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KNOWLEDGE MANAGEMENT, ADVOCACY AND LEARNING STRATEGY

SHOUHARDO III

STRENGTHENING HOUSEHOLD ABILITY TO RESPOND TO DEVELOPMENT OPPORTUNITIES

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Contributors and Compilation
Colleen Farrell, Technical Advisor, Knowledge Management and Communications, Food & Nutrition Security Unit, CARE USA
Walter Mwasaa, Chief of Party, SHOUHARDO III program
Afrhill Rances, Senior Team Leader - Knowledge Management, Advocacy and Learning, SHOUHARDO III program
Marium ul Mutahara, Knowledge Management Coordinator, SHOUHARDO III program
Shejuti Hayat, Advocacy Manager, SHOUHARDO III program

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Program Management Team, SHOUHARDO III program
All Senior Technical Coordinators, SHOUHARDO III program
All Regional Offices, SHOUHARDO III program
SHOUHARDO III Partner NGOs
PEARL Unit, CARE Bangladesh

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ACRONYMS

APM-T	Assistant Project Manager-Technical
BMD	Bangladesh Meteorological Department
CC	Community Clinic
CEV	Community Empowerment Volunteer
DPHE	Department of Public Health Engineering
DFSA	Development Food Security Activity
DYD	Department of Youth Development
EKATA	Empowerment, Knowledge and Transformative Action
FF	Field Facilitator
FL	Farmer Leader
FFBS	Farmers Field Business School
FFWC	Flood Forecasting and Warning Center
GoB	Government of Bangladesh
HHN	Health Hygiene and Nutrition
HKI	Hellen Keller International
IMCI	Integrated Management of Childhood Illness
KM	Knowledge Management
KML	Knowledge Management and Learning
LEB	Local Elected Body
MEL	Monitoring Evaluation and Learning
NNPC	Nari Nirjaton Protirodh Committee
PM	Project Manager
PACC	Program Advisory Coordination Committee
PNGO	Partner Non-Government Organization
PEP	Poor and Extreme Poor
PEARL	Program Evidence, Advocacy, Research and Learning

PIIF	Program Integration Implementation Framework
RSTM	Regional Senior Technical Manager
SAM	Severe Acute Malnutrition
SHOUHARDO	Strengthening Household Ability to Respond to Development Opportunities
STC	Senior Technical Coordinator
TO	Technical Officer
UISC	Union Information Service Centre
UP	Union Parishad
USAID	United States Agency for International Development
UDV	Union Disaster Volunteers
UDMC	Union Disaster Management Committee
VAW	Violence Against Women
VDC	Village Development Committee
VSLA	Village Savings and Loan Association
WVI	World Vision International

INTRODUCTION

Strengthening Household Ability to Respond to Development Opportunities (SHOUHARDO) III is a Development Food Security Activity (DFSA) program funded by the United States Agency for International Development (USAID) Office of Food for Peace (FFP). The five-year program is implemented from September 29, 2015 to September 28, 2020. The overarching goal of SHOUHARDO III is to achieve improved gender equitable food and nutrition security and resilience for Poor and Extreme Poor (PEP) living in the *Char* and *Haor* wetland areas of Bangladesh[1].

[1] *Char* is a tract of land surrounded by the waters of an ocean, sea, lake, or stream; it usually means, any accretion in a river course or estuary. (http://en.banglapedia.org/index.php?title=Char)

Haor is a bowl-shaped large tectonic depression. It receives surface runoff water by rivers and khals, and consequently, a *Haor* becomes very extensive water body in the monsoon and dries up mostly in the post-monsoon period. (http://en.banglapedia.org/index.php?title=Haor)

This is the third phase of a successful program that CARE has been funded to implement. In the past, SHOUHARDO provided groundbreaking evidence on the connection between women's empowerment and reducing child stunting. In 2012, a scientific study published for the program showed that of all interventions, women's empowerment combined with others, lead to the most impact on stunting in children. Between 2006 and 2009, stunting had fallen by 28% in the program areas.

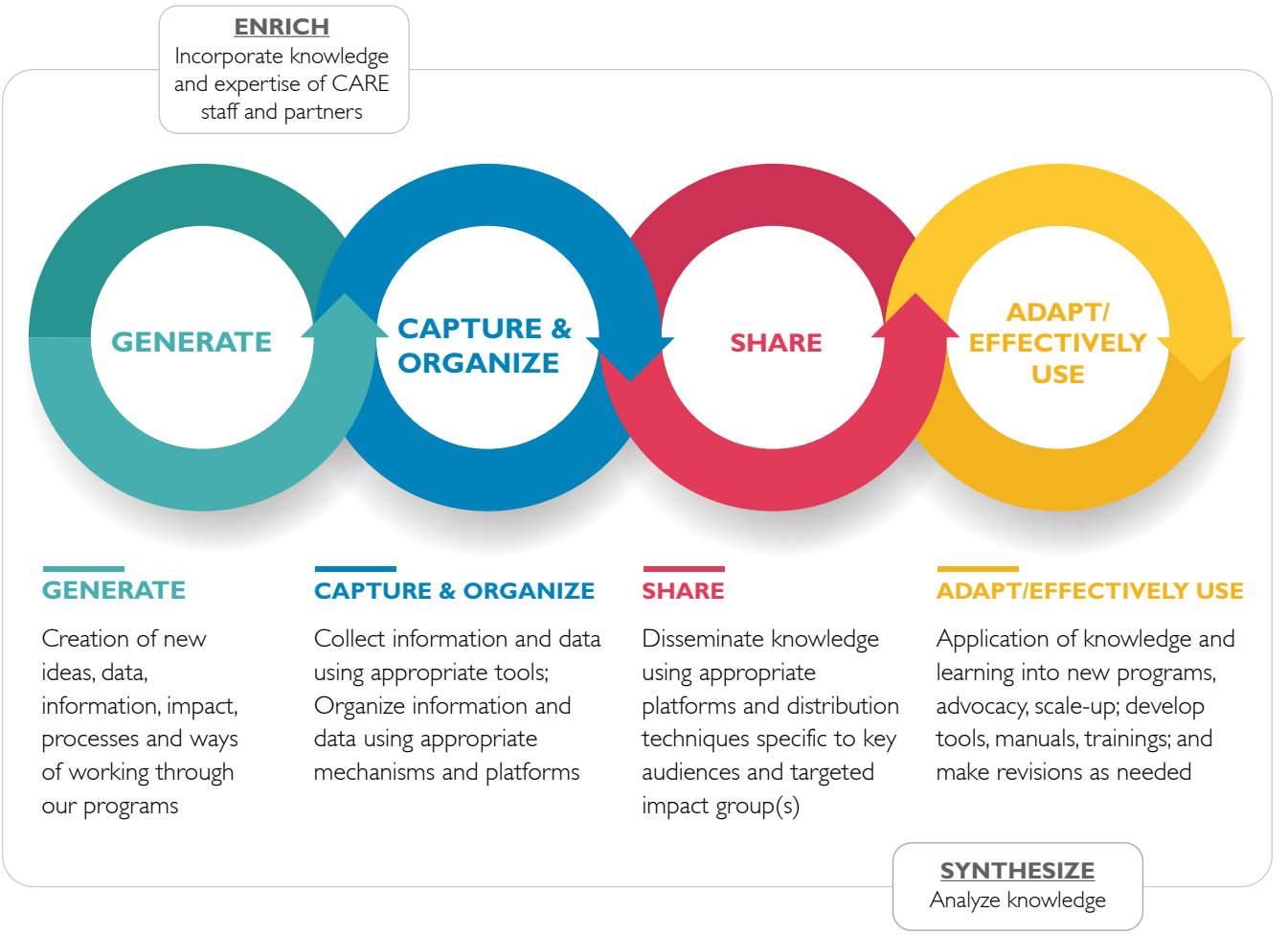
SHOUHARDO III is an integrated program in which multi-sectoral activities are implemented simultaneously to address food insecurity, maternal and child malnutrition, to empower women and youth, and to improve governance and disaster resilience, while contributing to the targeted households' overall livelihoods enhancement. The program is implemented in partnership with six national Partner Non-Governmental Organizations (PNGOs) with technical support and quality leadership from CARE. In March 2017, CARE received approval to sign up one Governmental Organization, the Local Government Engineering Department (LGED), of the Local Government Rural Development and Cooperatives Ministry of the Government of Bangladesh (GoB), and one technical partner, WorldFish Center to support infrastructure and fisheries activities, respectively. Key interventions implemented under the program include:

1. Build household capacities to earn income and increase productivity through better and improved technologies, to increase knowledge, to address barriers to markets and increase skills for employment;
2. Increase household and community uptake of key health and nutrition practices that improve nutritional and health outcomes;
3. Work with communities to anticipate, prepare for, and mitigate the effects of disasters;
4. Create an enabling environment that allows women to achieve their potential both at home and in the community; and
5. Create the space for government and private service providers and communities to discuss and achieve improved service delivery.

KNOWLEDGE MANAGEMENT
What is it and why is it important?

2

Globally, there are limitless definitions, explanations and interpretations of what Knowledge Management (KM) is or what it is thought to be. Rather than one activity or event, KM is an ongoing process of creating, organizing, sharing and effectively using information and experiences:



Many definitions equate KM to the practice of delivering the right content to the right people at the right time. Simply put, KM is the art of knowing what is going on and why it matters. In other words, accessing and applying relevant information to solve problems.

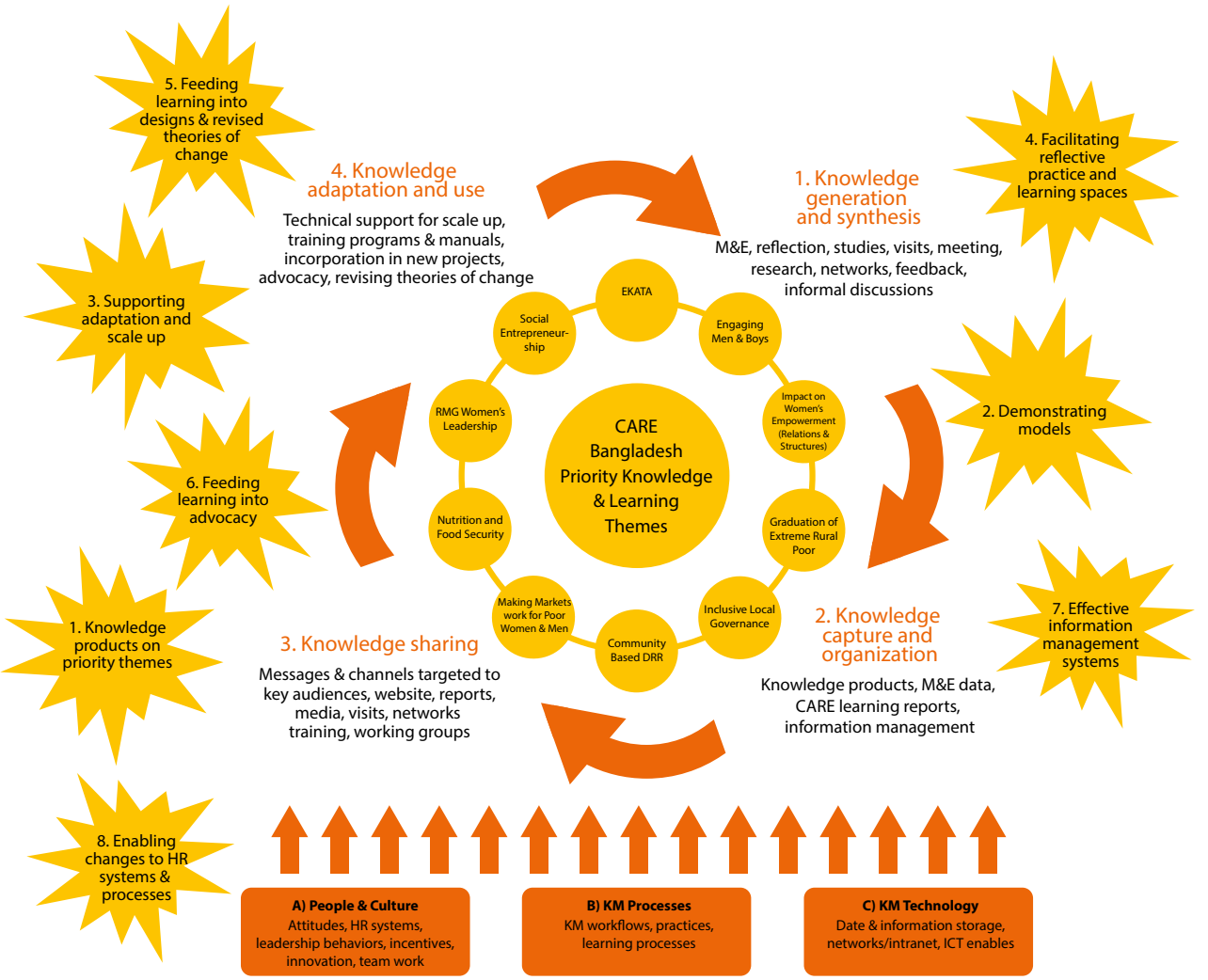
2.1 KNOWLEDGE MANAGEMENT AND LEARNING AT CARE BANGLADESH

CARE Bangladesh has prioritized Knowledge Management and Learning (KML) as it is an essential part of the CARE 2020 program strategy as well as CARE Bangladesh's strategic programming framework, and its commitment to develop a learning culture.

KML is essential for generating evidence, applying innovation and learning, supporting the scale up of proven approaches by others, and influencing policy and programs of Government and other power-holders. CARE Bangladesh's Program Evidence Advocacy Research and Learning (PEARL) team operates as the knowledge and learning cultivator to multiply program impact, enabling CARE Bangladesh's programs – including SHOUHARDO III – to demonstrate results, produce evidence of impact and generate learning to scale up impact and influence.

> Together with our partners, we use the evidence, learning and innovation from our humanitarian action and long-term development programs to influence broader social change, at significant scale. It is through this role that CARE can contribute to deeper and sustainable impact by documenting successful models, leveraging knowledge, advocating for replication and expansion of proven approaches, promoting pro-poor solutions, influencing power holders at all levels to change their policies and practices, and convening and brokering linkages between actors.
>
> **The CARE 2020 Program Strategy**

Overview of CARE Bangladesh's Knowledge Management and Learning Strategy 2015-2020:



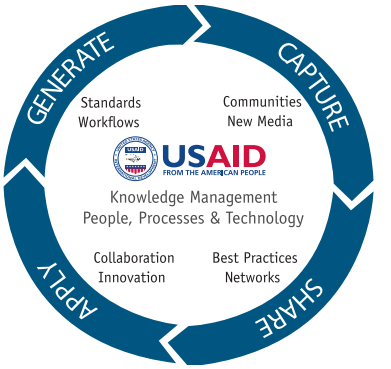
2.2 KNOWLEDGE MANAGEMENT AND LEARNING IN SHOUHARDO III

As a continuation of SHOUHARDO and SHOUHARDO II, empowering people (women and men) and communities is central to the SHOUHARDO III approach. The program believes that empowerment is the driving force in people centered development; and recognizes knowledge and learning as the key stepping stone within the empowerment process. As such, knowledge management and learning is central in the SHOUHARDO III approach. Program staff have worked to further refine this approach based on the learning and knowledge acquired during the previous two phases; and the program continues to deepen its awareness of what practices work, exploring new and innovative ways to apply this awareness, and – where appropriate – undertaking research on the effectiveness of an approach and its impact.

This way of working has been shaped under the consensus that:

- Without knowledge, we are not able to produce evidence of impact.
- Being knowledge-driven assists the program to comply with both the donor and CARE mandates; and by demonstrating impact the agency can develop models for use in influencing government and communities.
- Greater focus and having a concrete KML strategy will foster individual and professional growth among the SHOUHARDO III staff including its key partners.
- Having a KM focus within the program assists program staff to remain accountable to the communities the program serves.

Funded by USAID, with a non-match complementary funding from the GoB, SHOUHARDO III aligns with USAID's Knowledge Management Framework which prioritizes the process of information and knowledge generation, capture, share, and application. Within this process, SHOUHARDO III strives to:



- **Build a sound, robust and secure evidence base of information;**

  - KML unit will facilitate generation, documentation, and consolidation of information that will speak stories of change, such as profiling successes in implementation and identifying steps conducted to overcome challenges. Materials that come out of this process will be tailored to cater to the different audiences SHOUHARDO III aims to reach out to. The key sources of information will be from within the program itself that will include reports from field visits both by program and PNGOs staff, donors and other partners visiting the program areas, data from the Monitoring Evaluation and Learning (MEL) team and action points from management meetings to union level learning sharing meeting of volunteers. In coordination with the MEL team, KML will capture findings, recommendations and ways forward from studies and evaluations conducted for the program. KML team will facilitate synthesizing and packaging of these information for different users. The output products will be 'digestible' and reader-friendly versions such as dashboard with info-graphics to summarize the details and will be shared to wider audience, including program participants and other stakeholders.

- KML team will establish strong and effective platform for storing information by utilizing online and offline channels. Over time, CARE Bangladesh has maintained the I-Drive where all staff have access to documents of the organization, including project-specific ones. SHOUHARDO III maintains its presence in this 'online drive' and KML team updates all documents and photographs for the program, including those from the field and partners. For other audiences such as all other program staff, CARE Bangladesh outside of SHOUHARDO III, GoB and USAID (in Bangladesh and globally) as well as regional and global technical audiences, SHOUHARDO III has its own website that will also contain key program documents and updates. Offline channels will include keeping hard copies of produced materials and clippings of any publication produced by SHOUHARDO III or has mention of the program (e.g. news clips from local newspapers) that staff can share both internally and externally.

- **Develop and preserve SHOUHARDO III's experience and expertise;**
  - As this is the third phase of a successful program that CARE has been funded to implement, SHOUHARDO III will ensure that experience and expertise from SHOUHARDO I and II, as well as learning from different organizations implementing similar interventions will be applied by conducting regular 'self-check'. Quarterly learning sharing meetings will be held both at Dhaka and at regional levels for program staff and PNGOs. KML team will facilitate this and ensure that eventually, all staff and PNGOs are able to participate. Improved learning sharing creates a better understanding within the team and removes misconceptions – thereby creating an atmosphere of accountability, trust and support.
  - In order to cater to its external partners, KML team will capture, package and showcase SHOUHARDO III's experience and expertise by producing audio-visual materials about the program's activities in Bangladesh, with focus on the processes. To augment this, external publications will also be produced highlighting 'purpose briefs' and 'participants' profiles', among others. The program will utilize different channels to effectively share information about the program. At the moment, there is a website dedicated for SHOUHARDO III linked to that of CARE Bangladesh which contains relevant information about the program. KML team works closely with CARE Bangladesh's communications and public relations team to share news and events about the program through their social media accounts, on top of other channels utilized by the country office.

- **Capacitate people – CARE staff, partners, and communities – to apply information and knowledge in their daily work;**
  - KML will support all SHOUHARDO III stakeholders by generating quality information from within and outside the program, in addition to making use of existing information in the organization and knowledge of staff. However, for SHOUHARDO III, it will be pushed by the KML unit that knowledge/ information is not an end, but the means for further action. Internally in particular, the program team will use the existing and new knowledge to get better at doing what it intends to do – achieve improved gender equitable food and nutrition security and resilience of the vulnerable people living in the *Char* and *Haor* regions in Bangladesh by 2020. Moreover, SHOUHARDO III will constantly challenge existing internal knowledge that includes assumptions and beliefs of staff about

what is required to achieve impact because, as the context changes, what used to work in the past may no longer work. If staff will hold on these assumptions and beliefs without questioning them, it is a risk for the program that it might likely never open up the ability to learn about new approaches that may need to replace old approaches.

- **Build a culture internally where taking time to network, share, reflect and learn is encouraged and valued with strong leadership from all levels.**

  - In addition to the guidelines/manuals that have been produced by the program staff to implement activities, KML will encourage to build the learning culture by creating environment for discussions among staff and partners – through informal and formal setups – that would facilitate to express their views and first-hand experience on how the implementation is going, based on their engagement with the communities. This will particularly be encouraged when staff is confronted with new situation, especially in times of disaster. Questions to consider when staff and partners are in these type of discussions will include:

    - What was supposed to happen?
    - What actually happened?
    - Why were the differences?
    - What did we learn?
    - What should we do next?

    MEL data should also be able to inform what is going on, report on them and from there, the program management team will act on for any pressing and compelling finding. Anything captivating from these discussions should be communicated to the KML team through phone call or email. Language should not be a barrier when bringing up any issue because KML national staffs have good command of Bangla

and English and they will facilitate the translation for discussion at the management level. The program also acknowledges that while there is rich experience and knowledge with its team, there are other learnings that it can get from external actors. The KML unit will facilitate discussions and meetings with other FFP partners in Bangladesh, i.e. Hellen Keller International (HKI) and World Vision International (WVI), among others. Recommendations and action points from visits of USAID, GoB staff and CARE will also be discussed by the team and identify ways forward. As one of the results of networking, SHOUHARDO III's KML unit will facilitate production of one 'learning product' for Bangladesh to be shared with USAID. This will be discussed among the management teams of CARE, HKI and WVI. Specifically, as outlined in the program's detailed implementation plan, learning activities include:

- 'Writeshop' for formulating evidences based on lessons learned and best practices at regional level;
- Quarterly learning sharing meetings to capture best practices and solutions to challenges encountered in the program implementation with KML, MEL, regional staff, partners and volunteers;
- National level learning sharing workshop on food security interventions with Civil Society, FFP Partners, practitioners including MTE dissemination;
- Conduct regional round table/dialogue/debate and seminars on the thematic focus issues of SHOUHARDO III;
- Participate in USAID/GoB events like Gender fair, American week, food days; and
- Exposure visit for young professional for capturing human interest story and project learnings.

Linkage with Monitoring Evaluation and Learning Unit

Data, feedback and findings from the monitoring and evaluation work of SHOUHARDO III remain at the center of its learning journey. M&E systems and processes are being established to routinely collect and analyze quantitative and qualitative data, which would inform of status of current interventions and facilitate appropriate planning for future activities. Information management system will facilitate the storage of all data, including Geographical Information System (GIS) data, in one and uniform location. This also ensures that data are being monitored against targets and disaggregated as per CARE and USAID requirements.

Furthermore, collecting all data from the program will help in effective decision making and improve SHOUHARDO III's quality of implementation. KML unit will work closely with the MEL team to emphasize the link of these figures to internal learning and application. To 'make use of lessons', means to document the agreements and action steps and use them for management decisions. Such learning will then be synthesized and packaged accordingly to produce meaningful information for external stakeholders.

KNOWLEDGE MANAGEMENT IN PRACTICE: Promoting a culture of learning for SHOUHARDO III

3

> Far better an approximate answer to the right question, which is often vague, than an exact answer to the wrong question, which can always be made precise.
>
> **- John Tukey, Statistician**

SHOUHARDO III has been touted as a model for reducing child malnutrition while contributing to greater livelihood security, resilience, and women's empowerment. Documenting the successes and challenges of this model through the KML process will be critical to demonstrate and defend the programs overall impact for scale-up.

To successfully facilitate and execute the programs' KML process, SHOUHARDO III aims to be more intentional about learning. Under strong and adaptive leadership, program staff and partners are encouraged to:

- Question their assumptions;
- Question what they think they know;
- Ask the difficult question(s); and
- Discover answers and be willing to make the necessary changes and revisions as a result.

Such questioning is categorized as **evaluative thinking.** By definition, evaluative thinking is a cognitive process in the context of evaluation, motivated by an attitude of inquisitiveness and a belief in the value of evidence that involved skills such as identifying assumptions, posing thoughtful questions, pursuing deeper understanding through reflection and perspective taking, and making decision in preparation for action.

A couple of examples of evaluative thinking (versus traditional questioning) are:

Traditional monitoring questions	Evaluative questions
• Did we reach as many people as expected?	• Did we reach the right participants?
• Did we reach out outcomes?	• How meaningful was the impact in the lives of the participants?

Through evaluative thinking, SHOUHARDO III identifies learning as a program result; and commits to:

- Everyone at all levels should not be afraid to ask 'Why?'.
- We all have assumptions about why things do or do not work. SHOUHARDO III staff will regularly express and share these thoughts with fellow team members.
- SHOUHARDO III practices an open-door policy where "crazy" and creative ideas or questions are welcome and encouraged.

3.1 ESTABLISHING A LEARNING AGENDA FOR SHOUHARDO III

A **Learning Agenda** is a set of issues or learning themes around which a group or organization commits to generating and sharing lessons in order to build knowledge. Learning agenda can help to:

- Prove or disprove assumptions;
- Shape research and evaluations plans;
- Improve project implementation; and
- Increase the overall evidence base information.

A learning agenda includes:

(1) A set of questions addressing the critical knowledge gaps impending informed design and implementation decisions, and
(2) Plans for learning activities to help answer those questions.

While a learning agenda is an ingredient to a successful KML cycle, they are not one and the same. For example:

Knowledge Management	Learning Agenda
• Generating knowledge • Organizing knowledge • Analysis of knowledge • Disseminating knowledge • Utilizing knowledge	• Learning is focused on "answering" specific question(s) • Learning is intentional • A learning agenda is fluid - learning questions may change depending on what is happening in a program, and we want to know why • A learning agenda overlaps with an Evaluation Plan, but is *not* the same thing

To achieve its goal, SHOUHARDO III focuses on three principal purposes and two cross-cutting proposes (all of which are fully integrated and interdependent) – this includes working across multiple sectors (namely agriculture and livelihoods; health, hygiene, and nutrition; disaster and climate risk management; women's empowerment; and governance) to address the underlying causes of poverty among the PEP in Northern Bangladesh.

Reference **Annex A** for learning agenda identified by SHOUHARDO III's technical teams.

Additional potential learning questions for consideration that were identified in the SHOUHARDO III Integration Strategy from October 2016 include:

Area of Interest	Example Research Questions
Female farmers' market relationships	• What are female farmers' perceptions of the most beneficial market-based relationships? • Are female farmers engaging with input sellers with the same frequency and similar results as male farmers in the same Core Occupational Group (COG)?
Relationship between female farmers' self-efficacy and increased income	• Are female farmers able to perform optimal practices promoted by the project? • What impact does the support female farmers' partners provide do for their confidence in performing the practices promoted by the project?
Impact on intermediate behaviors	• Are the priority and influencing groups for each purpose areas seeking advice about P2's core behaviors? From who and why? • Are the priority groups trying new behaviors? How is that going? • Is the priority and influencing group talking to others in their community about P2's core behaviors?
Impact on perceived social norms	• Do PLW believe that family, friends or community members hold positive views about intra-household food equity? • Do female farmers perceive that their community members hold positive views about their participation in off-farm IGA?
Impact on attitudes and beliefs	• Do priority and influencing groups have positive attitudes and beliefs of behaviors promoted by SHOUHARDO III? Why? • What do they feel are the positive and negative consequences of women earning cash income?
Impact on connecting people to services/service delivery	• Why or why not are priority and influencing groups using relevant local service providers? • What particular services are they using? • What are they talking to service providers about?

3.2 CARE BANGLADESH'S FOOD AND NUTRITION SECURITY LEARNING THEME

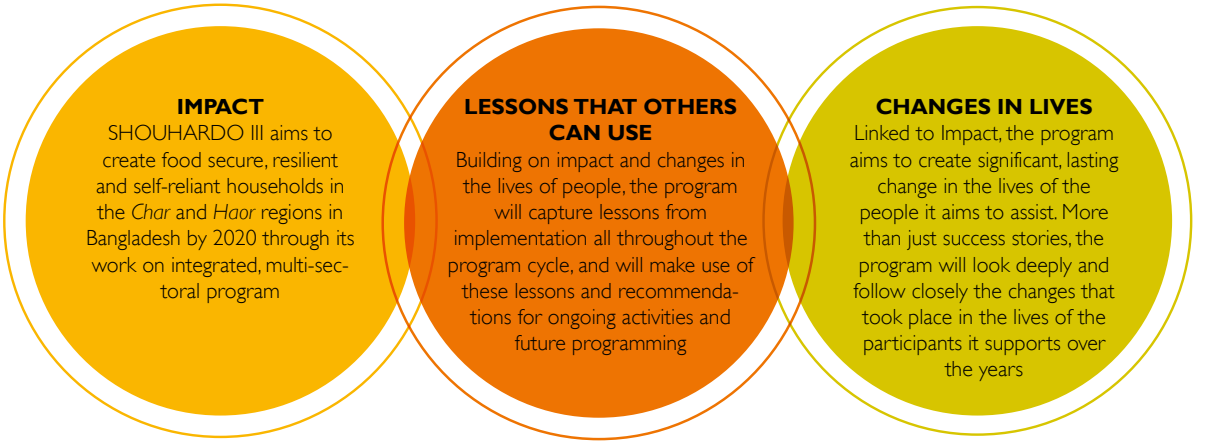
CARE Bangladesh's Knowledge Management and Learning Strategy 2015-2020 has identified ten priority learning themes based on a set of criteria related to relevance, impact, and capacity:

1. Gender Equality and Women's Voice – women's empowerment by solidarity approaches (EKATA)
2. Gender Equality and Women's Voice – engagement of men and boys for promoting women's empowerment
3. Inclusive Governance – extreme poverty graduation model
4. Inclusive Governance – the impact of social accountability on pro-poor delivery
5. Resilience – community based disaster risk reduction and climate change adaptation, including gender and resilience
6. Sexual Reproductive, Maternal Health & Gender-Based Violence – public private partnership models
7. Food & Nutrition Security and Climate Change Resilience – making markets work for the PEP women and men
8. Food and Nutrition Security and Climate Change Resilience - facilitates multidimensional investments in long-term food security and resilience of PEP households.
9. Women's Economic Empowerment – social enterprise development
10. Women's Economic Empowerment – promoting women's leadership in Ready-Made Garment factories

Based on the learning questions identified above for SHOUHARDO III, and in collaboration with the PEARL team, the program remains responsible for finalizing the eighth Food and Nutrition Security Priority KML Theme.

(Reference pages 7 and 34 of the 'CARE Bangladesh Knowledge Management and Learning Strategy 2015-2020' for additional information and guidance.)

PRINCIPLES OF KML MESSAGING



COMMUNITY ENGAGEMENT

SHOUHARDO III, at all times will engage with the communities it operates. This will strengthen accountability to provide opportunities for the participants to provide feedback on the program and its deliverables, to facilitate participation at all stages of the program cycle and to ensure maximum possible transparency regarding information on the program, CARE, USAID and the expectations from all parties involved.

ADVOCACY: Amplifying the impact of SHOUHARDO III

4

4.1 ADVOCACY PRIORITIES FOR CARE

Advocacy is essential in helping to achieve CARE's goal. The Global Advocacy Team in CARE was formed in August 2016 to align our advocacy strategies globally and support advocacy at the national level. CARE believes, in order to multiply the impact in the fight against global poverty and reach the number of people necessary to do that, changing policies at the country, regional and global level is essential. Following that, CARE global has identified following five advocacy issue priorities for the upcoming days:

1. Food and Nutrition Security
2. Sexual and Reproductive Health and Rights
3. Gender and Women's Empowerment
4. Humanitarian Emergencies
5. Women's Economic Empowerment

CARE Global Advocacy agenda has given high priority to Food and Nutrition Security. CARE aims to increase the food and nutrition security and climate resilience of 50 million people by 2020. CARE seeks for a world free of hunger today and for generations to come. To meet this goal and contribute to this vision, CARE's focus goes beyond productivity, and CARE strive to aggressively address the injustices in local and global food systems. In the food security domain, the identified key policy change objectives are:

- Protect and promote the right to food and inclusive governance, including participatory approaches and small-scale food producers', particularly women's access to and ownership of productive resources;
- Integrate climate change and build resilience;
- Integrate and promote gender equality and women's empowerment; and
- Integrate nutrition (including nutrition-specific interventions) and prioritize positive nutrition outcomes, particularly for children under 5 and women of reproductive age.

4.2 ADVOCACY PRIORITIES FOR SHOUHARDO III

Aligning with CARE global advocacy priorities as well as the priorities identified for the domain of food security, SHOUHARDO III promotes strategic advocacy as a key empowerment and inclusive governance tool across its technical interventions of agriculture and livelihoods, disaster risk reduction/climate change adaptation, women's empowerment and governance issues. Advocacy within SHOUHARDO III aims to go beyond a simple policy change and beyond challenging and changing people's perception of their ability to influence decision-making processes. Rather, advocacy within SHOUHARDO III will function as an integral part of program implementation, while also at the same time promoting and defending the voice and rights of the PEP in the program. Therefore, within SHOUHARDO III, advocacy aims to directly and indirectly influence decision-makers, government officials, particularly local government officials, and the elected body along with other stakeholders to support and implement actions contributing to the program. More specifically, SHOUHARDO III will work towards an improved policy framework and amplifying the voices of the PEP in the local government structure to bring about sustainable change and development.

For sustaining the program's impact advocacy attempts to eradicate the underlying causes of food insecurity among the PEP people (which are frequently related to an absence or poor implementation of policies). Prioritizing sustainability, SHOUHARDO III's advocacy work focuses on food security issues. The program works for establishment, reform and practice of national level policies on food security i.e. accessing *Khas* land, lobbying to establish separate institutional body for *Char* area and facilitating availablity of weather information in Union Information Service Centre (UISC). SHOUHARDO III believes that advocating for these issues will enhance greater sustainability towards food security not only among the program participants but also for the wider population of the country. Advocacy efforts will be given to educate and transform program participants into autonomous advocates multiplying the voices of poor and marginalized communities, especially women. These voices, when conveyed to the decision makers, will impact poor and marginalized communities beyond SHOUHARDO III's implementing areas. The overall objective is to enhance evidence-based advocacy for influencing and lobbying with local, regional and national level decision makers and implementers in favor of the PEP living in *Char* and *Haor* region.

Specific Objectives:

- To create a platform for the PEP to represent their voices before the decision makers and the service providers;
- To influence local and regional level service providers on their accountability for good governance and protecting the rights of the PEP;
- To lobby and campaign for systematic reform; and
- To influence policy level change and reforms to be engaged with the alliances and networks.

Goal	Objective	Output
• Enhance a sustainable bridge between government service providers and the PEP, as well as make national level changes in favor of PEP living in *Char* and *Haor* through rigorous lobbying with government.	• To create a platform for the PEP to represent their voices before the decision makers and the service providers; • To influence local and regional level service providers on their accountability towards good governance and protecting the right of PEP; • To lobby and campaign for systematic reform; • To influence policy level change and reforms to be engaged with the alliances and networks.	• EKATA and VDC members trasformed to grassroots level self advocates; • PEP representatives have direct liasion with local government authorities and service providers; • Participants benefit with improved access to assests from safety nets, *khas* land, and other governmental services; • Improved budgetary allocation at a macro level, with implications and special services for the PEP.

4.3 STRATEGIC APPROACHES FOR ADVOCACY IN SHOUHARDO III

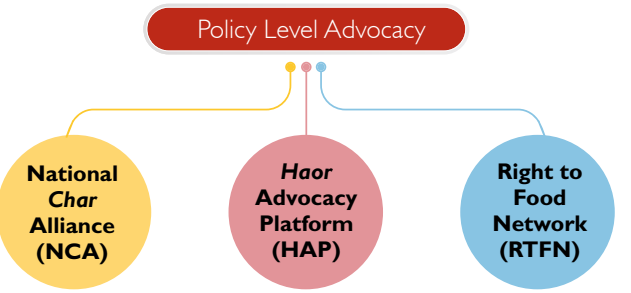
The overall aim of SHOUHARDO III's advocacy is to bridge the gap between the community experience and national level decision making. Several strategies can be used to influence the decisions of policy makers, such as discussing problems directly with them, delivering messages through the media, or strengthening the ability of local organizations to advocate. Advocacy is one more option in a wide range of program strategies for reducing poverty, and appropriate for influencing policies that are at the source of poverty and discrimination. Therefore, the principal objective of CARE's advocacy approach is to inform individuals and communities about their rights and entitlements, to enable them to participate in decision making, policy making, and implementation. By triggering advocacy efforts, CARE has recognized that the root causes of poverty and discrimination stem both from decisions at the household level and from decisions made within community leadership structures, national governments, international organizations and powerful institutions. As such, the SHOUHARDO III program is equipped with this approach in order to maximize impact in the lives of those disadvantaged.

To ensure food security among the PEP, SHOUHARDO III will engage community members, both PEP and non-PEP, in identifying and addressing the major challenges to food security and establishing a platform to convey their voices and enjoy their

rights. For example, good governance in local institutions is a high priority for advocacy in SHOUHARDO III. To achieve these objectives, SHOUHARDO III will train community members, Empowerment Knowledge and Transformative Action (EKATA) members, and Village Development Committee (VDC) on strategic advocacy for increased government responsiveness to crisis. Led by the VDCs, communities will develop the necessary tools to effectively advocate for the inclusion of their priorities in higher-level public budgets. The EKATA and VDC will prove to be significant drivers, on behalf of the community, in conveying the demands and mandates requested of the Nation Building Department (NBD) and Local Elected Body (LEB).

To build awareness and increase sensitivity among service providers, the program aims to maintain regular liaison with local government officials, both at the union and district levels, through arranged meetings (formal and informal), discussions, and regional level workshops and dialogues. The program aims to raise awareness in the communities through local drama and video. Additional messaging will be shared across national and international platforms through photo exhibitions, exposure visits, and the publication of articles and reports by researchers.

Furthermore, the program is engaged in advocacy with the government through alliances and networks for reviewing national policies around improving services and specific budgetary allocation for the PEP living in *Char* and *Haor* regions. With the aim to bring sustainable change in the lives of the people living in the most poverty prone as well as geographically vulnerable areas of the country, the program works with the following alliances and networks.



4.4 IDENTIFIED ADVOCACY ISSUES FOR SHOUHARDO III

- Facilitate advocacy issues around common resource with particular focus on *Khas* land
- Facilitate advocacy issues around common resource with particular focus on Social Safety Net (VGF, VGD, Old age allowance, Widow allowance, 40/100 days employment, Maternity allowance, Disability allowance)
- Advocacy with Department of Public Health Engineering (DPHE) for support on Arsenic testing and fair targeting
- Advocacy with Flood Forecasting and Warning Center (FFWC) to have available early warning information during flood season (May to October) at UISC
- Advocacy for ensuring supplies for SAM (Severe Acute Malnutrition)/IMCI (Integrated Management of Childhood Illness) Corner and Community Clinic
- Grassroots (union to district level) lobbying to address domestic Violence Against Women (VAW) and child marriage
- Advocacy with Department of Youth Development (DYD)/Training Institutions for accessibility of training services for youth

Reference **Annex B** for a complete matrix of SHOUHARDO III's advocacy activities for the priority issues identified above.

ROLES AND RESPONSIBILITIES for Knowledge Management and Learning

5

Strategic knowledge imperatives include leadership, intentionality, innovation, learning, a problem-centric approach, transparency, collaboration and **individual responsibility.** The KML process presented and discussed in this strategy is not possible without the participation and engagement of all SHOUHARDO III program staff and partners.

Learning is not solely confined to the Knowledge Management and Learning Unit but rather is an integral job function of each staff irrespective of position. Therefore, embracing and exemplifying SHOUHARDO III's refined culture of learning is the responsibility of every team member, regardless of title or job description. The success of the KML process depends on everyone's ability to be adaptive in managing their work.

SHOUHARDO III's adaptive management is not only about being open to changes in the program (if things are not working), but actively engaging with the learning and data to seriously consider what can be done differently and better.

The following six behaviors, in line with the KML process defined in this strategy, can and should be owned and practiced daily by each and every SHOUHARDO III program staff and partner:

1. **Reaching out to others**
   Push everyone to think about a broad range of sources and disciplines.
   - "Who else has done this or something like it? Where? What can we learn from them?"
2. **Cultivating curiosity**
   Emphasize learning as a job responsibility for everyone. Let's ask ourselves:
   - What have you learned (about this issue) since the last time we talked?
   - Who else have you talked to about that?
   - What do we need to change because of it?
3. **Surfacing important information**
   - "If you see something, say something."
4. **Sharing**
   Cultivate the culture of asking.
   - "Who else needs to know? What can/should they do about it?" and then following through.
5. **Analyzing and Reflecting**
   - Constantly ask the questions, "So what?" and "Now what?".
6. **Applying**
   - Be willing and able to make changes with your work.

More specifically, an example of KML as a responsibility across roles is included below when considering one of SHOUHARDO III's many activities. Example is below as identified in the Program Integration Implementation Framework (PIIF):

Activity	Sub Activity
Farmer Leader (FL) identification and training	FFBS toolkit/manual finalization
	Training facilitation

Specific roles and responsibilities for SHOUHARDO III staff as they engage with the example activity identified above:

Role	KML Responsibility
Partner NGO Staff	Document the learning process and capture effectiveness
RSTMs/Technical Managers	Implement, reflect on implementation and share observations
STCs	Adapt toolkit and training as needed based on learning and suggested changes
Monitoring and Evaluation Officers	Assess implementation (evaluation)
KML Unit	Finalize learning product and develop dissemination plan

KML roles and responsibility considerations should be made for each program activity – especially those integral to the SHOUHARDO III learning agenda questions. Specific staff members should be identified and a timeline for deliverables established in collaboration with the Knowledge Management and Learning Unit to ensure successful capturing, sharing and use of the knowledge and learning generated throughout program implementation.

KNOWLEDGE MANAGEMENT LEARNING AND DOCUMENTATION: capturing significant change in SHOUHARDO III

6

By definition, documentation is a set of documents provided on paper, or online, or on digital or analog media. Documentation is critical to the success of SHOUHARDO III's KML process – as it provides evidence of the programs' impact. Since program information and learning is generated through a variety of means, turning this information into shared knowledge requires identifying effective ways to utilize it. Smooth access and proper utilization of knowledge in many ways depend on how it has been captured and organized.

Most Significant Change Stories capture qualitative documentation of program implementation: both the successes and the failures, and everything in between. Most Significant Change Stories give a voice to program participants and provide all staff – regardless of job title – with the opportunity to capture and analyze program data that would not be normally captured or measured. Most Significant Change Stories take SHOUHARDO III beyond the quantitative information and encourage program staff to engage in evaluative thinking and support a culture of learning that allows the program to adapt and adjust resulting increased impact. As such, and in addition to M&E data collection and USAID reporting, the Most Significant Change Stories will be the primary method of documentation for SHOUHARDO III.

Technical Managers for each of SHOUHARDO III's purpose areas are responsible for sharing a minimum of **one significant change story per month.** Five significant change stories per month (15 quarterly, 60 annually) will result in a plethora of documented qualitative data from ongoing program implementation. This will allow the SHOUHARDO III's KML Unit and CARE USA's Technical Advisor to better identify themes (of success and/or failure), areas for collaboration, opportunities for innovation and needs for change across the integrated program.

Reference **Annex C** for a template to assist with the capture of SHOUHARDO III's Most Significant Change Stories. The template is intended to be used by SHOUHARDO III program staff and partners – anyone who has witnessed a compelling account of a success, challenge, or failure, of a person, family, household, or community over time, exploring how SHOUHARDO III has affected or impacted their situation.

In addition to the Most Significant Change Stories, the SHOUHARDO III team uses a number of tools to capture, organize and showcase explicit knowledge gained from this integrated program. Key tools being utilized to both capture and organize information include (but are not limited to):

- Shared network drive;
- Program website with approximately 600 viewers per month;
- Community Action Plans;
- Landscape analysis; and
- Program evaluations.

SHOUHARDO III uses a variety of methods to share and disseminate program learnings, including:

- Technical trainings;
- Cross visits for peer learning across all levels (beneficiary, field staff, management and government);
- Quarterly newsletter; and
- Regular participation in learning sharing platforms, such as working groups and team meetings.

SHOUHARDO III Brand Standards

7

It is critical that all documents drafted and finalized for SHOUHARDO III adhere to the guidelines below. This will create brand consistency across all program materials.

7.1 CO-BRANDING WITH USAID

Co-branding helps to show unification among USAID, GoB and CARE. The USAID logo should be placed in the upper left corner with partner logo(s) to the right. It is important to ensure all partner logos are of visually equal weight and nothing has more prominence than the USAID logo.

All seals should be same height as the USAID seal. See example below. Minimum clear space on all sides of the USAID and partner logos is equal to the width of the "US" in the USAID type mark.

For SHOUHARDO III, all documents should contain the USAID logo in the upper left corner, followed by the GoB logo in the upper center and CARE logo in the upper right, and if required then partner logos in the lower. Reference the footer below; and copy and paste as needed.

7.2 APPROVED TYPEFACES

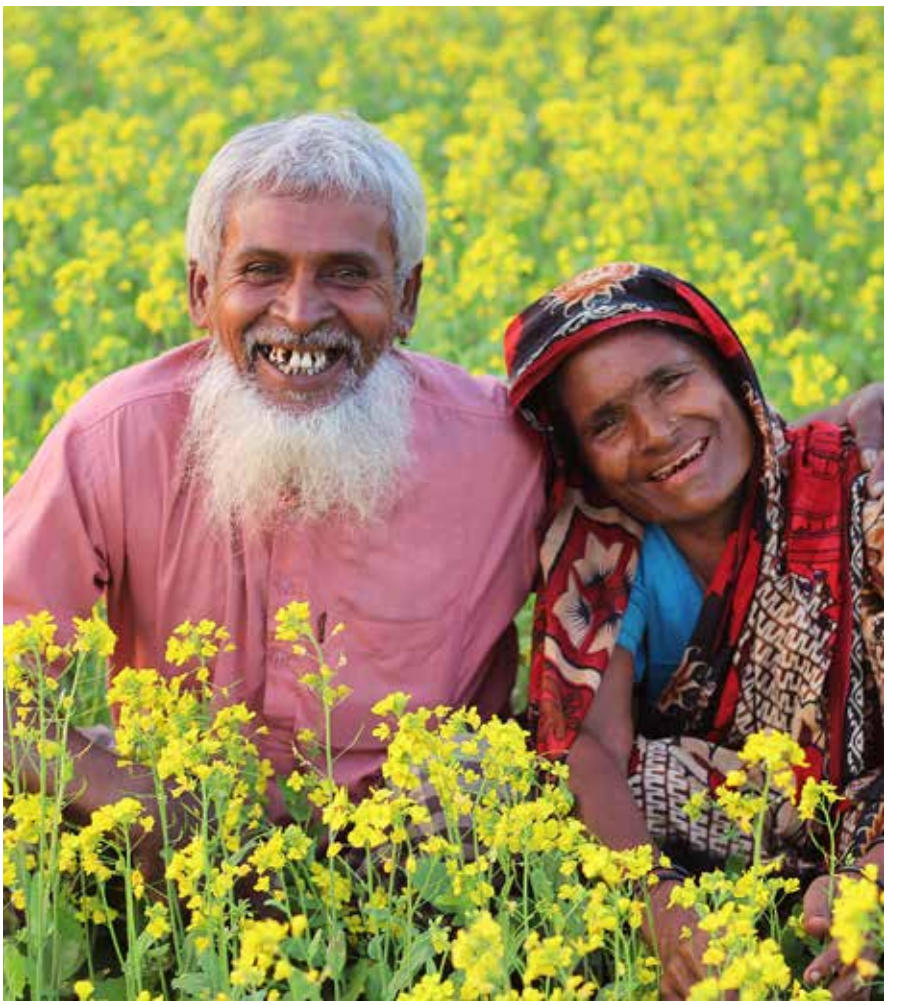
The primary font family for USAID is Gill Sans. It is critical that SHOUHARDO III documents do not use any unapproved fonts. The clean, sans serif font was selected for its clarity and readability. This includes:

- GILL SANS LIGHT INCLUDING ITALIC for headlines, and body text.
- GILL SANS BOOK INCLUDING ITALIC for body text in printed publications.
- GILL SANS ROMAN INCLUDING ITALIC for body text and to differentiate sections of information as headlines, text or captions.
- GILL SANS BOLD for headlines, subheads and highlighted text. Do not use italic in Gill Sans Bold.

All SHOUHARDO III materials and documents, whether in draft or final version, must always be in Gill Sans 12 point black font with one (1) inch margins and left justification. There are no exceptions.

CONCLUSION

8



This Knowledge Management and Learning Strategy has been developed through a consultative process, engaging staff members across all levels, including colleagues from CARE Bangladesh's PEARL Unit. This is a living document, as last updated on January 2018, serves as a guide to maintain a culture of learning and documentation within the SHOUHARDO III program. The success of this strategy depends on staffs' understanding and prioritization of KML to strengthen and enhance the work of SHOUHARDO III. As the program progresses, so too will this strategy be adapted to meet the evolving nature of implementation.

ANNEX A. Considerations for Planning a Learning Agenda

Recommended Steps:

1. Outline the background of the questions.
2. Link questions to program strategy/ organizational objectives/Theory of Change.
3. Involve staff of all levels in the process.
4. Review existing evidence (Literature review, published and grey lit from ours and other organizations).
5. Design methods for gathering more evidence.
6. Develop a 1-2 page document outlining the process – to start conversations and have a "base" for the Learning Agenda.

Key Questions to Ask:

1. How will lessons be shared internally?
2. How will we track and record learnings?
3. How will lessons be shared externally?
4. What is the budget?
5. Who is responsible for each piece?
6. What is the timeline?

Reminders:

- A learning agenda can be as "simple" as a literature review, to something as complex as a research study, and anything in between.
- Learning can informally record project beneficiaries' and project staff reflections on the activities, or can include in-depth interviews and focus group discussions.

Example

Themes	Learning questions	Learning activities	Learning products
Life Skills	1. Which of the life skills being taught by SHOUHARDO III are the most helpful for the participants? 2. What other 'skills' can be taught that would have longer-term impact to the participants' lives?	• Research (with survey) • Identify and profile 'participant models' who successfully benefitted from the life skills trainings of the program (Three representatives from each group – Youth, EKATA and FFBS)	• Infographics • Video with interview of participants
Agriculture	1. What is the health impact of expansion and/or introduction of animal production in households? a. Incomes for Medicare b. Labor burden c. Women empowerment and health decisions d. Animal feces 2. Which markets are program participants engaging with more as a result of program interventions and what have the most common benefits been?	• Focus Group Discussions • Key Informant Interviews	• Video with interview of participants • Women's success stories

	3. What are the positive outcomes that female farmers got from the market linkages that the program supported? How? 4. What barriers and challenges do the female farmers have to overcome in implementing program promoted technologies? 5. What impact do the support female farmers' partners provide for their confidence in performing the practices promoted by the program?		
Private Sector Engagement	1. How are the private sectors and PEP engaging independently? Is the relationship supported by the program viable or only as long as program is pushing both sides to work together? 2. What factors do PEP households have to save for the 'rainy day'? What about saving for investments? What changes did Village Savings Loan Association (VSLA) brought to their lives and how they are involved with other different savings mechanisms – formal or informal – and how can these take on their resilience mechanisms?	• Research (with survey)	• One/two-pager summary infographics
Health	1. What are the enabling factors for Mother Leaders in promoting Health, Hygiene and Nutrition (HHN) in the villages? 2. What are the barriers in applying the Mother Leaders model? 3. How do community members view Mother Leaders as agents of HHN promotion?	• Focus Group Discussions • Key Informant Interviews • Training needs assessment of Mother Leaders	• Video with interview of participants
Women's Empowerment	1. In what ways is EKATA model building different types of social capital?	• Key Informant Interviews • Focus Group Discussions	• One/two-pager summary infographics
Governance	1. Are our community mobilization approaches sustainable? a. Village Development Committee b. Presentation of community's social and economic needs to Union Parishad as an activity	• Key Informant Interviews • Focus Group Discussions	• One/two-pager summary infographics

ANNEX B. SHOUHARDO III Advocacy Activity Matrix

Issues	Main Challenges	Specific Demand From Govt. (I.e Staffing, Service, Implementation)	Activities To Overcome The Demands	Level Of Advocacy (i.e Union, National)	Responsible Persons	Relevant Networks/ Alliences Working On The Issue (Local/National Level)
1. Facilitate advocacy issues around common resource with particular focus on *Khas* land	1. Inequitable distribution of *Khas* land.	1. Information about availability of *Khas* land with legal information from Union *Taushil* Office. 2. District administration will provide support for issuing *Khas* land to PEP.	Orient VDC on *Khas* land and the process of accessing.	Village	FF	
			Village identification (Where *Khas* land is available).	Village	FF	
			Landless identification (Where *Khas* land is available).	Village	FF	
			Collect landless certificate from UP Chairman, take family photograph, collect application form from Upazila Land Office and fill up application.	Union	FF	
			Submit application to Upazila Land Office.	Union	Field Supervisor (FS) & APM-T	
			Lobby meeting with *Taushildar* at Union Land Office for getting updates of the status of the applied list and any further requirement with the applications (Union Land Office).	Union	FF	
			Lobby at Upazila (AC-Land, UNO) and district level *Khas* land distribution authority (ADC-revenue).	Upazila	APM-T	

Issues	Main Challenges	Specific Demand From Govt. (I.e Staffing, Service, Implementation)	Activities To Overcome The Demands	Level Of Advocacy (i.e Union, National)	Responsible Persons	Relevant Networks/ Alliences Working On The Issue (Local/National Level)
			Raise agenda in the Upazila PACC meeting on access to *Khas* land for PEP.	Village	FF	
			Disseminate the status, raise agenda and clarify the queries in district PACC.	District	RSTM & PM	
			Organize district level meetings to push for local actions and fair facilitation of *Khas* land settlement to the PEP.	District	RSTM & PM	
2. Facilitate advocacy issues around common resource with particular focus on Social Safety Net (SSN)-VGF, VGD, Old age allowance, Widow allowance, 40/100 days employment, Maternity allowance, Disability allowance	1. PEP has limited voice in claiming their rights to SSN. 2. Lack of Proper GoB-recognised PEP database.	1. Inclusion of PEP person in SSN Recipient Selection Committee. (Some should be women). 2. Centralized PEP Database should be completed.	Yearly assessing the eligibility of the participants for specific safety nets.	Village	FF	National *Char* Alliance, Shorik, Right to Food, HLP, TIB
			Assessing the application status for those who already applied.	Village	FF	
			Orient VDC about existing potential safety nets provision.	Union	FF	
			Orienting the application process in VDC/EKATA/Mothers Groups on specific safety nets.	Union	FF and Volunteer	
			VDC will raise this issue at *ward shava* during open budget meeting.	Union	FF	
			Organize district level meetings to push for local actions and fair facilitation of social safety net services to the PEP.	District	RSTM & PM	

Issues		Main Challenges	Specific Demand From Govt. (I.e Staffing, Service, Implementation)	Activities To Overcome The Demands	Level Of Advocacy (i.e Union, National)	Responsible Persons	Relevant Networks/ Alliences Working On The Issue (Local/ National Level)
3.Advocacy with DPHE for support on Arsenic testing and fair targeting	**Tube wells:** 1.a. Advocacy for Arsenic test of existing community tube wells. 1.b. Lobby to allocate more tube wells from DPHE in major Arsenic contam-inated areas.	1. Inadequate numbers of Arsenic free tube wells in the area. Inadequate resource.	1. Conduct Arsenic test in community tube wells. 2. Considering the severity, allocate more tube wells from DPHE at central level.	Develop one pager of strategic intervention for advocating on the issues in different levels.	Village	FF	UNICEF, Water Aid, NGO Forum
				Conduct community tube wells Arsenic test in SHOUHARDO III program villages in *Char* and *Haor* areas through DPHE collaboration.	Village	STC-Environment	
				Raise the Arsenic assessment findings in WATSAN Committee's meeting by FF for fair targeting and installation of new tube wells.	Union	FF	
				Share the Arsenic assessment findings in Upazila PACC.	Upazila	TO-HHN & APM-T	
				Share the Arsenic assessment findings in district level PACC.	District	RSTM & APM-T	
				Dialogue/Sharing findings with DPHE district level to ensure available support to community people for maintenance of community tube wells.	District	RSTM & APM-T	
				Arrange consultation meeting with DPHE at central level for special mitigation measures (allocation in budget).	Central	Advocacy Manager & STC-Environment, GoB-Advisor	

Issues		Main Challenges	Specific Demand From Govt. (I.e Staffing, Service, Implementation)	Activities To Overcome The Demands	Level Of Advocacy (i.e Union, National)	Responsible Persons	Relevant Networks/ Alliences Working On The Issue (Local/ National Level)
	1b. Lobby with the MPs of program area for installation of deepest Tube wells in program area from their allocated Tube wells		1. Installation of allocated tube wells for MPs in program areas.	Facilitate Individual level lobby with the MPs of program area by ED/PM for fair targeting of tube wells at union level.	District, Central	ED, PM, RC, RSTM	
4. Advocacy with Flood Forecasting and Warning Center (FFWC) to have available early warning information during flood season (May to October) at Union Information Service Center		1. Flood forecast not reaching UISC and community. 2. No availability of location-specified warning e.g. Union and community level.	1. Location specific forecast and dissemination to UISC level.	Activating UDMC, UDV and UISC for dissemination at community level.	Union	FF	RIMES's facilitated and BMD-led MONSOON forum (GoB dept. (DDM, DAE, DoF, DoL, BBS)/ NGOs, Dept. of Defense (Army, Navy, Ariforce, Fire Service and Civil Defense)
				Individual one-on-one consultation with FFWC for location-specific forecast and dissemination to UISC level.	Central	STC-Resilience & Advocacy Manager	
				Meeting with Bangladesh Meteorological Department (BMD) to have Weather Information at Union Information Center.	Central	STC-Resilience & Advocacy Manager	
				Coordination with BMD, FFWC, DDM, relevant NGO, NIRAPAD and UN agencies.	Central	STC-Resilience & Advocacy Manager	
5. Advocacy for ensuring supplies for SAM (Severe Acute malnutrition) / IMCI (Integrated Management of Childhood Illness) Corner and Community Clinic		1. Most of the SAM corners and few of IMCI corners are not functional. Though there is SAM corner established in Upazila Health Complex, trained manpower is not available there 2. CC lacks logistical supplies and training of CHCP	1. Doctors/MA are assigned and available in the separate SAM corners and play their role. Assigned doctor and MA to be trained. Standard sets of equipment and medicine are available in all CCs	Assessment of gaps in 23 SHOUHARDO III Upazilas (Info of SAM and IMCI corner).	Upazila	TO-HHN	Multi-sectoral Coordination Committee, UNICEF and actors working in the same field in SHOUHARDO III working areas
				Initial dialogue with Upazila Health and Family Planning Officers to inform and place the demand.	Upazila	TO-HHN & APM-T	

Issues	Main Challenges	Specific Demand From Govt. (I.e Staffing, Service, Implementation)	Activities To Overcome The Demands	Level Of Advocacy (i.e Union, National)	Responsible Persons	Relevant Networks/ Alliences Working On The Issue (Local/ National Level)
		working in SHOUHARDO III areas and training for CHCP. 2. Assessment of gaps in 23 SHOUHARDO III upazila (Info of SAM and IMCI corner). Initial dialogue with Upazila Health and Family Planning Officers to inform and place the demand. Place the concern in the regular health department's meeting. Raise the issue in Upazila PACC/ SHOUHARDO III Coordination Committee meeting. Raise the issue in district PACC/ SHOUHARDO III Coordination Committee meeting. Track progress regularly and continue advocacy action.	Share the assessment findings on SAM at Upazila Health Complex and Community Clinic formally at District Nutrition Coordination Committee meeting with prior consent from District Civil Surgeon.	Upazila	TO-HHN & APM-T	
			Share the assessment findings on SAM at Upazila Health Complex and Community Clinic in Upazila PACC.	Upazila	TO-HHN & APM-T	
			Share the assessment findings on SAM at Upazila Health Complex and Community Clinic in district PACC.	District	RSTM & PM	
			One to one consultation with Line Director IPHN & Line Director National Nutrition Service for drawing attention in taking steps to solve the problem.	Central	STC-HHN & Advocacy Manager	
			Collaborate with other entities/NGOs to make supplies available.	Central	STC-HHN & Advocacy Manager	

Issues	Main Challenges	Specific Demand From Govt. (I.e Staffing, Service, Implementation)	Activities To Overcome The Demands	Level Of Advocacy (i.e Union, National)	Responsible Persons	Relevant Networks/ Alliences Working On The Issue (Local/National Level)
6. Grassroots (Union to District level) lobbying to address Violence Against Women (VAW) and child marriage	1. Absence of functional grassroots mechanism to address VAW.	1. Introduce/ reform/activate respective committee UP *Nari Nirjaton Protirodh Committee* (UPNNPC).	Meeting to activate NNPC, Uz NNPC and district NNPC.	Village	FF & CEV	WE CAN Campaign Coalition with likeminded organization {Door bar Network led by NARRIPOKKHO, BRAC, BLAST, BNWLA, ASK, Girls not Brides (GNB), Multi-sectoral approach (OCC-MoWCA)}
			Meeting with UPNNPC to ensure proper reporting and action taken against VAW.	Union	FF & CEV	
			Organize quarterly coordination meeting between Men's Forum and UPNNPC at union level to initiate awareness and action to prevent, respond and address gender based violence against women.	Union	FF & CEV	
			Train EKATA members on advocacy leadership skill.	Village	FF & CEV	
	1. Absence of functional grassroots mechanism to ensure birth registration effectively.	1. Function the birth registration process of UP.	Regularize the birth registration process by UP.	Union	FF	
			Quarterly meeting with union NNPC for sharing the status/ list of girls (aged 15-17) at risk of child marriage.	Union	FF & CEV	
			Meeting with chairmen and members to complete the backlog of birth registration under the UP.	Union	FF & CEV	

Issues	Main Challenges	Specific Demand From Govt. (I.e Staffing, Service, Implementation)	Activities To Overcome The Demands	Level Of Advocacy (i.e Union, National)	Responsible Persons	Relevant Networks/ Alliences Working On The Issue (Local/ National Level)
7.Advocacy with DYD /Training Institutions for accessibility of training services for youth	1. Long period of training courses. 2. Residential training is not possible for the youth. 3.Trainings are general not specialized.	1. Refer and enroll SHOUHARDO III youth. 2. Custom made training module and arrangement at union level.	Communicate with training institutes for getting admission time, course information.	District	TO-Agriculture	
			Consultation meeting with DYD, MoWCA for enrolment of youths in the training.	Central	Advocacy Manager	

ANNEX C. Most Significant Change Story Template

This template is intended to be used by SHOUHARDO III program staff and partners – anyone who has witnessed a compelling account of a success, challenge, or failure, of a person, family, household, or community over time, exploring how SHOUHARDO III has affected or impacted their situation. Each section in the template is followed by a self-check list, which outlines criteria relevant to that section. Submit one drafted story to the program's KML Unit per month.

1. CASE STUDY TITLE (SHOULD BE SUCCINCT AND CATCHY):

SELF-CHECK – Have you:

- ☐ Captured the overall message of the story?
- ☐ Included an action verb?
- ☐ Captured the reader's attention, even if the person cannot relate to the subject matter or has little or no familiarity with SHOUHARDO or CARE?

2. THE SITUATION (WHAT WAS THE SITUATION BEFORE SHOUHARDO III?):

SELF-CHECK – Have you:

- ☐ Described the problem being addressed and why it's significant?
- ☐ Introduced the focal point, or the case under study? Identified the name and age when applicable? This provides character information to which the reader can relate.
- ☐ Used context and data to frame the problem, including any relevant information about the subject and his or her community?
- ☐ Where relevant, specified the affected community?
- ☐ Where relevant, included at least one compelling quote?
- ☐ Is the problem relatable?

3. THE INITIATIVE/INTERVENTION OVERVIEW

SELF-CHECK – Have you:

- ☐ Identified how SHOUHARDO III recognized or addressed the problem? It is important to mention how SHOUHARDO specifically made a difference, and include details about the purpose area of intervention, i.e. Livelihoods; Health, Hygiene, and Nutrition; Resilience; Women's Empowerment; Governance, etc.
- ☐ Included who was involved, including any partners, volunteers, government officials, etc.

4. PROGRAM IMPACT: WHAT IS THE CHANGE AND WHY IS IT SIGNIFICANT?

SELF-CHECK – Have you:

- ☐ Demonstrated how the program/activity addressed the problem (e.g., change in lifestyle, improved hygiene, gender quality, etc.)
- ☐ Explained the significance of the change?

5. DATE STORY WAS CAPTURED:

6. OVERALL STYLE REMINDERS

SELF-CHECK – Have you:

- ☐ Keep paragraphs short – no more than 5-6 sentences.
- ☐ People outside of international development should enjoy reading the story.
- ☐ Story should have a narrative flow, with a beginning, middle and end.
- ☐ Story should not exceed one and a half pages.
- ☐ Keep it simple; avoid flowery language and keep messages short and concise.
- ☐ Include quotes if they strengthen the story.
- ☐ For photos, the larger the file, the better the result. JPGs are preferred.

SHOUHARDO III program
CARE Bangladesh
RAOWA Complex (Level 7-8), VIP Road,
Mohakhali, Dhaka-1206, Bangladesh
Phone: +(880) 2 9889009, 9889073, 9889122
Fax: +(880) 2 9889041
Email: bgdinfo@care.org
Web: www.carebangladesh.org/shouhardoIII