

**MINISTRY OF ECONOMIC DEVELOPMENT AND POVERTY
REDUCTION OF THE REPUBLIC OF UZBEKISTAN**



COMMUNITY MOBILIZATION MANUAL

**ADAPTED FOR COVID-19
In September 2020**

Project Implementation Unit

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Acronyms

CPM	Community Participatory Monitoring
DPC	District Project Committee
ESS	Environmental and Social Safeguard
FP	Facilitating Partner
GoU	Government of Uzbekistan
MCA	Mahalla Citizens' Assembly
T-MDU	Temporary Mahalla Development Unit
MoED	Ministry of Economic Development and Poverty Reduction
O&M	Operations and Maintenance
OB	Office Bearers
RIDP	Rural Infrastructure Development Program
QDP	Qishloq Development Plan
QE	Qishloq Engineer
QF	Qishloq Facilitator
SC	Seasonal Calendar
WBA	Well-Being Analysis

This community mobilization manual is intended for senior/mid-level government and Facilitating Partners (FP) staff, as well as the FP Master Trainers and Community Facilitators (See Annexes for details on how to conduct the exercises). It discusses not only what the Rural Infrastructure Development Program (RIDP) but also the processes various actors will be engaged in to ensure transparent, accountable and inclusive development processes. The main text outlines what is to be done and the annexes provide step-by-step guidelines for FP Qishloq Facilitators (QFs) and Government QFs to conduct the sessions in communities.

The COVID-19 Community Mobilization Manual is designed to guide staff in the implementation of the RIDP social mobilization process during the COVID-19 crisis. The social mobilization process of the Rural Infrastructure Development Project (RIDP) was designed, field-tested, and fine-tuned in the fall of 2019 and relies on the ability of large numbers of people to congregate, engage in collective analysis (e.g. the creation of community maps and socio-economic matrices), vote in community-level elections, and participate in community decision-making processes that identify sub-project investments in basic infrastructure and services financed by the RIDP. Given the ease through which the COVID-19 virus spreads, however, it has become imperative to design an approach that delivers on component one of the program that is safe to implement during the COVID 19 pandemic whilst maintaining transparency and accountability, as well as ensuring the inclusion of vulnerable and marginalized groups and households in rural communities.

It is proposed to suspend large gatherings for Temporary Mahalla Development Unit (T-MDU) elections and the participatory exercises during the COVID-19 situation. Instead, community consultations will take place either in small meetings and/or through community representatives (such as temporary T-MDUs that will also include young people) to allocate RIDP resources and monitor sub-project implementation.

Whilst the approach places limitations on the number of people who can participate in-person in the RIDP's participatory processes at a given time, it does not compromise on key principles, including:

- To assist leaders (men and women) to think through key issues and represent their neighborhoods - the development process will be externally facilitated.
- To ensure responsible and accountable representation, community leaders will form T-MDUs and these will be capacitated to work on behalf of all neighborhoods within participating Qishloqs.
- Development planning and activities must consider and take into account the needs of all neighborhoods in communities and in particular the needs of vulnerable and marginalized households and groups.
- Community leadership must include women.
- Decisions on sub-projects selected for financing through the RIDP must be communicated through transparent means.
- Community feedback must be sought on these decisions.
- Community Participatory Monitoring (CPM) and grievance redress must be part of the process.

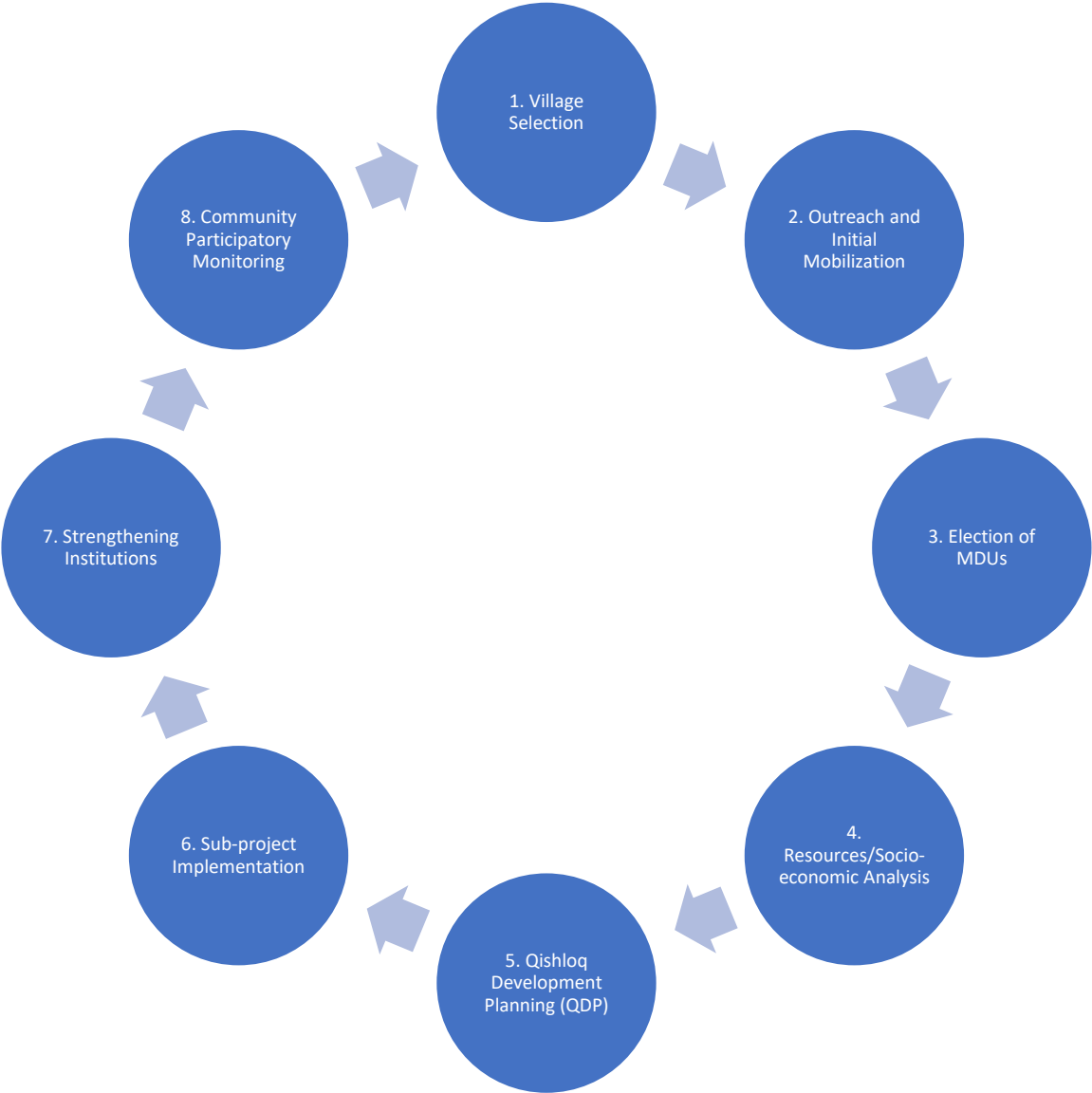
Guidelines for Holding Community Meetings

- No more than 80-100 people should participate in meetings at a given time. ¹
- Participants should sit two meters apart.
- Participants should wear facemasks. RIDP facilitators should bring boxes of masks to meetings in case there are participants that do not bring their own facemasks.
- RIDP facilitators should also ensure that hand sanitizer is available during the meetings.

¹ Note: the number of people that can attend meetings may change as long as COVID 19 remains an epidemic. The PIU will inform the QFs and QEs of any changes.

- When possible, hold meetings outdoors. When it is not possible to hold meetings outdoors, try to hold meetings in spaces indoors that are sufficiently large for everyone to socially distance.

Rural Infrastructure Development Program Project Cycle



COVID Adapted Project Cycle Details

1. Village Selection

2. T-Mahalla Development Unit Selection

3. Outreach to Community Leaders

- i. Community introduction to Rural Infrastructure Development Program
 - a. Vision, objectives, and principles
 - b. Infrastructure development
 - c. Inclusion and poverty reduction
 - d. RIDP in practice: roles and responsibilities of key actors
- ii. Understanding the Communities
 - a. The MCA Passport
 - b. Public resources map

4. Resources/Socio-Economic Analysis

- iii. Social analysis
 - a. Well-being analysis
 - b. Health analysis
 - c. Education analysis
 - d. Seasonal calendar

5. Qishlog Development Planning (QDP)

- iv. Community development planning
 - a. Introduction to community development planning
 - b. Review of key findings
 - c. Vision building (men and women)
 - d. Translating the vision into milestones
 - e. Translating milestones into activities
 - f. Outline top priorities in relation to vision and milestones

6. Sub-Project Implementation – to be covered in POM and Technical Manual

7. Labor Component – Labor Selection

8. Strengthening Inclusive Local Institutions, Initiating Pro-Poor Collective Action, and Working towards greater Women’s Participation

- a. Review roles and responsibilities of T-MDU
- b. Establish rules of T-MDU, frequency of interaction, etc.
- c. Review QDP vision, milestones, and activities and determine T-MDU’s responsibility towards key milestones and activities
- d. Consider the human, physical, and financial resources that will be needed to achieve the milestone (or part of the milestone)

- e. Create timeline for key activities

9. Monitoring, Evaluation

- v. Community Participatory Monitoring (CPM) committee
 - a. Establish committee
 - b. Capacity building of CPM committee on RIDP

1. Village Selection

Village selection for the RIDP will be the responsibility of the District Project Committees (DPCs). These will be established in each participating district in accordance with Presidential Decree No. 4898 from 25 November 2020. The District Khokims will be the chairmen of DPCs.

Prior to village selection, the Facilitating Partner (FP) Chief Trainer (or Project Implementation Unit – PIU – staff in Government implemented areas) will orient the DPC on the Program Operations Manual and the COVID Community Mobilization Manual and will present the vision, goal, and principles of the program, as well as the roles and responsibilities of the various actors.

Once the DPC has been “socialized” in the RIDP program, the FP Chief Trainer and Government of Uzbekistan (GoU) PIU staff (in places where the GoU implements without FPs) will work in the selected districts with the DPC to identify:

1. Villages in which the state program "OBOD Qishloq" or "OBOD Markaz" is carried out. These will not be financed within the RIDP.
2. Remoteness from the district center. Remoteness can vary depending on the regions and landscape (mountainous area, etc.), accessibility (roads, etc.), and climatic conditions (natural hazards etc.).
3. Villages with a relatively high percentage of households that do not have uninterrupted and reliable tap drinking water (compared to other villages in the district that have no state program and are remote).

See Annex 1 below for a detailed discussion. See Form 3.2 that outlines the scoring criteria (based on remoteness and access to drinking water) to select the villages in the relevant districts.

2. Selection of Temporary Mahalla Development Unit by the MCA

In the COVID adapted approach, the Mahalla Citizens' Assembly (MCA) selects respected informal leaders to become Temporary MDU (T-MDU) members and form an MDU. The facilitator should visit the community and meet with the MCA chair, secretary and advisor (and any other MCA members that are available) to discuss the formation of the Temporary Mahalla Development Unit.

T-MDU Membership Criteria:

- Have sufficient time and willingness to work voluntarily as a T-MDU member.
- Must be willing to sign a commitment to fulfil the roles and responsibility of a T-MDU member.
- Must hold no elected office at the provincial council or national assembly levels.
- Must be recognized within the community as someone who has good judgement and is honest, trustworthy, transparent and accountable in their dealings.
- Must have leadership qualities.
- Must be willing to work with any and all community members within the election unit they will represent as well as other T-MDU members from other units.

Note:

- 1) The number of T-MDU members will be based on the size of streets or neighborhoods or hamlets. See activity 5: formation of the T-MDU below.
- 2) The chair and vice-chair must be comprised of a man and a woman, and the secretary can be either a man or a woman.
- 3) T-MDU members will have one-year term maximum. Elections should be held as soon as the health situation permits.

3. Community Outreach and Initial Mobilization

The community outreach and initial mobilization session is crucial to prepare the formal and informal leadership in communities to receive the RIDP. The key components of this work are to share with the participants the RIDP vision, objectives, and principles, as well as the infrastructure menu and the roles and responsibilities of the various actors (MoED, regional and district Khokimiyats, Facilitating Partners, the MCA and T-MDU, as well as the citizens).

The introduction to the community leadership consists of a three hour session in which MCA members and informal leaders, as well as committed young men from each neighborhood, should be represented. The same session will be held with MCA female members, informal female leaders, and committed young women from the community. The sessions involve the use of various posters that outline the topics to be shared, so that Qishloq Facilitators (QFs) can systematically walk the community through each topic. Space should be provided for people to ask questions and to discuss the program. After each poster is presented, the QFs should ask for volunteers amongst those present to summarize what they understood in their own words. This way, QFs can understand how clear their messages have come across and the participants have another opportunity to hear the information.

QFs should be aware that, whilst this meeting should be very large, it will not cover all households and in subsequent meetings (for the Public Resources Map and the pre-election meeting), some of the topics on outreach will need to be re-visited.

The team of QFs (that covers six communities/Qishloqs) can make one set of posters for their six villages, but some posters will need to be prepared to be left in the communities. For the outreach session, the poster that outlines the infrastructure menu **must** be left in the community and this should be posted in an accessible, public place. **QFs – see Annex 2 for the posters for this session.**

Outreach Session Content

Activity 1: Presenting the vision, objective, and principles of the RIDP

(See Poster 1 in Annex 2)

Vision: The RIDP aims to contribute to the development of villages, improve the relationship between the Government and its people, strengthen citizens' participation in the development process, and reduce poverty by improving access to quality basic services.

The Government will provide the resources to construct or rehabilitate infrastructure and provide the most important services. Communities will be able to choose from a menu that includes:

- Rehabilitation or small-scale construction of public and social infrastructure (including schools)
- Drinking water and sanitation
- Roads, walkways, and footpaths
- Road drainage and flood resilience of rural roads
- Bridges (up to 10 meters long)
- Street lighting
- Solid waste management
- Antennas to provide wireless internet services
- Construction and rehabilitation of bus stops and terminals
- Energy supply activities.

The negative list (precluded projects) includes housing construction and renovation or any investments that require physical displacement or resettlement of people. Further, any sub-projects planned for protected areas, critical habitats or culturally or socially-sensitive areas, along with sub-projects which might have impact on international waterways will not be allowed. Communities will prioritize the services they need most through a participatory process that involves all Mahallas in a Qishloq.

The Government's work is only one part of the RIDP. The Mahalla Citizens' Assemblies (MCAs) and Mahalla Development Units (T-MDUs), and the people that live in communities have a large role to play. Much of the work – assisting the Government so that services reach each and every family, monitoring the contractors that build the infrastructure, ensuring inclusive consultations, and advocating for the poor – will depend on MCAs and T-MDUs. The MCA's role will be to represent their communities to the outside world, report to district Khokimiyats on RIDP projects, help community members understand the program, and handover the infrastructure to relevant departments. The T-MDUs roles will be to ensure inclusive and pro-poor consultations for Qishloq Development Planning (QDP) with representation from all Mahallas in the Qishloq, facilitate inclusive meetings, understand and present the community analysis, oversee sub-project implementation, and have membership in the sub-project tendering committee.

The RIDP is a partnership between Government and the Uzbek people, guided and supported by their elected representatives to reduce poverty together and uplift people living in villages. This means the Government and the people both have responsibilities, the most important of which are: the Government will provide resources, support, and advice and the MCAs and T-MDUs will have the responsibility to function as participatory institutions through which elected men and women work together to ensure fair and equitable resources allocation and make sure that poor women, men and children benefit equally from government schemes, programs, and services as women, men, and children from families that are better off. The inclusion of elected women members in T-MDUs and social analysis and planning sessions in the communities will be crucial to ensure that women's development needs are incorporated and addressed in the development process. This way, the services supported by the Government will address the most crucial development needs of all citizens in the participating communities so that they can live healthier lives, have the means to fulfill their potential, and raise educated children who will build a better future.

Objectives: The RIDP aims to (i) improve the quality of basic infrastructure and services and (ii) strengthen participatory local governance in targeted rural villages.

By channeling resources and support, the Government will ensure the means to develop selected villages and the MCAs and T-MDUs will lead the development process and make sure that all men, women, youth and children are included in development initiatives and activities. Communities will participate in planning and monitoring progress including the Government's provision of basic services. At the same time, T-MDUs will work with various groups (including poor families) to learn together and identify critical issues that prevent the development or uplift of certain groups of people and collectively find ways to address these obstacles.

Principles: The RIDP and the work of Government (at various levels), the elected bodies (MCAs and T-MDUs), and the FPs will be guided by the following principles:

1. Citizens and the Government of Uzbekistan will work together as partners for development.
2. MCAs and T-MDUs will guide and oversee development in their communities, and account for the allocation and use of all external resources to the people whom they represent and to the Government and donors.
3. Equitable and fair resource allocation and service delivery must be ensured and elite capture (locating resources or allocating funds for the benefit of a few) must be avoided.
4. Social responsibility and integrity will be rewarded, and fraud and misuse of funds must be avoided and can lead to losing funding from the Government.
5. Development processes in communities will be participatory, inclusive, learning and action-oriented, transparent, and accountable.
6. T-MDU elections must be transparent and fair.
7. Qishloq Development Plans must take into account the needs and problems of women, as well as poor, marginalized and vulnerable groups

Infrastructure and Services Menu

The Government of Uzbekistan's MoED will channel public funds to build new or rehabilitate existing public infrastructure. Communities will have access to a menu of basic services and can choose from the following:

Eligible investments in basic and climate-resilient infrastructure and services sub-projects include: (i) rehabilitation of existing rural drinking water supply and sanitation systems to expand access through innovative, alternative models for rural drinking water supply and sanitation service delivery; (ii) retrofitting of public buildings for energy efficiency; (iii) rehabilitation of social infrastructure; (iv) rehabilitation of tertiary roads, walkways, and footpaths; (v) road drainage and strengthening the flood resilience of rural roads; (vi) bridge rehabilitation and construction (up to 10 meters long); (vii) street lighting upgrading; (viii) improvements to public spaces; (ix) solid waste management systems; (x) small-scale construction of public facilities; (xi) installation of antennas to provide wireless internet services; (xii) construction and rehabilitation of bus terminals and stops; and (xiii) energy supply activities.

The allocation of funds will be based on a rule of average allocation for the Qishloq at the amount of \$124 USD per capita (the amount may change once the population in the selected villages is determined) that can be used to finance multiple sub-projects identified in the Qishloq Development Plan (It is necessary that the QFs announce the funds allocated to each village from the first meeting, and make a poster with the allocated funds and leave it in the village). Qishloqs

may pool resources to jointly finance investments where appropriate and in line with environmental and social safeguards policies. Sub-projects selected will be based on communities' own appraisals and analysis of infrastructure needs and their vision, followed by community analysis, planning (including sub-project prioritization), and monitoring of the RIDP sub-projects. Maintenance of the public infrastructure will be achieved through inclusive, participatory, and transparent processes that account for decisions downwards (to communities) and upwards (to government and donors).

The Importance of Inclusion and Poverty Reduction

Much of the rural infrastructure in Uzbek villages has fallen into disrepair and even disuse. As a result, some households do not have access to public infrastructure and services that are crucial to live healthy lives. This includes drinking water and sanitation, pathways and roads to access services or transport people or goods in and out of communities, good drainage and solid waste management to keep communities clean and free from stagnant water, flood resilience to safeguard peoples' assets, safe electricity connections and street lighting. The poor are disproportionately affected by these gaps in services because they do not have the means to pay for these services on their own, whilst better off households can install handpumps, latrines, and invest in drainage around their homes or land.

Roles and Responsibilities of Key Actors

This part of the session focuses on the roles and responsibilities of the MoED, the regional and district Khokimiyats, the MCAs and T-MDUs, the citizens of the selected villages, the FPs (Qishloq Facilitators – QFs – and Qishloq Engineers), the Single Customer Services Engineering Company (SCS), and construction companies.

Understanding Communities: The Work of QFs and QEs in the Initial Roll-out

The purpose of this work is to collect key details about the community so that the number of voters can be identified (for the T-MDU election) and the number of Mahallas and their household counts can be determined. This will allow the community analysis work (including mapping, well-being analysis, and health and education analyses) to be inclusive of all neighborhoods and households. The sequence of activities, following the 'Community Outreach and Awareness Raising of RIDP' outlined above, of FP QFs and Engineers will be as follows:

- vi. Review the MCA Passport to obtain key data (part of visit 1):
 - a. Number of households
 - b. Number of primary school-age children
 - c. Number of kindergarten-age children
 - d. Number of hectares of private farm land
 - e. Number of pensioners
 - f. Number of widows
 - g. Number of disabled persons
 - h. Number out-migrants (this data will later need to be collected per Mahalla, so that these persons can be removed from the electoral list)

Note: Depending on the community, some of the data in the MCA Passport may or may not be entirely correct, but it is still the best starting point for QFs to get a broad sense of the community.

Because of this, the data will need to be checked/triangulated. Data to be collected is outlined in the Household Survey Form 3.4.

4. Socio-Economic Analysis

Public Resources Map

Mapping the village is a fundamental step in initiating a project/program's activity in a given locality. Such a map captures the physical location of resources: schools (public, private, religious), paved and unpaved roads, water sources, electricity lines, etc., as well as the location of elected representatives, and any organizations working in the community. The mapping process serves multiple purposes: 1) to obtain basic statistics on the number of households and 2) to efficiently, accurately, and transparently map public resources and key actors with community people. Most importantly, this map can be used in the planning sessions to ensure equitable allocation of the RIDP development funds and to ensure that no particular neighborhood is favored in the planning process.

QFs – See Annex 3 for step-by-step guidelines on how to create a Public Resources Map in communities and Annex 4 for how to verify the information and finalize the map.

Well-Being Analysis

A well-being analysis is fundamental to understand the community, its level of poverty, and how different people experience poverty and marginalization. The well-being analysis is an important participatory method that captures people's perceptions of poverty and identifies different classes and interest groups with whom problems and desired activities can be explored. The well-being analysis outlined here is 'subjective, with each community defining its own criteria. However, the analysis outlined here will allow the projects to use the exercise to identify its 'impact' population from the bottom two or three categories of households. (QFs – See Annex 6 for step-by-step instructions)

Health Analysis

The health analysis is a useful way to explore health related effects on poor peoples' lives. Such effects include peoples' economic, social, physical, and mental well-being and may include days lost at work, costs associated with transport, medicine, hospital/doctor's costs, taking loans to meet expenses, physical weakness that influences the ability to do non-remunerated work (reproductive tasks) and a cumulative degeneration of the body, the inability to sufficiently provide for one's family, a sense of marginalization and vulnerability, and in some cases, hopelessness and despair. Poor households often face periodic/chronic illnesses related to water-borne diseases as a result of non-potable drinking water. (*Note: better off and middle households are more likely to have the means to install hand pumps*).

Uzbekistan's past practices around cotton production (chemicals, forced labor, non-investment in drinking water infrastructure, poor remuneration) have resulted in cotton pickers and workers having poor health. It is therefore important that in communities that are home to people who work in cotton as daily wage laborers that we explore their well-being in more detail than others. This

will be an important part of the analysis that feeds into the community development plans. QFs - See Annex 7 for step-by-step instructions)

Education Analysis

The education analysis is used to determine the number of pre-school and primary school-aged children, which school they attend, how far they travel to get there, and the problems they face. The data will be collected from schools and will be supervised by the T-MDU members, who may ask youth representatives to help them complete the forms. (QFs - See Annex 8 for step-by-step instructions)

Seasonal Calendar

The seasonal calendar is a useful exercise to identify seasonally recurring problems that affect different groups or the community as a whole. It can also be used to identify when different groups will be less busy, and when will be the most suitable time for embarking upon any selected activities. For the purposes of the RIDP, the seasonal calendar will be used to explore which crops are cultivated by the poorest households, the timing of peak labor seasons and lean seasons (when there is no work and no income), and households' coping strategies during times of economic distress. You will also use the seasonal calendar to identify periods of the year when people are very busy and when you should limit the number of meetings you have and periods where you can work more intensely with the community.

This exercise is fundamental to understand how households that do not have sufficient land cope in time of crisis and whom they turn to for assistance. If well facilitated, the exercise can provide insights into the relationship between the better off and poor. (QFs– See Annex 12 for step-by-step instructions in the normal CMM)

5. Qishloq Development Planning

The objective of creating a Qishloq Development Plan (QDP) is to ensure that communities agree on a common long-term vision, as well as strategies and activities (in a given time frame) to reach that vision. **The QDPs should be based on the various socio-economic analysis exercises that have been conducted (resources map and well-being analysis, health analysis and education assessment).** (see QDP poster below)

In two meetings, that includes first the core members (male MCA members, T-MDU, and youth members, as well as male monitors) from all neighborhoods, the analyses are summarized and the main findings are agreed on by the T-MDU members. These are then shared with the female MCA members, T-MDU members, youth and monitors in a second meeting to comment on, add to, revise, etc.

The main findings for each analysis are captured (e.g. number of neighborhoods/households with no drinking water, etc.) on one poster per exercise. In the planning group, summarize the findings of the various analyses that should be captured on one large poster per analysis:

- The Resources Map identifies infrastructure/ services gaps in the community.
- The Well-Being Analysis highlights the number of families that are poor and very poor and the characteristics of poverty in the community.

- The Seasonal Calendar (conducted with representative groups of the poor category) highlights the coping mechanisms and strategies in times of unemployment or no income.
- The Health Analysis highlights major health issues in the community.
- The Education Assessment identifies the number of pre-school and school-age children and their school situation.

Vision building

After each poster presentation has been discussed and key issues agreed upon, the larger group has a common understanding of the various dimensions of the community's issues and needs. The larger group is then divided into smaller groups and each group is asked to draft a single vision statement, keeping in mind the presentations of the various analyses that were summarized. The various vision statements are then aggregated to create one vision.

Translating the Vision into Milestones

The vision is then broken down into measurable milestones (there must be milestones that have been created from the women's vision statements).

Criteria for ranking milestones:

1. The number of people who are currently not benefitting from a service and who will benefit as a result of the investment
2. Prioritization of neighborhoods/areas of the village that have been left out, for example, those that lack drinking water or safe electricity connections.
3. At least one milestone (if not more) should be women's choice
4. The investment/milestone will not produce negative social or economic impacts for residents.

Translating the Milestones into Activities (actors responsible)

(QFs – See Annex 10 for step-by-step Guidelines for the QDP session)

6. Strengthening Inclusive Local Institutions, Initiating Pro-Poor Collective Action, and Working towards Greater Women's Participation

Strengthening Local Institutions

T-MDUs are newly formed institutions that cooperate with the MCAs to support village development. T-MDUs will require capacity building to perform their roles and responsibilities and to establish the rules of interaction and agree on the frequency of interaction. They will also need to review the QDP and determine their responsibilities in relation to the QDP vision, milestones and activities that have been agreed upon with the community. To achieve the QDP, T-MDUs will also be required to consider how financial resources/support will be raised to achieve the communities' development objectives that are not funded by RIDP. Finally, T-MDUs need to establish a timeline for action and periodically review their progress.

7. Monitoring and Evaluation

Community Participatory Monitoring Teams and Their Work

Community Participatory Monitoring (CPM) is a community-level process, independent of the MCA or T-MDU, through which beneficiaries are involved in monitoring project quality and holding locally elected councils accountable for the allocation of public funds and the management of Community Development Plans through transparent and accountable means, as well as for compliance with environmental and social safeguards (ESS).

Purpose of Community Participatory Monitoring

- Improve the quality of projects and reduce the risk of corruption.
- Ensure compliance of environmental and social safeguards.
- Improve transparency and accountability between the MCA, T-MDU, communities and other stakeholders.
- Create a feedback mechanism to take corrective actions.
- Enhance community capacity and skills in monitoring of projects.

CPM Committee

- The CPM team will be a permanent body. The same members will serve on it for the lifespan of the T-MDU, since there will be an investment in training.
- The team should be formed ensuring that all neighborhoods are represented and comprise of 10-12 people.
- There should be an equal number of men and women. They may monitor separately or together but should share their findings.
- The team cannot include any MCA or T-MDU members as this is meant to serve as an independent monitoring mechanism.

The work of the CPM Committee

The CPM Committee will monitor the work of T-MDUs every six months using five CPM monitoring forms that monitor Qishloq planning; the public posting of the infrastructure/services menu; T-MDU members' meetings and minutes; operations and maintenance (O&M); labor recruitment; and the quality and workmanship of the infrastructure built.

The CPM will gather, analyze and report the data through a brief report and share their findings in a public meeting. (QFs – See Annex 14 for step-by-step instructions)

8. Labor Selection

With COVID-19, work opportunities in communities have considerably declined and the infrastructure that will be built present an opportunity to provide short-term work for those who need it the most. The MDU will use the well-being analysis to identify the neediest households with physically capable male labor to work on the sub-projects. All communities have un-skilled laborers. If there are more households identified that need work compared to the number of short-

term jobs available, there may need to be a lottery. To ensure that the work days are sufficient (not just 2-3 days for many people, but 20 days per household), so that funds constitute an income that actually makes a difference, a minimum number of labor days per household should be agreed on by the MDU (see Annex 16 for details).

Annex 1: DPC Establishment, DPC Outreach, and Village Selection

FP Chief Trainers (GoU PIU staff): 1, 2,3 - Visits

Visit 1

The Objective of the visit: *To establish the District Project Committee (DPC) and inform/socialize the DPC about the Rural Infrastructure Development Program (RIDP). This includes the vision, objective, and principles as well as the infrastructure menu, the roles and responsibilities of key actors, and discussion of why inclusion and participation of all community residents is important. In this visit you will also share an overview of the Program Operations Manual (POM) and the COVID Community Mobilization Manual and support the DPC to select the villages for the RIDP.*

Preparation for the Session

Contact the Khokim's office and set a date and time for a meeting with the members of the district working group that is established in accordance with President's Resolution No 4898 from 25.11.2020. The meeting will take roughly half a day. Inform the Khokim's office that you will establish the DPC, share relevant information about the RIDP, and work with the newly formed DPC to select the villages in their district for the RIDP program.

For this work, the facilitating team should consist of at least two members (the Chief Trainer and one QF). The chief trainer will be the main facilitator of the meeting.

The materials required for this session are various pre-written posters (see contents of the posters below) about the RIDP:

- Vision, objective, and principles of the RIDP
- Infrastructure and services menu
- Roles and responsibilities of:
 - The Government of Uzbekistan (MoED, Regional Khokimiyat, District Khokimiyat), and the Single Customer Services Engineering Company
 - Mahalla Citizens' Assembly
 - T-Mahalla Development Unit
 - Citizens
 - Facilitating Partners (Community Facilitator and Engineers)
- POM outline
- COVID Community Mobilization Manual outline
- Village Selection Criteria Form

Activity 1

Step 1: Objective of the meeting

Introduce yourself and your co-facilitator and share the objective of the session: *To establish the DPC and inform/socialize the DPC about the Rural Infrastructure Development Program. This includes the vision, objective, and principles as well as the infrastructure menu, the roles and responsibilities of key actors; and discussion of why inclusion and participation of all community residents is important. You will also share an overview of the POM and the COVID Community Mobilization Manual and share with the DPC the village selection criteria for RIDP.*

Step 2: Roles and Responsibilities of DPCs

Share with the members present the following roles and responsibilities:

- Conduct outreach and communicate the RIDP objectives and rules, including the Qishloq election criteria, eligible investments, required participatory processes, and implementation timeline to MCAs.
- Select Qishloqs for participation in the RIDP based on the process and selection criteria detailed in the POM.
- Work with T-MDUs to review sub-projects proposed for RIDP financing in Qishloq Development Plans (QDPs) to confirm operations and maintenance (O&M) arrangements and that sub-projects do not duplicate other investments by providing information on the investment plans for each sector/state program in the district for the next 2-3 years.
- Submit the list of selected sub-projects to regional Khokimiyats for Single Customer Services (SCS) to carry out sub-project design.
- Facilitate the handover in coordination with regional Khokimiyats of project-financed infrastructure to relevant line departments for routine O&M.

Allow ten minutes for questions, note these down, and tell the group that as you share the details of the program, you will answer these questions.

Step 3: Ask the Khokim to officially declare the group as the District Program Committee for the RIDP.

Step 4: Present the RIDP vision, objectives, and principles poster (See Annex 2 below). Be sure to provide space for people to ask questions and answer as best as you can. Ask someone from the DPC to repeat the vision and objectives in their own words. This way the participants engage with the materials you are presenting. Allow 15 minutes for questions and answers (putting questions aside that relate to topics you will cover below).

Step 5: Share the infrastructure and services menu, noting that these are examples, not the entire list. Be sure to present the negative list so that the DPC members are clear on what is not allowed (see Annex 2 for negative list). Allow 15 minutes for questions and answers.

Step 6: Share the roles and responsibilities of:

- The Government of Uzbekistan (MoED, Regional Khokimiyat, District Khokimiyat), Single Customer Services Engineering Company
- Mahalla Citizens' Assembly
- T- Development Unit (to be elected by the community)
- Citizens
- Facilitating Partners (Community Facilitator and Engineers)

Step 7: Share the POM outline. Be sure to focus on how the POM is organized so that participants obtain an idea that the POM provides the rules of the program and where they can find information as needed. You will not have time to review the document in its entirety, but you can assist the group to know how to find the answers they seek. Be sure to refer to annexes for ESS, procurement, and financial management. Allow 15 minutes for questions and answers.

Step 8: Share the *COVID Community Mobilization Manual*: Be sure to focus on how the Manual is organized so that participants understand that the Manual explains how to implement the various social processes at the community level. Allow 15 minutes for questions and answers.

Step 9: Now that the DPC members have an overall sense of the RIDP, introduce the Village Selection Criteria:

1. Villages in which the state program "OBOD Qishloq" or "OBOD Markaz" is carried out will not be financed within RIDP.
2. Remoteness from the district center. Remoteness can vary depending on the regions and landscape (mountainous area, etc.), accessibility (roads, etc.), and climatic conditions (natural hazards etc.).
3. Villages with a relatively high percentage of households that do not have uninterrupted and reliable tap drinking water (compared to other villages in the district that have no state program and are remote).

Share the Village Selection Criteria Forms (3.1 and 3.2) and set another date and time to work with the DPC on village selection in their district. In the meantime, ask them to conduct a meeting on their own to select the villages based on the criteria that you provided.

Visit 2: To select the villages that will participate in the RIDP

For this meeting, be sure to invite the DPC and Khokim.

Meet with the DPC and ask one person to explain to you the following:

1. In this district, what percentage of communities do not have "OBOD Qishloq" or "OBOD Markaz." If this percentage is less than 25 percent, then all villages that do not receive "OBOD Qishloq" or "OBOD Markaz" can be included.
2. If more than 25 percent of villages do not have "OBOD Qishloq" or "OBOD Markaz" then review the DPC selection by remoteness using the district map. Review the criteria list. If the selection is clear cut, with some of the villages that do not receive "OBOD Qishloq" or "OBOD Markaz" being remote, then complete the point scoring for remoteness and those villages that have most points will be selected. However, if more than 25 percent of villages are remote, then the next filter - drinking water - will apply.
3. If this filter has to be applied to village selection, you must note down the number of villages that need to be visited in the district to determine the status of the water supply and to consider if they qualify for the program.

Note: In some districts you will be able to conclude village selection at this stage, whilst in some other districts you may have to visit certain communities to determine the drinking water supply of the residents. In this case, you will agree with the DPC when you will complete this work and convene another meeting to share your findings.

Visit 3: To finalize the village selection for the RIDP

Meet with the DPC and share your findings from field visits to communities to finalize the village selection list. Make a presentation and share what you found (using the point system for the drinking water) and propose the villages that could possibly qualify on the basis of drinking water needs.

Be sure that the Khokim is present in this meeting and that the DPC signs off the village list to be covered under the RIDP. Protocol for this meeting (Form 3.1) will be issued by the DPC. The list of participating villages should be sent to PIU management leadership for review to confirm that the selection process has been followed according to the POM.

Note: It is important to be sure that the process for village selection is followed so that any entity (villagers, MCA, PIU, etc.) that inquires can review the selection and arrive at the same conclusion as the DPC.

Visit 4: Share the village selection with all MCAs in the district.

Ask the DPC to organize a meeting that includes all MCA chairs from all villages in the district. If the chairs cannot attend, be sure to ask for the MCA deputies or secretaries to come in their stead. MCA members from Qishloqs that are not selected should also be in this meeting.

The Chief Trainer should have a list of all Qishloqs by name and should note which Qishloqs are represented and which not. This data will be uploaded in the Management Information Systems (MIS). Those that are not present will have to be contacted later and the village selection should be shared with them. Once the meeting is convened, the DPC and chief trainer should present and explain the number of Qishloqs that will be financed under the RIDP in year one and in subsequent years. The selection process, including the criteria, should be shared (Form 3.2). If one or more Qishloqs are changed, there has to be a reasonable justification, and this should be captured in the DPC protocol.

Annex 2: Community Outreach and Initial Mobilization Session

An Introduction to the Rural Infrastructure Development Program

Qishloq Facilitators (and Engineers): Visit 1

The Objective of the Visit: *Inform the community leaders (MCA, informal leaders) and selected youth (men and women) about the Rural Infrastructure Development Program (RIDP). This includes the vision, objective, and principles as well as the infrastructure menu, the roles and responsibilities of key actors, and discussion of why inclusion and participation of all community residents is important.*

Pre-Visit

Visit the community and meet with the MCA chair, secretary and advisor and ask them to identify as many elders (men and women) and as many youth as possible from each street/ neighborhood/ hamlet and ask them to come to a meeting with you (ask which time and date suits the people in the village).

Note: Be sure to tell the MCA chair, secretary and advisor to identify people from each neighborhood. They should consider which male and female elders are the most respected and trusted by people. It is fine to ask for several elder men and women and the elders can then choose from amongst themselves,. The MCA when inviting people for the meeting should consider persons whom people go to for help, advice, to solve disputes, and so on. Youth should be selected on the basis of their community engagement and their interest in community development activities.

You will need a household count for each street or neighborhood or hamlet.

Also Note:

- 1) See Activity 5 below for the details of the T-MDU Formation (this will be based on the number of households in each street or neighbourhood or hamlet) ²
- 2) The chair and vice-chair must be comprised of a man and a woman, and the secretary can be either a man or a woman.
- 3) T-MDU members will have one year term maximum. Elections should be held as soon as the health situation permits.

Finally, ask the MCA chair, secretary, and advisors (and others if they are present) to select one man and one woman from each neighborhood to serve as community monitors. These people

² Note: different communities in different areas think of their MCAs in terms of streets or neighborhoods or hamlets. For example, in Syrdaria and Dzijjak, MCAs are organized into hamlets (or small villages), whereas in Fergana valley MCAs are either organized into streets or neighborhoods. QFs should go with the ways that the MCA members view their communities.

should be committed to the community, known to be trusted, not related to any of the community leaders (male or female) that the MCA will select and not related to the youth (male or female). The male and female monitoring members from each neighborhood can also not be related to each other. Their role will be monitoring on behalf of the community.

For your next visit, you will meet with the leaders and youth and monitors. The meeting will roughly take three hours. Please explain to them that because of COVID-19, you cannot meet with a large number of people, but it is essential that each neighborhood in the community is represented by a leader. Very large neighborhoods should probably have two male and two female leaders. Be sure to ask them to organize the meetings in a large space so that social distancing is possible (best to be outside if the weather permits).

On your visit:

The facilitating team (one male QF, one female QF, and one engineer) should decide who will be the main facilitator (introducing the organization, their work and what is planned for the day and running the session), and who will be the helper (the person who will help with writing cards and taking notes).

The required materials (pre-written posters) are the same as for visit one in the Community Mobilization Annex 2 and include the vision, objective, and principles of the RIDP, infrastructure and services menu, and roles and responsibilities of key actors. The exception is a new poster for the Temporary Mahalla Development Unit roles and responsibilities, as their work has changed because of COVID-19.

On the day of the meeting, be sure to arrive early, meet the MCA chair and consider the meeting place that the MCA chair proposes to ensure that social distancing (1.5 meters) can be maintained.

Activity 1: Present the vision, objective, and principles of RIDP

(See Poster 1 in Annex 1)

Step 1: Introduce yourself and your team and share the objective of the session: *To inform the community leaders and selected youth about the RIDP. This includes sharing the vision, objective, and principles as well as the infrastructure possibilities (including the negative list), the roles and responsibilities of key actors, and to have a discussion about why inclusion and participation of all neighborhoods is important.*

At this point, you will explain that under normal circumstances (without COVID-19), the RIDP engages a large number of the community people in various activities (mapping, socio-economic analysis, health and education analyses) that culminate in developing a Qishloq Development Plan. However, given COVID-19 and how easily it spreads, for now and the near future, the RIDP will work with community leaders and selected youth to conduct the needs assessment and prioritization activities. For this purpose, you have requested that the MCA chair invite leaders and youth from each neighborhood in the community. Be sure to emphasize that you mean neighborhood leaders (those that are respected and adjudicate disputes), not street leaders. Now, ask the MCA chair to tell you how many neighborhoods there are in the village. Write the name of each neighborhood on a card in big, bold letters and lay out the cards next to each other.

Step 2: Now, ask the participants to organize themselves into their respective neighborhoods. Give the participants some time to organize and be seated, maintaining distance. If you have more than one person for each neighborhood, ask them to discuss how many households there are in each neighborhood. On the right top corner of the card note the number of households. Be sure that the helper (the QF that is not facilitating) notes down the neighborhoods and their counts in his/her notebook.

Note 1: Be sure to complete form 3.3 as to how many leaders from each neighborhood are present, note their names, and ask the MCA chair or secretary to sign the form. Also be sure to take photos of the session and submit these to PIU Management.

Note 2: Be sure that all neighborhoods are represented with a minimum of one male and one female leader (this can be in two meetings).

Step 3: Once all the participants are settled and comfortably seated, present the RIDP vision, objectives, and principles poster with those present (Poster 1 below). Be sure to provide space for people to ask questions and answer as best you can. Ask someone from the group to repeat the vision and objectives in their own words and ask all people why the principles you have outlined are important. This way, the participants engage with the materials you are presenting.

Note: If there is a question that you do not know the answer to, say so, but also tell people that you will find the answer and provide it in your next visit.

Outreach Session, Poster 1: Rural Infrastructure Development Project: Vision, Objective, and Principles

Vision: The RIDP will contribute to the development of villages, improve the relationship between the Government and its people, strengthen citizens' participation in the development process, and reduce poverty by improving access to basic infrastructure and services.

Objective: The RIDP aims to provide basic infrastructure and services in selected rural communities and engage communities in development planning and monitoring of service provision.

Fund Allocation: RIDP allocates at an average of USD 124 per person in each participating community (the amount may change once the population in the selected villages is determined).

Principles:

1. Citizens and the Government of Uzbekistan will work together as partners for development.
2. MCAs and Mahalla Development Units will guide and oversee development in their communities, and account for the allocation and use of all external resources to the people whom they represent, as well as to the Government and donors.
3. Equitable and fair resource allocation and service delivery must be ensured and elite capture (locating resources or allocating funds for the benefit of a few) must be avoided.
4. Social responsibility and integrity will be rewarded, and fraud and misuse of funds must be avoided and can lead to losing funding from the Government.
5. Development processes in communities will be participatory, inclusive, learning and action-oriented, transparent, and accountable. During COVID-19, a Temporary Mahalla Development Unit (T-MDU) will be formed, which will include male and female leaders from each neighborhood of the village.
6. Oishloq Development Plans must take into account the needs and problems of

Step 4: Present the Infrastructure and Services Poster, as well as the Negative List Poster. Present poster funds allocated per each village. Allow for questions and provide answers.

Note 4: These posters will remain in the community (with the MCA chair) and should be posted on the Public Notices Board (this may be outside of the MCA office).

Outreach Session, Poster 2:

**Rural Infrastructure Development Program:
Infrastructure and Services Menu**

Eligible investments in basic and climate-resilient infrastructure and services sub-projects include, but are not limited to:

- (i) Rehabilitation of existing rural drinking water supply and sanitation systems to expand access through innovative, alternative models for rural drinking water supply and sanitation service delivery
- (ii) Retrofitting of public buildings for energy efficiency
- (iii) Rehabilitation of social infrastructure
- (iv) Rehabilitation of tertiary roads, walkways, and footpaths
- (v) Road drainage and strengthening the flood resilience of rural roads
- (vi) Bridge rehabilitation and construction (up to 10 meters long)
- (vii) Street lighting upgrades
- (viii) Improvements to public spaces
- (ix) Solid waste management systems
- (x) Small-scale construction of public facilities
- (xi) Installation of antennas to provide wireless internet services
- (xii) Construction and rehabilitation of bus stops and terminals
- (xiii) Energy supply activities

Outreach Session, Poster 3:

Rural Infrastructure Development Program: Negative List

- Requires permanent physical relocation or displacement
- Will cause negative impact on income/livelihood resources
- Involve any kind of forceful evictions of people
- Negatively impacts assets of individual(s) or household(s)
- Does not meet the required technical and quality specifications
- Causes negative environmental or social impacts that are irreversible, creates cumulative impacts and/or creates impacts that cannot be adequately mitigated
- Excludes the poor/marginalized population or otherwise vulnerable groups
- Does not provide equal pay for equal work for women and men
- Are financed, or scheduled to be financed, by the government or other development partners
- Includes the payment of compensation for land or asset loss from the proceeds of the World Bank financing
- Finances the construction of any new dams or the rehabilitation of existing dams, including structural and/or operational changes
- Finances private goods, government offices or religious buildings
- Involves activities that use forced/child labor or activities that cause or lead to child abuse, child labor exploitation or human trafficking. No child under the age of 18 should work on the construction, rehabilitation, or maintenance of a sub-project
- Entails the purchase or use of drugs, military equipment or other potentially dangerous materials and equipment, including chainsaws, pesticides, insecticides, herbicides, asbestos (including asbestos-containing materials), or other investments detrimental to livelihoods, including cultural resources
- Involves the development of new settlements or expansion of existing settlements in critical habitats, protected areas or areas proposed for certain levels of national protection (e.g. reserved forests).

Activity 2: RIDP's focus on inclusion and poverty reduction

Step 1: Ask the participants to sit in a circle, provide markers and poster paper, and ask them to discuss how the poor, disabled people, the elderly, youth, and economic migrants experience access to infrastructure and services differently than people that have sufficient income. Let the groups work for 15 minutes on their own (be available however to explain things further, if there are questions). Ask them to write the key points on poster paper.

Step 2: When the time is up, ask someone to come up to the front and present the main points of their discussion. This session will ensure that the MCA key members, village leaders, and youth realize the need to pay special attention to vulnerable and marginal groups.

Activity 3: Roles and responsibilities of key actors

In practice, the RIDP involves many different actors from the Government, communities, engineering and construction companies and Facilitating Partners. Each ministry/department/actor has roles and responsibilities and, if performed well, the work will enable the RIDP to be delivered to communities equitably, transparently, with quality and in a timely manner. Present the posters below.

Outreach Session, Poster 4:

Rural Infrastructure Development Program: Roles and Responsibilities of the Government

Roles and Responsibilities of the Government (MoED)

- Provide financial resources and monitor their use
- Provide technical support to MCAs and T-MDUs
- Encourage and ensure consultation and participation in meetings and development activities by the poorest households (women who are heads of their households, families headed by disabled persons, and other vulnerable groups)
- Fund, oversee, and hold Facilitating Partners accountable to deliver quality work (not applicable in Jizzkah and Syrdarya regions)
- Oversee, guide, and monitor their staff in the regions and districts
- Provide policy input to improve RIDP program implementation
- Be responsive to the identified needs of MCAs and T-MDUs
- Identify best practices and organize learning sessions amongst Government and Facilitating Partner staff (at various levels) so that things that work well can be mainstreamed

Outreach Session, Poster 5:

Rural Infrastructure Development Program: Roles and Responsibilities of DPCs

Roles and Responsibilities of DPCs

- Conduct outreach and communicate the RIDP objectives and rules, including the Qishloq Selection Criteria, eligible investments, required participatory processes, and implementation timeline to MCAs
- Select Qishloqs for participation in the RIDP, based on the process and selection criteria detailed in the POM
- Work with T-MDUs to review sub-projects proposed for RIDP financing in Qishloq Development Plans (QDPs) to confirm operations and maintenance (O&M) arrangements and that sub-projects do not duplicate other investments
- Submit the list of selected sub-projects to regional Khokimiyats for SCS to carry out sub-project design
- Facilitate the handover in coordination with regional Khokimiyats of project-financed infrastructure to relevant line departments for routine O&M

Outreach Session, Poster 6:

Rural Infrastructure Development Program: Roles and Responsibilities of the Elected Representatives and the People

Roles and Responsibilities of Mahalla Citizens' Assemblies

- Represent the development needs of their communities to the outside world
- Report to district Khokimiyats on the RIDP sub-projects
- Have a good understanding of the RIDP program and help community members to understand the program
- Support the handover of completed infrastructure to the relevant ministry or department

Roles and Responsibilities of Temporary Mahalla Development Units

- Ensure that all people are considered in the Qishloq Development Plan (QDP) with all neighborhoods and vulnerable and marginal people's needs being taken into account
- Ensure implementation of the QDP
- Seek feedback on the QDP
- Understand the community analysis and QDP
- Oversee sub-project implementation to ensure good quality construction
- Monitor sub-projects on:
 - Timing
 - Construction materials, good workmanship, fair labor practices
 - Health and safety
 - Monitor and report on environmental and social safeguard (ESS) compliance
- Monitor the social implementation process
- Generate demand for key services (e.g. health)
- Participate in the Social Audit
- Certify completion in terms of community expectations from the participatory process
- Monitor O&M compliance by the ministries or other actors and when appropriate, provide community O&M
- Be a member of the tendering committee
- Write minutes of weekly or bi-monthly meeting with main points

Roles and Responsibilities of the Mahalla Development Unit Youth (men and women) members

- To provide the development perspectives of young men and young women in the community and to ensure that the views of youth are included in the development plans
- To assist the T-MDU to carry out their tasks
- To ensure that young people (men and women) are consulted and included

Outreach Session, Poster 7:

Rural Infrastructure Development Program: Roles and Responsibilities of the Community Facilitators and Engineers

Roles and Responsibilities of Qishloq Facilitators (FPs and GoU)

- Raise awareness of the Rural Infrastructure Development Program
- Facilitate fair elections
- Facilitate participatory exercises that feed into planning and support T-MDUs in creating participatory, pro-poor and inclusive Qishloq Development Plans
- Encourage and ensure consultation and participation in meetings and development activities by the poorest households (women who are heads of their households, families headed by disabled or elderly persons, and other vulnerable groups)
- Support T-MDUs to perform their roles
- Assess the training needs of the MCAs and T-MDUs in mid-stream implementation and adjust refresher trainings
- Build capacity of MCAs and T-MDUs to perform their roles and responsibilities
- Facilitate pro-poor activities within the community
- Report misalignments in terms of RIDP implementation (corruption, collusion, theft, misbehavior)
- Follow ESMF [and RPF] guidelines

Roles and Responsibilities of Qishloq Engineers (FPs and PIU staff)

- Assist, support, and provide technical guidance to T-MDUs so that infrastructure projects outlined in the QDPs are appropriate, of high quality and lasting
- Conduct technical surveys
- Provide technical monitoring inputs during the construction/rehabilitation work of infrastructure
- Report sub-project progress to MoED
- Assist T-MDUs to create operation and maintenance plans and train them on these plans
- Assist and support T-MDUs in following environmental and social safeguards (ESS) policies during the planning and implementation of sub-projects
- Support T-MDUs in projects that are financed through internal village resources
- Support FP QFs in mapping, analysis, planning and other activities
- Assist the MCA to assess the completed infrastructure
- Assist T-MDUs to ensure ESS guidelines

Outreach Session, Poster 8:

**Rural Infrastructure Development Program:
Roles and Responsibilities of SCS**

Roles and Responsibilities of SCS

- Manage and provide technical support for the construction of facilities funded by centralized sources
- Render fair and transparent procurement for these services
- Procure the design and work contractors for sub-projects identified in the Qishloq Development Plan
- Ensure fair labor practices
- Ensure the construction of good quality sub-projects

Activity 4: Dissemination of the RIDP Objective, Vision, Principles and Roles and Responsibilities of key actors

To ensure that the community's residents will have access to information about the program the following steps / activities are proposed:

- 1) The MCA Chair and T-MDU (to be formed) will be responsible to post Notice Boards that indicate the following:

The Government of Uzbekistan's Rural Infrastructure Development Program will be implemented in our village. A temporary Mohalla Development Unit (MDU) as well as a youth sub-committee have been established. The list below provides the names of the MDU members and youth sub-committee members for each street/mahalla/ hamlet. The residents are encouraged to seek out these members (maintaining distancing and masking) and learn about the RIDP program from them.

List of Names:

Street/ Mahalla/Hamlet A:

T-MDU members:

Youth Sub-Committee members:

Street/ Mahalla/Hamlet B:

T-MDU members:

Youth Sub-Committee members:

- 2) T-MDU members to hold informal sessions in their streets/ neighborhoods/ hamlets to share the objectives, vision, principles and the infrastructure menu with residents.

Activity 5: Formation of the T-MDU

In preparation for the T-MDU Formation, you will need to know the number of households in each street/ neighborhood/ hamlet (depending on which matters in that particular community) so that you can calculate the number of T-MDU members for each street/ neighborhood/ hamlet. Be sure you use the MCA passport to determine the number of households in each street/ neighborhood/ hamlet.

Be sure that you calculate the T-MDU membership as follows:

MDU members are allocated per street/ neighborhood/ hamlet based on household numbers. Let us say take a community with the following numbers: 1252 households in 5 hamlets. If we consider 15 men and 15 women, a manageable size of an MDU, then we divide 1252 households/30 MDU members = 42 households. This means that on average, a MDU pair would represent 83 households. Our scenario gets complicated when not all streets/ hamlets / neighborhoods are of the same size. This complication can be solved as follows

Hamlet 1: 250 households = 6 MDU members (3 men and 3 women)
Hamlet 2: 300 households = 7 MDU members (3 men and 4 women)
Hamlet 3: 80 households = 2 MDU members (1 man and 1 woman)
Hamlet 4: 400 households = 10 MDU members (5 men and 5 women)
Hamlet 5: 222 households = 5 MDU members (3 men and 2 women)

In this approach, we end up with 15 men and 15 women. Even if a community where 2000 households, the approach would be the same: calculate the total number of households and divide by 30 which gives the number of households per MDU member. Then take each street/ neighborhood/ hamlet and divide the number of households by the number of households per MDU member to arrive at the number of male and female MDU members.

Step 1: Now that you have presented the key actors' roles and responsibilities, ask for a volunteer to say in his /her own word what is expected from the Temporary T-MDU. Ask others in the group to help and raise points, if needed.

Remind the group that the T-MDU that you will be forming is a temporary body and once the COVID-19 crisis is over, there will be a proper MDU election. But, until such time, there is a need for existing leaders to step up and work with the Government and Facilitating Partners to implement the RIDP program.

Step 2: Now ask the larger group to sit in their street/ neighborhood/ hamlet groups; tell them how many MDU members their street/ hamlet /neighborhood will be allowed (men and women) and ask them to decide who would best represent their locale.

Remind them of the following criteria that should be considered when selecting the representatives amongst themselves

- Must have sufficient time and willingness to work voluntarily as a T-MDU member.
- Must be willing to sign a commitment to fulfil the roles and responsibilities of a T-MDU member.
- Must hold no elected office at the provincial council or national assembly level.
- Must be recognized within the community as someone who has good judgement and is honest, trustworthy, transparent and accountable in his/her dealings.
- Must have leadership qualities.
- Must be willing to work with any and all community members within the election unit he/she will represent and with other T-MDU members from other units.

Ask those that have been selected if they agree and ask them to sign a poster that asks for their commitment to the RIDP process, and all the principles outlined in Poster 1.

Activity 6: Office bearer election

Step 1; Brief the newly elected members on their roles and responsibilities, including those of the office bearers (90 minutes)

- With the use of posters that outline the roles and responsibilities, QFs and QEs lay out the roles and responsibilities of the office bearers, regular MDU Members (leave the posters behind), and the MDU Youth Sub-Committee (men and women).

The Roles of MDU members are:

- Ensure inclusive consultations in the Qishloq Development Plan (QDP) process, with all neighborhoods, vulnerable people, etc.
- Facilitate inclusive meetings following the QDP
- Understand the community analysis and the QDP
- Oversee sub-project implementation to ensure good quality construction
- Monitor sub-projects:
 - Timing
 - Construction materials
 - Good workmanship
 - Fair labor practices
 - Health and safety
 - Monitor and report on ESS compliance
- Monitor social implementation process
- Participate in Social Audit
- Certify completion in terms of community expectations from the participatory process
- Monitor O&M compliance by the ministries or other actors and when appropriate, provide community O&M
- Raise funds and fund MDU activities
- Facilitate campaigns (e.g. clean up, education support for poor children)
- Be a member of the tendering commit

Roles of the Office Bearers are:

Chairperson:

1. To steer, guide, and support the MDU
2. To ensure periodic MDU meetings and equal participation of all MDU members
3. To ensure participation and inclusion of all neighborhoods and all marginalized and vulnerable people in the community (including widows, the disabled, and the elderly).
4. To coordinate the development activities of the community
5. To maintain and ensure that the MDU follows the operating rules outlined for MDUs in the RIDP Operations Manual
6. To support the MCA Executive Committee to lobby for development resources from various actors (government, NGOs and private sector)
7. To oversee the communities' monitoring of government services and to apply the score card system
8. To act as a guardian of RIDP public resources and oppose and stop corruption should it arise
9. To participate in district and provincial workshops and to share the communities development activities

Deputy Chairperson:

1. The deputy chairperson should be a woman (unless the MDU chairperson is a woman)

2. To coordinate women's development activities in the community
3. To serve as the main contact for women of the community with outside development actors
4. To ensure participation and inclusion of all neighborhoods and all marginalized and vulnerable people in the community (including widows, the disabled, and the elderly)
5. To support the MDU chairman in their role as a guardian of all public resources and oppose and stop corruption should it arise
6. To participate in district and provincial workshops and to share the communities development activities
7. To act as chairperson in his/her absence

Secretary:

1. To prepare the agenda for MDU meetings, take minutes of the meetings, and record the signatures of all MDU members who are present
2. To maintain a notice board accessible to all men and women (coordinate with the deputy chairperson) that share important programs, rules, and activities with the community
3. To disseminate financial and other information through other available means in the community
4. To maintain all participatory exercises in good condition and ensure they are accessible to all
5. To prepare MDU correspondence

Roles of the Mahalla Development Unit Youth (men and women) Sub-committees:

- To provide the development perspectives of young men and women in the community and to ensure that the views of youth are included in the development plans.
- To consult with and include young people to plan their activities and mobilize resources if needed.
- To assist the MDU to carry out their tasks.
- To ensure that young people (men and women) are consulted and included.

Step 2: Hold the office bearer election (the same day as the member election)

Note: It is absolutely vital that all officer bearers are elected through secret ballots on the same day as the general election of the MDU. This is to avoid the pressuring of MDU members by powerful persons to elect certain people into key positions.

MDU members through secret ballot elections vote for the office bearers (30 minutes)

- Begin the office bearer election process by electing the MDU chairperson: ask all members to write the name of the person they want as MDU chairperson on a paper, fold it, and put it in the election box.
- Repeat this for each office bearer position, noting that if the chairperson is a man, the deputy chairperson must be a woman. The secretary can be either a man or a woman.
- Only declare the outcome of the election once all office bearers have been elected.
- When the election process is completed announce the new office bearers
- Thank the MDU members and ask the chairman to organize a meeting (with at least 60 percent of the community present) in the next few days. Be sure to take the phone numbers of all MDU members and provide your phone number to the MDU office bearers,

so that they can phone you, should a meeting need to be changed or they want to convey any information to you.

Be sure to complete Form 3.7.

Activity 7: Understanding the Community: Reviewing the MCA Passport and collecting key data

Step 1: Ask the MCA chair and secretary to provide you with a bit more time and ask them to take you to their office and show you the MCA Passport. The data is posted on large boards in their office. Spend some time going through everything with the MCA chair and secretary and find out as much as possible about the community by asking questions. Ask how the data is collected and take note of this (this will help you and the PIU understand how accurate or inaccurate the data might be).

Step 2: Now, using Form 3.4, review the data that you need to collect from the MCA Passport and note these in your notebook. This will feed into Form 3.4, which you will need to complete and submit to the PIU. Please note, however, that you first need to verify the information (see below) and this will be the first task of the newly established T-MDU.

Step 3: Thank the Mahalla Citizens' Assembly Chair and secretary (or any other staff who helped you) for their support and time.

Activity 8: Closing

After having answered all questions (or noted those that you cannot answer), you can close this session, thanking people for coming and letting them know that you will return in about one week, asking which day and time would be best. For the next session, you will work with them to create a Public Resources Map and it is important that all T-MDU members and youth representatives attend in this meeting. Be sure that you get agreement and take into consideration the work season. Please ask the people who will serve on the CPM team to remain. You will have a session with them now.

Activity 9: Creation of the Community Participatory Monitoring team

Now work with the CPM team members introduced by the core MCA team.

Step 1: Provide an overview about the roles and responsibilities of the CPM team.

The role of the CPM Team will be to:

- a) Monitor the performance of the T-MDU to ensure that all of the development plan is carried out equitably and transparently.
- b) Ensure T-MDU operates as a local development institution that represents the needs of all people.
- c) Ensure T-MDU has frequent meetings in which all members can raise their voice.

- d) Monitor RIDP infrastructure construction to ensure the quality of materials and fair labor practices.
- e) Monitor the operations and maintenance of the new infrastructure (by the relevant ministries) that is being carried out to ensure the safe, efficient, and long-term functioning of the public facilities that are being built with RIDP funds.

Allow the larger group to ask questions and answer as best as you can (If you do not know the answers, note down the questions and contact the PIU for answers).

Step 2: Give ten minutes time to the larger group to come up with characteristics/qualities of people who will work on the CPM team and write down the three most important characteristics. When the time is up, ask them to present these neighborhood-by-neighborhood. QFs should consolidate the characteristics/qualities on one poster paper (with no repeats) to capture all points made by each neighborhood group and ask for a volunteer to read these aloud. Be sure you get agreement on the characteristics/qualities from the larger group.

Step 3: Again, working in their neighborhood groups, ask each group to discuss for ten minutes and identify the best persons (one man and one woman) to serve on the CPM team, keeping in mind the characteristics/qualities they worked up.

Step 4: Ask each neighborhood to identify the two persons they have nominated and ask those nominated if they accept membership on the CPM team. Take a poster paper and write the name of the community and district, the date and time, and title it "CPM." Write a statement that says: "I will fulfill my role as a member of the CPM to serve my community to the best of my abilities, with integrity, honesty, and commitment." Ask each of the new members to print and sign their names on this paper. The paper will remain with the MCA chair and a copy (a photo from your camera) will be with the QFs.

Step 5: Thank the new CPM team members and make a date and time that you can meet them to work with them to build their capacity to achieve their work.

Annex 3: Public Resources Map

(3 hours)

Qishloq Facilitators and Qishloq Engineers: Visit 2

The Objective of the visit: 1) Create a Public Resources Map that indicates the locations of all public resources and facilities (mosques, madrassahs, schools, health facilities, roads, irrigation systems/canals, drinking water networks and pumps, electricity lines, etc.) and actors (NGOs, government programs, MCA members) and 2) summarize the main findings of the Public Resources Map.

Note: do not map any privately-owned goods.

Activity 1: Create a Resources Map (150-180 minutes)

1. Preparations for the Community Public Resources Map

Contact the MCA chairperson and remind him/her of the meeting time and date that you made during your last session with the T-MDU and youth representatives. Remind them that this meeting, in which you will make a map to indicate all the resources that are in the community, will take roughly three hours. Ask the chairperson to identify a suitable outdoor place for the mapping process. It would be good to ask if any other organization has ever created a map of the community, and if so, to request a copy. See what is on this map and what may need to be added and also check when the map was made to see if it is outdated. If there is a map, be sure to use it when creating the Public Resources Map with the leaders and youth.

For this exercise, the facilitating team should consist of at least three members, and more may be needed depending on the number of neighborhoods within the village. The facilitating team should decide who will be the main facilitator (introducing the organization, their work and what is planned for the day) and who will help with writing cards, taking notes, facilitating groups, handling gate-keepers and children, etc.

The materials required for this exercise are white powder, idea cards and plenty of markers. On the day of the exercise, the facilitators should arrive early. Ask the participants who are early to assist you in preparing the place – seating arrangements, clearing any leaves or debris from the ground, etc.

2. The Facilitation Process of the Resources Map

Facilitation Tips:

1. Never, ever hold a meeting in a private house.
2. Be sure that your meeting place is acceptable to all groups and individuals in the community.
3. Be sure to clearly explain the objective of the meeting and ask someone from the village to repeat the objective in their own language.

4. Be sure to tell the participants how long this exercise will take.
5. When finalizing the work, be sure to ask for agreement amongst the participants and ask them to raise their hands if they agree. If there are people who disagree, discuss, and try to resolve the disagreement. If not, go with the majority decision.
6. For the public resources mapping session, you will need representation from all neighborhoods. Do not begin this session unless a considerable number of people from all neighborhoods are there. If they are not, ask people to go to their neighborhood to ask people to join.
7. Do not accept food or drink in the community; kindly explain that this is against the rules.
8. Always be respectful and treat all people as though they are **your** family.
9. Be sure that you focus on setting the environment (a good space for all to sit or be comfortable, where all village participants to see each other and discuss).
10. Be sure you have assigned someone to handle gatekeepers (those that interfere and try to dominate the session). Take these people out of the session and ask them to share their knowledge about the village with you.
11. When closing a session, be sure to repeat the main points that all agreed on and obtain agreement from the larger group.

Once most (if not all) participants have arrived, the main facilitator:

- Greets all the participants, introduces him/herself and his/her team, and should provide space for the participants to introduce their neighborhood to the facilitators. Ask people to organize themselves by neighborhood and ask one person from each neighborhood group to summarize who is present: "We are from neighborhood X and there are XX people here to represent neighborhood X."
 - *Note: Be sure to take photos of the mapping process; you will need these to illustrate to the Government that the session was properly conducted.*
- The main facilitator then explains **the objective of the session:**

"The purpose is to create a map of the physical and human resources within the village."

A copy of the map should be provided to the new chairman of the T-MDU after the work has been processed. It is important to be very clear in the beginning that the facilitators are not here to provide relief or hands-out, but that the findings of this exercise will help the Government to better structure its activities and the development process of the RIDP.

- The participants are then asked to group themselves based on the neighborhoods in the village and form groups that will later work independently on various sections of the map (be sure to ask participants who join during the mapping to work with residents from their neighborhood).
- Once the participants are organized, the facilitator asks some of the participants to volunteer and use chalk powder to draw an outline of the village on the ground (use sticks of chalk if indoors) and outline the main roads, rivers, and the various sub-units, i.e. neighborhoods. The size of this outline should be 5x5 meters, so that there is plenty of space for all participants to work in the map and map their respective localities.
- Once the outline has been drawn and key landmarks have been identified, so that people can orient themselves, the main facilitator should ask the participants if they agree with the outline, physical features, and neighborhood boundaries that have been indicated.

- After everyone is in agreement, the groups, consisting of the T-MDU members each representing their respective neighborhoods and youth from each neighborhood, begin to work together to put all the public resources of their neighborhoods onto this map.
- Initially, each group brainstorms what resources are in their respective hamlets: mosques, the main road, big pathways, schools and health facilities (if any), water sources, electricity, culverts, markets (if any), NGO presence (or former NGO presence), existing informal groups (gashtak), and so on. They should write these on idea cards (one point per card).
- These physical resources and development organizations are then placed on the large map on the ground for which the boundaries have already been drawn. They should be placed in the appropriate location, so that the map is accurate.
- For schools and health facilities, be sure to ask if neighboring communities have these facilities and if anyone in these communities uses them. Indicate these on the map (outside the village boundary and indicate the distance in kilometers).
- Identify areas that are vulnerable to flooding.
- Finally, ask each group to spend a moment and discuss how many households reside in their neighborhood (be sure to define a household: a group of people who share a common cooking pot and remind them of the difference between a compound and a household). Ask each group to write the number of households on a card and put it on the ground in the correct place of the map (be sure to review the number of households from the MCA Passport and note any differences between what the community reports).
- Once all the resources have been placed and the number of households have been noted on the map, all participants should return back to their seats and, neighborhood-by-neighborhood, one person from each neighborhood steps onto the map of their own neighborhood and reads each card to all participants, making sure that all agree with the physical resources, their location on the map, and the number of households that have been indicated.
- Each group is asked to brainstorm and put each current elected MCA member in the proper location. **Note: the new T-MDU members and T-MDU office bearers should be added in the resources map in a different color so that they can be distinguished.**
- It is also possible that various neighborhoods disagree about the location of key resources. In this case, the main facilitator should try to explore the reasons for the disagreement and find a way to obtain consensus.

Finally, thank the participants for their contribution today and remind them that a copy of this map will be provided to the T-MDU later on.

Note: The engineer should have been making a copy of the map on the ground in their notebook, so that when in the office later a large poster map can be created.

Activity 2: Plan your next meeting with the community (10 minutes)

At the end of the mapping process, inform the group present that your team would like to return to share the map with T-MDU members and youth representatives, representing all neighborhoods to share the final map and follow up on the MCA Passport work.

In the Office (the next few days)

Activity 3: Process and analyze the information

Upon return to the office, you should use the copy of the map that has been made by one of the team members and create two large poster maps that each include a legend. It is important to be logical and consistent in terms of the symbols used for the legend, so that the reader can easily understand each symbol and interpret the map. Finally, you should note the date the map was created and the names of the team members on the map, so that those using the map can contact them should any questions arise.

Once the map has been created, look for trends. Qishloq Facilitators should ask the following questions and discuss the answers. This will help to gain an understanding of the community and the challenges ahead (in the election or other processes):

- What do the physical and human resource patterns that have been mapped tell about the allocation of resources in the community?
- Does it indicate a concentration of resources? If so, why do you think resources are concentrated? Have powerful persons have captured resources in their areas of residence? Does the community have limited funds and are not able cover all areas of the community?
- Which areas in the community have water, schools, roads, etc., and which do not?
- Once you know the community better, you will be able to see if a lack of public resources is related to poverty.

These questions will undoubtedly point to patterns that indicate certain dynamics that you need to be aware of. If there is elite capture or marginalization, the map will illustrate this clearly. QFs should be aware of this and try to ensure that in the future these areas are not left out.

Things to Consider:

- Through this mapping process you can tell about the dynamics between the MCA, T-MDU and youth. Did the chairman and certain members dominate the process and influence the drawing of boundaries or the placement of resources? Take note of who dominates and who supports whom, but to try to involve all participants in the process. Dividing people into groups to let them work on their neighborhoods is a key method to ensure participation from each neighborhood.
- Do not be too concerned with the accuracy of main boundaries – a part of the mapping that can be difficult. Instead focus more on the accuracy of the physical and human resources that have been indicated.
- It is important to consider this map a “working document” that needs to be verified by physically visiting each constituency and discussing its content with local residents to ensure any changes are made, if needed.

Be sure to give the Resource Map to the new T-MDU secretary (once elected). When the map is presented, its potential uses should be discussed:

- a) A reference for the Community Development Process
- b) Identify community areas/neighborhoods/pockets that lack key resources
- c) A reference for outsiders (NGOs, government agencies, private sector actors) so that MCA and T-MDU chairpersons and/or other members can explain the layout of the community and the resources they have and those that they do not have, but that are needed

- d) Plan for locations of election booths (easily accessible, public places for the voting table to be situated)
- e) A tool to lobby development actors (public, government or private) for additional resources

Both FPs, Qishloq Facilitators, and Qishloq Engineers should make full use of this map and all other work that follows.

Annex 4: Public Resources Map Sharing and MCA Passport Follow up

(3 hours)

Qishloq Facilitators and Qishloq Engineers: Visit 3 (2 hours for Resources Map) (1-2 hours with MCA)

The objective of the visit: 1) Share the Public Resources Map with women and seek their inputs; 2) share the Public Resources Map with men and indicate the women's inputs and get confirmation; and 3) follow up on the MCA Passport.

Preparations for the visit:

Contact the MCA Chairperson and remind them of the meeting time and date that you made during your last session in the community. Remind him that there will be a meeting with T-MDU members and youth representatives. You will share the Public Resources Map with T-MDU members and youth representatives and see their inputs and share the map with them once more to finalize the document. These resources map meeting should take two hours. Ask the Chairperson if you will meet the participants in the same place as before or another place. Secondly, you will spend some time with the MCA Chairman and Secretary to review the MCA Passport data considering the resources map.

For this exercise, the facilitating team should consist of at least three members. The materials required for this work are the completed resources map. On the day of the exercise, the facilitators should arrive early. Ask the participants who are early to assist you in preparing the place – such as with seating arrangements.

Activity 1: Share the resources map with T-MDU and youth representatives

After your greeting and thanking everyone for coming, ask the participants to organize themselves into their neighborhoods. Put the resources map poster on a wall and explain the legend of the map to the larger group and ask each neighborhood one-by-one to send one person to the map to present to the others what has been mapped. Take a pencil and add anything that has been missed or make any other changes that people propose. Be sure to get agreement from the larger group (from the neighborhood). Once you have completed each neighborhood, thank the larger group and let them know that the final copy of the map will be given to the MCA Secretary and will be kept in that office should anyone wish to see it.

Activity 2: Complete resources map sections on Form 3.9

Using the Public Resources Map, complete the relevant sections of Form 3.9 (B.1, B.2, B.3, B.4, B.5, B.6, B.7).

Activity 3: MCA Passport follow up

Visit the MCA office and meet with the MCA Chair and Secretary and review the MCA Passport data that you collected and make sure that it matches the data reflected on the map – most importantly the number of neighborhoods and the number of households. If there is significant variation, you will need to identify the reasons for this and perhaps walk each street in each neighborhood to obtain a proper count.

Activity 4:

After all the data on the study of the MCA passport and the collected other data on the population of the village are ready, QFs should prepare a poster, given below, where the amount allocated for this village is reported. And on the next visit, it will be necessary to hang this poster in a conspicuous place accessible to the population of the village where they can get acquainted with this information.

**Government of the Republic of Uzbekistan
Ministry of Economic Development and Poverty Reduction**

Rural Infrastructure Development Program

Objective

To provide basic infrastructure and services in selected rural communities and engage communities in development planning and monitoring of service provision.

Budget

Participating communities will be provided with UZS. 1,330, 136.00 per person. In **XX MCA** there are XX number of people and the total amount of money for infrastructural investment will be UZS XX.

Infrastructure and Services Menu

Eligible investments in basic and climate-resilient infrastructure and services sub-projects include, but are not limited to:

- (i) Rehabilitation of existing rural drinking water supply and sanitation systems to expand access through innovative, alternative models for rural drinking water supply and sanitation service delivery
- (ii) Retrofitting of public buildings for energy efficiency
- (iii) Rehabilitation of social infrastructure
- (iv) Rehabilitation of tertiary roads, walkways, and footpaths
- (v) Road drainage and strengthening the flood resilience of rural roads
- (vi) Bridge rehabilitation and construction (up to 10 meters long)
- (vii) Street lighting upgrades
- (viii) Improvements to public spaces
- (ix) Solid waste management systems
- (x) Small-scale construction of public facilities
- (xi) Installation of antennas to provide wireless internet services
- (xii) Construction and rehabilitation of bus stops and terminals
- (xiii) Energy supply activities

Annex 5: T-MDU Capacity Building: Leadership Skills

Qishloq Facilitators and Qishloq Engineers: Visit 4

(4 hours)

The objective of the visit: *Build capacity of the MCA, T-MDU, and youth) in how to conduct meetings, share information in a transparent manner, and how to become effective leaders.*

Preparations for the training:

Be sure to bring idea cards, pens, poster papers, scissors, and tape. Welcome the participants, be sure that they are comfortably seated.

Activity 1: How to conduct meetings (1 hour and 15 minutes)

Step 1: Ask the larger group to form four groups.

- Ask each group (there should be two for this work) to brainstorm and discuss how an ideal meeting should be conducted. Be sure to remind them about key issues such as attendance, seating arrangements, productivity of the meetings and the behavior of each attendee. Ask them to come up with key rules and write these on poster paper (20 minutes).
- In parallel, ask the other two groups to each brainstorm and discuss how decisions should be made (the role of the chair and the roles of the members), and how they should be documented and followed up on. Ask them to come up with key rules and write these on poster paper.

Step 2: Ask each group to present their poster paper (15 minutes). Take note of any differences between the two groups with the same topic and make some space for discussion amongst the larger group. Be sure to remind people about key practices for a good meeting: sitting in a large circle so that people can see each other, listening to each other, respecting each other, making space or encouraging people to speak that are more shy, making sure everyone is comfortable with decisions that are made and if needed to discuss further, that decisions and action points are documented and followed up in the next meeting, etc.

Step 3: Ask all participants to make two larger groups and ask each group to discuss for 15 minutes how differently men and women behave in public meetings. Ask each to present their posters and take some time to discuss the differences. Now, ask one group what men can do to encourage women to speak out and voice their views and ask the other group what they can do to encourage women to speak out and voice their views. Note the answers on poster paper.

Step 4: Ask the larger group which of the rules they would like to adopt and follow during their tenure in office (15 minutes). Be sure that these rules are written down in a legible manner and leave a copy in the MCA office.

Activity 2: How to share information in a transparent manner in the community

Step 1: Ask the same 4 groups to form again. Ask each group to consider the key points to conduct a large meeting in the community (15 minutes). If needed, remind them of the neighborhoods, peoples' different levels of understanding, different levels of power within the community (some have power, some do not), to make complex information simple, to allow someone from the audience to repeat what has been said in their own words, the use of visuals, summarizing key messages, seating arrangements, timing of meetings to allow everyone to attend, respectfulness of all, etc. Be sure they discuss why this is important. Ask them to make a poster presentation of the key points discussed.

Step 2: Ask each group to present their posters and make space for discussion (20 minutes).

Step 3: Ask the larger group to consider which points they want to make into rules during community meetings (20 minutes). For example, "all meetings in Qishloq X held by MCA/T-MDU/or youth representatives will ensure that all neighborhoods are represented with sufficient numbers of people; that the timings to hold meetings are suitable to women with children and those that work in agriculture or construction; that important messages are transmitted through visuals; that key messages are posted on the notice board; etc."

Activity 3: Effective leadership skills

Step 1: Ask the participants to form the same four groups as before and to brainstorm and discuss what is good leadership in the context of the community. If needed, help the group and give them some pointers for discussion: group decisions vs. leader decisions, listening to and hearing others, accountability over decisions, being pro-poor, sharing progress around the construction of the RIDP, participating in Social Audits, motivating the community, delegating tasks to others, being a positive role model, caring about the well-being of all people in the community. Allow 30 minutes for this activity.

Step 2: Ask the participants to share their presentations. Allow 15 minutes for this activity.

Step 3: Ask the participants in a plenary session to discuss what they agree to adopt (allow 15 minutes for this) and note these on poster paper.

Close the session by thanking the participants. Be sure to make a copy of the posters and leave the originals with the MCA. Put the date and time on the posters and ask the MCA chair to keep these in the office so that they can be reviewed when needed.

Be sure to make an appointment for the next meeting with the male MCA, T-MDU, and youth representatives.

Annex 6: Well-Being Analysis

Qishloq Facilitators and Qishloq Engineers: Visit 5

(3 hours)

Facilitation Tips:

1. Never, ever, hold a meeting in a private house.
2. Be sure that your meeting place is acceptable to all groups and individuals in the community.
3. Be sure to clearly explain the objective of the meeting and ask someone from the village to repeat the objective in their own language.
4. Be sure to tell the participants how long this exercise will take.
5. When finalizing the work, be sure to ask for agreement amongst the participants and ask them to raise their hand if they agree. If there are people who disagree, discuss this and try to resolve the disagreement. If not, go with the majority decision.
6. Do not accept food or drink in the community; kindly explain that this is against the rules.
7. Always be respectful and treat all people as though they are **your** family.
8. Be sure that you focus on setting the environment (a good space for all to sit or be comfortable; for all village participants to see each other and discuss).
9. Be sure you have assigned someone to handle gatekeepers (those that interfere and try to dominate the session). Take these people out of the session and ask them to share their knowledge about the village with you.
10. Be sure you have assigned someone to take children out (if they disturb) and play a game with them.
11. When closing a session, be sure to repeat the main points that all agreed on and obtain agreement from the larger group.

The objective of the visit: Engage the MCA, T-MDU, and youth representatives of the community in a well-being analysis.

Activity 1: Create a well-being analysis with the community (3 hours)

The process of the well-being analysis

1. Preparations for the well-being analysis:

The exercise requires at least three facilitators. To be well prepared, you should obtain the list of households from the T-MDU members from each neighborhood and write one card for each head of household. For example, in a community with 500 households, you should have 500 cards with the names of each head of household. Note: make sure you indicate on the card if a household is woman-headed. (Be sure to keep the MCA chair in the loop as to what you are doing.)

Be sure you have male T-MDU and male youth representatives from each neighborhood.

On the day of the exercise, the facilitators should arrive early and bring cards and markers. Every person in your meeting should have their own pens, markers, and cards to avoid sharing materials in observance of COVID-19 restrictions.

2. Facilitation Process in the Community:

Step 1: Introduction and objective

The facilitators:³

- Greet the participants, introduce yourself and your team, and provide space for the community residents to introduce each other to the facilitators. This can be done by neighborhood with one person from each neighborhood introducing him/herself and stating how many people are present from their neighborhood. Note down the numbers and complete Form 3.9 (b) and ask for the MCA chair to sign it.

- Explain ***the objective of the session:***

“The purpose is to understand the economic and social condition of the residents of the community.”

It is important to be very clear in the beginning that the findings of this exercise will help the RIDP to better structure its activities and development process (and helps us understand this village in relation to others).

- Based on the resource map, you should already know the neighborhoods. Now, ask the T-MDU members to organize themselves into the various neighborhoods/sections in their community. If a neighborhood is not represented in the discussion, then be sure that someone phones the relevant T-MDU members and asks them to join. This will ensure greater accuracy of the analysis.

Step 2: Establishing categories

The “main” facilitator:

- Begins the session by asking the people present the following question: “Are all the households who are part of this village the same in terms of livelihood activities to earn income and provide for their families?” The question is, do all households have the same resources and labor power available to engage in livelihood activities? In other words, are we all the same in terms of how we live? How much land we own? How we farm? How much livestock we own? What we do for work? What we eat? How much food we have throughout the year? What we wear? How we educate our children? The assets we own and type of house? etc. This will provide people with an idea of what you are trying to get at and will enable them to brainstorm about the types of differences that exist between people/households.

³A well-being analysis is a complicated exercise and requires 3-4 people. The facilitating team should decide who facilitates and who helps to organize the information, so that all participants can clearly see what is being constructed. There should be one facilitator to deal with gatekeepers and one to engage the children.

Please note that you must ask about key areas (that will be asked in all communities), which can be used as indicators: the size of landholding (leased in and/or owned - be sure to distinguish Dekhan farmers from those that lease or sharecrop land), the number of livestock, income (UZS per month), education of children, taking and giving of loans, advance wages, remittances (which area/country and how much per year).

- Provide the participants with pens and cards (be sure to bring enough for each person to have their own so that they do not have to share, per COVID-19 restrictions) and ask them to write the differences – called characteristics – on idea cards. At this point, it is possible to already ask people about patterns – what are the different sizes of landholdings, livestock owned, types of houses, and so on. After completion of this part of the exercise, ask people to group these characteristics – size of landholding, livestock owned, type of house, type of food consumed, education, and so on.
- Based on the grouping of the characteristics, ask people how many socio-economic groups there are in the community and ask them to label these. Most likely, people will come up with categories – **high income, medium income, low income, and in-need households**. You may not wish to put such labels if people are not comfortable, but it is important to have clearly established categories that are distinguishable from one another – you can call the groupings 1,2,3,4 or A,B,C,D.
- To ensure that everyone agrees, ask someone to read back the characteristics in each of the categories and give people the opportunity to make changes.

Step 3: Establishing the socio-economic groupings

- Now, use the name cards that you prepared (one card with the head of each household's name, colored by neighborhood) and give the household name cards to the T-MDU members from each neighborhood and ask the T-MDU members from the specific neighborhood to place this name in one of the categories. It is important that for each household (name card), people discuss why the card is being placed in a particular category, making sure that there is agreement between the people from the relevant neighborhood and double checking with all others. At least 60 percent of the criteria outlined have to apply before a person's card can be put in the category. This process is likely to lead to additional characteristics, e.g. landlessness, wage workers, etc. This process will lead to debates amongst the participants and the facilitators should allow this debate to continue and lead to a constructive conclusion. During this process, it is likely that new categories/classes (e.g. lower-middle, extreme poor, upper-middle) emerge, as some of the households do not fit the categories/classes that have been established. These should be added and the name cards that do not fit into rich, middle, or poor should be placed into the new categories.
- Be sure to distinguish Dekhan Farmers from those that are not.
- Finally, all cards are numbered and coded in such a way that the categories with the characteristics and names of households can be reconstructed in the office.

Activity 2: Share the well-being analysis with female T-MDU members and seek their input

Review the well-being analysis process and characteristics and ask women to add, comment, and edit.

Review the categorization of households and seek women's views and make changes if needed.

Cautionary measures to consider during the session

- It is likely that there will be individuals - who are powerful in the community - that will try to dominate, interrupt, or even control the session (**gatekeepers**). Such individuals will then try to steer the discussion in such a way that members from their neighborhoods are considered more poor than others, in order to get access to the resources that projects are bringing. Subsequently, they will take the credit for this. It is important to "deal" with such individuals and not to let them dominate.
- It is also likely that people will try to put as many households as possible into the poor categories - you need to be aware of this. This is why it is so important for each household to discuss why this card (household) should be placed into a particular category. The group should discuss most of characteristics of the particular category that they wish to put the card into. Remember, that at least 3-5 of the characteristics should apply (60 percent), if a card is placed into that category.

It is important that you double check this information and visit some of the households to observe and see if the position within the well-being category is correct or needs to be changed.

Finally, thank the participants for their contribution today and remind them that a copy of the Well-Being Analysis (WBA) matrix will be provided to the T-MDU Secretary later.

Activity 3: Plan your next meeting with the community leaders (10 minutes)

At the end of the WBA process, inform the group present that your team would like to return and meet once more with them so that you can share the WBA and obtain feedback. Arrange a day that suits people and ask existing public authorities – the MCA, T-MDU, and youth representatives - to attend.

In the Office (the next few days)

Activity 4: Process and analyze the information

Once you have returned to the office, create a simple table on a large poster paper that has three columns: class, characteristics, and names of households. The WBA table will be used in the community the next time you visit to share the outcome of the exercise and obtain feedback in terms of its accuracy. When finalized, a copy of this table should be provided to the T-MDU Secretary and a copy should be kept by the field office team.

Socio-Economic Grouping (# and % HHs)	Criteria – Definition of each socio-economic grouping	Names of Head of Household
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<u>High Income</u> # of HHs % of HHs	Landholding (leased or owned), profession (e.g. teacher, nurse, etc.) or type of work (construction, daily wage work) income per month, assets, livestock, type of house, educational level of children, access to medical treatment	
<u>Medium Income</u> # of HHs % of HHs		
<u>Lower Medium Income</u> # of HHs % of HHs		
<u>Low Income</u> # of HHs % of HHs		
<u>In-Need</u> # of HHs % of HHs		

The table provides a snapshot of the socio-economic structure of the community, i.e. how many households fall into which categories. The characteristics of the various socio-economic groups will tell you how members of the community define rich, middle, poor, and very poor. For example,

it may be defined by land (or lack of), employment, type of house, capital inputs, selling physical labor, education, and so on. The well-being analysis allows you to see if wealth is concentrated – held by a few households – or dispersed. It provides you with a sense of the size of landholdings of the rich, middle, and poor and how various classes work the land, e.g. with tractor power, animal power, or hoe. It shows who owns tractors or livestock to plough, who is renting this equipment, and who cannot afford to rent. Similarly, it shows the kind of houses different classes live in, the type of education that children obtain, and so on.

This exercise is crucial in that it opens up new areas of inquiry around farming or animal husbandry (and thus livelihoods), landownership and allocation of land, access to education, and so on. Other participatory exercises can be created to explore these in more detail in the future. Equally important, the poverty analysis provides you with the ability to identify your impact group in any given community and explore their lived conditions in greater detail.

In a later visit to the T-MDU and MCA, you will use the WBA poster to ask the MCA and T-MDU chairmen and members to identify where they are in this socio-economic profile of the community.

Potential uses of WBA

- Understand the socio-economic composition of the community and the extent of wealth and poverty and marginalization (the number of people in which groups and the number of landless, etc.).
- Identify interest groups (widows, agricultural day laborers, etc.) for community-led activities.
- Begin to get an understanding of the economic relations between rich and poor and middle and poor (who works for whom, etc.) and find ways to reduce these vertical dependencies.
- This participatory analysis can be used by T-MDUs to identify the poorest households in need of safety net schemes.

Annex 7: Health Analysis and WBA Verification

(Note that in some communities, in one of your six communities, you will conduct a seasonal calendar (see community mobilization manual, Annex 12; if your six communities are significantly different from one another when it comes to the Well-Being Analysis (e.g. considerable number of large landholders to employ large numbers of people) then you should conduct a seasonal calendar in those communities that differ from the others.

Qishloq Facilitators and Qishloq Engineers: Visit 6

**(1.5 hours for health analysis - parallel sessions for men and women)
(2.5 hours for well-being analysis verification - door to door)**

Facilitation Tips:

1. Never, ever, hold a meeting in a private house.
2. Be sure that your meeting place is acceptable to all groups and individuals in the community.
3. Be sure to clearly explain the objective of the meeting and ask someone from the village to repeat the objective in their own language.
4. Be sure to tell the participants how long this exercise will take.
5. When finalizing the work, be sure to ask for agreement amongst the participants and ask them to raise their hand if they agree. If there are people who disagree, discuss this and try to resolve the disagreement. If not, go with the majority decision.
6. Do not accept food or drink in the community; kindly explain that this is against the rules.
7. Always be respectful and treat all people as though they are **your** family.
8. Be sure that you focus on setting the environment (a good space for all to sit or be comfortable; for all village participants to see each other and discuss).
9. Be sure you have assigned someone to handle gatekeepers (those that interfere and try to dominate the session). Take these people out of the session and ask them to share their knowledge about the village with you.
10. Be sure you have assigned someone to take children out (if they disturb) and play a game with them.
11. When closing a session, be sure to repeat the main points that all agreed on and obtain agreement from the larger group.

The objective of the visit: To conduct a health analysis exercise with men and women (separately) from poor households (1.5 hours).

This analysis must be conducted separately for men and women because men and women are generally not comfortable talking about health issue in front of the other gender.

Note: Use the well-being analysis findings (the names of poor heads of household and the names of poor women who are heads of their households) to identify your 8-10 male participants and 8-10 female participants (men and women should be from different households) for this exercise. For this exercise you will work with men and women who sell daily/contract wage labor in cotton

and other crops. Call the T-MDU chair and provide him a list of the names and ask him to invite men from poor households from each neighborhood to attend the meeting and women from poor households from all neighborhoods to attend another meeting.

Preparations for the health analysis session with men and women

The health analysis exercise requires at least two facilitators (one CF for men and one CF for women). Be sure to bring the well-being analysis (WBA) poster. On the day of the exercise, the facilitators should arrive early and bring cards and markers.

For the WBA verification, you will need the WBA poster and your notebook.

Activity 1: Health analysis

Step 1: Meet with 8-10 men (from low income and in-need households) and 8-10 women (from low income and in-need households - these should be different households than the men's) living in different neighborhoods. Be sure to organize the seating arrangements so that people sit in a circle and can face each other and the facilitator.

Step 2: Explain the objective of the exercise: "We would like to learn from you about the most important health issues that you face." The discussion will take around 1.5 to 2 hours. Can you spare that much time?" Be sure that all people agree to stay. If someone says they have only one hour, then it is best to let them leave in the beginning.

Step 3: Brainstorm with the participants about all the health issues they face. Examples that come up may be diarrhea/dysentery, asthma, pneumonia, fever, respiratory illnesses, etc. Once you have generated a list of illnesses with the participants, ask them to discuss amongst themselves and rank the top five illnesses in terms of their prevalence (i.e. how common it is).

Step 4: Take each of the top five illnesses and start a matrix. Lay out the cards with the illnesses to the left (labeled "illnesses"), then begin another column titled symptoms, frequency (per year), average length of illness (days or weeks), season of illness, cause of illness, cost associated, and how the costs are covered (see below). Now take each illness and go through each sub-topic one-by-one and discuss. Be sure you write on cards the answer provided. When you have finished the top illness, move to the next. This way you complete the entire matrix. When finished, be sure to read back the matrix to the group and get their agreement.

Health Analysis Matrix: EXAMPLE ONLY

Illness	Symptoms	Frequency	Average length of being ill	Season	Cause of illness	Cost associated (labor days lost; medical cost, transport cost to hospital)	If no savings, how are the costs met (loans, assistance from relatives, sale of assets, etc.)
Diarrhea							
Pneumonia							
Fever							
Skin diseases							

Step 5: With the matrix completed, now discuss each illness once more by pointing to the cause that people have stated (poor drinking water, cotton harvest, poor hygiene, etc.) and ask them how this illness could be avoided. Allow the group to discuss amongst themselves to come up with potential solutions.

Note: People may not know the exact cause of the illness, but since you are asking for seasons, you will be able to link this to what they are doing for work at that time or what is happening with the water. For example, you may find that when the cotton is irrigated and water drains into the drainage system, people experience a certain type of illness; or when cotton is picked they may have certain skin problems or fever or respiratory illness. So, people may not know what chemical in the cotton production is causing the illness, but they can link it to cotton.

Once we know what the illnesses are, you can do some further work. You should meet with local health officials, present the findings to them, and ask for their suggestions as to how these illnesses can be addressed. Some may simply be a matter of vaccinations, while others may require better hygiene or certain foods (e.g. women's anemia). During the Qishloq Development Planning, you can share with them what health officials have noted and you can organize a session for the community where health officials come to speak to them and provide them with pointers about addressing the illnesses. You can then work with self-help groups to follow up. The main point here is that this work will be presented during the community development planning and this will draw attention to the MCA/T-MDU and the larger public about the problems that some people in the community face and how some of these could be addressed through the program. Those that cannot be addressed through the funds from the program can be put in the community development plan to find other ways to address them.

Step 6: When you have finished the solutions part, thank the group for their participation, tell them that you will prepare a poster with the information and review it with them, and then make it available to the MCA.

Activity 2: WBA verification

Step 1: Use the WBA poster and randomly identify 5-10 households from each WBA category.

Note: you should verify ten percent of all households. For example, if you have 500 households in the community, you will need to verify 50 households. This is why there are is a range noted above. Please calculate ten percent from the total number of households using this formula, e.g.:

$$500 \times 10/100 = 50 \text{ households}$$

Now, divide the number of households to be verified by neighborhood:

$$50 \text{ households} / 5 \text{ neighborhoods} = 10 \text{ households per neighborhood}$$

Step 2: During this and the next visit, complete the verification of the WBA. Stay in one neighborhood and visit ten households (using the example above) and ask for the head of household or an adult to speak with. Be sure to wear your mask and still maintain two meters distance whilst speaking to people. Ask the person if they could spare ten minutes time for you. Meet the person and explain that you conducted a WBA a couple of weeks back and that his household has been selected for verification. Ask them the following questions:

- a) Do you lease or own land? How much?
- b) What assets do you have?
- c) Do you own livestock? If yes, please tell me how many cows, sheep, goats, etc.
- d) What is your primary source of income in this household?
- e) What is your monthly income?
- f) Do you have work all year?
- g) What is your educational level and that of your children?
- h) Where do you seek medical services?

The answers to these questions will allow you to understand if this household has been placed into the proper socio-economic grouping.

Note: If more than 1/5 of the households you verify do not fall into the socio-economic grouping that is in your WBA poster, you will need to consider if you defined the categories correctly (or if there people in some categories that actually fall into a different one). This will help you determine if you need to do the WBA again.

Annex 8: Education Assessment and WBA Verification (part 2)

Qishloq Facilitators and Qishloq Engineers: Visit 7

**(1.5 hours for the education assessment session with T-MDU Members)
(2.5 hours for well-being analysis verification - door to door)**

The objective of the visit:

- *To brief and explain the education assessment to the T-MDU members and youth representatives (1.5 hours)*
- *To continue the verification of the well-being analysis (WBA)*

1. Preparations for the education assessment session with men and women

The education assessment discussion with the T-MDU members and teachers of the community requires three facilitators. On the day of the discussion, the facilitators should arrive early and meet the male T-MDU and T-MDU youth representatives from all neighborhoods and the female T-MDU members and youth representatives from all neighborhoods (in separate meetings).

For the WBA verification, you will need the WBA poster and your notebook.

2. Sharing the education assessment process with T-MDU members.

Activity 1: Meet with the T-MDU members and the youth committees to explain the objective and process of this work:

- a. **The objective of the education analysis is to put together an analysis that shows how many of the children of this community attend local schools (i.e. do the local schools have enough class room to accommodate all children from this community?) and to specifically explore with poor households the issues they face.**
- b. T-MDU members should obtain a count of all school age children from the MCA Passport and put together a list of schools that children from this community attend.
- c. Youth representatives should visit each of these schools and ask for data on how many children from the community attend each school. This will allow the T-MDU to see the match or gap between the number of children in the community and the number of children that attend school.

Activity 2: Education analysis with low income households

Step 1: Using the WBA, **meet with 8-10 men (from low income and in-need households) and 8-10 women (from low income and in-need households - these should be different households than the men's) living in different neighborhoods.** Be sure to organize the seating arrangements so that people sit in circle and can face each other and the facilitator.

Step 2: Explain the objective of the exercise: "We would like to learn from you about the most important education issues that your children face." The discussion will take around 1-2 hours.

Can you spare that much time? Be sure that all people agree to stay. If someone tells they have only one hour, then it is best to let them leave in the beginning.

Step 3: Brainstorm with the participants about all the education issues they face. Examples that come up may be that schools have two shifts because there are too many children for the number of classrooms and teachers and, as a result, some children attend school in the afternoon and return in the dark having to walk along a highway that is dangerous.

Once you have generated a list of issues with the participants, ask them to discuss amongst themselves and rank the issues in order of importance.

Step 4: Take the five top issues and create a matrix that shows the issue, the age of children affected (this could be all children or some children), the seasonality of the issue (is it a problem all year or just in some seasons), and the potential solution to the issue. Be sure you write on cards the answer provided. When you have finished one issue, move to the next. This way, you complete the entire matrix. When finished, be sure to read back the matrix to the group and get their agreement.

Step 6: In addition to the existing matrix that will be developed, ask each group (male and female) the following questions and have a discussion. Be sure you document the outcome of this discussion.

Currently, during the COVID-19 crisis:

- a) Are schools functioning full-time, part-time or are they closed? If they are closed, are there any provisions for students to continue learning through assignments to be done at home? Have any learning materials been provided to students? Brainstorm what the RIDP can do to assist students in the community that do not have study materials or access to specific resources that are needed.
- b) If schools are functioning part-time or full-time, what measures have been taken to keep children and teachers safe from contracting the virus? Are there any additional measures that should be taken?

Step 7: When you have finished the matrix, thank the group for their participation. Tell them that you will prepare a poster with the information and review it with them and then make it available to the MCA. The poster along, with a comment poster, should then be put outside the MCA office so that people can see it and provide their inputs. Thank the group for their participation and close the meeting.

Annex 9: Qishloq Development Pre-Planning Meeting with Youth Representatives (Women and Men)

Qishloq Facilitators and Qishloq Engineers: Visit 8

(3 hours- parallel sessions for men and women)

The objective of this meeting: For the QFs and QE to meet with male and female youth representatives to review all exercises, familiarize themselves with the findings of the exercises, and to discuss the implications on development planning from the perspectives of youth.

Preparations: For this visit, you will need to have all exercises that have been done so far, poster paper, pens and markers, and tape.

Activity 1

Review all exercises with the men and women (in separate meetings). The male group can begin with the resources map, well-being analysis (WBA) and the women can begin with the health and education analysis. Work with each group to summarize the analysis onto posters (see Annex 14 below for how to summarize). Now ask the QE to go to the women's group and provide them with the resources map and the WBA. Take the health and education analysis from the women to the men. As before, work through the exercises and summarize the main findings (see Annex 14 below). Allow two hours for this activity.

Activity 2

Once the exercises have been summarized discuss with the two groups (separately) the implications of their findings on the well-being of the community and which groups (poor people, vulnerable people, young people) are particularly affected by the issues that have been identified. Ask the groups (men and women) from their perspective what sub-projects they believe are important to address the communities' needs and what activities the community can do on its own to address key issues that are not funded by the RIDP. Note down on posters what each group suggests and be sure to bring this with you for the QDP session that is coming up.

Annex 10: WBA Sharing and Qishloq Development Planning

Qishloq Facilitators and Qishloq Engineers: Visit 9

Note: QEs and QFs should know what is planned for communities based on investment plans for each sector/state program in the district for the next 2-3 years. For example, what specific infrastructure is in the sector/state program plans to be funded by the Government and in what time frame. This information should be made available to the community at the beginning of the QDP session, so that people can make an informed decision during the prioritization.

6 hours

Facilitation Tips:

1. Never, ever, hold a meeting in a private house.
2. Be sure that your meeting place is acceptable to all groups and individuals in the community.
3. Be sure to clearly explain the objective of the meeting and ask someone from the village to repeat the objective in their own language.
4. Be sure to tell the participants how long this exercise will take.
5. When finalizing the work, be sure to ask for agreement amongst the participants and ask them to raise their hand if they agree. If there are people who disagree, discuss this and try to resolve the disagreement. If not, go with the majority decision.
6. Do not accept food or drink in the community; kindly explain that this is against the rules.
7. Always be respectful and treat all people as though they are **your** family.
8. Be sure that you focus on setting the environment (a good space for all to sit or be comfortable; for all village participants to see each other and discuss).
9. Be sure you have assigned someone to handle gatekeepers (those that interfere and try to dominate the session). Take these people out of the session and ask them to share their knowledge about the village with you.
10. Be sure you have assigned someone to take children out (if they disturb) and play a game with them.
11. When closing a session, be sure to repeat the main points that all agreed on and obtain agreement from the larger group.

Preparations for the well-being analysis (WBA) feedback session with men and women

Be sure to bring the WBA poster. The facilitators should arrive early and bring cards and markers. Be sure you have main MCA members and the T-MDU members and the youth representatives from all neighborhoods. Present the WBA poster to the group (men and women should meet separately and obtain feedback and agreement).

Qishloq Development Plan Process

Objective of the meeting: Create a Qishloq Development Plan (QDP) that is based on all the analysis that has been done. The QDP should be pro-poor and inclusive.

Preparations for this meeting

The exercise requires three facilitators. Be sure to bring all materials: the resources map, the well-being poster, the health analysis poster, and the education assessment. This meeting should be held in a suitable place with lots of wall space and workspace.

Note: *The objective of creating a Qishloq Development Plan (QDP) is to ensure that community leaders agree on a common long-term vision, as well as strategies and activities (in a given time frame) to reach that vision. **The QDPs should be based on the various exercises that have been conducted – the resources map and well-being analysis, health analysis and the education assessment** (see QDP Poster below).*

Activity 1: Linking the analysis to planning (90 minutes)

In the meeting with the MCA, T-MDU, and youth representatives, ask the participants to form four groups (these should not be neighborhood groups). Each group should work on one exercise (see below) and create/review summary posters of the main findings.

- The resources map identifies infrastructure/service gaps in the community.
- Well-being analysis highlights the number of families that are poor and very poor and the characteristics of poverty in the community.
- The health analysis highlights the main illnesses that occur in the community.
- The education assessment highlights the number of children that are of school age. This poster should also include the issues for pre-school children.

In each group (each with a different exercise), one person (with the help of the Qishloq Facilitators) should present the poster. The group then works to summarize/discuss the main findings

An example of a resources map summary is as follows:

Note: Be sure to let people come to their own conclusions. The text below is only an example to help facilitators understand what a summary poster might look like.

Community's Key Characteristics:

The MCA has 5 neighborhoods / hamlets / streets. The table below shows key data:

Table 1. MCA XX (name of community) Characteristics

Street/ Neighborhood/ Hamlet Name	# of HHs	Population	MCA Chair (C)/ Deputy Chair (DC) /Sec (m/ f)	# of T-MDU members (male and female)		# of Youth Sub- Committee		# of Community Monitoring	
				male	female	male	female	male	Female

The community of XX has the following resources:

1. Schools and Kindergartens/Pre-school:

There are XX number of schools and XX kindergartens in MCA XX. Of the XX schools, x is a primary schools in X neighborhood / street/ hamlet and has xx capacity, x is a secondary school in X neighborhood / street / hamlet and has xx capacity, etc. There are XX number of children in the community and (((because of insufficient capacity there are XX number of shifts for children from the ages XX to XX.

Further, children from some neighborhoods/ hamlets have to walk 4-5 km distance from the center to reach their school. This is unsafe because in the winter, children have to walk in the dark (no lighting in the village) or he main highway has no proper sidewalks. Because of the risk of walking along the main highway, some parents do not send their children to school in the winter months.

There is also no kindergarten/pre-school in XX and this creates problems for parents when they need to go out and work and pre-school children cannot benefit from the socialization that is needed to prepare them for school.

(Note: these are potential scenarios, qishlok facilitators should fill in the details and implications as they learn about them from the T-MDU and youth sub-committee.))

2. Drinking Water: Access and quality of drinking water for different neighborhoods /streets/ hamlets varies. In neighborhood /streets/ hamlets X, there are xx households without access to clean drinking water, etc. Some neighborhoods /streets/ hamlets have no access to water at their houses at all. In some neighborhoods /streets/ hamlets the water pressure in the pipeline is very low and there are handpumps to pump the water from the pipeline.

(Note: the Well-Being Cards that have the heads of households' names on it, should have a note in the right hand corner that tells if the household has piped water or carries from a spring, stream, pipe (with distance)

3. Electricity: There are xx number of transformers in the community and roughly half of all households' homes are connected to electricity by concrete poles. Roughly 25 percent have connections from wooden poles (this does not conform to specifications and presents risks in terms of fire). The remaining households are linked to the concrete or wooden poles through make-shift connections. This means all households are connected to electricity, but roughly half are not connected in a safe manner.

4. Roads: There is one paved road in XXX (the main highway). All other roads are gravel or dirt and some areas are subject to seasonal flooding. The main highway has no sidewalk, making it unsafe for children to go to school as they are in danger of being hit by cars.

Example draft of a well-being/poverty analysis summary poster (that might include the following type of points):

The community of XX has the following socio-economic characteristics:

1. XX has xx number of households. Of these, roughly five percent fall into the high income group; just over 40 percent fall into the medium income group; just over 40 percent fall into the low income group; and just over 10 percent fall into the in-need group.
2. The **in-need** households have no farmland, are unable to sell labor because of disabilities and/or old age; have no livestock and have no assets except their homes.
3. The **low-income** households have no access to farmland and have a monthly income of up to (300,000) UZS, and some receive aid or social welfare. Some own no livestock and may not have bathroom facilities, but bathe in make-shift arrangements in their rooms with buckets. The majority of these households are daily wage workers.
4. The **medium income** households (consist of Dekhan farmers) with access to 1-2 ha of farmland and earn up to 1 million UZS per month. These households own 1-2 cattle, 1-2 sheep, and up to 10 chickens. They live in houses with 3-4 rooms and some are teachers, doctors, public workers. Most are college graduates and some are construction workers and earn 500,000 to 1 million UZS per month. Some of these households own cars.
5. The **high-income** households operate 40-70 ha of land, and own cows, cars, and their own tractors. These households have members that have studied at university and live in two story houses with 6-7 rooms, and can afford treatment in private clinics.
6. More than half of the community members are not doing well economically, and are poor or very poor.
7. Over ten percent are vulnerable.
8. The income of the poor and very poor is very low.

Example draft of a summary health poster:

The men, women and children of the community of XX have the following illnesses on a frequent basis:

1. Women have:
 - a. Anemia causing dizziness, lethargy, anxiety, and blurred vision
 - b. TORCH infections
 - c. Tape worms causing nausea, lethargy, and no appetite
 - d. Hepatitis causing no appetite, lethargy, yellow eyes and body aches
2. Men have:
 - a. Tapeworms (see above)
 - b. Diarrhea causing weakness, fever, etc.
 - c. Flu causing weakness
3. Children have:
 - a. Tapeworms (see above)
 - b. Chicken pox
 - c. Etc.
4. Because of these illnesses, men and women lose days at work and therefore income, and spend money on medicines and going to clinics.
5. To cover these costs, people may borrow/loan money from relatives or sell food stocks that they may need in months when there is less income (winter).
6. Some illnesses can be avoided through vaccinations, improved water, and better hygiene.

Example Draft of a summary education assessment (that might include the following type of points):

There are xx number of school age children in XX.

The children of the community of XX:

1. Have to walk 5 kms (round trip) to school.
2. Face danger on the main highway because cars drive fast and there is no sidewalk.

May not go to school in the winter because the walk is so far, and some children have to return in the dark (those that attend school in the afternoon shift).

Activity 2: Presentations of summary posters from each group (5 presentations)

- Ask each group to select a person who should present the summary poster.
- After each presentation to the larger group, ask all those present if they agree with the findings. If someone does not agree, try to discuss why and what the objection is and if the larger group agrees then add/edit the point; if not, see if you can get the persons to agree. If you cannot get full agreement, be sure you have agreement from the majority of the people present.

Activity 3: Vision building (60 minutes)

- After each summary poster presentation has been discussed and key issues agreed on, the participants will now have a common understanding of the various dimensions of the community's issues and needs.
- Divide the larger group into smaller groups (**by neighborhood/Mahalla**) and ask each group what they want to change (for the future) about the findings that came from the analysis. Ask each neighborhood group to write five cards (one idea on one card) of what they want to change based on the summary findings.
- Once the cards have been written by all neighborhood groups, the Qishloq Facilitators should sort the cards into topics infrastructure/services (school, kindergarten, water, roads, electricity, etc.), health issues, improving the economic situation of the low income group, etc. Now, take some time with the T-MDU executive committee to take the cards and create a vision statement that involves all relevant topics. For example, in five years: all children of Sokhil will attend a school in the village and have quality education; all people will have access to clean drinking water; all residents (including children) will have the proper vaccinations, and illnesses will be reduced; there will be improved targeting for government safety net schemes, etc.
- The vision statement is then read to the larger group and all people present are asked if they agree.

A sample vision statement might look as follows:

“Sokhil village will be a community where all children go to school in the village, have quality education, and where families are healthy and conditions are safe.”

Note that this vision can be achieved only through multiple strategies: a school and kindergarten in the village, safe drinking water for all, vaccinations, deworming and improved hygiene, no unsanitary toilets, improved income (small businesses, livestock), safe electricity connections, etc.

Activity 4: Translating the vision into milestones (60 minutes)

You are now ready to move into the planning phase. Break down the vision (use the cards that were used to write the vision) into measurable milestones (there must be milestones that have been created from the women's vision statements). For example, take the vision statement that we used above:

“Sokhil village will be a community where all children go to school in the village, have quality education, and where families are healthy and conditions are safe.”

For this vision statement you would consider the terms *educated children* and *healthy families*. If you break down *educated children* with the group, you should come up with:

- a. Schools or school rooms for boys and girls of different ages in Sokhil
- b. Children attending schools on a regular basis and parents asking them to go to school
- c. Teachers and others who literate in the community helping young men and women to improve their reading and writing skills (e.g. learning centers that operate in the evening)

For the part about *healthy families*:

- d. Clean drinking water for all families)
- e. Good sanitation (safe confinement of excreta) to avoid illnesses related to feces contamination of food and hands, good hygiene behavior, etc.
- f. Use of health services to treat basic illnesses, such as tapeworms and to obtain the proper vaccinations
- g. Nutritious diets to address common illnesses such as anemia

For the part about *safe conditions*:

- h. Sidewalks along the main highway to ensure the safe movement of all people
- i. Electricity connections/poles that are up to the standards prescribed by the Government

Activity 5: Identify the milestones can potentially be met by the RIDP (60 minutes)

Now take all the various points you have put together to break down the vision into key areas and consider which areas the village will pursue. Consider the Government's RIDP (schools, drinking water, kindergartens, roads, electricity), which milestones can be met on their own (health – getting vaccinations, changing hygiene behavior, etc.) and those that require other donors (other government programs, NGOs, etc.).

Based on points a through i above, the following milestones could be created:

Remember, you cannot pursue all of these with RIDP money, but you can pursue the most important and the T-MDU and MCA can fundraise for infrastructure needed that the RIDP cannot fund.

- All children attend school in the village and have quality education (possibly through RIDP).
- All pre-school children can attend kindergarten (possibly through RIDP).

- All families have access to clean drinking water (possibly through RIDP).
- Access to markets has improved because roads leading in and out of the village have improved (possibly through RIDP).
- All adults and children are vaccinated, dewormed, and have health checkups (GoU services).

These are just examples – there could be many more ways in which the vision used as an example here could be achieved. The possibilities are multiple.

When discussing the RIDP fund and choosing the menu items, the resources map and the findings on the poster should be discussed. Ask the question: Which of the infrastructure should be prioritized on the basis of the findings and discussions?” For instance, if school, kindergarten, and water, have been identified, the discussion should turn to – “How and who in the community will benefit? How will this contribute to our vision and benefit the most?”

At this point, you should make space for the youth participants to present their top three infrastructure choices and the development activities that the community – including youth – can do on their own.

Now, open the meeting to a plenary session and ask the citizens and T-MDU members to provide their feedback on the youth’s choices.

Use the below criteria to discuss in plenary which RIDP sub-projects should be prioritized, keeping in mind the discussion so far and the presentations of the T-MDU Youth Sub-Committees.

Criteria for ranking milestones that will be met by the RIDP funds:

1. The number of people who are currently not benefitting from a service and who will benefit as a result of the investment,
2. Prioritization of neighborhoods/areas of the village that have been left out. For example, those that lack drinking water or safe electricity connections.
3. At least one (if not more) milestones should be women’s choice.
4. The investment/milestone will not produce negative social or economic impacts for residents.

If the participants cannot agree on which infrastructure to fund based on the above criteria, then there should be a voting system, where each infrastructure option is put on a card and all cards are laid out side-by-side and people vote individually, putting one vote per person. That means if there are five possibilities, people can choose only one option. The infrastructure with the highest number of votes is selected, and if there are sufficient funds, the infrastructure with the second highest votes can be prioritized as number two.

Be sure that all people – or the majority of people – agree to the infrastructure that has been selected.

Activity 6: Identify the milestones that have to be met by other GoU programs, donors, and NGOs

Once you have completed the milestones of the vision that can be met by RIDP funds, what is left in terms of infrastructure will require other actors, such as other Government programs, donors, etc. The MCA and T-MDU should lobby to obtain these resources.

Activity 7: Identify the milestones that can be met by the community on their own (60 minutes)

Once you have completed the investment grant part of your QDP, ask the participants to consider what they can do on their own, without external funds, to achieve their vision. The Qishloq Facilitators should ask the various groups to brainstorm.

Examples might include:

- Teachers and other literate community members organize learning sessions for youth that want to improve their reading, writing, math, science, or language skills. Teachers and others would work on a voluntary basis donating their time.
- If the community does not build a kindergarten from the RIDP funds (opting for a primary school or other infrastructure), they may mobilize to have street/neighborhood-based kindergartens where residents take turns watching the children, freeing up women to do other work.
- Dekhan farmers provide advice to others to improve their crop yields or cultivate more vegetables so that poor families can improve their nutrition.
- Women with expertise and talent (embroidery, quilting, tailoring, livestock and poultry, kitchen gardening, farming, etc.) share their knowledge and support other women in learning, experimenting, and innovating.
- Persons who have “social reach” lobby and advocate for marginalized and vulnerable groups to access resources (funds, inputs, advice) and networks (inputs, marketing, etc.).

Activity 8: Translating the milestones into activities with actors responsible (60 minutes)

Once you have completed the investment grant and the community work that will contribute to fulfill the vision in the QDP, ask the community groups to consider all milestones and the actors responsible that will take the lead on each milestone:

An activity list may look as follows:

1. Monitoring of RIDP infrastructure construction (quality of materials, fair labor practices, etc) (T-MDU)
2. Learning circles for young adults (teachers)
3. Street-based kindergartens (temporary solution – volunteer women from each street/neighborhood)
4. Awareness raising and mobilization of all families to seek health services for adults and children, monitoring services usage (T-MDU with facilitators)
5. Self-help groups for food deficient farmers are created and supported by better off farmers in the community or from neighboring communities (civil society - men and women from poor families with experts providing guidance)
6. Support for poorer families to cultivate vegetables in home plots (Dekhan farmers)
7. Self-help group for women who head their families and women from poor families where they work together, build on their skills and experiences and draw up plans for action (civil society – can include all women who are interested, but must be pro-poor)

Note: Community Facilitators should work with T-MDU members during the QDP process to identify which milestones they want to take responsibility for. These will be people who show interest in key topics, advocate, are passionate, willing to take the lead, offer to help others, etc.

Activity 9

Once the QDP is completed, the T-MDU should set aside one day in which people from all streets / neighborhoods/ hamlets can come to a central place to learn of the QDP. This should be structured as follows:

- Organize the day into times where residents from streets or neighborhoods or hamlets A and B will see the QDP from 8-10 am; then streets or neighborhoods or hamlets C and D will see the QDP from 10-12, etc.
- It is preferred that all T-MDU members and Youth sub-committee members are present; but at a minimum the members from the relevant streets/ neighborhoods / hamlets should be there;
- Residents should be explained which sub-projects were prioritized and why (make reference to the maps, WBA, Health and Education Analysis) and they should be able to provide comments
- Residents will **not** vote on the sub-projects, but can provide feedback from the perspective of their locality within the community.
- Before and after the sharing of the QDP with residents, the QDP should be posted outside the MCA office so that people who missed the session with MDU members can still review the QDP.

Activity 10

You can ask the group to set a time and date to meet with the T-MDU and other participants to explore the feasibility of the three sub-projects that have been selected and to review the feedback from the community on the QDP (that will be posted outside the MCA office with comment posters). Be sure to remind all participants to discuss with as many people from the community as possible during their day-to-day interactions (keeping social distancing in mind).

Thank the larger group for spending a considerable part of their day with you.

Qishlog Development Plan Format (Form 3.10)

Region: _____
Province: _____ District: _____
MCA ID: _____
MCA Name: _____

Date of start of the QDP process: _____ (dd/mm/yyyy)
Date of completion of preparation of this QDP: _____ (dd/mm/yyyy)

Part A1: Analysis Exercises Results: (Poster A1)

1. Resource Mapping:

Date Completed: _____
Approximate % of adult community population that participated: _____
Attach a photo of the map and/ or the summary findings
Summary Findings of Mapping Exercises:

- 1.
- 2.
- 3.
- 4.
- 5.

The summary findings should include: the number of children that attend schools in other villages, the number of families that have no drinking water, access to irrigation, access to roads, access to electricity, etc.

2. Well-Being analysis:

Date Completed: _____
Approximate % of adult community population that participated: _____
Attach electronic copy of the Well-Being Analysis and Summary findings
Summary Findings of the Well-Being Analysis

- 1.
- 2.
- 3.
- 4.
- 5.

(The summary findings should include the number of poor and very poor households)

3. Seasonal Calendar (where applicable):

Date Completed: _____
Attach electronic copy of 2 summary findings (one for men from poor households and one for women from very poor households)
Summary Findings

- 1.
- 2.
- 3.

- 4.
- 5.

(The summary findings should include the number of lean season months, the number of average work-days that casual labor is available in agriculture and non-agricultural activities; the daily wage rates of both men and women)

4. Health Analysis

Date Completed: _____

Attach electronic copy of summary findings

Summary Findings

- 1.
- 2.
- 3.
- 4.
- 5.

(This summary findings should include the top 5 health issues for women, the top 5 health issues for men and the top 5 health issues for children.)

5. Education Analysis

Date Completed: _____

Attach electronic copy of summary findings

Summary Findings

- 1.
- 2.
- 3.
- 4.
- 5.

(This summary findings should include the number of school-age children, and the number of kindergarten-age children)

Part A2: The Community's Vision (Poster A2)

Vision: _____

Part A3: Milestones (Poster A3):

List 5 to 10 Milestones that the community will pursue to reach their vision.

- 1.
- 2.
- 3.
- 4.
- 5.

Part B: Qishloq Development Planning Results (Poster B):

Based on the summary findings of the various exercises, the community has created a vision with key milestones that, if completed, address the most urgent development needs. The community

will prioritize the following development needs and then classify them into the following categories: (A minimum of 5 and a maximum of 10 milestones each with a different priority can be listed in total).

Community Projects (Rural)

Sector	Sub-project	Category 1: Can be undertaken by the community themselves with no external resources	Category 2: Can be financed under the RIDP	Category 3: Would need third party resources to implement
Education (school and kindergarten)				
Drinking water and Sanitation				
Public buildings retrofitting for energy efficiency				
Energy supply				
Social infrastructure rehabilitation				
Transportation – includes roads and bridge rehabilitation				
Road drainage and strengthening flood resilience				
Street lighting				
Public spaces improvements				
Wireless internet service				
Construction / rehabilitation of bus stops and terminals				
Other				

Annex 11: Review of Community Feedback

Qishloq Engineers and Qishloq Facilitators Visit 10

QEs will work with the T-MDU to review the prioritized sub-projects outlined in the QDP to be funded by the RIDP and discuss various design options, taking into account social and environmental safeguards and to discuss cost variation and the feasibility of funding the first, second, and third priorities.

Preparation for this visit

You will need the QDP and resource map, printed feasibility form, poster paper and markers.

At the present stage of project actions, the QFs and QEs will organize a meeting (workshop) for all members of the T-MDU and youth committees. The purpose of this meeting will be to determine which of the prioritized sub-projects are feasible and finally determine the order of implementation of sub-projects included in the QDP that the community has already voted on in the earlier session.

To review and evaluate the feasibility of the priority sub-projects outlined in the QDP, an audience of 20-25 people will be involved in this workshop: the core MCA members, all T-MDU members, the youth committee and persons (1-2 people) who have technical construction or similar education and experience.

Activity 1: Review community comments and discuss changes to the QDP, if needed

Two weeks should have passed since posting the QDP outside the MCA office and community people should have added comments.

Step 1: Take each comment and write it on a card (one comment per card).

Step 2: Sort the cards and put similar cards together. Now, try to make sense of the comments by seeing how many comments are similar and group these. Also group the outliers (cards that occur only one, twice, or three times). Count the comments that are similar and see if there are a sufficient number of comments on a certain infrastructure choice and consider if the choice needs to be revisited and if priorities need to change because 1) a part of the village is not covered or 2) people prefer the second or third sub-project to become first choice .

Step 3: Facilitate a decision and revision of the plan, if needed. If it is just a question of changing priorities, then proceed with the next activity; if not, the QDP needs to be re-posted to solicit feedback once more.

Annex 12: Review of Sub-projects Proposed for RIDP Financing with the DPC

Qishloq Engineer and Qishloq Facilitators Visit 11

At this stage of the RIDP project, the QFs and QEs will organize a meeting of the DPC to review sub-projects proposed for RIDP financing in the Qishloq Development Plans (QDPs) to confirm operations and maintenance (O&M) arrangements and that sub-projects do not duplicate other investments. The importance of this event is that it provides a clear example of social partnership and is another step in increasing the broad participation of the population and the role of the community in decision-making of socio-economic development at the district level, which is one of the strategic directions of the RIDP project. To do this, the RIDP will take the following steps:

Step 1: Organizing the DPC meeting

QFs and QEs, in cooperation with the deputy of the district Khokim (who is a chairperson of the DPC) will organize a DPC meeting with representatives of state agencies of basic and social infrastructure (healthcare, pre-school and primary and secondary school education, departments of water supply, gas and electricity, roads, etc.). The objective is to share the communities' decision and prioritization of sub-projects and for the DPC to confirm O&M arrangements and to double check that funding for the sub-projects decided upon by the community has not been allocated from other state investment programs.

Step 2: Presentation of the QDP in the DPC

QFs and QEs, together with representatives of the T-MDU (this should be the chair, vice chair and secretary), will participate in the DPC as delegates with the authority entrusted to them to represent and defend their community's QDP priorities in the DPC.

Delegates from the T-MDU, with the support of the QEs, will prepare flipcharts for the QDP's presentation and also a short speech/explanation (5-10 minutes) on the feasibility study results (why are the subprojects to be completed first, second, third). They should include any supporting analysis (why the prioritization they have done is key).

After hearing the QDP's presentation (top three priorities), the DPC and representatives of district departments will discuss and review each sub-project to confirm O&M arrangements and that funding for the sub-project has not been allocated from other state investment programs. The QFs and QEs facilitate this process, while the QEs help present the performance of the T-MDU to ensure competent technical support for the presentation of QDP's sub-projects.

New construction of school and pre-school buildings can be financed only if the sub-project does not exceed the limit of the project funds allocated for one community and if the state or departmental budget is co-financed for material and technical equipment (staff units, furniture, equipment, etc., in strict accordance with the requirements of Sanitary Norms and Rules).

Step 3: MCA/T-MDU and DPC sign memorandum

At this stage, at the end of the meeting, it would be very effective to sign a memorandum on the implementation of the sub-project between the MCA/T-MDU and the DPC and the departments of basic and social infrastructure. (For example, if it is a sub-project of drinking water supply with a district water utility, etc.). This memorandum would be a fundamental starting document at the community level, where the name of the sub-project, participants, and their rights and obligations will be specified. This memorandum will also outline roles and responsibilities, which will greatly facilitate the work of the T-MDU during the collection of initial permitting procedures, design and construction process, and when accepting and commissioning the project and transferring its operation with the right of ownership. Signing this memorandum in a solemn atmosphere in front of the entire community will guarantee their responsibility and a better understanding of the importance and correctness of their choice.

Annex 13: Finalize QDP and Share with Community

Note: This meeting is only required if the DPC could not confirm the O&M arrangements or if the selected sub-project is already financed through other GoU programs.

Qishloq Facilitators and Qishloq Engineers Visit 12

The QEs and QFs will now return to the community and work with the T-MDU to finalize the QDP and call for a meeting to share the final QDP in a large gathering with people from all neighborhoods, as well as the T-MDU youth, to explain to the community the QDP and the logic behind funding the sub-project that the DPC has agreed to.

At this stage, the QFs and QEs, together with the T-MDU organize a meeting of the community, observing the requirements for ensuring broad participation of the population. Together with the office bearers of the T-MDU who participated in the review of sub-projects with the DPC, highlight the process of reviewing the QDP by the DPC and read out the protocols of consideration. Accordingly, they provide detailed information on each first, second, and third sub-project and on projects that are included in the national development programs for the next 2-3 years.

The purpose of this event is to provide greater awareness and collective decision-making in order to finalize the QDP.

Step 1: Preparing a community meeting

The steps and actions of the RIDP to prepare for this event should be similar to the first meeting of the mahalla, ensuring a large population of all representatives of the mahalla and neighborhoods. The venue should be approved by the MCA.

Step 2: Presentation of the latest decisions on the PRC and consideration of the first three priority sub-projects

At this stage, the QFs and QEs, together with the T-MDU, should develop a module for the meeting and prepare the necessary tools (flipcharts, markers and handouts, if necessary), determine the roles and tasks during the meeting, and think about who will cover what to get maximum efficiency. During this session, all three priority sub-projects are displayed on the flipchart, with a pre-allocated column for voting results.

Delegates from the T-MDU will prepare flipcharts with support of QFs and QEs for this presentation and a short speech/explanation (5-10 minutes) on the review and conclusions of the DPC and relevant structures. QFs and QEs, along with the T-MDU needs to explain the logic of the sub-project implementation order, what has changed, and why such a decision was made.

Step 3: Vote and confirm the final QDP and the sequence of revised priorities

QFs and QEs, together with the T-MDU, proceed to the final session of the meeting and enter the results of the vote on the adoption of the QDP in a pre-prepared flipchart. To do his, they must give the population time and opportunity to discuss the information as well as answer/address any of their questions.

Annex 14: Strengthening Local Institutions: Working with T-MDUs

Qishloq Facilitators visit 13

Preparation for this visit

Be sure to contact the T-MDU Chair ahead of time and ask for a date and time that you could meet the entire T-MDU with all its members for a 2-3-hour meeting.

You will need the poster with the T-MDU roles and responsibilities, poster paper and markers.

Greet the T-MDU members, introduce yourselves, and share the **objective of the meeting**:

To work with the T-MDU members to perform their roles and responsibilities and to help them come up with strategies and timelines, and to generally build good practices in terms of meetings and their interactions.

Activity 1: Review of roles and responsibilities of the T-MDU (30 minutes)

Ask the T-MDU Chair to present the roles and responsibilities poster and allow some time for discussion. Provide some specific questions to the group, such as what are the five most immediate roles that you will need to work on. Ask the T-MDU members to agree on these and to develop a timeline with roles and responsibilities.

Activity 2: Review the QDP vision, milestones and activities (60 minutes)

Ask the T-MDU Secretary to review the entire QDP. Be sure to include the posters that summarize each of the analysis that were completed (resources map, WBA, health analysis, etc.). This way, people are reminded of the key issues that the community or certain groups in their community face. Allow some time for discussion. Now ask the group to consider each milestone and activity and ask for volunteers to take responsibility for moving forward on each milestone. Be sure that you have a minimum of one man and one woman (they can be from different neighborhoods) responsible for key milestones and ask them to come up with an action plan that includes timelines.

The teams responsible for non-RIDP funded development outcomes in the QDP should include a strategy for how they will lobby for resources for funding or how they will mobilize people to engage in the activity. Be sure you have timelines.

Activity 3: Follow up on T-MDU meeting frequency and T-MDU interactions (30 minutes)

Given all the work that needs to be done, the T-MDU should meet every two weeks (this is a general rule across all T-MDUs). Now, provide some time and ask the group to brainstorm what will be the rules of interaction for the T-MDU. Ask men and women to sit separately and for each group to write a poster. To get the groups going, ask the following questions:

- How have you been making decisions – by consensus, majority vote, or will the office bearers (chair, vice chair, secretary) make decisions?
- How do you ensure that everyone has a voice and is heard?
- How do you ensure the participation of all members?
- How do you ensure productive meetings?
- How do you ensure attendance to meetings?
- Who records the minutes and presents these in the subsequent meetings for approval?
- How do you ensure follow up on activities that have been agreed upon?

Activity 4: Topics to be covered in T-MDU meetings (30 minutes)

Now that you have reviewed the roles and responsibilities, reviewed the QDP, asked the group to make action plans and allocate responsibilities, and worked out the rules of interaction, ask the group to come up with how a T-MDU meeting might be structured given the work that needs to be done. Ask them to write this on a poster paper. Be sure to include that each T-MDU team working on a specific milestone should present their progress to date and the challenges they face. In the T-MDU meetings, there must be room to discuss how to overcome the challenges.

Activity 5: Introduce the Institutional Maturity Index (10 minutes)

Let the group know that one of the activities that you will engage them in at a later date will be a self-assessment so that they can discuss their progress in terms of their work and how well they work together. This will enable them to assess their maturity as an institution over time and improve their work.

Annex 15: Labor Selection Process for Infrastructure Projects

An important part of the RIDP COVID-19 approach is to ensure that poor and vulnerable households are provided with work opportunities during the construction of the infrastructure projects. To enable this the following is needed:

- 1) The call for proposals for construction companies to apply for the work should indicate that companies that agree to the following will be prioritized:
 - a. Hire unskilled labor from the communities in which the construction is to take place
 - b. Accept the list of laborers from the community that will be provided by the T-Mahalla Development Unit (co-signed by the MCA chair)

- 2) A clear and transparent process to identify laborers:
 - a. Using the well-being analysis (WBA), the T-MDU should make a list of households (with able-bodied men) that
 - i. Are low-income
 - ii. Predominantly work as low-wage laborers
 - iii. Have a high dependency ratio (large number of children- more than 5)
 - iv. Own no livestock
 - b. The criteria and list of households is publicly shared (posted outside the MCA office)
 - c. If the number of households that qualify is higher than the number of laborers that are needed, then a lottery will be conducted. Each household that qualifies (after the lottery, if one is needed) may send any male (over 18 years of age) to work. The lottery will be conducted by the T-MDU, with the CPM committee present. Each qualifying household's (head of household) name will be written on a piece of paper and put into a vessel. The papers are then mixed up and, depending on the number of laborers needed, papers are pulled out and the names on them are put onto a list.
 - d. Daily wages paid will be the legal minimum daily wage rate.
 - e. As much as possible, each household should receive a minimum of 20 labor days. However, this will depend on the type of sub-project.

Annex 16: Community Participatory Monitoring – Social Audit

Qishloq Facilitators – after 6 months of starting the Social Mobilization Process

(further visits after 12 months and 18 months)

Introduction

The Community Participatory Monitoring Team (CPM) will facilitate a Social Audit after six months, focusing on the quality of the planning process, MDUs work and the QFs. The second Social Audit will take place after 12 months and will focus on the quality of the sub-project implementation and if it meets the community's expectations. The third Social Audit will take place 18 months after the MDU election and will include a focus on the quality of the sub-projects that have been completed and handed over. This final Social Audit will also look into the O&M arrangements. The purpose of the Social Audit will be for the community (from all neighborhoods) to have the opportunity to hear an account of the resources allocation in terms of infrastructure (QDP), the location of the infrastructure (in relation to the map which outlines the neighborhoods that do and do not have certain infrastructure and services, and the overall achievements (in line with the QDP) of the MDU, as well as the quality of the infrastructure, if it meets people's expectations and whether or not the infrastructure is being maintained by the relevant line ministry or the community (whichever is the appropriate arrangement. The social audits will ensure that the MDUs are transparent and accountable to the people they represent and that the construction firms are doing their work properly.

The sections below outline the Social Audit Process and the QFs should assist the CPM to organize the Social Audit (using Form 3.13) and be present when it takes place. The QFs should also assist the MDU to prepare their presentation to the community. This will take 1 entire visit (CPM preparations (presentation on the CPM findings on posters) and MDU preparations (see below on posters).

It is important that the QFs are present in social audits 1 and 2 and that they document the number of people who attend (not including the MDU members and Youth sub-committees). Each street/ neighborhood / hamlet should send a roughly 10 persons (5 men and 5 women) to attend the social audit. Unless each street / neighborhood/ hamlet has at least 6 persons (3 men and 3 women) attending, the social audit cannot be conducted.

After 2 Social Audits have been successfully conducted, the QFs can hand over the task entirely to the CPM. However, QFs should be present in the final social audit (and if needed assist the community). MDU members should document the number of persons from each neighborhood that attend.

Social Audit Visit 1:

Capacity Building of CPM and MDU on The Process of the Social Audit 1

Activity 1: Share the Social Audit Process / Steps and Form 3.13 with MDUs and CPM so that all members are clear on their roles (1 hour)

Step 1 MDUs will

1. review their ToR (roles and responsibilities) with the community by presenting a poster

2. be prepared to present RIDP information: objective, principles, budget and menu to the community through posters
3. be prepared to present the QDP Milestones and the achievements so far in terms of RIDP– Government Investment Grant; RIDP other donors grants; RIDP community own initiative
4. share the following information (in a table) with the public:
 - work completed (participatory activities – maps, WBA, health and education analysis and QDP); the QDP summary posters should be used to explain
 - Infrastructure selected in QDP
 - Expected date of construction started/ or start date

Please note: if there are non RIDP sub-project, i.e. funding from other donors, the MDU should report this in separate table.

5. The progress on any pro-poor or vulnerable group initiatives or collective actions

Step 2: CPM presents their findings

CPM will present their findings first based on their discussions with the community in terms of community satisfaction with the planning process, with the work of the MDU. (discussion should be based on form 3.12) CPM should put together a brief presentation

Step 3: Community Responds and asks questions

- The community members should be given a few minutes to sit neighborhood-wise
- The neighborhood groups then discuss for 15 minutes and come up with questions for the MDU members
- Each neighborhood identifies a person to present the questions
- The MDU members have an opportunity answer their questions

Step 4: Action Plan to Address Key Issues

- Serious issues that take time to be addressed, will be put into an action plan by the MDU members with timelines and persons responsible - in other words, any promises that the MDU members make will be documented and CPM will follow up to ensure the MDU implements its action plan
- The action plan will be put into a poster format and posted in public and signed by the Office Bearers (and FP QFs or GO QF will take a photo)

Activity 2: MDU and CPM Team Agree on a Date, Time, and Place for the Social Audit (15 minutes)

Once the process of the Social Audit has been shared, the CPM and MDU agrees on a social audit meeting: the date, time and place. (Note: This meeting should be in a public place that all community members from all neighborhoods feel comfortable. The social audit cannot be held in a private place).

Activity 3: QFs support MDUs to prepare for the Social Audit; and QFs support CPM Team to prepare for the Social Audit (2 hours)

Work with each group – the MDUs and the CPM, but in a separate meeting to prepare. You could help them prepare the format; but they should complete the format as much as possible on their own, putting the data note above.

CPM (on their own)

Activity 4: without QFs -- CPM publicizes the Social Audit date, time and place

Each CPM member should share with their neighborhood residents when and where the meeting will be held and a poster will be posted in a public place and a paper will be put on the Public Notice Board. Because of COVID 19 and the limited number of people that can meet, there may have to be 2-3 social audit meetings (example: 1 social audit for streets 1, 2, and 3; 1 social audit for streets 4, 5, 6, and 1 social audit for street 7, 8, 9. QFs should help the MDU to determine how many meetings will be needed.

On the day of the Social Audit meeting, the CPM members must ensure some (5-10) households from each neighborhood are represented in the meeting. If not, CPM and MDU members should go to each neighborhood and request for people to join.

Social Audit Visit 2:

Activity 5: The Social Audit in the Community

Follow steps 1-4 outlined above in the Capacity Building section with MDUs presenting, then CPM presenting – using Form 3.13 and Community people ask questions, and MDU makes an action plan. (Form 3.13 is the basis for reporting and the completed Form needs to be provided to QFs.)

Follow up in the Next Social Audit Meeting (after 6 months)

In the next social audit meeting (six months later), the action plan will be reviewed and MDU members share their progress or explain why they have no progress or not sufficient progress. In Social Audit 2, Form 3.14 will be used.