Social Audits for Local Development Projects: A Field Guide

Contents

MAIN SOCIAL AUDIT GUIDE
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Using the Social Audit Field Guide:

The Social Audit Field Guide is a working document that walks through a description of the main steps to performing a Social Audit. There are spaces for practitioner notes throughout the manual, and there are forms, templates, and resources for a practice exercise in the annexes. Users of the guide are encouraged to treat the process flexibly, making notes, adapting the cycle, and making adjustments to the forms and templates as needed.

This guide focuses primarily on physical development infrastructure projects, although Social Audits can be used for other things.

The Social Audit Field Guide was developed based on CARE's experiences with Social Audits, in consultation with some key literature on the subject, and following a Social Audit workshop with CARE Afghanistan and three key civil society partners in Kabul in 2016. The participating partners were the Afghan Women's Resource Centre (AWRC), the Human Rights Research and Advocacy Consortium (HRRAC), and the Women and Children Legal Research Foundation (WCLRF). CARE Afghanistan and partners then piloted this manual and provided valuable feedback, which has been addressed in this version. Thanks to CARE Afghanistan and the workshop participants for their contribution to this manual.

1. INTRODUCTION TO SOCIAL AUDITS

What is a Social Audit?

A Social Audit is:
- an **approach** and **process** that aims to build accountability and transparency *from* local leaders, local government, or any other power-holders, *to* citizens, related to the use and management of public resources;
- an **on-going process** of **dialogue** and **continuous improvement**. Social Audits should be repeated, and the action plans from completed Social Audits should be reviewed repeatedly over time. **Repetition is important** so that both leaders and community members can become comfortable and confident with the process, and can build a stronger relationship with each other. A Social Audit is not a one-time event!

The Social Audit process is based on **two key ideas**:
- the Social Audit approach relies on active participation from citizens and/or Civil Society Organisations (CSOs), to ask for accountability and transparency from their leaders. The approach is based on the assumption that citizens **want to**, and have the **right to**, know what their leaders do and how they do it; and
- the Social Audit is designed based on the belief that leaders have **an obligation to be accountable to all people** in their communities.

In CARE, the Social Audit is mostly used related to *physical development infrastructure projects* (e.g. roads, bridges, schools, clinics, culverts, canals, etc.).

Objectives of a Social Audit:

- to monitor and evaluate the use of public development funds;
- to *correct any problems or short-comings* related to public projects;
- to provide a regular *way for citizens to voice concerns* about the quality of community development;
- to provide a regular way for *leaders to gain a clear picture* of how their communities view their work in local development, and *to respond to the concerns of citizens*;
- to create a process for community members and their leaders to *build better relationships* and *to create a practice of partnering* on community development

Social Audits are **ideal** for:

- Projects where the budget comes from **public funds** or **"community-owned"** money (including from donor funds);

- Projects where the responsible decision-makers are **close to communities** (where discussion and follow-up is possible);

- Projects that are of **interest to**, or **used by**, a large portion of the community

Social Audits are more difficult, or not advisable, when:

- Projects are for **private use**;

- People cannot **meet with decision-makers**, or cannot have a clear channel to make sure their feedback reaches decision-makers

2. SEVEN KEY STEPS TO THE SOCIAL AUDIT

Steps 1 – 3: Setting the Stage for the Social Audit

STEP 1: MOBILISE LOCAL LEADERS

The first step to preparing for a Social Audit in a new community is to introduce the concept to community leaders. *It will be critical to secure the participation and support of local leaders, in order for the Social Audit to be successful.*

These local leaders are not necessarily formal representatives of the local government – they may include those who hold formal or informal positions, and they may be elected, selected, or appointed. They could be traditional leaders, political leaders, religious leaders, or leaders in community development or service delivery (e.g. the School Management Committee/Parent – Teacher Committee, the Water User Association, etc.).

Identifying the key leaders to mobilise is the responsibility of the social mobilisers/community facilitators of CARE and its partners. They may already be familiar with communities and who the key leaders and power-holders are. If they are not familiar enough, they should consult existing stakeholder mappings, or do a brief stakeholder mapping before starting the process.

It is important to **remember to include women leaders***, even if they do not currently have a lot of influence in communities.* They should be mobilised to understand and support the Social Audit process from the beginning, so they can help other women in the community participate and support the process. *Women leaders often report that male leaders are much better informed about NGO projects and development processes in their communities. We must be careful not to contribute to this knowledge and information gender gap.*

Mobilising community leaders typically requires holding a meeting (or more than one meeting) with them, to explain: *a) what a Social Audit is; b) what the objectives are; and c) to request their support and participation in Social Audits in their community.*

To convince community leaders, it is important to emphasise that Social Audits are not intended to be *confrontational* and *should not create conflict*. Instead, they are intended to *build understanding, partnership, and shared objectives*.

POSSIBLE BENEFITS OF SOCIAL AUDITS

- Better development projects; more satisfied community members

- Projects that better meet the needs of marginalised people, including women and girls

- Increased interaction and trust between leaders and community members

- Better understanding by community members of the challenges faced by their leaders

- Better understanding by leaders of the needs and concerns of their communities

- Exposing potential problems with contractors and suppliers

- Projects fixed/improved; missing sums of money returned (if applicable)

With community leaders, it often helps to emphasise the benefits of the Social Audit!

STEP 2: MOBILISE THE COMMUNITY

Once the preliminary support of community leaders is secured, it is time to hold a public meeting for the community. Like the smaller meetings with community leaders, the purpose of the first public meeting is to explain to whole communities: *a) what a Social Audit is; b) what the objectives are; and c) to request their support and participation in Social Audits in their community.*

Two critical issues to be discussed in this (these) public meeting(s) are: a) **which project** will be audited first (see Step 3 for more details); and b) **the role of the Social Audit Committee** (see Steps 4 and 5 for more details).

If they are willing, having community leaders take leading roles in this first public meeting can be very helpful, especially in more fragile contexts. Community leaders (informal or formal leaders) can introduce the meeting, introduce the Social Audit concept, and/or express their support for this process publicly. This can help to ensure broad participation from community members, and can help to encourage constructive engagement. However, in some contexts having community leaders introduce the Social Audit process might make the process appear controlled by local power-holders – CARE and partner staff should make a context-aware decision around what makes most sense in their locality.

It is critical to **encourage the participation of diverse community members, including women** *in the first public meeting(s)*. If a separate meeting for women is necessary, this should be arranged, and information about the timing and location of the women's meeting should be broadly shared through female social mobilisers, CARE and partner staff, women in key community positions (health workers, teachers, etc.) and female members of other community groups (User Committees, etc.).

Again, it is important to emphasise that Social Audits are not intended to be *confrontational* and *should not create conflict*. Instead, they are intended to *build understanding, partnership, and shared objectives*, between community members and their leaders.

STEP 3: SELECT PROJECT TO BE AUDITED

Once communities and community leaders understand Social Audits and have agreed to participate in one, they must agree on a project to be audited.

Social Audits can be performed **during** project implementation, or **after** a project is completed.

Performing a Social Audit for an *ongoing project* has the advantage of *allowing for changes to be made along the way*.

On the other hand, performing the Social Audit once a project is completed has the advantage of *allowing communities to give feedback on the final quality of the project, its sustainability*, and *how useful it has been* to community members over time.

Both options are legitimate choices and can bring different benefits.

QUESTIONS TO BE CONSIDERED WHEN SELECTING A PROJECT FOR A SOCIAL AUDIT

- Would the community like to audit an ongoing project or a completed project? (and are there any ongoing projects to audit?)

- Are there any local projects that have been particularly problematic? This could relate to quality, budget, location, materials, size, sustainability, community satisfaction, etc.

- Are there specific groups in the community that feel they have been/will be unable to benefit from some development projects? Which ones?

- Are there any projects that are particularly important to the lives, well-being, and livelihoods of many people?

These questions can help guide the discussion of which project(s) to select for a Social Audit.

Field Facilitator's Notes and Observations:

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Further Notes:

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Steps 4 – 5: Preparing the Social Audit Committee

STEP 4: ESTABLISH THE SOCIAL AUDIT COMMITTEE

Once the community has selected their first project to audit, the next step is to set up a Social Audit Committee. *The Social Audit Committee will be a temporary body of 5 – 8 people in the community*, and Social Audit Committee members will perform **a temporary role**, helping to organise one Social Audit. The intention of the Social Audit Committee is not to take on a permanent or ongoing role in the community, or to duplicate the efforts of existing groups or councils. Once one Social Audit is completed, the Social Audit Committee will disband, and a new one will be selected when it is time for the next Social Audit.

The first key principle of selecting Social Audit Committee members is that they should all be regular members of the community, who are NOT elected representatives or major community leaders. Secondly, the Social Audit Committee should aim to have at least 30% female Committee members.

It is also useful to include on the Social Audit Committee community members who have expertise related to the selected project. For example, if the project is a school, including the head of the school, teachers, or older students could be useful, because they regularly use the school (or will do so when it is finished). If the project is an irrigation scheme, it will be important to include farmers on the Committee. If the project is a drinking water supply system, it will be important to include those who typically collect water in the community on the Committee.

Including Women in the Social Audit Committee:

Women should make up at least 30% of the members of the Social Audit Committee (and ideally 50%, if possible).

Women are critical members of the Social Audit Committee particularly because one of the roles of the Committee is to gather community feedback regarding the effectiveness of the selected development project from diverse members of the community. Some community members may feel more comfortable being honest about their concerns when speaking to female Committee members, and in some contexts, female Committee members may be the only members able to speak to female community members privately.

If social norms dictate that female Committee members cannot interact directly with male members or attend the same meetings, then CARE or partner staff should hold separate meetings with them to teach them about their roles, and should facilitate coordination between female and male Social Audit Committee members.

Dealing with Illiteracy among Social Audit Committee Members:

Illiteracy remains high among adults in many contexts. Based on this general reality, it is likely that some Social Audit Committee members could be illiterate. *Illiteracy should not disqualify people from acting as Social Audit Committee members.* **There are several strategies for dealing with illiteracy among Committee members:**

- **If possible, Committees should consist of at least 1 – 2 literate people**. These individuals can support the whole committee in reading vouchers, contracts, or other documents, and in accompanying Committee members on interviews with community members, in order to document discussions. For this reason, *including a teacher or other literate person in the community* on the Social Audit Committee is an important advantage for the Committee;
- **Literate school-children** can also accompany their mothers/fathers/relatives who are Social Audit Committee members. The role of the literate child will be to read questions and document responses during interviews, or to otherwise read key documents for Committee Members. **Note:** Children should perform this role *only outside of regular school hours*. CARE and partner staff will need to make this clear to the Social Audit Committee and monitor how children are involved in the Social Audit process;
- **Social Mobilisers** themselves (from CARE and from CARE's partners) can support Social Audit Committees in reading key documents, and can perform a documenting role during interviews intended to capture community perceptions. In this case, it might be best to conduct the interviews through Focus Group Discussions (rather than through individual interviews), in view of CARE and partner staff time and workload.

In summary, the **Social Audit Committee members should include:**

- Approximately 5 – 8 people in total, all regular community members (not major community leaders or elected representatives);

- Among them, selected qualified people relevant to the project being audited (and recommended by communities);

- At least 30% women, and more if possible;

- Several literate people, if possible

Social Audit Committee members can be nominated in a public meeting or privately, and can be elected or selected. The method of agreeing on the Social Audit Committee members will differ by context. However, in order to end up with a diverse and representative Committee, the above guidance on membership should be used.

STEP 5: ORIENT THE SOCIAL AUDIT COMMITTEE TO THEIR ROLES

Once the Social Audit Committee has been established, the next step is to familiarise the Committee members with their roles, and to decide which Committee members will perform which roles. *Some Committee members will need to perform 2 of the below main functions (while some can perform 1 function).*

A Social Audit Committee has 5 main functions:

1- **Function 1 – Reviewing Documents:**
The Committee should choose at least 2 of its members to lead on reviewing key documents related to purchasing materials and contracting work for the selected project. These documents may include: invoices or receipts for materials like concrete, gravel, wood, bricks, etc.; receipts for relevant travel, food, and accommodation (if this was necessary); the contract made with the lead contractor who built the project, etc.

What is important is that the documents *add up to the total budget* available for the project. If they do not, Committee members should seek clarification from community leaders regarding how the money was used, and how the total budget can be accounted for. It is also important for Committee members to question *whether all the expenses were necessary and important to the project, and whether suppliers were selected in a transparent manner.*

2- **Function 2 – Interviewing 'Users':**
The Committee should choose approximately 4 of its members (both women and men) to lead on interviewing a selection of community members (both male and female) who use or will use the selected project. The people to be interviewed will change depending on the type of project being audited, but the aim for each Social Audit will be to agree on the number of women/girls and the number of men/boys in the community who will be interviewed, and to nominate the Committee members who will lead these interviews. Interviews can be conducted with individuals, or in focus groups.

The priorities for interviewees should be those who: a) *are currently using the project* (if completed); b) *will use it in future* (if ongoing); and c) *would like to use the project but cannot* (i.e. they have access problems). Other people to interview could be: *those who have experience with similar projects elsewhere*, or *those who have particular expertise* on this type of project. For example, if the Social Audit is examining the cost of building a school, they could ask those from a neighbouring village where a similar school has been built about the costs of their school, for comparison.

The Committee should together plan the list of people they will interview, and CARE and partner staff should facilitate the planning, ensuring equity and diversity among those who will be interviewed. For example, if the project is a school, then the Committee should prioritise interviewing female and male school-aged children, their parents, teachers, and members of the School Management Committee/Parent-Teacher Committee (if one exists). If the project is a water supply system, then the Committee should prioritise interviewing those most likely to collect and use water (likely women/children), including those who live both close and far away from the water points. If the project is a health facility, then the Committee should interview workers at the facility, community members who have visited the facility in the past, and other community members who might visit the facility in the future.

There are creative ways to gather feedback from community members. Sometimes simple focus group discussions (divided by gender if appropriate), are the most useful approach. In some cases, individual interviews work best. In other cases, indicating community satisfaction on a simple village map (where, for example, households on one side of the village may be more satisfied than households on the other side of the village) is a useful visual way of gathering feedback. This could be done in groups or individually. Visual methods are often useful, because they are helpful for demonstrating information to others in the community, during the 'reporting back' stage (Step 7). *A combination of the above approaches can also be used.*

On a map of the village, women indicate whether they receive an adequate supply of electricity from the new mini-hydroelectric generator – one of the two development projects they chose for a Social Audit.

The Social Audit Committee must ensure that they are able to document these interviews or Focus Group Discussions (at least the main points). Annex I provides a list of possible questions for these discussions.

3- **Function 3 – Conducting a Site Visit:**
The Social Audit Committee should choose at least 2 of its members to lead on visiting the project site, and evaluating the site selection and the quality of the project (whether completed or ongoing). Annex I provides a checklist that can be used by Committee members to guide their inspection of the project site. If the security situation allows, it might also be useful for the Social Audit Committee to have a camera with them on the site visit, in order to document the project with photographs.

4- **Function 4 – Interviewing Decision-makers:**
The Social Audit Committee should choose at least 2 of its members to lead on interviewing the key community leaders who led/are leading on managing the project selection and construction. The Committee may first need

to confirm who these key leaders are/were, if they do not already know. The Committee must ensure that they are able to document these interviews (main points).

It is typically useful to interview community leaders after the above functions are completed. In this way, any questions that arise about the financial records, or problems raised by community members, can be followed up with community leaders. Annex I provides a list of possible questions for key decision-makers.

5- **Function 5 – Reporting Back:**
The Social Audit Committee should together prepare a short report (that can be presented visually, usually on posters), demonstrating their main findings. They should prepare their findings regarding finances, community perception/opinions, information provided by community leaders, and their own findings after performing the site visit.

Committee members should then plan a public meeting, selecting a venue, securing the participation of community leaders, and spreading the information regarding the meeting date and time to all corners of the community.

At the public meeting, Social Audit Committee members should report on their findings, including a financial update, key findings from community interviews, and observations from the site visit. Committee members should make sure to keep all opinions anonymous (issues can be mentioned, but not the name of the community member who mentioned them). The public meeting should include a Question and Answer time with community leaders, where any community member can ask a question, and community leaders who are/were involved in the project will answer and discuss.

The public meeting should result in the preparation of an Action Plan (see Annex I for a template).

KEY TASKS FOR THE FIRST AUDIT COMMITTEE MEETING:

1- Assign roles to the Committee members, based on the 5 functions discussed above;

2- Make sure that the Committee members understand the roles they have been assigned;

3- Make a simple workplan, with an agreed timeline for each task (see Annex I for a template);

4- Provide the necessary documents to the Committee (see Annex I)

Field Facilitator's Notes and Observations:

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Further Notes:

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Steps 6 – 7: Implementation of the Social Audit

STEP 6: CONDUCT INFORMATION GATHERING

Once the Committee members clearly understand their assigned roles and how they should go about conducting the Social Audit, and once they have produced their simple workplan and have the necessary guidance and forms in hand, the next step is simply to conduct the information-gathering process.

During this stage, CARE and partner staff should keep in close contact with communities, in order to understand how the process is going. In particular, interpreting the relevant documents (receipts, vouchers, contracts, etc.) and conducting interviews, can both be difficult parts of this process. Especially the first time a Social Audit is conducted, staff should give extra support, making themselves available in the communities when Social Audit work is going on, calling Committee members on their mobiles to check in, and providing hands-on support. Over time, the Social Audit process can become more community-led, as communities become familiar with the process and gain experience with performing the Social Audit Committee roles.

STEP 7: REPORT BACK AND PREPARE ACTION PLAN

The final step in the process is for the Social Audit Committee to prepare a report and plan a public meeting (see Function 5 above). The public meeting should include wide participation from the community, and wide participation from community leadership and influential people. The public meeting should result in the preparation of an Action Plan (see Annex I for a template).

If the Social Audit Committee needs to organise a men's meeting and a women's meeting, they should prepare to do this, so that all community members have the opportunity to hear about the results of the Social Audit and ask questions.

3. REVIEW AND FOLLOW UP

Social Audit Action Plans should be regularly reviewed and followed up, to ensure that the committed actions are getting completed, or that actions are getting changed or re-assigned to new people as needed. The Action Plan should be seen as a living document, which should be adjusted as the situation changes, as new information is gathered, and as people in communities change roles.

Social Audit Action Plans should be **formally reviewed in a public meeting every 6 months** (until completed), similar to the public meeting organised in Step 7. However, community leaders should be encouraged to review the Action Plan more often, to ensure that they are taking ownership over the process of completing the plan.

CARE and its partners may also want to consider making the Action Plans publicly available in communities, either by posting them publicly or by sharing copies with various committees, leaders, user groups, etc. Publicly-shared Action Plans should be updated as well after each public review, so that people always have access to the latest version.

4. INDICATIVE SOCIAL AUDIT TIMELINE

The below is an indicative timeline for conducting a Social Audit in 1 community. The first time a community conducts a Social Audit, the overall timeline may take a bit longer as people learn about, and become comfortable with, the process. CARE and partner project staff should adjust the timeline according to what is practical and appropriate within their own contexts.

Social Audit Phases	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Every 6 Months After
Steps 1 – 3: Setting the Stage for the Social Audit	■	■							
Steps 4 – 5: Preparing the Social Audit Committee			■	■					
Steps 6 – 7: Implementation of the Social Audit					■	■	■	■	
Review and Follow Up									■

5. ESSENTIAL INGREDIENTS FOR SUCCESSFUL SOCIAL AUDITS AND KEY POTENTIAL CHALLENGES

ESSENTIAL INGREDIENTS FOR SUCCESSFUL SOCIAL AUDITS

- Political Will/Leadership Participation and Support
- Objectivity and Independence
- Well-prepared Social Audit Committee
- Broad Community Participation
- Selecting a project that is relevant to a large portion of the community
- Including marginalised groups, especially women
- Making sure findings are widely shared in the community
- Making a clear Action Plan, with responsibilities assigned, and a timeline
- Following up on the Action Plan regularly

KEY POTENTIAL CHALLENGES

- Conflict, especially if corruption is uncovered
- Non-cooperative Leadership
- Biases in Social Audit Committees
- Capacity of Social Audit Committees
- Women's Involvement
- Participation of people from poor households or people otherwise marginalised
- Illiteracy

Annex I: Forms

Form 1: Possible Interview Questions for Project Users and Community Members

Form 2: Possible Interview Questions for Community Leaders

Form 3: Project Site Visit Checklist

Form 4: Template for Social Audit Committee Workplan

Form 5: Template for Social Audit Action Plan

Form 1: Possible Interview Questions for Project Users and Community Members

Note: The below are possible questions that could be used during discussions with community members. However, Social Audit Committee members should feel free to add their own questions. The responses of female and male community members should be kept disaggregated by gender, so they can be analysed separately.

Project Selection

1- Do you know about the _____ project in your community?

2- What do you think of this project?

3- Do you know how your community or community leaders chose this project? How was this decision made?

4- Did you agree with or support this decision?

5- Did you feel consulted on this decision? How?

6- Would you have preferred to prioritise a different project?

Project Implementation

7- Were you aware of the plans for the project? Did you have information regarding the design of the project? Which information did you have?

8- Do you know how the location(s) was/were selected? What do you think of the location? Are there problems with this location/these locations?

9- Were you aware of the contractor and the suppliers that are working/did work on this project, and how they were selected? What do you think of these selections?

10- What do you think of the quality of the project?

11- Is/was project implementation on time? If there were delays, did you have information about those delays?

12- Do you know the budget for the project? Do you know the source of the money? Do you feel the money was used well, and that the cost of the project is reasonable?

Project Use

13- If the project is finished, do you use this project? Does your family? How do you use it? If you do not use it, why not?

14- If you use the project, are you satisfied with it? Do you feel that it is serving its intended purpose? Has it improved your life, and the lives of your family members?

15- Are there people in your community that cannot use this project? Why not?

16- If the project is not finished yet, do you plan to use the project when it is finished? Do you foresee any problems with being able to use it? Do you think there are other people who will have problems benefiting from this project?

Form 2: Possible Interview Questions for Community Leaders

Note: The below are possible questions that could be used during discussions with community leaders. However, Social Audit Committee members should feel free to add their own questions. Responses from female and male community leaders should be kept disaggregated by gender, so they can be analysed separately.

Project Selection

1- Were you involved in the _____ project in your community?

2- How was this project selected? Were community members consulted in this decision? Were female community members consulted?

3- If community members were consulted, how was this done? How were female community members consulted?

4- Was it difficult to reach consensus on this project?

5- Do you feel community members are happy with the selection of this project?

Project Implementation

6- How was the location for the project selected? Were community members consulted about the location?

7- Do you feel that all community members have access to using this project? Will/does anyone have problems using the project in its current location?

8- How was the project designed? Have there been any changes to the initial design? Why?

9- How was the contractor selected? How were the supplies/materials procured?

10- Did community members provide labour for the project, and if so, how were the labourers selected?

11- Have you had any concerns about the quality of the project during construction or after completion? Have any of these concerns already been addressed?

12- Is/was project implementation on time? If there were delays, what were they, and were they explained to the community?

Project Use

13- If the project is finished, are community members using the project as planned?

14- Do you feel that people are satisfied with the project? Has it improved the lives of people in your community? How has the project impacted differently on women and on men in your community?

15- Are there people in your community that cannot use this project? Who are they, and why can they not use the project fully?

Form 3: Project Site Visit Checklist

Note: The below are possible checklist questions that could be used during project site visits. However, Social Audit Committee members should feel free to add their own issues to this checklist.

☐ Is the project located on the original site selected?

☐ Based on the project site, who do you think in the community is likely to have the best access to the project? Are there those who might not be able to access it, or who may have particular difficulties?

☐ Does the project match the planned design?

☐ Are all elements of the planned project completed? Are there any planned elements missing? (e.g. furniture, hardware, window glass, number of rooms, length of irrigation canals, etc.)

☐ What is the quality of the materials used? (look for cracks in concrete, check materials used, etc.)

☐ Is the project location safe? Is it convenient and accessible?

Form 4: Template for Social Audit Committee Workplan

The below is an *example workplan* for a Social Audit Committee – each Committee will work at a different pace, and should feel free to make changes according to what is most appropriate for them.

Social Audit Committee Workplan	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Every 6 Months After
Committee established and roles explained and assigned			▓						
Prepare Committee Workplan				▓					
Select community interviewees based on diversity guidance, and plan feedback-gathering methods (individual interviews, focus group discussions, visual methods, etc.). Agree on questions to be used for gathering feedback				▓					
Review key project documents including contracts, invoices, receipts, etc.					▓	▓			
Using proposed interview questions/tools, interview people and hold focus group discussions (with women and men, and female and male youths, if applicable, etc.). Gather feedback through any other means from the community					▓	▓			
Conduct site visit using checklist					▓				
Using proposed interview questions/tools, interview community leaders						▓			
Prepare brief report and any visual presentation (posters, etc.)							▓		
Plan public meeting(s) and disseminate date and time widely							▓		
Hold public meeting(s)								▓	
Prepare and share Social Audit Action Plan								▓	
Review and update Action Plan until completed									▓

The below is a *blank workplan* for a Social Audit Committee – this copy can be printed and given to Committees, allowing them to colour in the weeks according to their own schedule.

Social Audit Committee Workplan	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Every 6 Months After
Committee established and roles explained and assigned									
Prepare Committee Workplan									
Select community interviewees based on diversity guidance, and plan feedback-gathering methods (individual interviews, focus group discussions, visual methods, etc.). Agree on questions to be used for gathering feedback									
Review key project documents including contracts, invoices, receipts, etc.									
Using proposed interview questions/tools, interview people and hold focus group discussions (with women and men, and female and male youths, if applicable, etc.). Gather feedback through any other means from the community									
Conduct site visit using checklist									
Using proposed interview questions/tools, interview community leaders									
Prepare brief report and any visual presentation (posters, etc.)									
Plan public meeting(s) and disseminate date and time widely									
Hold public meeting(s)									
Prepare and share Social Audit Action Plan									
Review and update Action Plan until completed									

Form 5: Template for Social Audit Action Plan

Social Audit Action Plan				
Community:				
Project:				
Date:				
Issue/Problem Raised	**Issue raised by Women or Men or Both?**	**Action Agreed**	**Person/People Responsible**	**Timeline for Action**

Annex II: Practicing the Social Audit

Annex II includes an exercise that can be used by CARE and partner staff to practice doing a Social Audit. The practice exercise is based on a fictional scenario in which a girls' community school was built with community development funds. The school is pictured in Hand-out 1 below.

Note: *Facilitators of this exercise may want to change the exercise to better reflect the projects/contexts they are working in. For example, if the project or programme is focused on food security or environmental protection activities, the practice activity could be adjusted to replace the girls' school with a more relevant example project. The facilitator may also want to select photos that best reflect the country/context of work. In that case, the 'community leader' and 'community member' cards in this annex will also need to be adjusted to match the project/context.*

Participants in this role-playing exercise should be divided into **three** groups:
- Community leaders (women and men);
- Community members (parents, students, and others);
- Social Audit Committee members (based on the 5 Committee roles outlined in this manual)

Hand-out 2 below contains 2 cards (one for those playing the role of a community leader and one for those playing the role of a community member). The cards should be printed and cut apart, such that each 'community leader' receives only his or her relevant card, and each 'community member' also receives only his or her relevant card. The *Social Audit Committee members do not receive cards.*

The cards contain pieces of information that only the community leaders and only the community members should know (at the start of the exercise). Those assigned to be community leaders and community members should study their respective cards.

Those assigned to be Social Audit Committee members must first organise themselves into the correct 5 roles, and prepare their workplan (using the blank Form 4 template in Annex I). Next, the 'Social Audit Committee' should split up and begin performing their roles, interviewing those playing community members and community leaders, and examining the photos of the school in Hand-out 1 (as part of their 'site visit', using Form 3 from Annex I).

Afterward, the 'Social Audit Committee' should prepare a brief report and hold a mock community meeting, presenting their findings and facilitating agreed actions. The Social Audit Committee should lead the whole group in using Form 5 to prepare a mock Action Plan.

Annex II: Practicing the Social Audit (Hand-out 1)

Afghan Institute of Learning Photo/ Female school students in Herat

UN Photo/ Eskinder Debebe

Wadsam News Photo/ NSP work in Sar-e-Pul Province

Feminist Majority Foundation Photo/Fatema Syed

Annex II: Practicing the Social Audit (Hand-out 2)

COMMUNITY LEADER	COMMUNITY MEMBER

Original school project budget: 70,000 USD
 	
Planned school:
    4 classrooms
    Location by road
    With boundary wall
    2 sets of 2 latrines
    School to be made of brick
    8 windows
 	
Planned furniture:
    100 student desks
    4 teacher desks
    100 student chairs
    4 teacher chairs
    8 blackboards
 	
Expenses Used:
  – Contract with contractor valued at 40,000 USD
  – Bricks, wood, concrete, etc. cost 15,000 USD
  – Furniture costs = 7,000 USD
  – Community leaders travel/food expenditure = have receipts for 500 USD
  – 5,000 USD is left in community account
	Perceptions:
	  – School children are crowded in the classrooms, and some classrooms do not have furniture
	  – The glass for the windows has not been installed, and winter is coming
	  – The boundary wall has been started but not completed
	  – There is 1 set of latrines, but parents feels this is not enough
	  – The school is located further from the main road than expected
	  – The school was intended to have 2 shifts: 1 for boys and 1 for girls; however, some families are feeling uncomfortable sending their girls because of some of the reasons mentioned