people from the communities on how to administer the tool. Pre-test the tool again now with the trained young people so they familiarize themselves with the tool and are comfortable with the questions in the tool. Make further adjustments if need be to the tool based on the pre-test conducted.

Step4: Conduct the Self Assessment

Set a date when to start the assessments with the committee fully aware. Once the questionnaires have been administered, all assessment forms should be compiled in one place and a date for a round table meeting with the relevant stakeholders set so that issues coming from the assessments are discussed and prioritized. If some of the issues involve other stakeholders or relevant authorities they need to be informed well in advance and report/position paper shared with them prior to the meeting so that they are aware of what they need to do before coming.

Step5: Conduct the Score Card Process/ Prioritization

This is a prioritization method of the issues arising from the self assessment process. The score-card through use of animated 'smiley faces' rates the issues in order of urgency and how they can be worked on. This process always comes after the SAT has been administered and is a way of ensuring issues identified are prioritized and actions are noted. It is difficult to prioritize issues arising from the SAT thus the SCaP makes the process easier by identifying the most common issues appearing on the SAT forms narrowing down the process and allowing for only the most common among the forms to be placed in the SCaP tool.

Step6: Sharing of Findings

Findings from the assessments conducted should be publicly shared with the key gate keepers, service providers and the service users for enhancing transparency and accountability through a position paper. A position paper is simply an essay outlining issues identified, the paper should highlight clearly the issues identified. There after present the findings and allow for an open and participatory discussion and questions for clarity. Ensure that personal attacks are avoided, explaining the objective of the process. Once the findings are presented, encourage the champions to push forward for implementation of the needed services in the community. Trained young people from the communities to follow up on the implementation of identified issues which are highlighted in the position paper.

Step7: Monitoring of the Implementation of the Identified Issues

Organize review meetings to follow up with the local leaders on where they are with implementing the agreed actions. Repeat self-assessment process (evaluation and re-planning) to assess if there has been any improvement from implementing the action plan



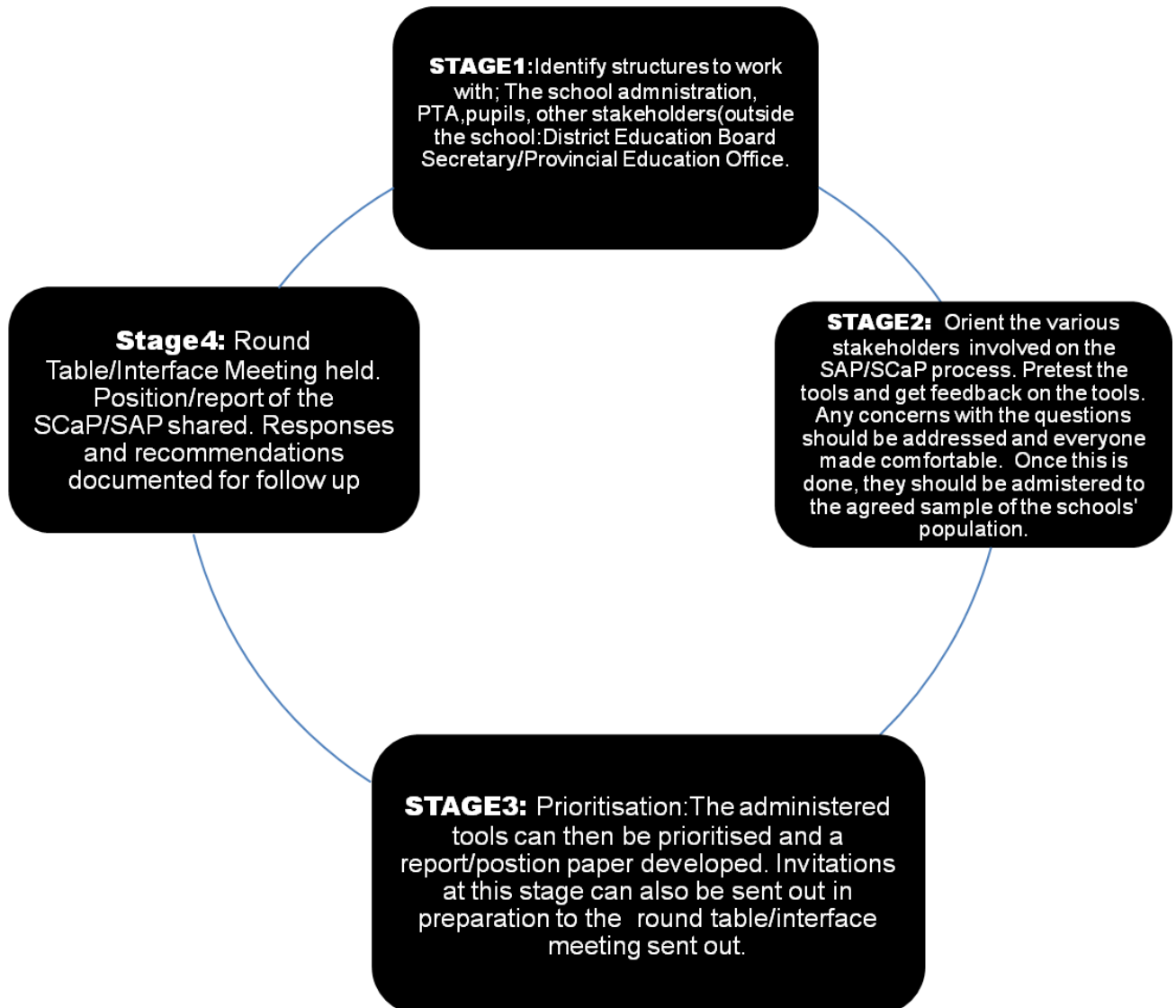
REMEMBER! This process is meant to be a progressive way to develop the community and not to fault-find or shame individuals. One needs to be careful not to push for action aggressively as this might be met with a negative response from persons responsible.

As Restless Development, we will endeavor to facilitate and ensure this process goes smoothly, and we will not at any point publish the contents of the SAP proceedings without the community's approval.

Appendix:



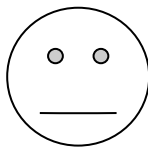

1. Self Assessment Diagram
2. Score card tool
3. Prioritization tool
4. Self assessment tool

1. SELF ASSESSMENT DIAGRAM



2.SCORE CARD: ACCOUNTABILTY AND ASSESSMENT TOOL

This tool is used to prioritise issues and rate them using the self assessment tool and the prioritisation tool.

Priority issues	Actual (community perception, what is really happening at the health centre or in community)	Action Needed	Remarks	facial expression	score
				VERY GOOD 	5
				GOOD 	4
				JUST OK 	3
				BAD 	2

3.ACTION PLANNING PRIOTISATION TOOL: (Community score Card Process)

Priority (List each issue)	Action (Activities needed to address the issue)	Who will lead it (name &institution)	With Whom (Name & institution)	By when (should it be done). Dates	Resources (What is needed to do the action)	Notes

4.School Self-Assessment Form

Name of School		Month	
Name of constituency		Date	
Area of Assessment			
Access to SRH and Education- Re-Entry Policy		Reason for response	
Do young people in the school receive Comprehensive Sexual and reproductive health lessons	YES <input type="checkbox"/> No <input type="checkbox"/>		
Is there a room in school a school where young people can go for confidential counselling	YES <input type="checkbox"/> No <input type="checkbox"/>		
Is there a trained counsellor (teacher) in the school/Guidance unit	YES <input type="checkbox"/> No <input type="checkbox"/>		
Do we have cases of early pregnancies among the school pupils	YES <input type="checkbox"/> No <input type="checkbox"/>		
Do we have any cases on child abuse among the pupils in school	YES <input type="checkbox"/> No <input type="checkbox"/>		
Does Referral take place from the guidance and counselling on cases involving health issues, abuse.	YES <input type="checkbox"/> No <input type="checkbox"/>		
Are there any cases of teacher Pupil relationships	YES <input type="checkbox"/> No <input type="checkbox"/>		
Does the guidance unit provide career guidance to pupils	YES <input type="checkbox"/> No <input type="checkbox"/>		
Are girls being mentored through the guidance unit	YES <input type="checkbox"/> No <input type="checkbox"/>		
Are pupils free to access the guidance unit	YES <input type="checkbox"/> No <input type="checkbox"/>		
Do they utilise the guidance and counselling services	YES <input type="checkbox"/> No <input type="checkbox"/>		
Are there functional clubs that support the increase of Knowledge for the pupils in Sexual Reproductive Health, Re-Entry	YES <input type="checkbox"/> No <input type="checkbox"/>		
Do you have the Re-entry policy at the school	YES <input type="checkbox"/> No <input type="checkbox"/>		
Does the school track the girls that have dropped out of school and come back	YES <input type="checkbox"/> No <input type="checkbox"/>		
Are there any girls that have been re-admitted back into school after dropping out	YES <input type="checkbox"/> No <input type="checkbox"/>		
Do you have the Re-entry policy at the school	YES <input type="checkbox"/> No <input type="checkbox"/>		
Is the school doing any activities to raise awareness on Re-Entry Policy	YES <input type="checkbox"/> No <input type="checkbox"/>		

Which of the following standards are you implementing in the school				
1	Assembly messages	YES <input type="checkbox"/>	No <input type="checkbox"/>	
2	5 mins SRH messages	YES <input type="checkbox"/>	No <input type="checkbox"/>	
3	Awareness event	YES <input type="checkbox"/>	No <input type="checkbox"/>	
4	Youth Resource Center	YES <input type="checkbox"/>	No <input type="checkbox"/>	
5	HIV /AIDS committee	YES <input type="checkbox"/>	No <input type="checkbox"/>	
Does the school have adequate structures enough for pupil learning		YES <input type="checkbox"/>	No <input type="checkbox"/>	

Identification of challenges

Please list below the issues that affect the youth in Re-Entry and health service provision and pick three at most and provide recommendations on what should be done about it		
Identified Issue(Here specify the major issues that are affecting the pupils especially pupils)	How does this issue affect the young people in the Community/Constituency	What steps are you going to take to ensure that these problems/issues are taken care of by both you and the leaders or providers(here provide also who will be involved in the process)
Access to health - Adolescent health strategic plan		
Education : Re-Entry Policy		

Decision making issues:- Local engagements with Community leaders		
Any other issues		



HOPE YOU FOUND THIS RESOURCE HELPFUL!



