



SOCIAL ORGANIZATIONAL SUPPORT MANUAL



Government of Nepal

Ministry of Federal Affairs and Local Development

Department of Local Infrastructure Development and Agricultural Roads (DoLIDAR)

Social-Organizational-Support Manual (SOS Manual)

Ministry of Federal Affairs and Local Development
Department of Local Infrastructure Development and Agricultural Roads
Local Bridge Section
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Foreword

Short Span Trail Bridges are built through community approach. The User Committees take lead in implementing these trail bridges. The past decades has witnessed enormous success in community approach for building trail bridges in the country. Consequently, the communities all over Nepal have constructed more than 5000 trail bridges in collaboration with Local Bodies and NGOs. The Swiss Development Cooperation (SDC) has been the major donor in trail bridges. The World Bank and the Asian Development Bank has also provided support through RAIDP, RRRSDP and DRILP respectively for building trail bridges since 2005. Trail Bridge Support Unit / HELVETAS Swiss Intercooperation provides technical support to the trail bridge program. The community trail bridge building approach has two main dimensions viz., technical and social, which are closely interwoven and cannot be separated. The technical dimension dealing with the norms and standards is already encapsulated in separate manuals called as the Short Span Trail Bridge (SSTB) Manual Long Span Trail Bridge (LSTB) Manual. The social dimension is encapsulated in this manual and is called Social Organizational Support (SOS) Manual.

The success of community approach in implementing SSTB bridges has resulted in constructing an enormous number of bridges. The Long Span Trail Bridge (LSTB) is normally built through contractor approach. A few LSTB bridges have been piloted and built through community approach. The experience gained from these bridges is that the community approach is desirable than the contractor approach.

This Manual aims at enabling the Local Bodies and the NGOs to pursue the efforts of the communities for building their trail bridges with little help from outside which will ultimately pave the way for making these initiatives sustainable. Therefore, it can be hoped that this manual will contribute to support the communities to utilize their potentials to the optimum level. This manual is part of the Trail Bridge Strategy 2006. It is further expected that this manual will enable all other community trail bridge building agencies to bring consistency and uniformity in the country.

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Acknowledgements

T.G. Verhelst has rightly said, Culture is the sum total of the original solutions that a group of human beings invent to adapt to their natural and social environment. Whilst it applies to all the groups of human beings i.e., communities all over the world, same does to Nepal. A bridge in Nepal is, not just a physical structure constructed across a river, it is rather a creation that connects remoteness with closeness, inaccessibility with accessibility, isolation with inclusion and loneliness to companionship.

A traditionally constructed pedestrian trail bridge in the form of a simple wooden log or a bamboo arch over a river in the remote location of Nepal must have been the first creation that must have brought the people living in scattered hamlets together, thereby joining the traditions, cultures and multiplicities on its wake. Thus, Trail Bridge building in Nepal has a very strong socio-cultural dimension attached to it. Keeping this fact in mind, SSTB bridges are built under the community approach since late eighties when BBLL programme was first launched. Therefore, the Social Organizational Support (SOS) Manual is based on the experiences of more than two and half decades of collaboration with different Local Bodies, NGOs, and above 500 Bridge Users Committees. It aims to make an effort to put the social practices in bridge building into words so that communities achieve the uniformity throughout the country.

During the course of preparing this manual, many agencies and professionals engaged in trail bridge building have provided their invaluable suggestions and they deserve our sincere thanks. On behalf of LBS/DoLIDAR, it is my pleasure to extend special thanks to Mr. Tulasi R. Nepal for taking lead to write, Kanti Singh and Mausam Mainali for updating this manual in particular and TBSSP/TBSU/ HELVETAS Swiss Intercooperation for providing all the logistic support required to bring this manual out in general.

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Background

Social-Organizational-Support (SOS) is an absolutely essential part of the Community Trail Bridge Programme. The programme consists of various defined processes. In these processes the community initiates each and every step, while support organization reciprocates. This is known as a Process Oriented Approach and the community takes full responsibility which is the Demand Driven Approach.

The main aim of Community Trail Bridge Program is to anchor the programme at the district level to ensure sustainability. For this purpose, the existing capacities of the DDCs/DTOs, Regional Technical Assistance Providers (RTAP) s and Non-Governmental Organizations (NGOs) are to be enhanced, so that support can be reduced and ultimately technical assistance can be phased out. For this, a Social-Organizational-Support Manual, among others, seemed necessary and was developed and updated.

Within the Trail Bridge Sub-Sector Programme, community approach applies to the implementation of Short Span Trail Bridges (span between 32 – 120 meters) and Steel Truss Bridges (span not more than 32 meters constructed by steel truss). SSTBs includes two types of bridges i.e. D-type (suspended), N-type (suspension) and steel truss. This SOS Manual was prepared with the focus on D-type bridges. The process for community approach for D-type and N-type bridges is almost similar in social aspects. However, there are some differences which are encapsulated below

Objectives

The objective of this Manual is to capacitate the personnel of DDCs / DTOs / RTAPs and NGOs in social and organizational aspects. With the use of this manual they will be capable of extending the right level of support to the User Committees and manage the construction cycle independently. The biggest challenge in the community bridge building has been to ensure the active involvement of all concerned, considering the existing diverse social stratification as well as poverty and gender inequity.

Users

The personnel of DDC/DTO/NGO/Regional Technical Assistance Partners are the intended users of this Manual. With the help of this Manual, they will be able to extend proper social organizational support to the bridge Users and the Users Committees. Other similar infrastructure projects can use the processes and techniques, mentioned in this Manual, for reference as per their need.

How to use this Manual?

This Manual describes the stepwise approach and processes during bridge construction. Therefore, it is expected that users will follow this Manual in a chronological way from the beginning of the bridge construction process to its completion. Chapter 1 describes the different safeguard aspects related to trail bridge construction.

each process is described in detail in Chapter 2.

1. Areas of Social Safeguard in Trail Bridge Programme

Background

Local bodies, under the Local Self Governance Act, 1999, need to make investment decisions on rehabilitation or new contribution of trail bridges based on the demands expressed by citizens at the local level. However, prior to any investments, they are required to ensure compliance to safeguards against possible socio-environmental impacts, impacts on indigenous people, and impacts that might force communities to be involuntary resettled.

It is required first to assess possible impacts on the environment, involuntary resettlement, and on indigenous people (IPs) before deciding to either proceed with the project with no need for safeguard measures in place or prepare the necessary assessments and mitigation plans. As such, it is essential to specify the relevant frameworks that will be used prior to the approval of any trail bridge related activity that could have an impact on these three domains.

The labour-based, environment friendly, and participatory approach has evolved over several years of experience as technically, environmentally and socially appropriate methods for constructing rural infrastructure in the Hill, Terai and Mountain areas of Nepal. However, it continues to face challenges in further reducing poverty and socio-economic disparities. But ensuring the protection of the local communities against possible socio-environmental impacts, impacts on rights of indigenous people and impacts that might force communities to be involuntary resettled before any investments is a must and is referred to as Social Safeguards.

1.1. Safeguard on environmental impact

The project should identify the environmental impacts likely to be caused by the project's intervention and the measures required to mitigate or minimize the impacts. As the trail bridge is constructed only on a very limited area (50-2,000 m²), there is no need to conduct an Environmental Impact Assessment/EIA and an Initial Environmental Impact Assessment/IEE as per the Environment Protection Act, 1997 and Environment Protection Regulations, 1997

However, some of the environmental aspects that need to be adopted while constructing trail bridges to safeguard against environmental impacts are:

- bridge locations are selected at geologically and environmentally sound and safe sides,
- slope is protected with bioengineering and civil structures, and water drainage systems (as per need) to prevent erosion and slide,
- use of steel decks instead of wooden decks for walkway of the bridge to mitigate the negative effect on forest and environment,
- environment friendly construction of Trail Bridge and ensuring low production of carbon.

1.2. Safeguard on impacts on vulnerable groups

Vulnerable groups include indigenous people, Dalits, people living in extreme poverty, single women or women-headed household, marginalized groups, etc. These groups are more susceptible to changes in their local environment. Within the trail bridge projects, possible impacts on vulnerable groups, and the subsequent approach and resources to address the issue should be assessed and identified. Some of the examples are given below:

- seek for alternative employment in case of displaced community after trail bridge construction,
- ensure at least 50% of local employment goes to disadvantaged groups,
- ensure equal payment for equal wage and timely payment to site workers,
- ensure the interests of disadvantaged groups are properly addressed,
- ensure at least 50% representation of women and proportionate representation in User Committees (UCs),
- representation of discriminated groups in at least in one executive position of UCs,
- ensure the insurance of the workforce,
- ensure proper carrying out of public hearing (PH), public review (PR) and public audit (PA) on time, and erecting hoarding board near the bridge site,
- prohibit child labour,
- creating conducive working environment specially for women at construction site,
- ensure necessary safety and security measures are followed at working site,
- ensure routine maintenance of bridge after construction by forming Bridge Maintenance Committee and appointing a Bridge Warden.

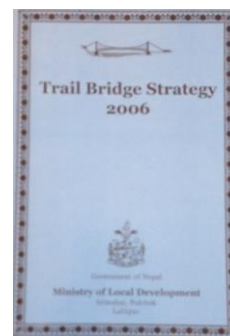
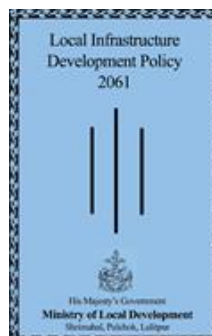
1.3 Safeguard on involuntary resettlement

Involuntary resettlement might not be a major issue in trail bridge construction since trail bridge's requires a relatively small area for construction and has limited area of influence. But we should consider some aspects of safeguarding involuntary resettlement as given below:

- full consultation with affected persons on site selection and appropriate design to avoid or minimize additional land take and resettlement effects,
- prohibit forced land donation for bridge construction, but if land donation is required, it should be voluntary - the affected person should be informed about their entitlement and they should not fall below the poverty line after land is donated,
- address the impact of land use for bridge construction.

1.4 Adherence of Social Safeguards to National Laws and Regulations

Key policy documents within the trail bridge programme include the Local Infrastructure Development Policy 2004 (LIDP) and Trail Bridge Strategy 2006 (TBS). It refers to 18 manuals, all of which have been approved by the Department of Local Infrastructure and Development of Agricultural Road (DoLIDAR), Ministry of Federal Affairs and Local Development (MoFALD).



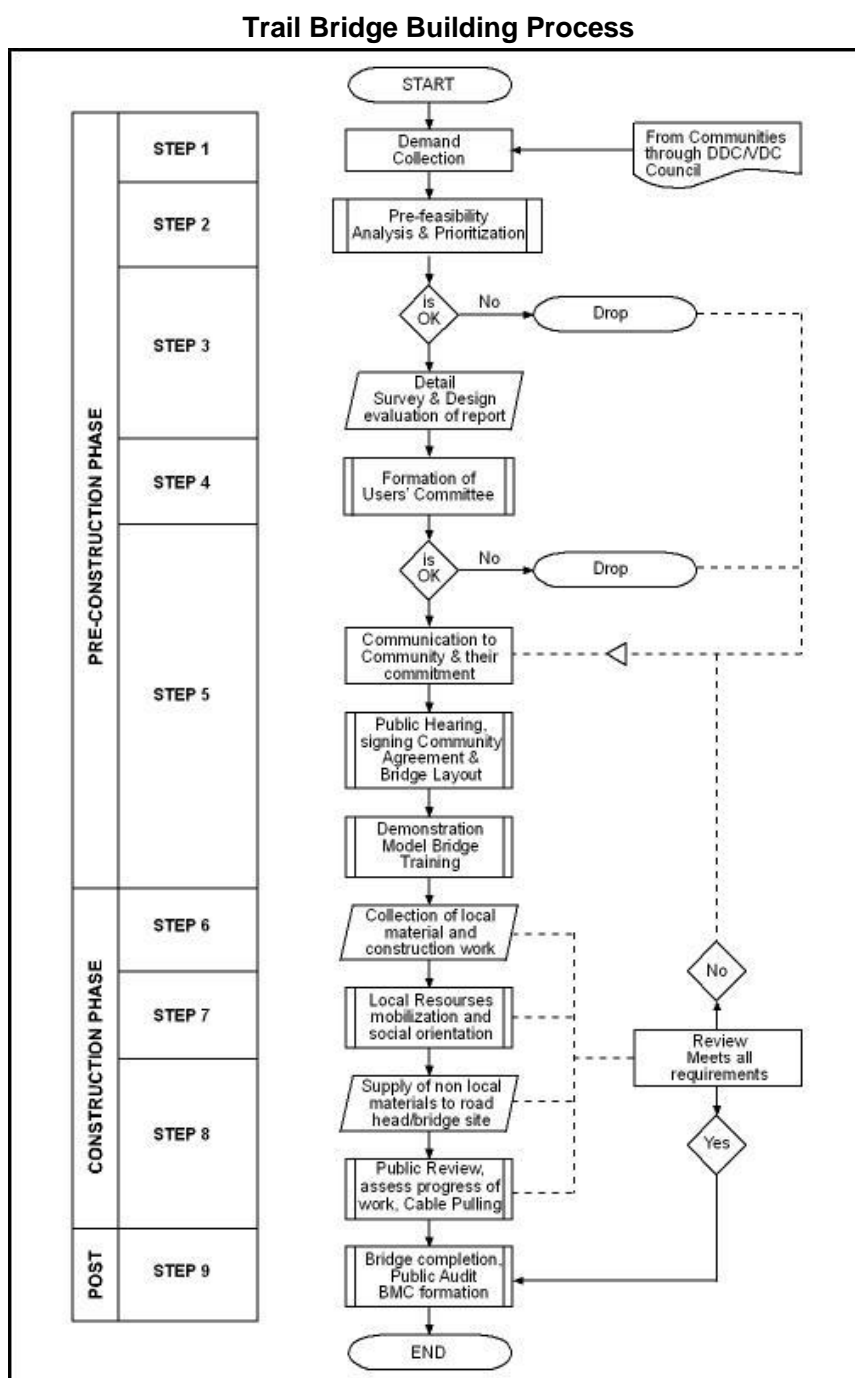
Besides, there are other various Acts and Regulations of Nepal which the trail bridge building process needs to adhere to, these include:

1. Local Self Governance Act 1999 and Local Self Governance Regulations 1999
2. Local Infrastructure Development Policy 2004
3. Trail Bridge Strategy 2006
4. Environment Protection Act 1997 and Environment Protection Regulations 1997
5. Land Acquisition Act 1977 and Land Acquisition Regulations 1963
6. Forest Act 1993 and Forest Regulations 1995
7. National Parks and Wildlife and Conservation Act 1973
8. Soil and Watershed Conservation Act 1982 and Watershed Conservation Regulations 1985
9. Water Resources Act 1992 and Water Resources Regulations 1993

2. Trail Bridge Building Process

Planning and preparations within the trail bridge building are according to the 14 steps planning process as per the Local Self Governance Act (LSGA), which culminates in the endorsement of trail bridges to be constructed in the District Development Plan by the District Development Committee Council.

Meanwhile, the bridge building implementation approach can be divided into three phases: pre-construction, construction and post-construction. Within each phase, there are a number of steps which have been identified as being crucial for the construction of bridges. These steps are initiated by local communities with technical and social support provided by NGOs, DDC/DTOs, RTAPs and TBSU staff. This Process Oriented Approach entrusts the lead responsibility of the entire course of action to the community. Altogether there are nine steps, which are presented in the flow chart below:



The activities to be conducted along with the responsible actors are presented in Table 1 and are described in more detail in the preceding sections.

Table 1: Nine steps of implementation approach

Phase	Steps	Activities	Responsibilities
PRE – CONSTRUCTION PHASE	1	Identifying bridge demands by communities to DDCs/VDCs and is discussed at the district council for approval. (Refer to NTBR)	Community, NGO, Regional Partner, DDC/DTO/VDC
	2	Pre-feasibility and prioritization of approved bridge demands	NGO, RTAP, DDC/DTO/ VDC
	3	Formation of inclusive User Committee and provision of social support to the communities	Community, NGO, RTAP, DDC/DTO/VDC & TBSU
	4	Conduct social and site assessment that are technically & socially feasible Conduct Public Hearing: <ul style="list-style-type: none"> Disseminate information mainly on process, project construction, cost, contribution patterns and roles & responsibility of stakeholders Finalization of UC 	NGO, RTAP, DDC/DTO & TBSU Community, NGO, RTAP DDC/VDC & TBSU
	5	Establish Community Agreement between DDC and UC and Provide Bridge Layout Conduct Public Hearing <ul style="list-style-type: none"> Reconfirm the willingness of users Clarification of roles & responsibilities Conduct Demonstration Model Bridge Training	DDC/DTO and UC NGO, RTAP, DDC/DTO
CONSTRUCTION PHASE	6	Local Resource Mobilization: <ul style="list-style-type: none"> Collection of local materials Mobilization of human resource Monitoring & verification of required community contribution. 	UC and community
	7	Social Orientation <ul style="list-style-type: none"> Importance of social inclusion Filling Project book Management of fund & labour 	NGO, RTAP
	8	Bridge construction <ul style="list-style-type: none"> Supply of non-local materials to nearest road-head & subsequent transportation to the site Provide technical & social support Monitoring & Site supervision, providing recommendations Public Review <ul style="list-style-type: none"> Assess plan of action and implementation procedure Modify if necessary and plan further actions 	UC, community, NGO, Regional Partner, DDC/DTO, VDC and TBSU
POST CONSTRUCTION PHASE	9	Final Inspection Public Audit <ul style="list-style-type: none"> Assess bridge building aspects from technical, social & financial perspective Formation of BMC & signing Routine Maintenance Agreement 	UC, community, NGO, Regional Partner, DDC/DTO, VDC and TBSU

The cycle of bridge building is 2 years. First year is dedicated to planning, detail survey, cost estimate, fabrication and community agreement and the second year is set aside for construction and completion of the project.

2.1. PRE-CONSTRUCTION PHASE

2.1.1. STEP 1: Identifying the Need for a Bridge



The main objectives of Step 1 are:

- Communities are to identify their own needs
- The commitment and willingness of the community is of prime importance
- Provide a rational for the feasibility of a bridge

Identifying the need of a bridge is the first process of community bridge building. Initiatives are taken by the Ilaka members of DDC and representatives of VDC to move the process forward. The community themselves will identify the need of a bridge. All the stakeholders have to commit themselves for the required contribution for bridge building. After the commitment is secured then the process will move ahead.

Without peoples' commitment and feeling of true ownership and responsibility, rural infrastructure will remain sub-optimal and maintenance will be poor. The biggest challenge in Community Bridge Building has been to ensure active involvement of all the concerned considering the existing diverse social stratification as well as the poverty and gender equity.

Local Bridge Section/Department of Local Infrastructure Development and Agricultural Roads (LBS/DoLIDAR) initiated a comprehensive study on both existing and prospective bridges with the help of the local communities, NGOs, DDCs/DTOs and TBSU in 2009. The bridge requests of all the 75 districts have been collected and compiled according to Step 1-Identifying the need for a bridge and Step 2 - Pre-feasibility and Prioritization in the Nepal Trail Bridge Record 2009. For reference these processes are mentioned below.

Basis for prioritizing a bridge

As per the Trail Bridge Strategy/Local Infrastructure Development Policy (TBS/LIDP), local bodies are responsible for the prioritization of trail bridges. This process is based on the information collected in the Community Application Forms (ref: Annex XX), which takes into account – the population benefiting from the bridges, the number of women, Dalits and people belonging to ethnic communities, the distance gained, the types of rivers and the risks involved. Detailed definitions are provided below:

Total Population: refers to the total number of households and population, disaggregated by sex, caste/ethnicity and poverty levels that will benefit after the construction of a particular bridge. All the households which are within four hours walking distance from the bridge site are regarded as

the beneficiary households.

Poor households: are defined as those households who have less than six months of food sufficiency from their own food production and per capita income of less than NRs 19,261.

Marginalized Population: refer to socially discriminated populations. This includes Dalit, Janajati, Minorities, Other Backward Caste/ Madhesi and women.

Distance gained: Distance gained is the time that is saved from the origin to the destination after the construction of a bridge. This is calculated by asking the time taken to go to a destination before a bridge is built using the nearest permanent river crossing and then asking the time it would take to reach the same destination after the bridge has been built. The difference in time multiplied by two (for a two -journey) is the distance gained. As per TBS/LIDP, trail bridges will be constructed at locations that would avoid the need for the local people to detour more than an hour to cross the river.

Risk Factor: refers to the lives of the local people that were lost during accidents while crossing the river in absence of the bridge in the past five years.

Type of River: The type of river is calculated on the basis of the number of months per year that cannot be crossed.

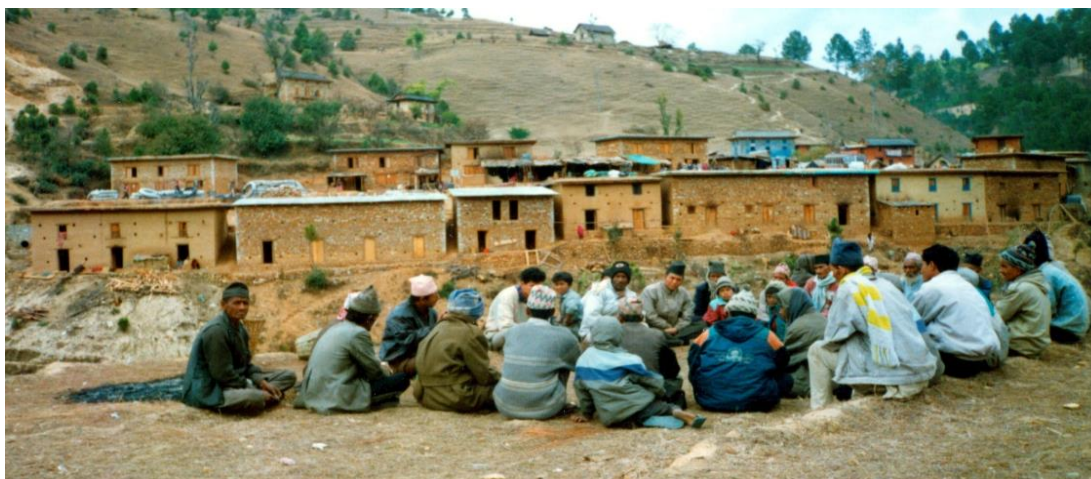
The results of the above criteria, along with a preliminary resource sharing arrangement by all the stakeholders (the preliminary-UC or users, the VDC, the DDC/DTO, support organization and possibly others), has to be brought to the attention and the preliminary resource sharing arrangements are to be discussed. DDC/VDC, Users and support organization have to commit a certain percentage of the total cost. It is to be noted that community contribution **shall not exceed** more than 2% of the total cost.

Possible activities, methods and tools that can be used for identifying the need for a bridge are presented in Table 2 below:

Table 2: Activities, methods and tools of identifying the need for a bridge

Activities	Methods and Tools	Expected Outcome
1. Community Meeting	Group Discussions, questions and answers, observations	All participants take part actively in the meeting.
2. Collection and Reconfirmation of Information	Group discussion, facilitation, open interaction, triangulation (through Participatory Rural Appraisal tools) Read out the collected information loudly to the participants, questions for clarification and guided discussion	Required information is available and agree on a consensus
3. Preliminary Resource	Visual presentation	Every participant knows about the total cost and contribution of each stakeholders.
4. Check commitment	Open interaction, question and answer, buzz groups and illustrations	The users are willing to mobilize local resources and take up responsibilities.
5. Listen to the users voice	Open interaction, guided questions	All participants unanimously come to an agreement.
6. Brief the next steps	Visual presentation	All participants know the further steps.

2.1.2. STEP 2: Pre-feasibility study and Prioritization



The main objectives of Step 2 are:

- To know about the technical feasibility of bridges
- To know about the social feasibility
- To identify the immediate beneficiaries
- Provide a rational basis for the DDC to prioritize bridges
- Resolve disputes regarding the bridge site
- Mobilize resources for poverty reduction by focusing on disadvantaged groups
- Gain resource commitments from users, User Committee, VDC and DDC

If the users have made commitment for Step1, then Step 2 will be taken up with the active involvement of the DDC/DTO/Regional Technical Assistance Partners/NGO personnel. The technical and social feasibility study will be carried out. This process has to be carried out very carefully as the construction of the bridge will be decided at this point. The bridge demands in a District may well surpass the capacity, not only of the concerned DDC but also of other stakeholders as they have limited resources. It is therefore inevitable to prioritize bridges in accordance with the LSGA.

The DDC has to assess bridge requests received from the communities on the basis of the Community Application Form. The form has the facility to calculate the Prioritization Weight enabling the District Council to prioritize the bridges and to complete the Prioritized Bridge List of a particular year. It is important to note that the District Council (DC) is the final authority of a district.

The District Council prioritizes the bridges on the basis of the prioritization criteria mentioned in Step 1.

Once the Community's Application Form reaches the DDC, the assigned personnel has to visit the requested bridge site to assess the pre-feasibility. After having confirmed the pre-feasibility from a geo-technical and social perspective, the prioritization process begins through the VDC, Ilaka and the DDC council. These applications form the basis of the Districts 5- and 1-year bridge plans. The pre-feasibility and prioritization process takes place at both VDC- and the DDC level.

Possible activities, methods and tools that can be used for the pre-feasibility and prioritization are presented in Table 3 below:

Table 3: Activities, methods and tools of Pre-feasibility study and Prioritization

Activities	Methods and Tools	Expected Outcome
1. Community Meeting	Group Discussions, questions and answers, observations	All participants take part actively in the meeting.
2. Lead Role	Encourage participants to speak Problem posing discussion Lead issue wise discussion Observe the silent participants and give them extra attention Acknowledgement by clapping Bring to consensus	Consensual decision
3. Brief the next steps	Visual presentation	All participants know the further steps.

2.1.3.STEP 3: UC Formation and Social Organizational Support

Main Objectives of Step 3 are:

- Ensure formation of inclusive UC
- Ensure social justice
- Ensure sound management of bridge construction
- Ensure broad based participation
- Promote willingness to take responsibilities
- Ensure impartiality
- Skills for conducting meeting
- Facilitation and presentation skills

of women in

Community approach allows people to have a voice to decide by themselves, when and for what purpose to mobilize their own community for a project they like. Thus the main implementers are the UCs which are supported through local service providers and resource persons. Formation of an inclusive committee is important and should not be taken as a ritual, rather should be considered as a step to overcome the long-standing social barriers that have been hindering such group of people from realizing the potentials within them. Such inclusion must focus on creating ground for those who have been isolated for many years in order to bring them into the main stream development processes. Reference of LSGA and Poverty Reduction Strategy Paper of GoN can be cited in this regard. An ideal UC is formed with 7 to 11 members. The DDC/DTO/Regional Partners/NGO personnel will facilitate to ensure the formation of an inclusive UC.

The UC members should not be composed of all party mechanism, government employees and those who have not settled their advance with the DDC.

Inclusive user committee means having

- At least 40% women representation
- Proportionate representation from Dalit, Janajati, Madhesi (OBC) and Minorities
- 30% of the key positions (Chairperson, Secretary, Treasurer) to proportionately representative to the beneficiary population

The UC represents the actual beneficiaries and takes the responsibility to construct the bridge. Utmost attention is to be given to inclusive formation, so that both social justice and sound management are ensured.

What is the benefit for women to be in the UC?

The individual woman member will personally gain from her participation in the UC by:

- She will understand better the value of the trail bridge and how she and her family can benefit from it
-
- She will develop her capacity to formulate her interests and to speak up in a public forum
- She will also gain status in the community and thus – often – gain more respect in her family.

For the project, the inclusion of women is useful because:

- Women's voices need to be taken into consideration to understand how the project will affect them as their needs and concerns may be different from men
- Women are often more reliable and it sometimes really helps the project implementation when women are participating

Benefits of Broad Based Representation

Fair representation of all the social groups is a democratic principle and a requirement by the government in order to ensure their voices, take part in decision making process and bring them into the mainstream of local development

Benefits of proportionate representation of different caste/ethnic groups:

- Proportionate representation of different caste groups has advantages for the represented group itself (for example, for all the Dalit households in the village).
- Marginalized households have access to information through their membership in the UCs. Such persons are more likely to pass on the information to his or her neighbors of the same caste group than if only people from the other castes would be represented.
- The concerns of the marginalized households can be brought into the discussions of the UC. Sometimes marginalized Dalit or Janajati households have other interests than higher caste/richer households and it is thus important that someone is there to talk about it.
- It is important that the marginalized households are able to participate in the decisions that concern them too.
- Individuals may hesitate to become a member, they may not want to give their time or they may feel incapable to participate in the discussions. But individual members have the following benefits:
 - The person will understand better how the projects will benefit his or her group and the group member himself or herself personally.
 - The person can learn how to talk in such meetings and his or her confidence will grow.
 - The personal status in the community will become higher because she or he is a member of a committee

Once the UC is formed, the main responsibilities include:

- Open a bank account on behalf of UC
- Make arrangements to collect local materials,
- Transport construction materials from road head to the bridge site,
- Manage storage for keeping construction materials at the site safely and properly,
- Maintain the project book,
- Keep records of incomes and expenditures,
- Maintain attendance record of skilled/unskilled human resource,
- Organize community meetings, public review and auditing
- Write minutes of meetings .

It is very important that the responsibilities of the UC are divided among the Chairperson, Secretary, Treasurer and all the other members in order to ensure effectiveness of the UC and that all take part in bridge building activities actively.

Possible activities, methods and tools that can be used for the formation of the UC and social support are presented in Table 3 below:

Table 3: Activities, methods and tools for UC Formation

Activities	Methods and Tools	Expected Outcome
1. Community Meeting	Group Discussions, questions and answers, observations	All participants take part actively in the meeting.
2. Lead Role	Questions for clarification Encouraging excluded members to participate guided discussion Bring to consensus Give information	Consensual decision
3. Information Dissemination	Read out the various information, like expected cost, contribution commitment by each stakeholders and the UC's part of responsibilities	Every participant knows the roles and responsibilities of each stakeholder and they show their willingness and commitment.
4. Formation of UC	Mass meeting Guided discussion	An inclusive and well-functioning UC has been formed by consensus.
5. Social Organizational Support	Training Coaching Practical work	The UC ensures that participatory decision making process will be practiced.

2.1.4. STEP 4: Social and Site Assessment / Public Hearing



The commitment and responsibilities of the users is focused in this Step 4. The commitment of the users is reconfirmed and then a detailed site survey will be conducted. The DDC/DTO/Regional Technical Assistance Providers s/NGO personnel will give information about the Demonstration Model Bridge Training and will also enquire about any experienced local bridge craft persons in the community. The participants will then be selected for the training in case any experienced local bridge craft persons are not available.

Public Hearing is conducted during Site Assessment in order to disseminate project related information and to develop a common understanding among the beneficiaries. The NGO takes the lead in organizing this event. At least one representatives from each household, DDC/DTO/VDC, RTAP, NGO and TBSU must be present during this event.

The main points discussed during Public Hearing are:

- a. Phase wise construction process
- b. Roles responsibilities of DDC, VDC, NGO, UC, RTAP and TBSU
- c. Contribution from DDC, VDC and Community
- d. No forced land donation
- e. Insurance of workforce
- f. Employment opportunities to disadvantaged group
- g. Timely payment
- h. Equal pay for equal work
- i. Safety items

Please also refer to the Public Hearing, Review and Audit Guidelines, 2064, for further details regarding the roles and responsibilities of the UC, NGO, DDC, RTAP and TBSU staff.

The method for carrying-out the Social and Site Assessment is a Community Meeting of the users. Utmost attention has to be paid to reconfirm the commitment from DDC, VDC and the community and their willingness, as this is the concluding step before continuing with the site assessment, designing, drawing and so on. This process takes place in the presence of the users' right at the bridge site.

This process begins after the prioritization of the bridges has been completed by the DDC. The assigned DDC/DTO/RTAP/NGO personnel has to plan a Social and Site Assessment. S/he has to inform the users through the UC in writing, minimum 7 days in advance, about date, time and location. At the set time the personnel has to visit the site and execute the following activities:

Points to be considered during preliminary observation:

- a. Traditional crossing point
- b. Freeboard, span
- c. Possibility of building a motorable road in near future
- d. Site banks (soil/rock, landslide, high floods level etc.).
- e. Availability of local materials

Possible activities, methods and tools that can be used for site assessment and public hearing are presented in Table 4 below:

Table 4: Activities, methods and tools of Site Assessment and Public Hearing

Activities	Methods and Tools	Expected Outcome
1. Community Meeting / Lead Role	Mass meeting with focus group discussion, facilitation with guided discussion, bring to consensus and brief information	All participants take part actively in the meeting.
2. Preliminary Observation	Observation of possible sites from technical feasibility perspective	Presenting alternative locations.
3. Roles & Responsibility of concerned stakeholders	Visualized presentation Disclosing quantity of works and contribution pattern Reveal roles & responsibilities of all with emphasis on the UC	All the users are informed about the support organization's support package, processes and are aware about the roles and responsibilities of the different stakeholders including themselves.
4. Selecting bridge site	Mass meeting with focus discussion Guided discussion	The technically feasible site is chosen.
5. Land Donation	Mass meeting with focus discussion Guided discussion	There is no (lingering) site location dispute.
6. Detailed site survey	Technical: survey/assessment	Detail survey of the site is completed.
7. Tentative quantity of work	Visualized presentation	Users know the estimated quantity of works they have to complete.
8. DMBT	Group discussion in mass meeting UC meeting	The appropriate trainees are selected.
9. Further action plan	Group discussion UC meeting	UC knows the further actions.

2.1.5. STEP 5:. Community Agreement and Bridge Layout



Main objectives of Step 5 are:

- Reconfirm the willingness of the users on local resource mobilization and assuming responsibilities
- Ensure broad-based participation
- Local Service Mobilization
- Re-confirm commitment from all stakeholders
- Establish the Community Agreement
- Provide layout of the bridge
- Emphasize the importance of bridge quality

The Community Agreement (CA) is established between the DDC and UC to provide support for the construction of trail bridges (ref: Community Agreement Form in Annex XX). The decision making process of the UC is Broad Based Participation, which is a process through which members of a community or organization are involved in and have influence on decisions related to development activities that will affect them. It is important for the UC to get written commitment from all the stakeholders.



Workers collecting local

The CA is established between the DDC and the UC for the collaboration of a particular local trail bridge. The CA fully conforms to the LSGA. Hence, this agreement provides the legal and binding basis for all the stakeholders. After this agreement has been signed, the DDC/DTO/RTAP/NGO personnel will proceed with providing the layout for the bridge foundation and the excavation can begin.



Establishing foundation

Possible activities, methods and tools that can be used for signing the Community Agreement and Bridge Layout are presented in Table 5 below:

Table 5: Activities, methods and tools of Community Agreement and Bridge Layout

Activities	Methods and Tools	Expected Outcome
1. Community Agreement	Mass meeting with focus group discussion	Each participant takes part actively. The Community Agreement has been signed.
2. Lead Role	Facilitation, problem posing questions, process monitoring and giving information	Consensual decision.
3. Exact quantity of materials	Presentation on newsprint	All the participants are informed about the quantity of works.
4. Reconfirm commitment on resources	Meeting, discussion, questions, answers and clarification	All users are informed about the resources committed by the DDC and the VDC.
5. Reconfirm commitment of users and establish Community Agreement	Group discussion, focus-group discussion, problem posing questions and semi-structured discussion	All the users know their commitment in terms of responsibilities of local resource mobilization.
6. Discuss broad based participation	Group discussion, focus-group, case analysis, practical experience and examples and group brainstorming	All the participants agree on the importance of broad-based participation and apply this in practice.
7. Bridge Layout	Measurement and signs: technical measurement with permanent marking	Users will be able to excavate the proper foundation.
8. Explain importance of quality of bridge	Group discussion, case analysis, practical examples and experience	The quality awareness has been raised and will be practically applied.
9. Demonstration Model Bridge Training	Briefing by presentation	DMBT participants take part in the DMB training.
10. Action Plan	Group work, focus-group, guided group work, giving of information and problem-posing questions	Smooth functioning of the UC.
11. Minutes of meeting	Documentation (writing)	The decisions are properly documented.

2.2. CONSTRUCTION PHASE

2.2.1. STEP 6: Local Resource Mobilization



Participation of women

Main objectives of Step 6 are:

- Collection and utilization of local materials
- Mobilization of local human resource
- Ensure that the User Committee takes up leadership roles and responsibilities
- Division of work among UC members

Local resource mobilization takes place from the beginning till the end of the project. This process gives an outline on the rational mobilization of the local resource from the time of need identification till maintenance of the bridge. The local resource mobilization is a sensitive topic and should not be considered as mechanical nor can it be pressured from outside. This process will move forward on basis of broad based participation of the users.

Local resource mobilization and participation are often mistaken as a substitute for free labour contribution. On contrary it is to be understood that local human resources are to be treated with respect and not with the idea that it is quasi worthless. This implies that there is no intent of free labor.-????

It is to be noted that these are very sensitive issues, if not carefully dealt with, will create conflict and controversies. Under no circumstances should it be dealt with in a 'mechanical' way. It is evident that the mobilization of local resources is multifaceted and, if properly acknowledged, will positively impact community projects, resulting in quality output, sustainable benefits as well as ownership. This naturally also applies to community trail bridges.

In order to mobilize local resources in an equitable and socially justifiable manner, let users discuss and decide on their own, rather than imposing an opinion from the outside. Therefore, outsiders should not determine and identify local capacity and willingness of the users to participate. The users can decide these themselves effectively and efficiently about exact requirements. For this, the exact volume, quantities and costs should be known at the earliest possible time.

As this is a critical and sensitive part, this discussion may take quite some time. In this step, broad-based participation is very important. To make the discussion lively and output-oriented, start with some live examples to the local people, where due to lack of resources the project(s) failed. This will make the local users aware of the importance of local resource mobilization. A simple comparison of two projects, one with outside resources only and another with outside and local resource would be illustrative. Some case studies would be of help to improve the understanding. The role of the facilitator is very important. S/he has to watch the process of discussion to make everyone take ownership of the decisions they have made.

Possible activities, methods and tools that can be used for local resource mobilization are presented in Table 6 below:

Table 6: Activities, Methods and Tools for Local Resource Mobilization

Activities	Methods and Tools	Expected Outcome
1. Community Meeting	Newsprint & marker, sharing experience/examples	Each participant takes part actively.
2. Lead Role	Discuss foreseeable problems	Consensual decision.
3. Volume of work	Quantity and cost estimate on newsprint	All the participants are informed about the quantity of works.
4. Discussion based on broad participation	DDC's/VDC's commitment letter information on additional sources of resources example of local users regarding local contribution	All users are informed about the resources committed by the DDC and the VDC.
5. Consensual decision	Documentation (writing)	All the users know their commitment in terms of responsibilities of local resource mobilization.

2.2.2. STEP 7: Social Orientation during Demonstration Model Bridge Training



Main objectives of Step 7 are:

- Acquire skills required to collect good quality materials
- Acquire skills to build quality bridges according to the norms/standards
- Become familiar with all the bridge building processes
- Ensure participation of trained bridge builders in bridge construction
- Maintaining Project Book Local resource mobilization

Social orientation forms an integral part of DMBT. As it is important for the UC members and the local bridge craft persons to be fully aware of not only the technical requirements, but also the social mobilization aspects of bridge construction. During Demonstration Model Bridge Building Training (DMBT) the participants will be provided with these required knowledge and skills. The basic aim of this process is to produce a good quality bridge, which starts with the collection of quality local materials. Furthermore, this process aims at capacitating, especially the UC member, in matters such as the overall planning and management of the bridge-construction, including social mobilization.

It is very important to select and send the right participants to the DMBT training. Bearing in mind that their services will not be confined to one bridge only, but could also be required in the future for other sites. Considerable attention therefore has to be given, during the Social and Site Assessment and Community Agreement processes, to select the most appropriate participants.

Usually, 2 local bridge builders and 2 UC-members are selected to take part in these trainings. **Selecting 2 women participants is mandatory**



Participants of DMBT after preparing the model bridge



A facilitator explaining about the construction materials

The UC has to give preference to employ previously trained local bridge craft persons that live in

the near vicinity. Only in case experienced bridge craft persons are not available; will the UC need to select people for this DMB Training. During this training period, it is also suggested to conduct training on some other important social issues like HIV/AIDS, First Aid and gender issues .

Possible activities, methods and tools that can be used for local resource mobilization are presented in Table 7 below:

Table 7: Activities, methods and tools of Demonstration Model Bridge Training

Activities	Methods and Tools	Expected Outcome
1. Conduct technical training	Training: practical work	The suitable trainees are chosen for the DMBT.
2. Conduct Social Orientation training	Training: disclosing the objectives, expectations & content	The trainees will be able to understand the importance of various social and organizational issues.
3. Decision making process	Training: role play, reflection, visualization & brainstorming	The trainees will be aware of the need and importance of the participatory -decision-making process and will apply this in practical life.
4. Division of work	Training: focus-group discussion, reflection, brainstorming & practice	The trainees will be able to manage the different works of bridge building.
5. Local Resource Mobilization	Training: group work (randomly formed), reflection & brainstorming	The trainees will be able to identify and understand the need and importance of local resources.
6. Record keeping	Training: experience sharing, brainstorming, visualized presentation & practice	The trainees will be able to keep records in a systematic way.
7. Process of bridge building	Presentation: visualized presentation and explanation	The trainees understand the process of bridge building.
8. Correspondence	Training: group work, brainstorming & practice	The trainees will identify the level of correspondence they have to make and become confident in and capable of making this correspondence.
9. Routine and Major Maintenance of bridge	Training: visualized presentation, storytelling, cost and life span comparison	The participants will be aware of the importance of the maintenance issue.
10. Involvement of bridge craft person	Training : disclosure of self-commitment & group work	The trainees will be committed and motivated to be involved in the real construction work.
11. Awareness on HIV/AIDS, First Aid & Uterus prolapse	Orientation: visualized presentation & story telling	Participants will be aware on HIV/AIDS, First Aid & Uterus prolapsed and cope accordingly to some extent

2.2.3. STEP 8: Bridge Construction, Cable Pulling & Public Review

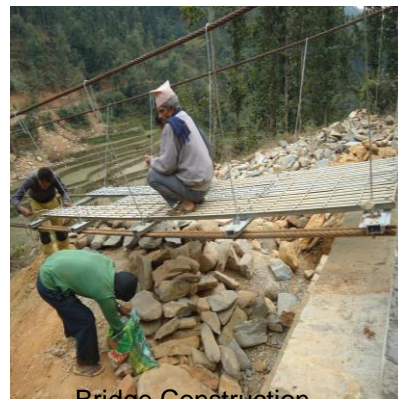


Main objectives of Step 8 are:

- Ensure good quality of work
- Create awareness in the UC on different phases and processes of the bridge construction
- Facilitate effective performance of UC
- Ensure commitment of users prior to material handing-over

This includes the steps that lead towards the actual construction of the bridge. The bridge has to be constructed according to the specifications, norms and standards of the manual. It is very important to ensure quality of work. The DDC/DTO/RTAP/NGO personnel will facilitate the bridge construction work. The actual construction of a bridge is performed by the UC with the technical support of the DDC/DTO/RTAP/NGO and the DMBT trainees.

The DDC/DTO/ Regional NGO personnel will carry out technical supervision. This is to ensure that the specifications, norms and standards defined in the manual are met and that the quality of the bridge is of a satisfactory level.



Bridge Construction

This Manual only addresses the Social Organizational Support (SOS) part of bridge building. Therefore, the main purpose of this process is from a SOS-perspective to ensure smooth functioning of the UC during all the stages of construction.

Public Review is conducted during cable pulling in order to assess the progress of bridge construction. This is one tool that is utilized for transparency. The UC takes lead in organizing this event. The representatives from DDC/VDC, RTAP, NGO, TBSU, UC and at least one person from three households must attend this event.

Main Topics of Discussion during Public Review”

- Construction progress as planned
- Cash/kind contribution received as committed
- Release of fund from DDC to UC as per Community Agreement
- NGOs technical/social support
- Support from DDC/DTO/Regional Partner
- Timely payment to laborers Equal pay for equal work
- Reasons for delay of work identify possible solutions
- Amend plan of action, if required
- Storage Quality of construction
- Insurance of laborers / claims / reimbursement
- Performance of UC

Project Book

Project Book forms the main basis for reporting at different levels. The NGO provides support to the UC in order to fill the book. The Project Book needs to be updated on a regular basis as the construction progresses.

Important Headings/Information in the Project Book

- Information on Bridge
- Details of UC composition
- Minutes of Meetings/Public Review Audit
- Disbursement of funds from DDC/VDC as per agreement
- Delivery of construction materials
- Storage of construction materials after delivery
- Income vs. Expenditure
- Attendance of laborers as per caste
- Payment to laborers on timely basis
- Equal pay for equal work

Possible activities, methods and tools that can be used for bridge construction and Public review are presented in Table 8 below:

Table 8: Activities, methods and tools of Bridge Construction and Public Review

Activities	Methods and Tools	Expected Outcome
1. Site visit	Visit: Prepare and conduct work as per checklist	The UC has received support concerning various aspects.
2. Lead role	Consultation: question and answer	The UC is supported in a systematic manner.
3. Technical support	Advise: oral and written advice	The UC has received technical support.
4. Confirmation of available resources	Meeting: discuss agenda, questions, answers and clarification	The UC has received the required resources.
5. Discuss problems, if any	Meeting: discuss agenda focusing on problems, questions, answers and clarifications	The UC is able to manage conflicts and problems.
6. Monitoring performance of UC	Meeting: group discussion, experience sharing, questions and answers	The UC monitors their performance and takes corrective measures.
7. Project Book	Observation: -participatory group observation experience sharing	The UC is able to handle the Project Book properly.

2.3. POST-CONSTRUCTION PHASE

2.3.1. STEP 9: Final Inspection, Public Audit, Bridge Maintenance Committee Formation and Routine Maintenance



Community organize Public Audit at bridge site

Main objectives of Step 9 are:

- Provide Work Completion Certificate
- Create awareness in the Community on the need and importance of routine maintenance
- Create awareness in the Community on the possible ways to search and collect the resources required for major maintenance
- Conduct Public Audit
- Form a Bridge Maintenance Committee

This is the concluding step in Community Bridge Building process. This step addresses the final inspection of the bridge from a technical point of view and the formation of a Bridge Maintenance Committee to take care of routine maintenance.

Final Assessment of the newly constructed bridge is conducted to confirm whether the bridge has been built following the norms and standards of the manual. After the confirmation, Work Completion Certificate will be issued. A Bridge Maintenance Committee (BMC) has to be formed and the users need to be made aware about the need and importance of routine maintenance of the bridges.

After completing the bridge and receiving Work Completion Certificate, the UC will take lead in organizing a Public Audit. The representatives from DDC/VDC, RTAP, NGO, TBSU, UC and at least one person from each household must attend this event. Public Audit is organized in order to disseminate project related information from financial, technical and social perspectives and if the users or any stakeholders are not satisfied they can question the UC for clarifications.

Discussion Topics during Public Audit

- Report of Final Inspection (technical audit)
- Disbursement of fund from DDC/VDC to UC
- Income vs. expenses

- Actual cost per meter
- Timely payment to labourers
- Equal pay for equal work
- Pending payment (if any)
- Payment of NGO service charge
- Accidents / claims / reimbursement
- Formation of Bridge Maintenance Committee
- Handing over of tools to BMC
- Signing of Routine Maintenance Committee

Routine Maintenance



The community has to take proper care and routinely maintain the bridge to enhance the life expectancy of the bridge. A Bridge Maintenance Committee (BMC) has to be established to perform routine maintenance. While constituting the BMC, we need to encourage the appointment of women Bridge Wardens. The past experiences have shown that maintenance work has been carried out efficiently by women. In addition, the institutional linkages of the BMC have to be made with the concerned Village Development Committee as per LSGA. This linkage will facilitate the VDC to monitor the functioning and up-keeping of the bridge in terms of routine maintenance. After constituting a BMC, a Routine Maintenance Agreement between the DDC/VDC and the BMC is established. Upon completion of construction, the tools used in bridge building are to be handed over to the newly formed BMC/BW. The roles and responsibilities of the BMC/BW need to be discussed fully and understood during the process. Furthermore, the BMC/BW is to be made aware of the routine maintenance fund of Rs.6000/- per bridge per year from DDC/VDC. This fund can be utilized as remuneration of the Bridge Warden.

Possible activities, methods and tools that can be used for Final Inspection, Public Audit, BMC Formation and Routine Maintenance are presented in Table 9 below:

Activities	Methods and Tools	Expected Outcome
1. Public Audit / Community Meeting	Meeting: issue based presentation, group discussion, recognizing different opinions, information sharing, experience sharing and minute taking	All the participants actively take part in the meeting.
2. Lead Role	Facilitation: problem posing, experience sharing, information sharing, question and answer and summarizing	Consensual decision.
3. Bridge inspection & Work Completion Certificate	Technical Observation: measurement, personal observation, question and answer, group observation and rating	The bridge is completed as per specified standards.
4. Disclosure of cost and contribution	Presentation: reading out the record, question and answer and explanation	Transparency of resources used is maintained and acknowledged.
5. Management of labour	Presentation: reading out the record, question and answer and explanation	Transparency on employment generated
6. Timely payment, equal pay for equal work	Presentation: reading out the record, question and answer and explanation	Labourers are aware of being paid on time and about equal pay for equal work.
7. Pending payment	Presentation: reading out the record, question and answer and explanation	Public are aware about remaining payments and put community puts pressure if payments are not made
8. Performance of UC, DDC/VDC, RTAP, NGO & TBSU	Group discussion, assessment on the performance of all the stakeholders during Public Audit	Transparency on performance of UC, DDC/VDC Regional Partner, NGO & TBSU
9. Bridge Maintenance Committee	Group discussion: focus-group discussion, quick performance assessment of UC members and selection of BMC	An inclusive and capable BMC is formed with broad-based participation.
10. Handing over tools	Handing over of tools: collection of tools at the site, matching the tools with the record, handing-over the tools and record and setting the rules to use these tools	Remaining tools are handed-over and BMC know how to use the tools
11. Routine & Major Maintenance	Group discussion: focus-group discussion, experience sharing, practical example and explanation	The BMC-members are aware of the need and importance of routine maintenance and maintain their bridge properly.

Annex A: GLOSSARY

Social Mobilization refers to the process of reaching out to the most poor and socially discriminated groups in communities and enabling them to organize and influence for the purpose that benefits them. This is important as development does not start with goods and things, but with

people. The process involves, identifying the poor and socially discriminated groups, helping them organize and strengthen their capacity to voice their opinions and to benefit from development interventions through collective action. This involves a harmonized approach of social mobilization where a common social mobilizer in a geographical location supports communities to identify and organize the poor and discriminated groups, build their capacities to participate effectively in the development process, and help them to gain access to assets and services that are important for their livelihoods.

Gender Equality refers to the recognition that women and men have equal rights, equal opportunities, equal responsibilities and accountability in realizing their potential as human beings. This often entails changed power relations within household, communities and society at large, and rests on the building of mutual respect, acceptance and understanding between men and women.

Gender Equity refers to the equitable distribution of power among women belonging to all social groups. Equity is a means/strategy whereas equality is outcome.

Social Inclusion is a concept that in socially diverse societies, where certain social or ethnic groups have long held power over others, series of positive actions need to occur to allow other social or ethnic groups to access goods and services. The process focuses on the removal of institutional barriers and the enhancement of access and representation of diverse individuals to function, engage, influence and hold accountable institutions for their development and benefit sharing.

Social Exclusion is the experience of social groups who are systematically disadvantaged because of discrimination on the basis of their caste, class, gender, ethnicity, race, religion, sexual orientation, age, disability, HIV status, etc.

Poverty Reduction is our goal.

Our understanding of poverty is a multi-dimensional phenomenon, rather than being simply concerned with economic resources and income. For those living in poverty, it is also a matter of social exclusion or a lack of voice (agency) – and thus powerlessness. It is in this context that poverty can be defined in a number of ways. According to the World Bank, poverty represents a lack of opportunity and empowerment, and bad quality of life in general. Similarly, the UN's World Summit on Social Development, the 'Copenhagen Declaration' described poverty as "...a condition characterized by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information." When people are unable to eat, go to school, or have any access to health care, then they can be considered to be in poverty, regardless of their income. HELVETAS Swiss Intercooperation Nepal defined its primary stakeholders targeted either from the perspective of per capita total annual consumption/income or food sufficiency.

2.7. Gender Audit

Is a tool to assess the degree of sensitivity towards GESI on organizations policies, plan, practices, systems / procedures, staffing and resources and activity delivery. It help to measure how our programs, the ways we work and the impacts of our work are informed by the inequality between men and women. It measures how much our work contribute to positive change.

2.8. Gender Budget

Gender Sensitive budget ensure that the needs and interests of interest of individuals from different social groups are addressed.

2.9. Downward Accountability

The objective of downward accountability is to empower and improve participation of poor and excluded communities in planning, implementation and monitoring of development works; improving the access of marginalized communities to available information, services, resources and opportunities; facilitating the communities to raise their voices, concerns, and grievances and creating social pressure against corruption and manipulation; thus helping to manage the project activities practicing good governance principles.

There is several downward accountability tools applied during 9-steps implementation process, like: Orientation to the community, public hearing, public review, public audit, fact sheets, project book, and placement of hording boards with estimated and actual costs and joint field visits and monitoring.

2.10. Conflict Sensitive Project Management

Conflict sensitive approache to project management were strongly indicated because the political situation warranted a high degree of conflict sensitivity. Latent risks of conflicts in the aftermath of the decade-long armed conflict rooted in local development deficits and the expected protracted political transition were imminent in the succeeding years after 2006.

Conflict sensitivity is also indispensable with programme dealing with natural resources such as land, water, forest and infrastructures. For this reasons a regular security management and risk assessments was maintained which continually assessed its supporting activities in regards to “dividers” and “connectors”. With the key principle of “DO NO HARM” TBSU assessed prior to implementation at each trail bridge scheme, whether project activities are dividing community groups or whether they are connecting them and thereby rebuild their social capital.

However, TBSU was guided by a transparent implementation approach by organizing public hearings, reviews and audit at each site thereby warranting a high degree of downward accountability. For the security of staff HELVETAS’ Security Response Guidelines / SSPN were rigorously put in to practice and BOGs were disseminated at all levels.

2.11. Disadvantaged Groups

The Nepali society consists of many ethnic groups, castes and religions. Historically, some of these groups have always been more powerful than others (see chapter 4). In order to make sure that all groups participate in the planning, constructing and maintenance of Trail Bridge, special attention to inclusion of the Disadvantaged Groups has to be made.

Disadvantaged groups are groups of economically poor households that suffer from cast, gender or ethnic based social discrimination.

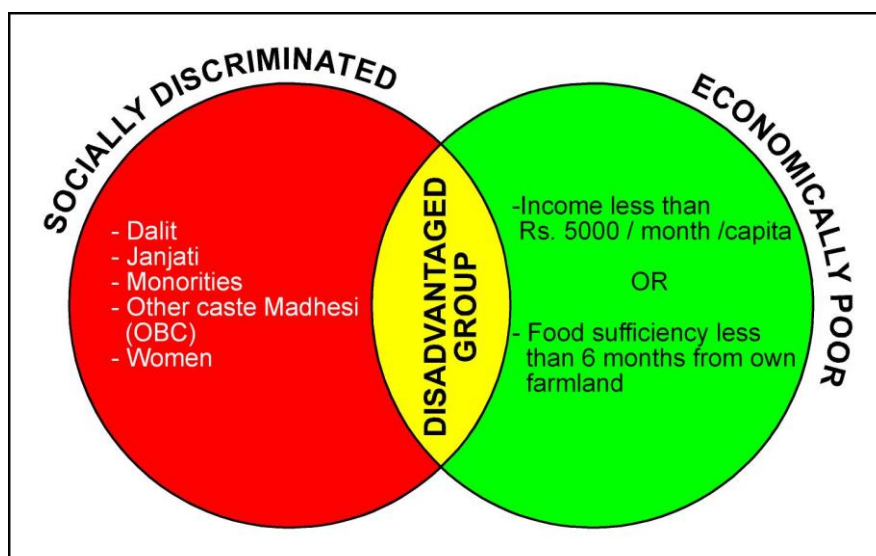


Figure 1. Schematic diagram of Disadvantaged Groups

There are two perspectives for selecting disadvantaged groups (DAG) as given in the table 1.

Definition of Disadvantaged Groups (DAG)

A. Discrimination Perspective	Criteria
➤ Discriminated groups	Social: Occupational castes (Dalit), Indigenous groups (Janajati) and ethnic minorities MadhesiDalit) and Other Backward Class (OBC) Gender: Women
➤ Non-discriminated groups	Social: All other groups (Brahmin,Thakuri,Chhetri) Gender: Men
B. Poverty Perspective	Criteria
➤ Poor groups	Economic: Food sufficiency < 6 months Income: < NRs. 5,000- per capita per month
➤ Non-poor groups	Economic: Food sufficiency > 6 months

13. Reporting Mechanism

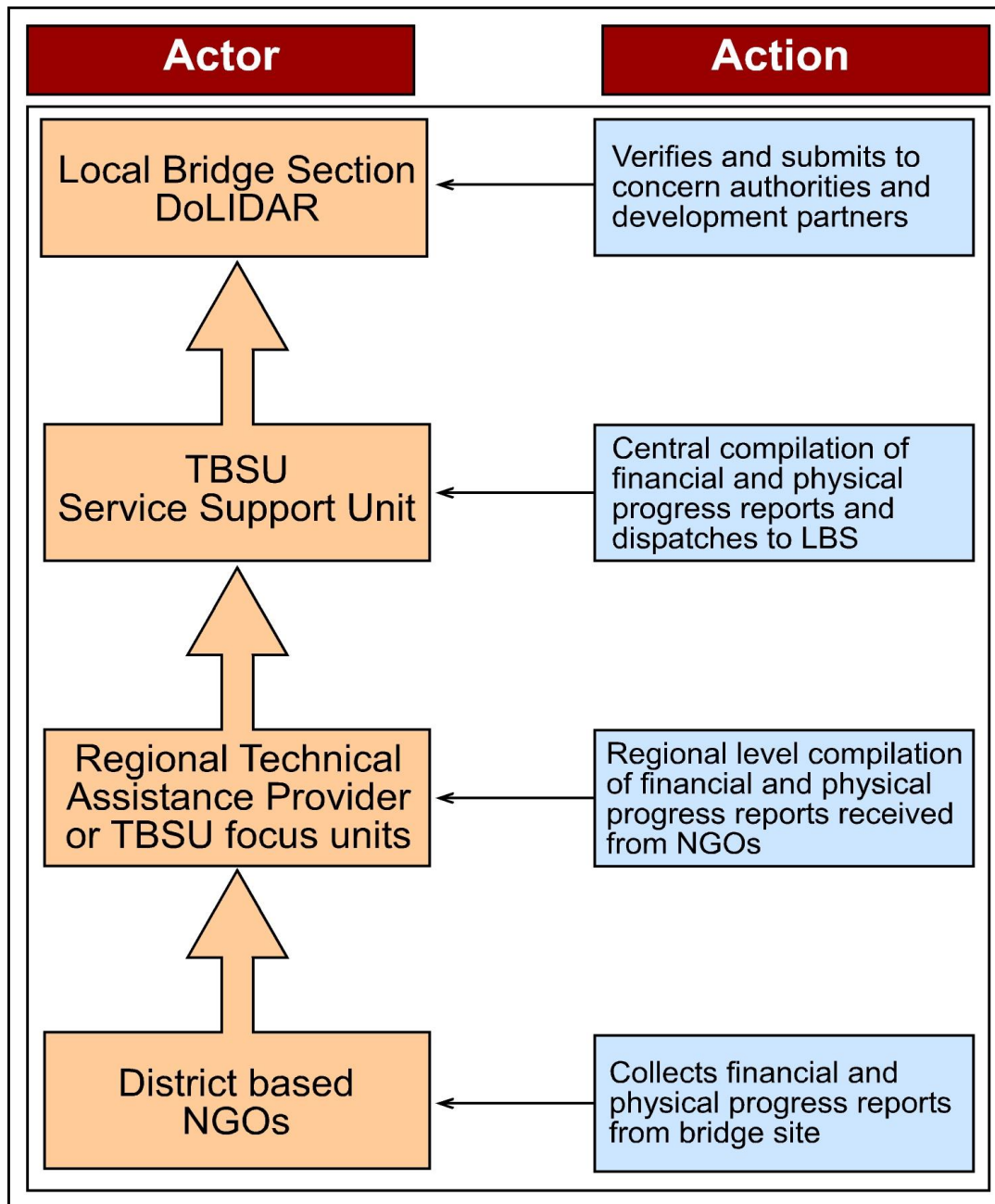


Figure 13. Reporting mechanism of social, physical and financial progress

Total cost and number of bridges in SWAp I

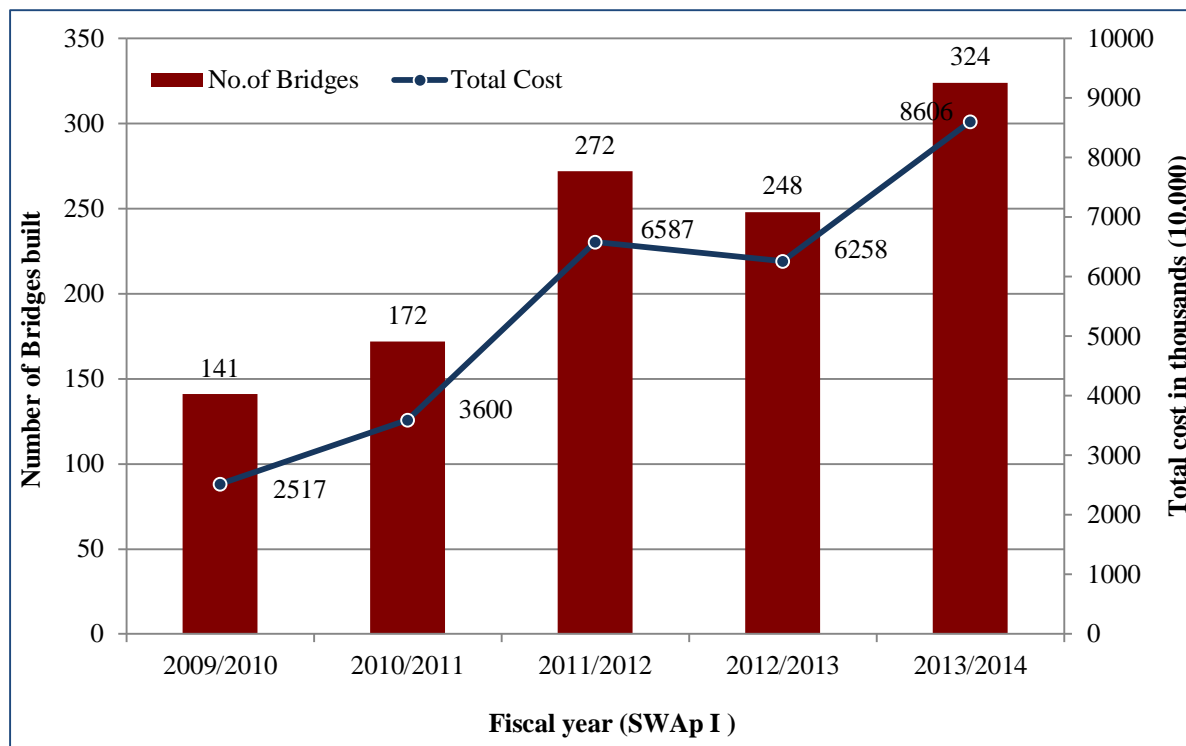


Figure 14. Number of bridges constructed and total budget incurred from 2009/010 - 2013/014 (SWAp I)

Contribution pattern in SWAp II

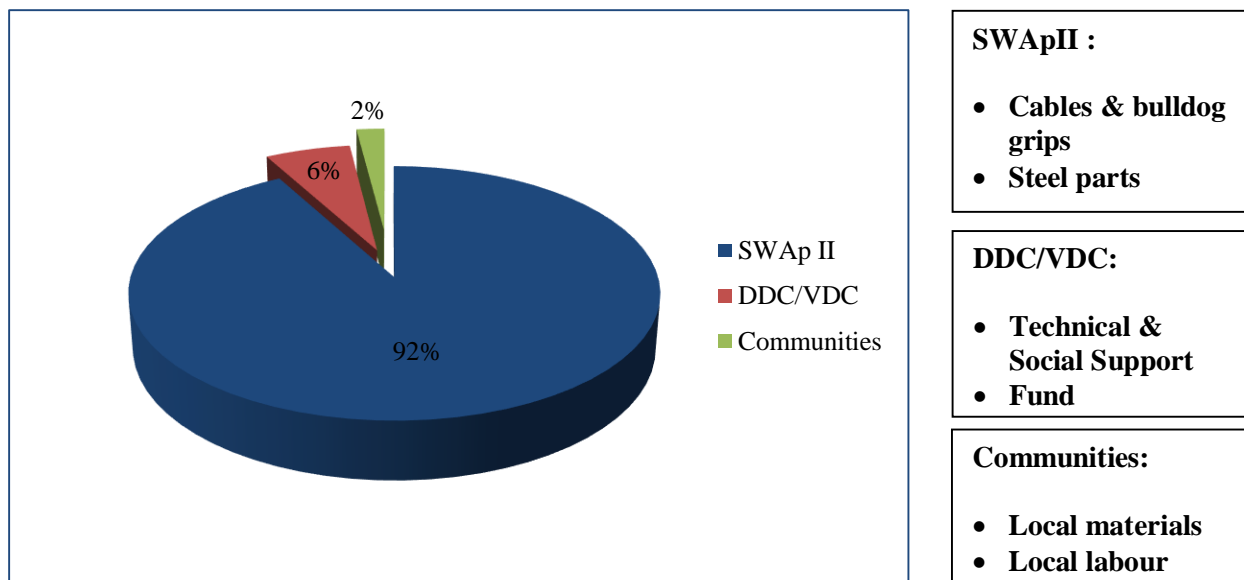


Figure 15. Financial contribution of different stakeholders in SWAp II (2014 - 2019)

Note: Trail Bridge Support Unit / HELVETAS Swiss Intercooperation provides Technical Assistance to GoN.

14. Skills and Tools

14.1 Some Tips for better Communication

Empathic communication is the process of understanding others' people's situation and their feelings, their thoughts and experiences. If you listen carefully to people and try to understand them they will feel that they are taken seriously, they will develop trust and will eventually take action. Communication skills are central for the work of trail bridge facilitators. When people feel that the mobilizers listen to them with empathy and takes what they say seriously, they will trust and cooperate.

In order to improve our communication, we should keep the following in mind:

- When people communicate, only a part of the meaning is conveyed by words. We communicate equally by the way we speak and by our body language: how we look, our body posture etc. If we look bored or look at our mobile phone or look at something else while we tell someone that we are interested to hear what he thinks, the words will be meaningless because the body language is much stronger than the words. Being attentive to our body language while we interact is thus important. At the same time, we can also tell a lot about how the other person really feels by observing his or her body language while we listen.
- Being honest is the best way to win other people's trust. Only tell things that you really mean or what you are sure you can deliver. Do not promise anything that you cannot keep.
- Do not judge other people. Listen to the person but do not reprimand them or tell them that what they think is wrong or what they do is wrong. Every person has reasons for what he or she does or thinks. It is best to keep this in mind and to first try and understand why a person says or does a certain thing before expressing an opinion or a judgment.
- Be accessible: listen to everybody, talk to everybody and if people want to share their problems or concerns, listen. The time that you spend listening is well spent time because people will realize that you take them seriously and they will develop trust.

14.2 Tips for Questioning

Questions can be a good way to engage the community person or to find out more about their concerns or their issues. But questions should be posed in such a way that they invite people to tell you about themselves. Questions should not be posed in such a way that the person feels blamed or accused.

Usually, it is helpful to ask an open question. An open question invites the person to say what he or she would like to say. A closed question, on the other hand, can be answered briefly with yes or no or with one word and it does not open up a conversation.

An open question is for example: *Could you tell me what you think about.....; What is your opinion about.....; how do you think will the bridge benefit your family.....;* (but if you ask: *will the bridge project benefit your family*, it is a closed question because the person can only answer with yes or no). – Open questions invite the people to talk and will give you a lot of information.

14.3 Be short and clear

When you ask a question: Ask only one question at a time so that it does not confuse the person.

14.4 Be patient

Listen to the answer and observe the reaction of the person. Give time to reply. And if the person does not answer, repeat the question politely, in different words.

14.5 Summarize what the Person has said

This will give the person the impression that you really understood and it may also encourage continuing talking. If someone doesn't say much and it is hard to get the person to speak, you can also sometimes just repeat what the person has said and then wait. Most of the time, this invites the speaker to continue talking.

14.6 Avoid Questions that blame the Person:

"Now why did you not come to our last meeting?" - This typical question of a Irrigation Facilitator/Technician puts blame on the person and will provoke a negative reaction. Either the person becomes defensive or angry. It might be better to ask: *"We missed you in the last meeting, what happened?"*

14.7 Do not point out a Person in a Group:

It is better to put the question openly to all participants. You should then wait for the reaction of the participants. If one person tries to speak, maintain eye contact with the speaker. Ask the participants who are not speaking their opinion: *"would you like to add anything to what your friend is saying?"* - *"Would you also like to share your ideas?"*.....wait and see the reaction, body movement, facial reaction. If they feel pressured or discomfort, do not insist. But remember to observe the shy participants and when a certain readiness to talk is observed, they should be encouraged.

14.8 Suggestions to the Facilitators

- An objective of the social and resource mapping is not only to collect the information, but also to encourage local people participate actively in the information collection and analysis process. This will encourage them to take a lead in the planning and implementation process as well, that will assure local people's ownership of the irrigation project. Facilitator should internalize it.
- The map is better to be drawn in the common ground using local materials for representation as much as possible. Normally people feel free to make the map on the ground/floor. After making it on the ground, it should be transferred to a paper (big paper) so that it can be used frequently (when necessary).
- Although, the mapping exercise (drawing) is initiated by the facilitator, every effort must be given to handover the stick (leadership of drawing) to the local people as soon as possible. This ensures interest and encourages participation of the community.
- Constant effort must be given to get women and children's perspective.

15 Useful Information

15.1 Division of Tasks for New Construction

1. Technical assistance will be provided to the government by TBSU. On behalf of the DDC/DTO, the NGO will provide technical and support to the UC.
2. "Foreign Materials" means materials that are not available locally shall be handed over to UC by the DDC/DTO at the nearest road-head as specified in the Community Agreement.
3. The DDC/DTO must procure insurance for the workforce for 15 persons at bridge site before construction is commenced. The amount must be equivalent to three years' salary. District rate shall be applied for calculating the amount.
4. The DDC/DTO shall supply safety items like googles, safety belts and jackets, gloves, helmets and first aid box to the UC before commencing construction.
5. Transportation of materials from road-head to site shall be the responsibility of UC.
6. UC will organize/manage/hire bridge craftpersons in a way conducive to promote skill development at local level. UC will ensure at least 50% of employment to disadvantaged group, ensure timely payment to labourers, practice equal pay for equal work and make sure at least **35% employment goes to women**.
7. UC will be responsible for making proper arrangement for storage of materials provided by the DDC/DTO.
8. Regular inspection of the stock of construction materials and their usage at the site shall be done by UC and the DDC/VDC/NGO.
9. UC will be responsible for collection and/or making arrangement of local construction materials. Other support and assistance will be provided to UC only after completion of "First Phase Work".
10. UC will be responsible for mobilizing adequate local resources for construction of the bridge.
11. UC will be responsible for maintaining proper records in the Project Book and documents of all the resources received and expenses incurred (cash and in kind) so as to exhibit a true and fair presentation of the funds/resources and in a transparent manner.
12. In case technical problems arise, UC will immediately inform the DDC/DTO/NGO. The DDC/DTO/NGO will help the UC to resolve the problems.
13. Once the site is confirmed by the DDC/DTO/NGO technical personnel and the community, the community will not be able to change the site. However, the site can be changed upon the advice of the concerned technical personnel, if technically justified.
14. Tools required for construction of the bridge shall be arranged by DDC/DTO. UC will hand over all the tools to BMC for routine maintenance after completion of construction.
15. After completion of construction of the bridge, the joint team of the DDC/DTO, VDC, NGO, TBSU and the UC inspects the quality of the work and issues "Bridge Completion Certificate" if the works conform to design and specifications. If the bridge construction work is not acceptable the UC has to rectify the works as instructed by the inspection team.

16. After completion of construction work, prospective users shall form a "Bridge Maintenance Committee (BMC)". The DDC/VDC has the provision of allocating Rs. 6000/- per bridge per year for routine maintenance.
17. An agreement will be established between BMC and the DDC/VDC for carrying out routine maintenance of the bridge. Appointing female Bridge Warden must be encouraged because past experience shows that maintenance work has been carried out efficiently by the females.

15.2 Inequalities ???

Nepal is a landlocked country in South Asia with an annual gross domestic product (GDP) per capita of about \$721 (MOF Economic Survey 2012/13). The annual GDP growth during 2012/13 was 3.6% and inflation was 9.1%. The NLSS shows that income inequality increased significantly with the Gini coefficient rising from 34.2% in 1996 to 41.1% in 2004. The GINI index in Nepal was last reported at 32.82 in 2010, according to a World Bank report published in 2012.

The country population is 26.6 million (48.5% male and 51.5% female). Population growth rate is 1.4%. About 17% of the populations live in the urban areas (CBS, 2068). The country's male literacy rate is 75.1% while the female literacy rate is 57.4% with 95.3% net school enrolment rate in primary education. Human Development Index is 0.463, placing it 157th out of 187 countries listed in the United Nations Development Program's Human Development Report 2013.

Over 30 per cent of Nepalese live on less than US\$14 per person, per month. There has been a significant drop in poverty from 42% in 1995 to 30% in 2003 to 25% in 2010. Comparison of NLSS 2003 and 2010 indicates that Nepal has made significant progress in social sectors, mainly education and health, in the last seven years. However, it is to be noted that the drop has been unevenly distributed across region, caste and ethnic groups. While the overall poverty rate for Nepal is 25 per cent, this figure increases to 45 per cent in the Mid-Western region and 46 per cent in the Far-Western region. In these remote hill and mountain zones, the terrain is rugged, rainfall is low and the poor-quality soil is difficult to farm. Agricultural holdings per household are the smallest in the country (Nepal Living Standard Survey, 2011).

Areas of poor accessibility are strongly correlated with the incidence of poverty and low levels of human development. The findings of the second NLSS in 2011 showed that poverty is especially concentrated in rural areas where there are no memorable roads, resulting amongst others in high illiteracy rates and inadequate health services.

ACRONYMS

ADB	Asian Development Bank
BOG	Basic Operating Guidelines
CA	Community Agreement
D-type	Suspended D Trail Bridge
DBR	District Bridge Record (maintained by DDC)
DDC	District Development Committee
DC	District Council
DoLIDAR	Department of Local Infrastructure Development and Agricultural Roads
DRILP	Decentralized Rural Infrastructure and Livelihood Project
DTMP	District Transport Master Plan
EI	Educational Institutes (e.g. Universities, Colleges and CTEVT schools)
GoN	Government of Nepal
HELVETAS	Swiss Association for International Cooperation
INGO	International Non-Governmental Organization
LBR	Local Bridge Register (maintained by TBSU)
LIDP	Local Infrastructure Development Policy
LSGA	Local Self Governance Act
LSTB	Long Span Trail Bridge (> 120 meters)
MM	Major Maintenance
MoFALD	Ministry of Federal Affairs and Local Development
MoU	Memorandum of Understanding
N-type	Suspension N Trail Bridge
NC	New Construction
NGO	Non-Governmental Organization
NTBR	Nepal Trail Bridge Record (maintained by TBS/DoLIDAR)
PICC	Project Implementation Coordination Committee
RAIDP	Rural Access Infrastructure Development Project
RPC	Regional Program Coordinator (of TBSU)
SC	Steering Committee
SDC	Swiss Agency for Development & Cooperation
SOS	Social Organizational Support
SSTB	Short Span Trail Bridge (\leq 120 meters)
TA	Technical Assistance
TBS/LIDP	Trail Bridge Strategy auxiliary to the Local Infrastructural Development Policy
TBS/DoLIDAR	Trail Bridge Section of DoLIDAR
TBSSP	Trail Bridge Sub-Sector Program
TBSU	Trail Bridge Support Unit / HELVETAS Swiss Intercooperation
TIM	Transport Infrastructure Map
UC	Users' Committee
VDC	Village Development Committee
WB	World Bank