Dialogue Works

Training module

Social Accountability

training module



April 2024

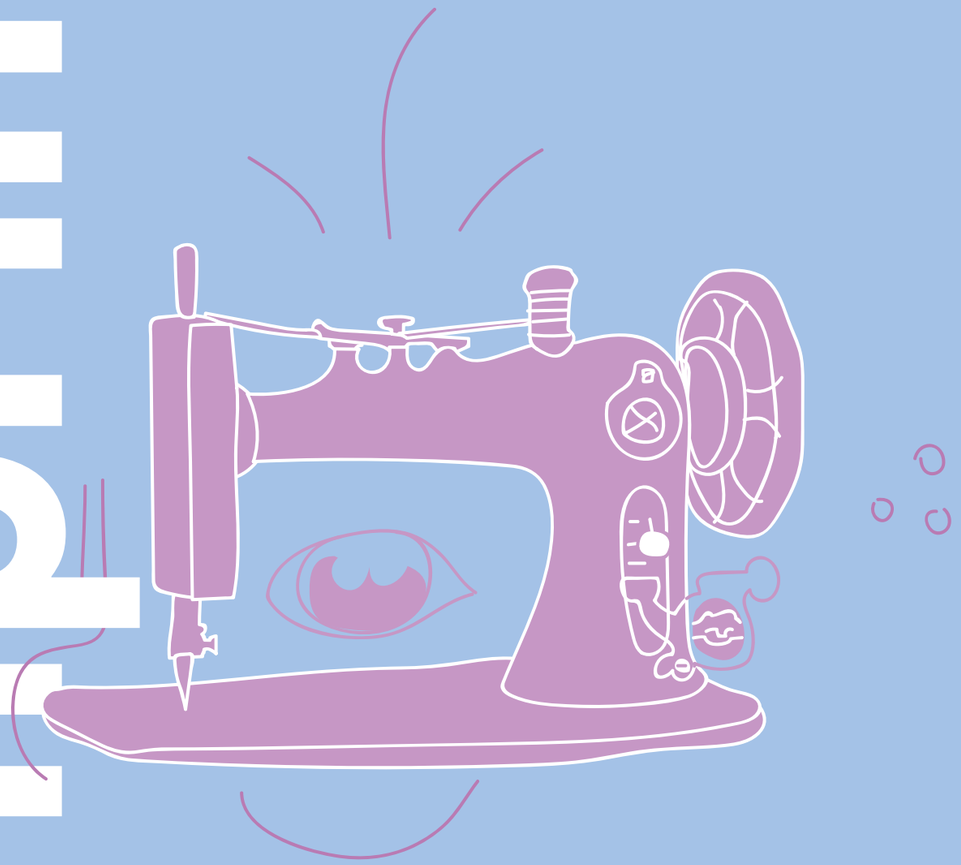
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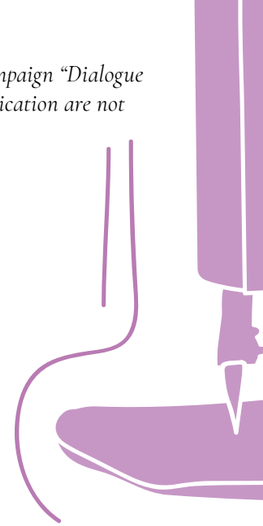
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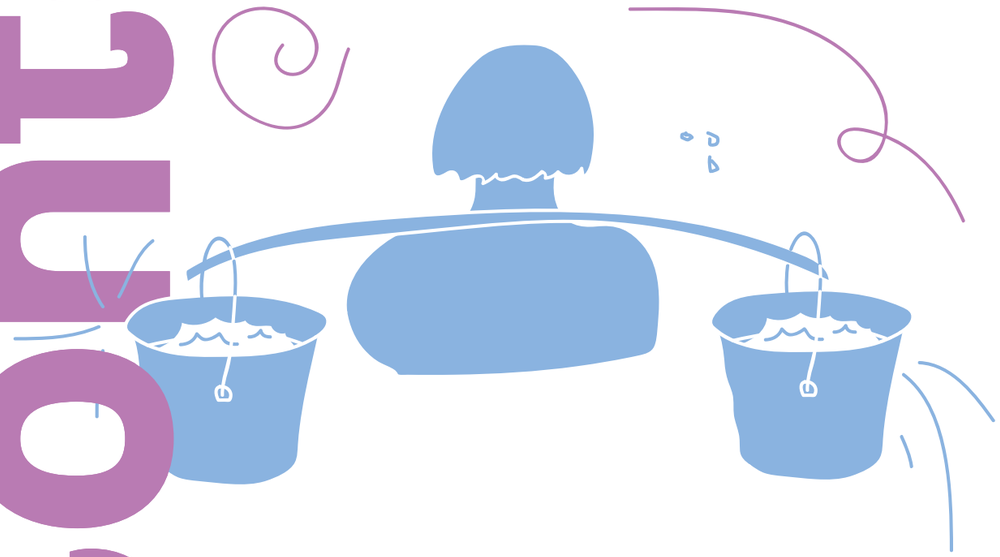
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Introduction



FC Ethiopia

This training module introduces and encourages practical application of general concepts and approaches to social accountability, and it introduces some tailor-made Dialogue Works (DW) user-friendly templates to support such efforts. The module enables Children's Advisory Committee (CAC) members (and their allies) to identify practical ways to strengthen accountability of key stakeholders as integral to their ongoing advocacy dialogue efforts, especially when engaging with local duty bearers.

Purpose: To strengthen the knowledge and skills of children, young people and adult allies on social accountability and to increase the accountability of key stakeholders on priority demands raised by working children.

Target: Training with CAC members, DW Country Coordinators and CAC allies (e.g. parents/caregivers or other allies); and dialogues involving CAC members, caregiver representatives, service providers and other relevant duty bearers.

Social accountability definitions:

Social accountability[1] is actions by citizens (general public), to make government officials or other service providers more responsible, to implement commitments that they have made.

Child-Centred Social Accountability (CCSA)[2] is a rights-based and community-driven approach through which rights-holders (children, communities), often supported by civil society organisations (CSOs), use participatory mechanisms and processes to directly engage with duty-bearers (decision-makers, public officials, and/or service providers) with the aim of holding them to account for their decisions and actions.

Important notes:

a) In the Dialogue Works advocacy cycle, this social accountability module is most effectively used during the second step to ANALYSE to better understand the problem and solution. However, whatever the stage of implementation, DW Coordinators and CACs are encouraged to try out this module, to reflect and strengthen practical ways to increase accountability of the primary duty bearers.

b) Recognising the time constraints faced by DW coordinators and CAC members, especially during this latter phase of the Dialogue Works project, this module does not go into details of particular social accountability tools and mechanisms such as Community Score Cards or Participatory Budgeting, but it does provide some tailor-made tools that can be used with relatively limited time and resources. However, if relevant duty bearers are implementing such mechanisms in geographic areas where CACs are functioning, NGO partners are encouraged to identify ways to link CAC representatives to such mechanisms.

c) While this training module is specifically designed for the Dialogue Works campaign, the tools, templates and processes can also be adapted for broader efforts by children, young people and adults to enhance social accountability.

Timing: The social accountability module includes two half day workshops for CAC members and allies. However, prior to training CAC members on social accountability, advanced preparations are required by the Dialogue Works coordinator, wherever feasible working in collaboration with interested CAC youth facilitators and/or experienced CAC members or youth mentors.

1 This user-friendly version was developed by Claire O'Kane building up this definition: Social accountability is citizen-led action to hold public officials and service providers to account for the use of public resources and services delivered from https://countytoolkit.devolution.go.ke/social-accountability

2 Save the Children (2022) Guidance: How to do child-centred social accountability.

Preparations by facilitators

Prior to organising the training on social accountability with CAC members (and other allies), orientation and preparations are needed by the DW coordinators and potentially by other facilitators, including youth facilitators, CAC mentors or experienced CAC members (if they have interest and time to be part of preparations). Orientation and preparation are required so that DW Coordinators and other facilitators/ mentors have:

- A clear understanding of social accountability approaches.
- Time to identify if any particular social accountability approaches, such as participatory budgeting, Community Score Cards, or other social accountability tools are already being implemented by national government or local government representatives in their geographic areas. If there is existing use of social accountability approaches by relevant local duty bearers, relevant entry points for CACs could be mapped out in advance of the training with CAC members.
- Time to consider CAC's priority advocacy issue and to complete Dialogue Works Template I: For Priority issue, Information on rights, services and support that working children and/or their families are entitled, including identification of relevant indicators (see Template I and guidance in Annexes p.20-25).
- Opportunities to use findings from Template 1 to add relevant indicators for Dialogue Works Template II: For Priority issue, Assessing the extent to which working children and/or their families experience key entitlements (see Template II and guidance in Annex p.26-27).
- Opportunities to discuss and plan whether to implement the social accountability training with CAC members, as well as with other allies, such as parents/caregivers, and/or school teachers.
- Opportunities to discuss and plan the sample for consultations with children (and adults) to use Template II. Depending on budget and time availability, Template II can be used with CAC members and wider numbers of working children and caregivers in local contexts either through a rapid assessment or a more comprehensive assessment (see Annex, tips for using Template II with children and other stakeholders, p.28).
- Opportunities to discuss and plan if relevant duty bearers (government officials and/or service providers) can also be asked to complete Template II prior to a dialogue meeting, so that both service providers, as well as citizens (children and adults) can share their rating and evidence, and dialogue on the status of services and rights that children and families are entitled to, and ways to improve the access and quality of services.
- Time to undertake a risk assessment and risk mitigation plan for implementing Template II, in collaboration with CAC members and other allies.
- Time to consider tips for analysis and use of Template II findings, especially through the Advocacy Dialogue by CACs members with relevant duty bearers (see Annex, tips for using Template II, p.28).

Optional Training Plans

An optional training plan for two half-day workshops is included for use AFTER the preparations of Template 1 by local facilitators. The training plans can be used in a flexible way, adapted by each NGO partner and CACs to best suit their context. For example, the training plan can be divided into three sessions (~ 2.5 hours per session).

If there are any particular social accountability approaches, such as participatory budgeting or Community Score Cards are already being implemented by national government or local government representatives in their geographic areas, an extra session can be added to share more details.

Optional plan for the initial half-day training workshop:

Time	Activity	Page
15 minutes	**1. Welcome, icebreaker and positive agreements**	**10**
45 minutes	**2. Introducing social accountability**	**11**
20 minutes	**3. Recap on our CAC priority advocacy issue** – what are we trying to change? Who are we trying to influence?	**12**
20 minutes	Refreshment break and energizer	
30 minutes	**4. Key steps in social accountability and ways to apply it through Dialogue Works advocacy** for the CAC priority advocacy issue	**13**
40 minutes	**5. Introducing social accountability tools**	**15**
10 minutes	Energizer	
20 minutes	**6. Exploring information on our rights and entitlements for our priority issue**	**17**
	Lunch break	

Optional plan for the follow-up half-day training workshops:

Time	Activity	Page
30 minutes	**7. Welcome back, energizers and recap on learning on social accountability**	**19**
60 minutes	**8. Assessing relevant services, programmes and budgets – introducing and trying out a practical tool.**	**20**
20 minutes	Refreshment break and energizer	
20 minutes	**9. Participating in dialogue meetings with duty bearers – exploring ways to increase actions, accountability and feedback** during and following the dialogue(s)	**22**
10 minutes	Energizer	**23**
40 minutes	**10. Updating our DW action plan and next steps**	
	Lunch break	

Detailed training notes for facilitators

Initial half-day training workshop

Activity 1
Welcome, introduction and positive agreements

Objective
To welcome participants and reinforce positive agreements

Time needed
15 minutes

Use with
CAC members, accompanying facilitators (and allies)

Materials needed
Flipchart paper, pens

Practical Steps

1. Welcome everyone to this training. Ask participants to form a circle. Ask each individual to introduce their name and to mime their favourite hobby.

2. Encourage participants to think about previous meetings where they made "positive agreements" to help everyone work together in ways that allow each individual to freely share their views and ideas, and record the main responses on flipchart.
   - What positive agreements have they had in previous meetings?
   - Does anyone want to suggest any additional positive agreements?
   - Emphasise the importance of listening to one another and respecting different points of view.
   - Check that everyone agrees with the positive agreements. For example, ask the participants to give a "thumbs up" if they agree with the proposed positive agreements. ●

Activity 2
Introducing social accountability

Objective
To introduce the meaning of social accountability

Time needed
30 minutes

Use with
CAC members, accompanying facilitators (and allies)

Materials needed
Flipchart paper, pens, flipchart with description of social accountability (or Powerpoint slide and projector)

Practical Steps

1. Explain that this training focuses on "social accountability" – ways to make key adults responsible for their actions and commitments. These may be commitments that are written down in laws and policies or things adults say they would do, for example during action planning meetings or advocacy dialogues.

2. Ask participants "In our Dialogue Works advocacy which groups of adults are we trying to influence to take action? Why?" Note participants suggestions on flipchart.

3. Explain that government officials are sometimes referred to as key duty bearers as governments have ratified the Convention on the Rights of the Child and other policies to protect children, so they have duties to protect, respect and fulfil children's rights. Other groups of people, such as employers, parents, community leaders are sometimes referred to as other stakeholders.



Finger catch game
© Claire O`Kane

4. Ask participants to stay in the circle to play a game. Ask participants to place their right-hand palm open and flat towards the person on their right. They should then place the index finger of their left-hand on the flat palm of the person to their left (see photo). The facitilator will call 1, 2, 3. On 3, participants want to try to hold onto the finger of the person on their right, to hold them responsible and accountable. However, the participants also want to try to prevent their finger from being held by the person on their left, to avoid being held accountable.

   In plenary discuss and reflect on learning from this game and record the main responses on flipchart:
   - Consider the groups of adults that you are trying to influence, is it easy or hard to hold these people accountable for commitments they have made to improve the lives of working children and their families?
   - Why do some government officials, employers or other people not want to be held accountable?
   - What helps to hold government officials and/or other people/stakeholders accountable?

5. Explain that:
   - **Social accountability is actions by citizens (general public), to make government officials or other service providers more responsible, to implement commitments that they have made.**
   - During this workshop participants will gain knowledge and skills on social accountability approaches to increase the accountability of key stakeholders, especially when engaging in advocacy dialogue(s) with local duty bearers. ●

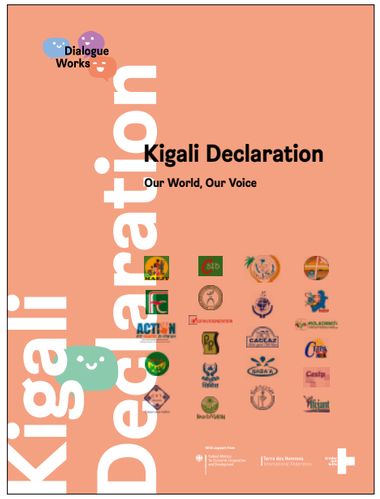
Activity 3
Recap on our CAC priority advocacy issue

Objective
To ensure CAC members focus on their agreed priority advocacy issue and build upon their existing advocacy dialogue planning process when discussing ways to strengthen social accountability

Time needed
20 minutes

Use with
CAC members (and allies)

Materials needed
Kigali Declaration; A copy of the existing Dialogue Works action plan, Flipchart paper, pens



Kigali Declaration

Kigali Declaration key messages:
1. Address poverty, provide decent jobs for our parents and ensure our basic needs are met.
2. Take our education seriously and provide quality education and skill training
3. Protect us from labour exploitation, harsh conditions and risks, and allow children to do suitable dignified work.
4. Listen to us, understand us and implement laws that respect our rights.
5. Prevent and protect working children from violence and discrimination.

Facilitators notes

If the CAC has not yet decided their priority advocacy issue, then first organise a session with CAC members to discuss and prioritise which issue from the Kigali Declaration will their advocacy dialogue focus on, and why. Make use of the Dialogue Works guidance to support the CAC in determining their priority advocacy issue.

Practical Steps

1. Explain to CAC members (and other participants) that this training on social accountability is designed to help them strengthen their existing advocacy work on their agreed priority issue.

2. Re-look at the Kigali Declaration. Ask the CACs which of the Kigali Declaration key message(s) they have prioritised for their advocacy dialogue?

3. If CACs have more than one priority message for their advocacy dialogue(s), encourage them to prioritise on one key message to try out some social accountability tools and templates. Focusing on one specific area will help them to explore and identify specific services or support that they may be entitled to, to advocate and enhance accountability from concerned stakeholders on specific demands.

4. Recap on their existing action plan for their Dialogue Works advocacy dialogue on their priority issue.

Refreshment break ●

Activity 4
Key steps in social accountability and ways to apply it through Dialogue Works

Objective
To understand key steps in social accountability and to reflect on ways that CAC members are already applying key steps in their existing DW advocacy work

Time needed
30 minutes

Use with
CAC members (and allies)

Materials needed
Flipchart paper, pens, flipchart or Powerpoint visual of CAC Advocacy Cycle and relevant Social Accountability steps (see Powerpoint), flipchart with key steps in social accountability (or Powerpoint slide and projector). slide and projector)

Practical Steps

1. Explain that there are a number of different social accountability methods and tools through which children and communities can hold key stakeholders and duty bearers responsible, and many of them share some common key steps. These key steps are to:

   1) Identify and analyse key issues of concern to children

   2) Access relevant information on their rights

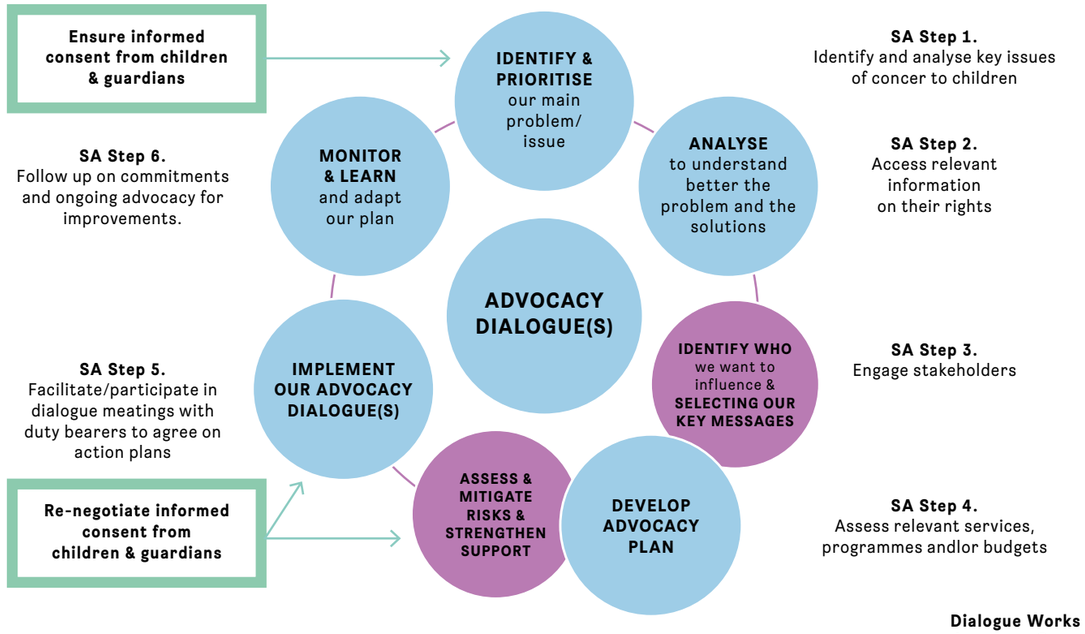
   3) Engage stakeholders

   4) Assess relevant services, programmes and budgets

   5) Facilitate/participate in interface/ dialogue meetings with duty-bearers to agree on action plans

   6) Follow up on commitments and ongoing advocacy for improvements.

2. Emphasise that the way CACs organise advocacy dialogues, they are already integrating some social accountability approaches. Share the visual of the Dialogue Works Advocacy Cycle to reinforce links between the steps for social accountability and what CACs are already doing (see Figure S. 14), and explore relevant local examples. →



Dialogue Works Advocacy Cycle

For example, CACs

- IDENTIFY and PRIORITISE a main problem/issue for advocacy dialogues (e.g. they may have prioritised a key demand from the Kigali Declaration) – this is similar to Social accountability Step 1. Identify and analyse key issues of concern to children.
    - Ask participants, as discussed earlier what is the priority issue for advocacy by your CAC? Record their response on flipchart.
- ANALYSE - CACs analyse their priority problem and identify solutions, for example using the problem tree and flower of support. Some of this analysis may be relevant to Social accountability Step 2. Access relevant information on their rights.
    - Ask participants, who can share an example about what rights you have in relation to your priority issue? Record their response on flipchart.
- IDENTIFY WHO we want to influence and select key messages this is relevant to Social accountability Step 3. Engage key stakeholders
    - Ask participants, for your priority concern who are key stakeholders you are trying to influence?
- DEVELOP OUR ADVOCACY PLAN – while developing their advocacy plan, CAC either themselves and/or with allies can undertake Social accountability Step 4. Assess relevant services, programmes and budgets.
    - Ask participants, do any of you have any examples of which services, programmes or budgets should be assessed in relation to your priority issue? Record their response on flipchart.
- ASSESS & MITIGATE RISKS & STRENGTHEN SUPPORT – when refining the advocacy plan and considering relevant social accountability tools, it is important to assess and mitigate risks.
- IMPLEMENT ADVOCACY DIALOGUES – When CACs organise and implement advocacy dialogue(s), this is like Step 5. Facilitate/participate in interface/ dialogue meetings with duty-bearers to agree on action plans
- MONITOR AND LEARN - When CACs follow up, monitor and learn this is like Step 6. Follow up on commitments and ongoing advocacy for improvements.

3. Emphasise that the way CACs organise advocacy dialogues, they are already integrating some social accountability approaches. However, through this training we will try out some additional tools and templates that will help us further strengthen social accountability. ●

Activity 5
Introducing social accountability tools

Objective
To understand key steps in social accountability and to reflect on ways that CAC members are already applying key steps in their existing DW advocacy work

Time needed
40 minutes

Use with
CAC members (and allies)

Materials needed
Flipchart paper, pens, flipchart or Powerpoint visual of CAC Advocacy Cycle and relevant Social Accountability steps (see Powerpoint), flipchart with key steps in social accountability (or Powerpoint slide and projector).

Facilitators notes

If there are existing social accountability mechanism functioning in national or local contexts that may be relevant to CAC's priority advocacy issues, be ready to take some extra time in this session to describe and explore ways for CACs to make use of them.

1 Briefly introduce examples of social accountability tools:

Social accountability tool	Brief description
Participatory budget analysis	Participatory budget analysis is a form of citizen participation in which citizens are involved in analysing budget allocations, informing decisions about, and monitoring how public money is spent.
Community Score Cards	Community Score Cards (CSC) is a participatory tool for assessment, planning, monitoring and evaluation of services. The Community Score Card brings together the assessment and views of service users (e.g. children and families through focus group discussions and use of the score card) and the views and assessment and views of service providers (e.g. the government). Through a dialogue, community members and service providers jointly analyse and discuss strengths and weaknesses of service delivery and they try to find a common and shared way of addressing weaknesses and concerns.
Citizen report cards (survey)	Citizen Report Cards (CRCs) usually use a questionnaire survey to get feedback from community member about the quality and effectiveness of public services.
Public Hearing	Public Hearings are formal community-level meetings where local officials and citizens have the opportunity to exchange information and opinions on community affairs.
Red and White Ribbon	Red-white ribbon process as a visible method of social monitoring used by working children in India to increase the accountability of key stakeholders. →

2. In plenary ask the participants:
   · Are you aware if any of these specific tools or other social accountability tools are being used in your national or local areas? Note their responses on flipchart.
   · If any are functioning in your area do you think CACs could be involved in using any existing social accountability mechanisms? Why? How? Note their responses on flipchart.

3. Elaborate on the **"Red and white ribbon"** process developed and used by Bhima Sanga, a working children's union in Southern India as one example of child-friendly social accountability method. Explain that working children use the red-white ribbon process as a visible method of social monitoring to increase the accountability of key stakeholders. For instance, when working children raise a concern with the local government officials, they write the name of the main issue on a red ribbon and they tie the red ribbon to a tree (or a post) outside the local government office, so it is there as a constant reminder. If the local government officials address their concern, they write the issue on a white ribbon and they replace the red ribbon with a white ribbon on the tree. Thus, you can see by the colour of the ribbons on the tree, how many issues raised by children are still to be addressed and how many have been addressed. Listen to this story from a working child representative from Bhima Sangha, India[3]:



Red & white ribbons (Bhima Sangha, India)

"There are no jobs here. Many of us migrate with our parents to work in other districts. After six months, when we return, the schools are not taking us back and our future is ruined. Our parents should get jobs in our own villages without a break. We have raised such issues with the Panchayats [the local government] and have tied red ribbons to mark our problems. They have assured us that they will solve these problems and within two months, make sure that the red ribbons will become white. We have taken their signatures on the list of problems given to them. If these problems are solved, we will join hands with the Panchayat and get involved with the work in our villages with a lot of enthusiasm."

4. In small groups and/or in plenary encourage participants to discuss – and on flipchart capture key responses:
   · Do you think your CAC could use or adapt use of the "red and white ribbon" process or other existing social accountability tools to increase social accountability of key stakeholders on your priority issues? Why? Or why not?
   · What are the benefits and risks of using such tools?
   · How can risks be reduced?

Play an energizer game of participants' choice ●

3 The Concerned for Working Children, https://www.concernedforworkingchildren.org/publications/newsletters/cwc-newsletter-issue-12-august-2019/

Activity 6
Exploring information on our rights and entitlements for our priority issue

Objective
For their priority issue, to identify key information on their rights and services that working children and/or their families are entitled to, as per national or local policies, laws or programmes. This information can inform advocacy efforts to hold duty bearers accountable.

Time needed
60 minutes

Use with
CAC members (and allies)

Materials needed
Flipchart paper, pens, child friendly summary of Child Rights Convention (see link for CRC poster in different languages), copies of **Dialogue Works template 1: Priority issue, Information on rights, services and support that working children and/or their families are entitled to** – completed for CAC Kigali priority issues with key findings from local context.

Facilitators notes

A reminder that the **Dialogue Works Template I: For Priority issue, Information on rights, services and support that working children and/or their families are entitled to** – is used and completed by DW coordinators (or other colleagues and CAC youth facilitators/mentors) prior to the training. If youth or child worker representatives have time and interest to be involved in the desk review, they can also play an active role in completing template 1. During the training the information in the template should be presented in easy to understand local language(s) to share with CAC members (and allies).

Practical Steps

1. Explain that in this activity we are going to focus on Social accountability Step 2. Access relevant information on their rights. If we know what governments (or other relevant institutes and agencies) have promised to provide in terms of services and support to realise children's rights, such information can inform our advocacy efforts.

2. Display posters on the Convention on the Rights of the Child (in local language with symbols/pictures) and encourage all participants to look at the poster that shows that children have many rights to enable them to survive, develop, be protected and participate.



CRC Poster (UNICEF)

3. Divide participants into groups of 5-6 in a group. Ask each group to look at the CRC poster and to identify what child rights they have in relation to their priority issue from the Kigali Declaration?
4. Bring everyone back together. In plenary ask participants
   · What child rights do you have in relation to your priority issue from the Kigali Declaration? Note their ideas
   · Do you know the details of any government laws or policies that are designed to help you get your rights **in relation to your priority issue**? Note their ideas
   · What services or support are you and your families entitled to? Note their ideas →

5. Introduce the **Dialogue Works Template I: For Priority issue, Information on rights, services and support that working children and/or their families are entitled to.** Share information that has been gathered by the DW Coordinator (or others) before this training, to share key findings about specific services or support that working children and their families are entitled to, in relation to their priority advocacy issue, as well as relevant indicators. Make sure children and young people understand the meaning of every indicator, and respond to their queries about the information gathered.

Dialogue Works Template I: For Priority issue, Information on rights, services and support that working children and/or their families are entitled to

Country		
Completed by (name. NGO)		
Date template complete		
Kigal Decaration: Which key message is prioritised by your CAC?	**What services or support are children and/or families entitled to?** based on analysis of relevant Goverment laws, policies or strategies – see probing questions befow.	**Comments/ Notes** (e.g. about status of implementation)

From the information gathered what could be the most relcvant indicators?

Key entitlements: Indicators about what services or support children and/or families are entiteled to
(for the priority issue)

Indicator 1	
Indicator 2	
Indicator 3	

6. Pilot and check with CAC members if the indicators developed for your context are clear and practical for the children and caregivers to assess whether their rights and entitlements are met, in relation to their Kigali Declaration priority. If needed refine the indicators based on participants' feedback.

7. Mention that in the follow-up training workshop, building upon these indicators, participants will be able to try out another Dialogue Works template to assess the extent to which services and support are actually provided to children and their families (described in template 1). However, before we move onto this next activity let's also consider Social accountability Step 3. Engage key stakeholders. In plenary discuss:
   - Who are the key stakeholders (the people) who have responsibilities to provide the services and support identified in the Dialogue Works Template 1?
   - Is our CAC already in communication with these people?
   - Are there ways that we can strengthen communication and dialogue with them?

Lunch/refreshment break ●

Follow-up half-day training workshop

Activity A7
Welcome back, energizers and recap on learning on social accountability

Objective
To welcome CAC members (and allies) back and to re-cap on learning from the initial workshop on social accountability

Time needed
30 minutes

Use with
CAC members, accompanying facilitators (and allies)

Materials needed
Flipchart paper, pens, empty plastic bottle

Practical Steps

1. Welcome everyone to the follow-up training workshop on social accountability.

2. Play an energizer game of participants choice.

3. Ask participants to form pairs and for all the pairs to come together to form a circle for a game to recap on key learning from the previous workshop. Explain that the facilitator will go to the centre of the circle and will spin an empty plastic bottle. Once the bottle stops spinning, a question will be asked to the pair that the bottle top points to.

4. Spin the bottle and to the pair that the bottle top points to, ask "What is social accountability?"

5. Once the pair has answered, ask if anyone else wants to add anything else. Reinforce that **"social accountability is actions by citizens (general public), to make government officials or other service providers more responsible, to implement commitments that they have made."**

6. Spin the bottle a few more times to ask the following questions (or adapt your own questions) to the pair that the bottle points to:
   - What is your CACs main advocacy issue? Why?
   - For your main advocacy issue what rights do children have?
   - For your main advocacy issue what services should be provided to children or families?
   - Through your CAC advocacy who are you most trying to influence? Why?

7. Building upon participants' responses to the recap game, remind participants of the main steps for social accountability:
   - Identify and analyse key issues of concern to children
   - Access relevant information on their rights
   - Engage stakeholders
   - Assess relevant services, programmes and budgets
   - Facilitate/participate in interface/ dialogue meetings with duty-bearers to agree on action plans
   - Follow up on commitments and ongoing advocacy for improvements.

8. Explain that in today's workshop we will focus on the steps to:
   - Assess relevant services, programmes and budgets
   - Facilitate/participate in interface/ dialogue meetings with duty-bearers to agree on action plans
   - Follow up on commitments and ongoing advocacy for improvements. ●

Activity 8
Recap on our CAC priority advocacy issue

Objective
To try out a Dialogue Works template to discuss and assess the extent to which working children and/or their families experience their rights and key entitlements (e.g. access to quality services, support etc.) concerning their priority advocacy issue, and to explore reasons why (or why not).

Time needed
60 minutes

Use with
CAC members (and allies)

Materials needed
Flipchart paper, pens, copies of Dialogue Works Template II: For Priority issue, Assessing the extent to which working children and/or their families experience key entitlements. Sets of colour cards for each participant, so that they can use cards to show their rating on particular services or support:



Facilitators notes

Prior to the training, the coordinators and any other staff or child/youth representatives who were involved in completing template 1, should draw upon findings from template 1 to develop and add in relevant indicators in template II. Template II can then be introduced and tried out by CAC members and any other allies who are in the training workshop.

If time allows, discuss and plan whether **Dialogue Works Template II** could be shared and completed by wider numbers of working children, caregivers and parents, to gather more evidence and insights on the extent to which working children and their families are accessing services and support that they are entitled to.

If there are other existing social accountability mechanisms being implemented in the local area, such as participatory budgeting, use of Community Score Cards etc, add extra time or an extra session for further discussion and action ideas on whether and how the CAC can engage in such mechanisms.

Practical Steps

1. Social accountability Step 4, is to assess relevant services, programmes and budget. Dialogue Works has developved a new template to support assessment of relevant services.

2. Introduce the **Dialogue Works Template II: For Priority issue, Assessing the extent to which working children and/or their families experience key entitlements** – that uses a traffic light rating by CAC (and also perhaps by allies). Go through and explain each part of the template.

Dialogue Works Template II: For Priority issuc, Assessing the extent to which working children and/or their families experience key entitlements

Country		
CAC (name, location)		
Date template complete		
Supported by NGO (name)		
Number of children and young people (under 18 years) involved in the assessment		
Number of adults involved in the assessment		
Roles of adults involved (e.g, NGO staff, parents/caregivers, teachers etc)		
Kigali Declaration Key message prioritised by your CAC:		
Key entitlements: Indicators based on analysis from Template 1 about what serices or support children and/or families to (for the priovity issue)	**The extent to which the entitlement is met: Traffic light rating.** Not at all / Not much / To some extent / Quite a lot / Fully	**Reasons and evidence**
Indicator 1		
Indicator 2		
Indicator 3		

3. Give each participant a set of traffic light cards.

4. In plenary explain what each "traffic light" card means to give their rating on the extent to which a particular service or support (see specific indicator) is provided to working children and/or their families:

Not at all	Not much	To some extent	Quite a lot	Fully

5 In plenary try out the traffic light cards to explore participants views on the first indicator. Explain the first indicator and ask each participant to show the traffic light card that indicates their rating. Note the number of people who raise each colour, for example →

Not at all	Not much	To some extent	Quite a lot	Fully
= 6 people	= 5 people	= 3 people	= 2 people	

6. Ask for volunteers to share why they are giving this rate and note key feedback in the column "reasons and evidence".

7. Explain that participants will be divided into groups of people of similar gender and ages. For example, working girls in one group, working boys in another group, mothers and female caregivers in one group, fathers and male caregivers in another group. Each group will have 25 minutes to use the traffic light cards to share their ratings and views on the extent to which each indicator for their priority CAC issue is met. Ensure sufficient support so that each group records the ratings and the main reasons and evidence.

8. After 25 minutes, bring everyone back together in plenary. In plenary:
   - For each indicator, ask each group to share their main results and reasons. Ensure that the main findings are recorded.
   - Reflect on whether the findings from each group are similar or different? And why?
   - Discuss whether, and if so how this template could be used more widely with other working children, caregivers in their communities? Note key ideas.
   - Discuss whether key service providers or other key stakeholders could also be encouraged to share their ratings and evidence, so that when CACs have dialogues with key stakeholders, so that each group could share their ratings and views on the extent to which children and families have access to services and support that they are entitled to. Then together they could discuss how to address gaps and improve the quality of services.

Refreshments & energizer ●

Activity A9
Participating in dialogue meetings with duty bearers – exploring ways to increase actions, accountability and feedback

Objective
To reflect on effective ways to organise and run advocacy dialogue with key stakeholders to maximise action, accountability and feedback to children and young people.

Time needed
60 minutes

Use with
CAC members (and allies)

Materials needed
Flipchart paper, pens, traffic lights results for display and dialogue with the duty bearers.

Facilitators notes

Allocate an adult supporter to join each group to support note-taking of all the main ideas shared.

Practical Steps

1. Remind participants that the final two social accountability steps are:
   - Step 5. Facilitate/participate in interface/ dialogue meetings with duty-bearers to agree on action plans
   - Step 6. Follow up on commitments and ongoing advocacy for improvements.

2. Explain that we are aware that CACs (and NGOs and other allies) already have experiences organising advocacy dialogues with key stakeholders, and trying to ensure good follow-up. Thus, it is helpful to reflect and learn from our existing experiences and to identify top tips for future efforts.

3. Explain that 3 groups will be formed and individuals are encouraged to join the group that most interests them. Each group will have 20 minutes for group work discussion and preparation of a short creative expression to share their top 3 ideas "top tips" (e.g. through drama, drawing etc.):

   - Group 1: How can the CAC and the NGO cultivate trust and relationships with key duty bearers to enhance effective dialogue, actions and feedback?
   - Group 2: What are practical ways for the CAC and the NGO to have follow-up communication (e.g. phone calls, emails, meetings) with key stakeholders after the advocacy dialogue to ensure implementation of action on agreed commitments, as well as feedback?
   - Group 3: Are the effective and safe ways to use media/ social media or other tools (e.g. red and white ribbon) to monitor and share information on the extent to which governments act on their promises? Please consider risks and ways to mitigate such risks.

4. After 20 minutes bring each group back together in plenary and ask the groups to share their top 3 ideas through a short creative expression (e.g. through drama, drawing etc.). After each creative expression encourage a brief plenary discussion to reflect and record on flipchart the top tips from each group.

Energizer ●

Activity A10
Updating our Dialogue Works Action Plan

Objective
To enable CAC members and supporters to update their Dialogue Works action plan, integrating key actions to enhance accountability of key duty bearers.

Time needed
40 minutes

Use with
CAC members (and allies)

Materials needed
Flipchart paper, pens, copy of their DW Action Plan

Practical Steps

1. In plenary re-look at your Dialogue Work Action plans to implement and/or follow-up from advocacy dialogues on your priority issue.

2. Either in plenary, or initially in two groups and then in plenary, encourage participants to think about everything they have discussed during the social accountability training and to see how key actions can be integrated into their existing action plan. For example,
   - How can they apply their top tips to cultivate trust and relationships with key duty bearers to enhance effective dialogue, actions and feedback?
   - How can they use template I and template II to assess the services and support they are entitled to?
   - How can they apply their top tips to have follow-up communication with key stakeholders after the advocacy dialogue? And/or use media/ social media?

3 In plenary collectively agree on updated actions to be integrated into their DW action plan and immediate next steps. ●

Annexes

<u>Dialogue Works Template I</u>: For Priority issue, Information on rights, services and support that working children and/or their families are entitled to

<u>Note</u>: Before training CACs on social accountability, this first template needs to be **completed by DW coordinators (or other colleagues) wherever relevant in collaboration with youth facilitators or experienced CAC members who are interested** to be part of the desk review and indicator discussion.

Country		
Completed by (name. NGO)		
Date template complete		
Kigal Decaration: Which key message is prioritised by your CAC?	**What services or support are children and/or families entitled to?** **based on analysis of relevant Goverment laws, policies or strategies – *see probing questions befow.***	**Comments/ Notes**

<u>From the information gathered</u>: **what could be the most relevant indicators to indicate whether government or other stakeholders are fulfilling their commitments to children and/or families?**

Key entitlements: Indicators
about what services or support children and/or families are entiteled to
(for the priority issue)

Indicator 1	
Indicator 2	
Indicator 3	

Probing questions to determine entitlements in relation to Kigali Declaration key messages

→ The probing questions for the key message (prioritised) from the Kigali Declaration can be used by DW Coordinators (and/or other support staff and any interested child/youth representatives) to inform the desk review and to the identification of relevant indicators in terms of services that children and families are entitled to. NGOs who undertook the situation analysis on child labour and children's participation can draw upon their findings.

Key Message	Probing questions
1. Address poverty, provide decent jobs for our parents and ensure our basic needs are met.	**- Are there government laws, policies or strategies outlining which individuals or families are entitled to cash grants or other social protection schemes or other practical support to families affected by poverty? If so what are individuals or families' entitlements?** **- Are there government have laws, policies or strategies outlining other forms of practical support that should be provided to families affected by poverty? If so what are individuals or families' entitlements?** **- Are there government have laws, policies or strategies outlining what vocational skill training should be accessible to parents and caregivers affected by poverty? If so what are individuals or families' entitlements?**
2. Take our education seriously and provide quality education and skill training.	**- Are there government laws, policies or strategies outlining how children should have access to free, quality primary education? If so what are children's entitlements?** **- Are there government laws, policies or strategies outlining how children should have access to free, quality secondary education? If so what are children and young people's entitlements?** **- Are there government laws, policies or strategies outlining how children should have access to free, quality vocational skill training? If so what are children and young people's entitlements?** **- Are there government laws, policies or strategies outlining how out of school children should be supported to re-access quality education? If so what are children and young people's entitlements?** **- Are there government laws, policies or strategies outlining how climate change and climate justice should be included in the school curricula? If so how?**
3. Protect us from labour exploitation, harsh conditions and risks, and allow children to do suitable dignified work.	**- Are there government laws, policies or strategies outlining how children will be prevented and protected from labour exploitation, harsh conditions and risks? If so what type of support and services are children (and families) entitled to?** **- Are there government laws, policies or strategies outlining whether and how children are allowed to do suitable dignified work? If so what? If so what and how?** **- Are there government laws, policies or strategies outlining how many labour inspectors should be available in each state or district? If so how many?** **- Are there government laws, policies or strategies outlining whether and how labour inspectors will monitor the situation of children working in the informal sector? If so how?**
4. Listen to us, understand us and implement laws that respect our rights.	**- Are there government laws, policies or strategies outlining how children and young people can participate in decisions that concern them in school governance, local governance or national governance? If so what?** **- Has the government made any commitments to allocate budgets to support children's participation platforms and regular meetings between children and decision-makers at the district, state level and/or at the national level? If so what?**
5. Prevent and protect working children from violence and discrimination.	**- Are there government have laws, policies or strategies outlining how states with prevent and protect children from different forms of violence? If so what type of support and services are children (and families) entitled to?** **- Are there government have laws, policies or strategies outlining how states with prevent and protect children from different forms of discrimination? If so what type of support and services are children (and families) entitled to?** **- Are there government laws, policies or strategies outlining how many social workers should be available in each state or district? If so how many?** →

Tips to develop indictors that are relevant for assessments by children and families

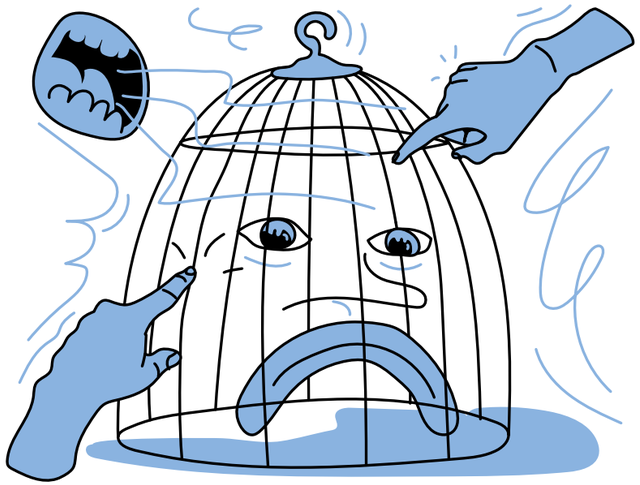
Ensure that the indicators are:

- √ Based on services or support that children and/or caregivers are entitled to in your local/national context (based on your desk review of relevant laws, policies, strategies, and/or promises made by key duty bearers)
- √ Written in clear language that children and adults can understand
- √ Articulated in a way that allows children and adults to assess the extent to which the service is provided

Examples of indicators:

See the examples of Template I from Rwanda for Kigali Declaration Area 3 (Protect us from labour exploitation, harsh conditions and risks, and allow children to do suitable dignified work).

- Indicator 1) Labour inspector carries out regular inspection to see whether children below 16 years are employed in formal and/or informal work settings
- Indicator 2) Child protection monitoring committees are actively working in local areas to address child labour



Dialogue Works Template I: For Priority issue, Information on rights, services and support that working children and/or their families are entitled to: Rwandan example

Country	Rwanda	
Completed by (name. NGO)	Facilitation team	
Date template complete	December 2023	
Kigal Decaration: Which key message is prioritised by your CAC?	What services or support are children and/or families entitled to? based on analysis of relevant Goverment laws, policies or strategies – see probing questions befow.	Comments/ Notes
3. Protect us from labour exploitation, harsh conditions and risks, and allow children to do suitable dignified work.	The Rwandan Labour Law (law n° 66/2018 of 30/08/2018) regulates Labour in Rwanda. In this law, the **Minimum age for admission to employment remains at sixteen with the exception where "a child aged between thirteen and fifteen years is allowed to perform only light works in the context of apprenticeship** which was not in the repealed law.	
	The **minimum age for hazardous work is 18 years**. This Law provides also tight sanctions to individuals or private agencies employing children in hazardous works. LAW N°71/2018 OF 31/08/2018 RELATING TO THE PROTECTION OF THE CHILD here	
	The Rwandan government has **agreed a list of Hazardous Occupations or Activities Prohibited for Children**. Ministerial Order n° 02/MIFOTRA/23 of 01/08/2023 including prohibited works and light works authorised for child.	
	The Ministry of Public Service and Labor (MIFOTRA) is responsible to enforce labor laws, including laws on child labor, in coordination with other government entities at the national and district level. Mobilizes other ministries and agencies providing social services, including the Ministry of Gender and Family Promotion, the National Child Development Agency, the Ministry of Justice, and the Ministry of Local Government, to take an active role in child labor law enforcement. In partnership with the Ministry of Education, reintegrates children withdrawn from child labor with their families and enrolls them in school.	Other relevant strategy = Strategic Plan for the Integrated Child Rights Policy 2019–2024 that aims to improve coordination and implementation issues in child protection, including strategies to address child labor. Focuses on key areas of identity and nationality; family and alternative care; health, survival, and standard of living; education; protection; justice; and participation
	Rwanda Urban Development Project Labor Management Procedure lays out specific responsibilities for the Ministry of Local Government to monitor and enforce child labor laws at the local level. Mandates that appointed local authorities conduct inspections, enforce child labor laws for rural development projects, and field child labor complaints from Grievance Redress Committees established at local worksites	There are still only 37 labour inspectors. They carry out routine and unannounced inspections. Research indicates that Rwanda does not have an adequate number of labour inspectors to carry out their mandated duties.
	The **Ministry of Education established a policy that provides free basic education for 12 years**, of which the first 9 are compulsory.	The age up to which education is compulsory makes children between ages 12 and 15 vulnerable to child labour because they are not legally required to attend school but are not legally permitted to work.
		→

Kigal Decaration: Which key message is prioritised by your CAC?	What services or support are children and/or families entitled to? based on analysis of relevant Goverment laws, policies or strategies – see probing questions befow.	Comments/ Notes
3. Protect us from labour exploitation, harsh conditions and risks, and allow children to do suitable dignified work.	From **2021 to 2022 there was increased budget allocations for labour Inspectorate funding.**	Despite MIFOTRA's indication that the labour inspectorate was sufficiently funded, research finds that limited resources, lack of personnel, high workloads, and insufficient training may limit labour inspectors' ability to enforce child labour laws and perform onsite inspections, and that officials, at the local level, may have difficulty identifying characteristics of child labour.
	The government has established a key mechanism to coordinate its efforts to address child labor. There is an **Interministerial Steering Committee on Child Labor** which: - coordinates government efforts related to the worst forms of child labor - reviews child labor laws - advocates for the inclusion of child labor policies in national development plans - oversees the implementation of child labor interventions, and - conducts field visits to assess the prevalence of child labor and raise awareness of child labor. Led by MIFOTRA. During the reporting period, convened every quarter to discuss progress made and to address any challenges encountered by the committees	However, gaps exist that hinder the effective coordination of efforts to address child labour, including poor coordination, training, and lack of resources aimed at addressing human trafficking.
	The **National Social Protection Policy** includes measures to ensure access to education for children and assists families living in poverty; however, it does not integrate the prevention and elimination of child labor into the policy	
	Programs to Combat Child Labor and Raise Awareness includes **Ministry of Gender and Family Promotion's (MIGEPROF) campaign to teach parents and community leaders to recognize risk factors for human trafficking and to identify victims**; and the Friends of the Family Program **(Inshuti Z'Umuryango)**, which trains volunteers to prevent and respond to child protection issues and establishes monitoring committees at various levels to address child labor.	Although Rwanda has programs that target child labour, research did not identify sufficient programming to address the extent of child labor in the agriculture and mining sectors, in which child labour is prevalent.
	It Takes Every Rwandan to End Child Exploitation: Advocacy campaign against child labor and sexual abuse of children supported by MIGEPROF and World Vision Rwanda. In 2022, World Vision Rwanda, in collaboration with the Rwanda Extractive Industry Workers Union, conducted a week-long awareness campaign through various districts. The campaign focused on child labor and child sex abuse violations.	

From the information gathered what could be the most relcvant indicators?

Key entitlements: Indicators about what services or support children and/or families are entiteled to
(for the priority issue)

Indicator 1	Labour inspector carries out regular inspection to see whether children below 16 years are employed in formal and/or informal work settings.
Indicator 2	Child protection monitoring committees are actively working in local areas to address child labour
Indicator 3	...

Dialogue Works Template II: For Priority issuc, Assessing the extent to which working children and/or their families experience key entitlements

Note: This second template is for **completion by CAC members, and potentially by other allies**. However, as the indicators will be based on the findings from template 1, the indicators could be added in advance by those who completed template 1 (e.g. DW coordinators, interested child/youth representatives and/or mentors).

Country	
CAC (name, location)	
Date template complete	
Supported by NGO (name)	
Number of children and young people (under 18 years) involved in the assessment	
Number of adults involved in the assessment	
Roles of adults involved (e.g, NGO staff, parents/caregivers, teachers etc)	
Kigali Declaration Key message prioritised by your CAC:	

Key entitlements: Indicators based on analysis from from Template 1 about what serices or support children and/or families to (for the priovity issue)	The extent to which the entitlement is met: Traffic light rating. Not at all / Not much / To some extent / Quite a lot / Fully	Reasons and evidence
Indicator 1 ...		
Indicator 2 ...		
Indicator 3 ...		
(add more rows if needed)		

Tips for using Template II with children and other stakeholders – gathering data and analysis

- √ Use the training materials in this module to introduce social accountability to CAC members and their allies (e.g. parents, caregivers, teacher) and to pilot and refine the indicators in Template II.
- √ Consider whether existing resources can be mobilised to facilitate a rapid assessment or a more comprehensive assessment using Template II.
- √ For each indicator, record the number of people who show each colour card, and record the reasons and evidence given. Note any differences in ratings and evidence based on gender, age, or other differences.
- √ When undertaking a more comprehensive assessment, the rating scores and reasons should be recorded separately for each Focus Group. A summary of scores and evidence from each of the separate small groups can be recorded, so that similarities and differences in the findings can be captured and reflected upon.
- √ The facilitators can then prepare the data from all of these groups in a visual manner for sharing and discussing with the CAC members and other allies, in preparation for a dialogue meeting with concerned duty bearers. in a large community meeting. This comprehensive assessment process requires the participation of a skilled facilitator, time, and some modest financial resources to accomplish.

4 Adapted from Childwatch et al (2010) Child Friendly Community Assessment: A Facilitator's Guide

A rapid assessment or a comprehensive assessment using Template II[4]

A **rapid assessment** using Template II can be facilitated by the DW Coordinator with the CAC members, and ideally also with caregiver representatives, with relatively small resources. Using Template II would increase CAC members' and caregivers' knowledge of their entitlements, as well as providing them with space to reflect and analyse their personal experiences about the extent to which services and support that they are entitled to are met. Information is power and can increase CAC members' confidence to dialogue with duty bearers on their priority advocacy issue. However, if a rapid assessment is undertaken that only captures the views of 10-15 CAC members and some caregivers, then the duty bearers may question the validity of the findings as the sample is very small. Thus, if resources (time, material, budget) allow, then a broader sample of working children and families in the local area can be consulted using Template II.

In a more **comprehensive assessment**, the DW coordinator and other facilitators can use Template II with representative groups of residents from households across a community. Consultation sessions could be held with separate small groups of girls and boys and children of different ages, as well as with parents and caregivers. For example, with a wider community consultation there could be separate Focus Group Discussions and use of the Template II colour score cards by i) girls aged 10-13 years, ii) boys aged 10-13 years, iii) Girls aged 14-17 years, iv) Boys aged 14-17 years, while also being sensitive to the interests of adolescents with other gender identities, v) female caregivers, vi) male caregivers. Special attempt can be made to reach out to and engage working children and to other groups facing discrimination with the community. Each FGD could include 5-10 members.

If a more comprehensive assessment is possible, also explore opportunities to share Template II which the most relevant service providers, to encourage them to also undertake a self-assessment using the same indicators, prior to a dialogue with children.

Useful Resources

CARE Malawi (2013). The Community Score Card (CSC): A generic guide for implementing CARE's CSC process to improve quality of services. Cooperative for Assistance and Relief Everywhere, Inc. (CARE). Here

Child Fund Alliance (2017). Toward a Safe World for Children: Child-friendly accountability in the context of target 16.2 of the SDGs. Here

Plan International (2014). Plan Uganda Experiences in promoting Social Accountability in schools through the School Facility Community Score Card. Here

Restless Development (2020). Accountability in Action: A Practical guide for young people tracking the Sustainable Development Goals. Here

Save the Children (2018). The Community Score Card (CSC) as a child-centred social accountability (CSA) tool: A generic guide for implementing CSC process to improve quality of services delivered to children. Here (Based on Care Malawi 2013 publication)

Dialogue Works

Training module



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