

**COMMON
APPROACHES**



CHILD-CENTRED SOCIAL ACCOUNTABILITY COMMON APPROACH COMPREHENSIVE OVERVIEW

According to a systematic review of the evidence conducted in November of 2020 using the Common Approaches Evidence Framework (CAEF), the overall body of evidence in support of Child-Centred Social Accountability (CCSA) is “Good” for development contexts, from where the vast majority of the evidence is drawn. For humanitarian contexts, the lack of evidence qualifies this Common Approach as “pipeline.” This is sufficient to be recommended for endorsement as a Common Approach. For detailed information about the supporting evidence please see section G of this document as well as Annex 2.

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INTRODUCTION

The realisation of children rights – including the most basic rights to survival and development, learning, and protection – relies on the quality and accessibility of essential services delivered to all children. These services may be ones directly targeted at children (e.g. schooling), or ones for which children are part of a larger user group (e.g. water, sanitation, infrastructure). The State is the main duty-bearer, responsible for ensuring that services are sufficient, relevant, safe, accessible, transparent, gender responsive, inclusive, non-discriminatory and of good quality, and that they are responsive to feedback. These requirements are applicable irrespective of who the provider is – public, private, non-profit, or a combination of the three¹ – and irrespective of the level they operate on – local, regional or national.

Social accountability is a 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)². Child-Centred Social Accountability focuses on a) outcomes for children and child rights b) participation of children in every component and c) improving governance for children³.

CCSA is different from Save the Children’s Accountability to Children and Communities

Within Save the Children, ‘Accountability to Children and Communities’ refers to the work we do to ensure we are accountable to the children and communities we work with. It is our active commitment to use our power responsibly, and to ensure children’s voices shape everything we do. Accountability to Children and Communities consists of three components (see also the SCI Accountability to Children and Communities Procedure): 1) information sharing and two-way communication; 2) participation and 3) Feedback and Reporting Mechanisms.

Whereas Accountability to Children and Communities focuses on Save the Children’s own efforts to be accountable (and those of partner organisations with whom we implement projects), CCSA focuses on mobilising rights holders to hold all duty-bearers to account – in particular the State, the ultimate duty-bearer. However, many of the principles underpinning our approach to Accountability to Children and Communities, and technical understanding of this area of work, are relevant when implementing the CCSA Common Approach.

CCSA contributes directly to the realisation of children’s civil and political rights, including the right to be heard, protected in the [UN Convention on the Rights of the Child \(article 12\)](#) as well as [Agenda 2030, and in particular Sustainable Development Goal 16: Peace, justice and strong institutions](#)) and other UN and regional treaties and policy commitments to children. It also contributes indirectly to the realisation of all children’s rights and goals contained in these and other policy and legal frameworks.

A. PROBLEM STATEMENT

The Common Approach addresses three interdependent problems:

- **Poor outcomes for children due to inadequate and discriminatory delivery of services**

Delivery of services (including but not limited to education, health, child and social protection) is often inconsistent, low quality, underfinanced, discriminatory, inadequate and/or non-existent and often fails to respond adequately to the specific needs of girls and boys and particularly children most affected by discrimination and inequality⁴. Corrupt practices in service delivery, such as bribery or patronage, reduce the quality and quantity of services. This contributes to poor outcomes for children, including in areas such as health, education, protection and social protection and the details can be explored in Save the Children’s latest Child Rights Situation Analysis⁵. Globally, many children and communities lack access to services due to factors such as their gender, socio-economic status, education level, ethnicity, language, disability, religion and other social variables in addition to migrant or asylum seeker status, environmental factors and location.



- **Children are deprived of their right to be heard in decision-making and monitoring processes**

In most contexts, there are no formal or informal structures that allow children and communities to monitor commitments made and actions taken by duty-bearers, to express their opinions and perspectives, and to be heard in decision-making processes. Where formal or informal social accountability or community participation mechanisms do exist, they often address limited topics and have limited influence. In most cases, social accountability mechanisms have not recognised voices of children, do not directly engage children systematically and meaningfully, and when they do, the children most affected by discrimination and inequality are rarely representedⁱⁱⁱ. Socio-economic status and socio-cultural norms, including gender norms, hierarchical structures and power dynamics further restrict children’s agency. Consequently, the important role that children and their communities can play in identifying gaps in the delivery of services and commitments – and in proposing solutions- is underutilised.

- **Governance is not always fit for children**

Gaps in the delivery of services are caused by inadequate budgets and financing for children, as well as weak legal and policy frameworks, inconsistent implementation of policy and legislation, corrupt practices, lack of transparency and top-down decision-making processes, and gaps in management and coordination. In most contexts, there is also limited access to public information on policies, standards, budgets and expenditures, performance targets and performance results, and few mechanisms exist by which children and communities can access information and hold the duty-bearers to account. As a result, service providers and the relevant authorities that fund, commission or regulate services, often fail to ensure that services meet minimum standards of accessibility and quality for all children and communities.^{iv 4}

B. DESCRIPTION OF THE APPROACH

CCSA is built on the understanding that children and their communities can contribute to the effective use of public resources and improvements in the services meant to benefit them, if opportunities are created for their voices to be heard and actions are taken in response to their demands.

To do this, CCSA approaches adopt a range of methods and tools whereby children and communities identify pressing issues for children, engage stakeholders, access relevant information on their rights and entitlements, assess relevant services, facilitate/participate in interface meetings with duty-bearers to agree on action plans, and follow up on commitments and advocate for improvements. CCSA works best when it supplements existing formal accountability and democratic participation mechanisms (local, national and international human rights mechanisms) providing additional opportunities for dialogue between rights holders and duty bearers.

¹ Committee on the Rights of the Child (2003) [General Comment No. 5: General Measures of Implementation of the Convention on the Rights of the Child \(2003\)](#)

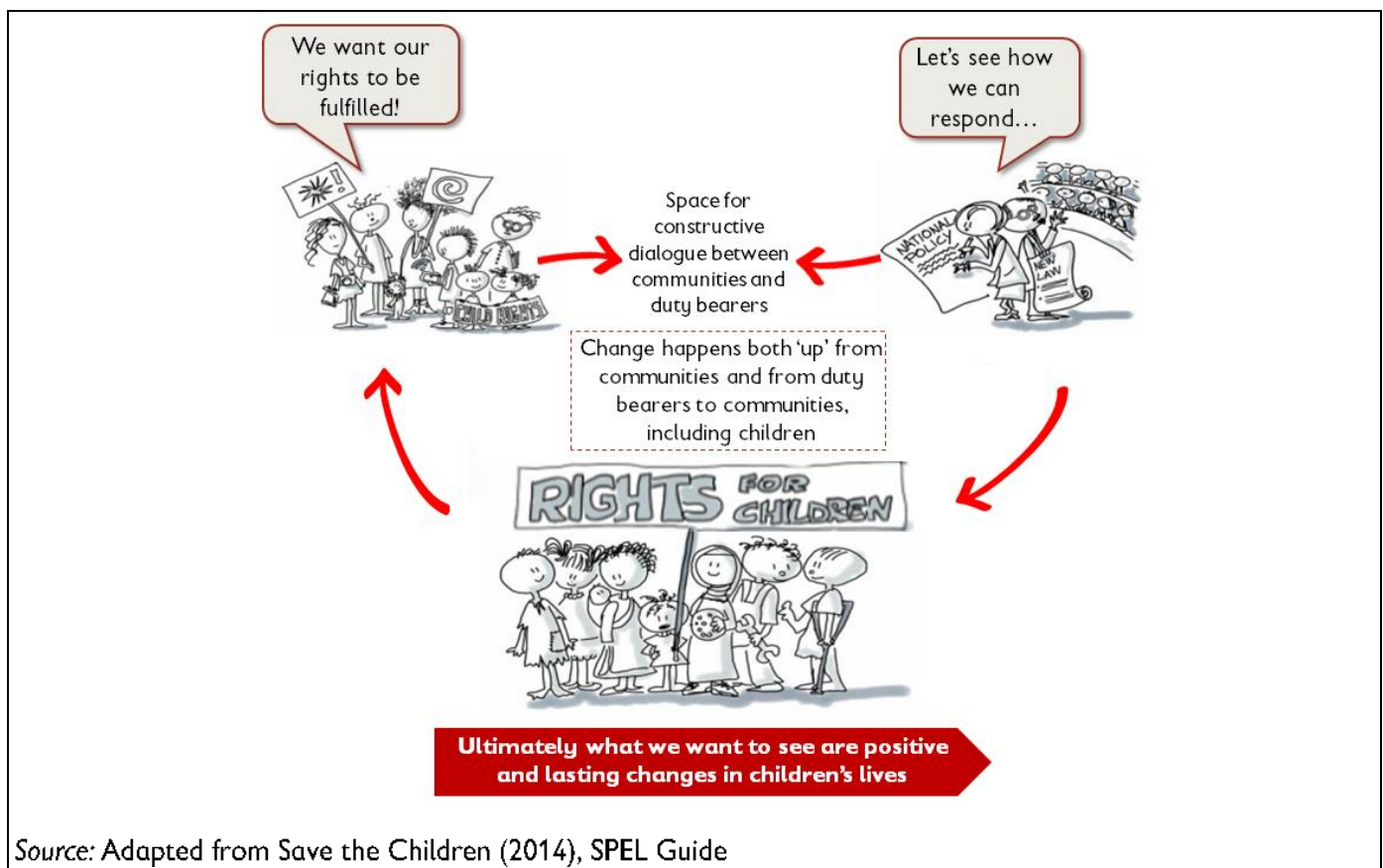
² In the context of CCSA, “service providers” does not include Save the Children and partners.

³ Youth can be included as beneficiaries and target groups alongside with children. This can be beneficial for all stakeholders. However, as a child rights organisation Save the Children focuses primarily on children, and youth participation must not be at the expense of children. Remember that children and youth might have different priorities.

⁴ Budget and financing are essential aspects of Child-Centred Social Accountability. Save the Children’s Common Approach on Public Investment in Children (PliC) goes into detail on how civil society, including children, can understand, analyse and advocate for increases and improvements in public investment in children, and is an essential supplement to the CCSA Common Approach. While the PliC Common Approach focuses exclusively on budget and financing, the CCSA Common Approach also considers quality issues going beyond the financial aspects.

Examples of accountability mechanisms to support or align with:

- Government open hours
- Participatory budgeting
- Town hall meetings
- Public hearings
- Citizen boards/Committees/Councils
- Public audits, including child or gender audits
- Complaint mechanisms, hotlines
- International reporting mechanisms
- Service-specific mechanisms e.g. parent-teacher committee, patient committee, user committee



CCSA aims to achieve the following outcomes:

Developmental outcomes: Improved outcomes for children and the fulfilment of their rights, (including but not limited to health and nutrition, education and social and child protection outcomes).

Participation outcomes: Strengthened ability of children, civil society and communities, particularly children impacted by discrimination and inequality, to exercise their right to be heard by building and strengthening capacity and spaces for children to participate in service assessments, decision-making processes and advocacy.

Governance outcomes: Improved capacity and responsiveness of duty-bearers; strengthened legal and policy frameworks and improved implementation; reduced levels of corruption; improved access to information as well as transparency, trust and dialogue between duty-bearers and rights-holders.

For Save the Children, child participation is both a way of working and an essential principle that cuts across all programmes. The meaningful, safe and inclusive participation of children is integral to CCSA and essential at all stages of a CCSA approach. CCSA facilitates the participation of children and communities in service assessment and decision-making processes, taking into account the rights of all children and the different needs, capacities, opportunities, priorities and views that children have based on their socio-economic status, race, colour, sex, language, religion, political or other opinion, national and/or ethnic origin, disability, birth or other status, such as sexual orientation or gender identity/expression.

Children can be engaged in a variety of ways. In many contexts, it is recommended that children set the agenda, define the priorities, assess gaps in services and commitments, dialogue with duty bearers, and monitor/follow-up on actions to address the issues discussed. However, this type of direct participation may not be available or appropriate in a given context and where this is the case, it is important to identify other ways in which children can be heard and influence the process. Different approaches to child participation may be relevant at different stages of the programme cycle. To ensure quality child participation in all processes in which a child or children are heard and participate, Save the Children follows [‘The Nine Basic Requirements for Meaningful and Ethical Children’s Participation.’](#)^{iv}

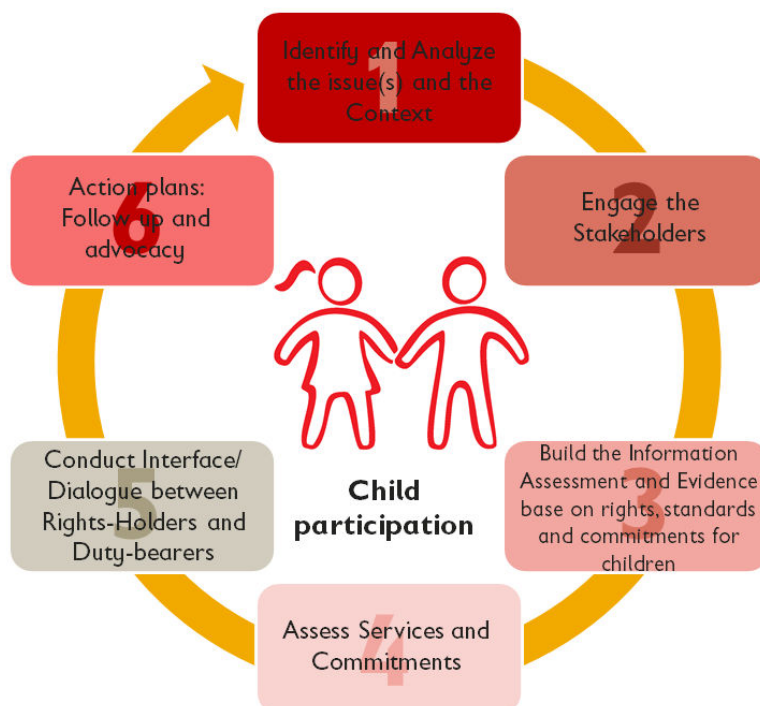
C. TARGET GROUP

CCSA can be implemented with and for the benefit of all children, boys and girls, with a particular emphasis on children most impacted by discrimination and inequality. CCSA approaches can also target youth. If the Approach is targeting younger children, it is important to ensure that the risk assessment and the tools and methods are adapted to be safe, meaningful and relevant also for this age group.

The target groups for the different activities include children and communities, civil society organisations (including child led organisations) and duty-bearers. Please refer to Section E, Component 2 and Partnership Section J for more information.

Where the Common Approach mentions **‘communities’** this includes mothers, fathers, caregivers and other representatives from a variety of groups (including those most impacted by discrimination and inequalities) that support and enable children’s participation in CCSA initiatives.

D. FIDELITY AND QUALITY OF IMPLEMENTATION



A CCSA approach must be adapted to the local context to be successful. However, for a program to be considered as implementing this Common Approach, it should include all six components below. However, some of the information on Component 1 and 2 can be taken from or integrated into other processes/programmes or projects. In addition, in order to be considered as having implemented the full Common Approach, you will need to include a strategy and a risk assessment for child participation.

Each component is further described in the Quality Benchmarks and in the Child-Centred Social Accountability Implementation Guide and Toolkit. The Guide and associated tools, like each of the components, should always be adapted to the local context.

E. CCSA COMPONENTS

- **Identify and Analyse the Issue(s) and the context**

The Child-Centred Social Accountability process should start by working with children and communities to identify the issue(s), problem(s) or area(s) that they want to address and analysing the child rights situation. Save the Children and partner CSOs can facilitate these processes, which can be done specifically for the CCSA approach, or as part of a Child Rights Situation Analysis (CRSA) or a similar process, or taken from other recently conducted analyses.

Social accountability work is deeply contextual and political and relational as opposed to a technical approach, and design needs to be closer to 'best-fit' rather than 'best-practice' type solutions^{vi}. In order to design and develop a CCSA programme that is adapted to the context, it is important that the analysis include consideration of economic and political variables such as power, interests, institutions, existing accountability mechanisms, policies and laws, and practices such as mismanagement and corruption, and their impact on the realisation of children's rights – including children's civil and political rights.^{vii} It is also important to consider and understand the programmatic context, including the extent to which Save the Children, our partners, or other actors, have the skills and resources, ongoing engagements, relationships and programmes that we can build on or be utilised in the CCSA approach.

This analysis, at the early stages of the initiative, will help children, communities and local civil society actors to:

- Design the objective of the approach: identify what impact they want to see.
- Identify the relevant stakeholders who should be involved, including groups of children and groups of duty-bearers, and assess how they could be involved. Please refer to Stakeholder Power Map (included in the Implementation Guide) Plan the different activities that might need to be carried out and their timeframe, resources, roles, responsibilities and risk management.
- Plan a clear advocacy approach from the start of the Child-Centred Social Accountability process.

- **Engage the Stakeholders: CSOs, duty-bearers, children and communities**

A sustainable, impactful CCSA approach requires understanding and buy-in: Stakeholders who have discussed and agreed on the key issues, committed to the core activities, and accessed the knowledge and resources that they need. When possible, CCSA approaches should be embedded in on-going work with duty bearers, rights-holders and partners.^{viii} This will facilitate the introduction and acceptance of CCSA, while a well thought out CCSA programme can contribute to further strengthening relations and improving the quality, scope, efficiency and impact of other interventions. CCSA should not be seen as a one-off project, but rather as a process of stakeholder engagement and promotion of dialogue between rights-holders and duty-bearers.

Engage Civil Society Organisations (CSO's):

It is important to engage partners early in the process. Except in exceptional circumstances, Save the Children should partner with and support CSOs to plan and implement all components of the CCSA Common Approach. As partners, CSOs add further value through their technical expertise on relevant topics and methodologies, their familiarity with different groups of children (including children most impacted by discrimination and inequalities), the communities and local authorities and their knowledge of the local context, local stakeholders etc. Working with civil society organisations is also essential to ensure ownership and sustainability of the project beyond the implementation period and is in line with Save the Children's commitment to localisation and shifting power to children and communities.

CSOs may need capacity sharing on issues such as child rights and safeguarding, accountability and governance, as well as on the approaches and methodologies that will be used for the CCSA project. The long-term vision is for CSO partners' capacity to be developed or enhanced to enable them to implement CCSA independently of Save the Children. This may also require strengthening of organisational, administrative, and other relevant capacities such as resource mobilisation necessary for local CSOs to be sustainable and independent.

Engage Duty-Bearers:

Stakeholder engagement to participate in a Child-Centred Social Accountability intervention should begin with duty bearers. Relevant duty bearers could include service providers, decision makers at local and national level commissioning, funding, or regulating services and those who are answerable for access, accessibility, and quality issues. Duty bearers need to agree to the overall aims of the programme, to provide access to relevant information (see Component 3) and other stakeholders, and to be open to building their capacity on issues such as child rights, child safeguarding and child participation, as necessary.

Child-Centred Social Accountability has a higher likelihood of success if Save the Children works to strengthen capabilities of duty bearers as well as rights holders. The CCSA programs must begin by identifying the most relevant duty-bearers, based on the context analysis in Component 1, and keeping in mind that some duty-bearers may be reluctant, uninterested or hostile to the Approach. Having the relevant approvals and commitment from the duty bearers helps build greater credibility, buy-in and ownership. This is crucial because an intervention that is unsure or unclear about the involvement of duty bearers but proceeds to mobilise children and the community to give feedback on and monitor services, may create expectations that cannot be met, and could even do more harm than good by damaging any existing trust and relationships between duty

bearers and rights holders.

Suggestion for types of data/information to consider

- National, municipal, local budget allocations and expenditure. Information on resource availability, entitlements and reasonable accommodation for relevant services.
- National and local laws rules, regulations and standards for provision of public goods and services. (Their alignment with each other and with international standards can also be assessed).
- Formal and informal information on how systems and institutions work.
- Child Rights under the UN Convention on the Rights of the Child and other international human rights instruments, frameworks and commitments, including from review processes (for example recommendations and concluding observations). This includes commitments such as the Sustainable Development Goals, the Paris Agreement and the Sendai Framework, and others as relevant.
- International standards such as the Sphere Standards, Minimum Standards for Child Protection in Humanitarian Action, and the Inter-agency Network for Education in Emergencies standards.

Examples of ways in which information can be presented in a user friendly and disability-inclusive ways:

- Plays, community radio, television, cartoons, apps, phones, visuals, pictures, scorecards, photo files, music, story books, and posters.
- Information on preferences and capacities of children and communities to receive information may already have been collected as part of ongoing MEAL activities to inform our own information sharing approaches; the MEAL team can be consulted for advice.

Engage Children and Communities:

Children involved in CCSA approaches will need information, capacity sharing and accessibility in accordance with *The Nine Basic Requirements of Children's Participation* and Save the Children's safeguarding policies and procedures. (see the Implementation Guide and Toolkit for a detailed checklist for how to ensure safe and meaningful participation of girls and boys of all ages, including children impacted by discrimination and inequality.) In addition, mothers, fathers and/or other caregivers and other community members can support and enable children's participation in CCSA approaches, act as participants in CCSA groups, and be involved in CCSA community consultation processes. It is important to ensure that children are part of developing the approach, and understand the problems to be addressed, the scope of the approach, what is expected of them and what they can expect from others (including *The Nine Basic Requirements for Meaningful and Ethical Children's Participation*).

Jointly or separately, children, other community members as well as partners and duty-bearers should identify the 'core data' that they need – the rights, standards and commitments they will seek to address in Child-Centred Social Accountability. This will serve as the basis for the next components of the Common Approach.

- **Build the Information and Evidence Base on Rights, Standards and Commitments for Children**

In order to hold duty-bearers to account for delivering on their commitments, children and communities need to first understand what these commitments are. This component involves the collection, analysis and presentation of the data/information that will serve as the basis for the service assessments and dialogue with duty-bearers.

This means that children and community members, supported by CSOs/partners and Save the Children, collect and are provided with information on the rights, standards and commitments as they pertain to the services or commitments they will be assessing. This information can come from desk studies (such as public data, academia, the media, from United Nations (UN) processes, legal frameworks and policy guidelines etc.), from interactions with duty-bearers and service providers, and/or from other sources. When this data is collected and

analysed, it should both be used in Component 4, and it can also be disseminated to children and communities as relevant to them, in a way that will enable them to assess the extent to which the actual delivery of services and commitments are up to the standards. Suggestions for relevant types of data and other information, and ways of presenting it in a child-friendly and inclusive way, are listed in the text box.

Note: If reliable, relevant and timely data/information is not made available, it will be harder for children and communities to meaningfully contribute to discussions and decisions on service provision, or hold duty bearers to account. Freedom of information laws are useful in this regard, and if none exist, advocating for public access to timely and adequate data, including relevant data from the private sector, becomes an essential feature of CCSA approaches. Capacity building of relevant duty-bearers to collect and provide relevant data, disaggregated by gender, age and disability and other social variables may be another strategy.

- **Assess Services and Commitments**

In this component, children and communities identify and assess the quality/access gaps in the delivery of relevant services and commitments, as compared with the relevant rights, standards and commitments assembled during Component 3 (as well as other identified needs of children, including the extent of any corrupt practices). Depending on the context and on their capacity, assessing services and commitments can be child led, community led, or a combination of both with facilitation of CSOs and Save the Children when necessary.

In addition to children and communities, the duty-bearers (service providers and decision-makers) should also undertake an assessment of their own delivery of services and commitments, as compared to the standards and their own expectations, and also identify how the community and children could help them identify and address gaps.

To undertake the service and commitment assessment, CCSA tools⁵ can be created or adapted to collect feedback. The choice of tools will depend on the issues, services or commitments to be addressed, the target groups and stakeholders (and their preferences and capacities), and the broader context. Assessing services and commitments can be a one-off event, but it is strongly recommended that they are undertaken on a regular basis. This will allow children and communities to track changes over time as well as improve the process.

Common CCSA Tools

- | | |
|---|----------------------------|
| 1. Public forums | 10. Input tracking |
| 2. Deliberative polling | 11. Procurement monitoring |
| 3. Consensus conferences /citizens' juries | 12. Public hearings |
| 4. Public hearings | 13. Citizens' report cards |
| 5. Participatory budget formulation | 14. Community score cards |
| 6. Alternative budgets (such as children's budgets) | 15. Public opinion polls |
| 7. Independent budget analysis | 16. Citizens' charters |
| 8. Public expenditure tracking surveys | 17. Action planning |
| 9. Social audits | 18. Talk back radio |

Mapping on CCSA programmes showed us the most commonly used tool is a community scorecard. All the tools *must* be adapted to the context, and developed together with, and for, rights holders and duty bearers. The Implementation Guide and Toolkit contains further information about the different tools.

During this process it can be beneficial, depending on the context and on what participants want, to facilitate different spaces for women and men, boys and girls, children of different age groups and/or children belonging

⁵ Accountability Mechanisms in this context refer specifically to mechanisms for rights holders to hold duty bearers, such as the State, to account; it does not refer to Save the Children's Accountability System or Feedback and Reporting Mechanism established as part of our own Accountability to Children and Communities work).

to various minorities or with different types of disabilities. This can help address power dynamics that exist between different groups and ensure that all voices are heard.

- **Conduct Dialogue / Interface between Rights-Holders and Duty-Bearers**

Once service assessments are complete, the next component is dialogue (or interface) between children and other community members on the one hand and service providers and duty-bearers on the other, virtually or in person, to present, analyse and discuss the conclusions from their respective assessments. The interface/dialogue is the most critical component in the whole process, since this is the stage when the feedback from children can be taken into account. Dialogues can also be integrated into the other Components as relevant to the approach. The dialogue/interface meetings require skilled facilitation and the aim is to come to a 'consensus' or agreement between duty bearers and rights holders.

This sequencing of interface/dialogue after service assessment allows right holders and duty bearers to start with an agenda of issues to be discussed and helps ensure that the conversation stays firmly connected to those issues. It is during this interface/dialogue that children share their observations and seek answers from duty bearers. At the same time, duty bearers should be given the opportunity to comment on the presentations and explain their positions. They may acknowledge that something did not go well and then commit to improving performance in future. They may also provide good justification for specific decisions and actions.

It is recommended that children and communities decide on who presents findings on their behalf, which questions to ask and how to do so. The interface dialogues should be moderated by trained and skilled facilitators, for instance CSO partner staff, or project volunteers, in a way that ensures impartiality, ownership, participation, child-friendliness, gender sensitive and inclusive methods, and equal space for girls, boys and children impacted by discrimination and inequality. In this component, it is particularly important to assess and address safeguarding risks to children (see Annex 8). This includes:

- when and where we work with duty-bearers to ensure they interface in a way that is child friendly;
- ensuring children are prepared and have all the information and training they need to feel confident;
- ensuring community members respect and support children;
- ensuring facilitators have taken all the necessary steps to support a safe and meaningful process.

The outcome of interface dialogue should be an agreement which summarises the discussion and conclusions from the interface meeting(s) and an "Action Plan" to address the issues raised. Please read Component 6 for more information on action plans and follow up.

- **Action Plan: Follow up and Advocacy**

Dialogue/ Interface meetings are stepping stones to improve engagement, dialogue and demand accountability from rights holders towards duty bearers. Therefore, it is important that they focus on systems, structures, policies and processes assessed – rather than individuals. The interface meeting might become confrontational if not handled carefully and correctly. It is important that a skilled facilitator with negotiation skills is in charge of this meeting from the community. Make sure that duty bearers and right holders, are well prepared for this meeting and understand its purpose.

Once interface/dialogue is complete, a key component of CCSA is an action plan for rights holders and duty bearers with a clear set of commitments and timelines. An action plan should:

- List actionable commitments by both duty bearers and rights holders to address gaps in the access and quality of services.
- Specify time frames within which these actions need to be completed.
- Specify the person or authority responsible for fulfilling those commitments.

- Identify resources needed to implement the actions.

The action points are mainly for duty-bearers, but can also be for children and communities, for example to monitor, provide feedback and suggestions, conduct activities, or raise the public awareness of issues and initiatives. Action plans should have a functional feedback mechanism agreed to provide anonymous feedback.

A CCSA approach should at a minimum involve regular monitoring sessions to collect information on progress against action plans, and sessions to share with children and communities what the impact of their participation has been. Action plans should include or be accompanied by a follow up plan for how children and communities can monitor and give feedback to ensure that the commitments are respected. Examples of follow-up mechanisms include monitoring visits; community feedback meetings; monitoring and evaluation workshops; periodic meetings between the rights-holders and duty-bearers to take stock of progress, measured against the agreed commitments (with fair representation and disaggregation of feedback).

When duty bearers such as service providers are unable to address issues locally, these will need to be taken forward to higher levels of government. This is particularly important in systems where decision-making and resource allocation for services is more centralised but also where there are competing priorities. To facilitate escalation, stakeholder mobilisation should include not just frontline service providers or local governments, but those duty-bearers at more senior levels who are commissioning, funding, or regulating services. Doing this, alongside working to strengthen the capabilities of duty bearers, will result in a higher likelihood of accountability.

F. QUALITY BENCHMARKS FOR THE CHILD-CENTRED SOCIAL ACCOUNTABILITY COMPONENTS

In the table below are suggested Quality Benchmarks for each of the six CCSA Components:

Components	Quality Benchmarks
1. Identify and Analyse the Issue(s) and the Context	<ul style="list-style-type: none"> • Comprehensive stakeholder mapping conducted (of duty-bearers and rights-holders), including interest/influence and relationships between stakeholders. • Issues, strategies and methodologies/social accountability tools are identified and designed through participatory processes with children/girls and boys and communities • Risk and safety assessment is done in relation to the children’s and community’s participation. • An analysis of the barriers to participation by some groups of children is conducted, and steps to address these barriers are taken. • An advocacy plan is developed at the start of the program, with the aim of integrating Child-Centred Social Accountability with existing formal and informal accountability mechanisms, or scaling up Child-Centred Social Accountability in case no such mechanisms exist. Advocacy for access to the right to information is included. • The CCSA approach complements and informs other existing accountability mechanisms, such as Ombudspersons, budget monitoring, political processes, child rights reporting.
2. Engage the Stakeholders	<p>This quality benchmark is about preparing children and their communities, CSOs as well as duty bearers to enable them to participate constructively in the intervention.</p>

	<ul style="list-style-type: none"> • Duty bearers are engaged at relevant decision-making levels within their organisations (agree to participate, MoU signed, etc.) • Civil society organisations that are potential partner organisations for the approach are identified and any capacity sharing needs are discussed and agreed. • Organisations and/or informal mechanisms/groups that work with children impacted by inequality and discrimination are identified and any capacity needs are discussed and agreed. • A formal agreement or MOU is signed with local civil society partner organisations and/or terms of reference are documented with informal community mechanisms that define how collaboration should be carried out • Capacity sharing for the partner organisation(s), duty-bearers and children are planned and implemented. Capacity sharing for children is conducted in line with <i>The Nine Basic Requirements for Child Participation</i>. Capacity sharing for other stakeholders includes how to engage children ethically and meaningfully in line with the nine basic requirements. • Stakeholders (i) have jointly discussed and determined the issues (ii) prioritised related community/child-led actions and (iii) identified the right stakeholders to take these actions. • Children most impacted by inequality and discrimination (for example girls, children living in poverty or in resource poor environments, children with disabilities and ethnic minority groups, children who are lesbian, gay, bisexual, transgender, intersex, queer (LGBTIQ), children living in street situations, children affected by war and armed conflict. Children affected by climate change/environmental degradation) are identified, contacted and encouraged to participate. Their participation is supported with resources or reasonable accommodation where necessary. Gender balance among participants is ensured. • The timing and location of mobilisation events is suitable for everyone, the venue is accessible to all participants, and the format encourages participation by everyone.
<p>3. Build the information and evidence base on rights, standards and commitments for children</p>	<ul style="list-style-type: none"> • Legislation, policies, guidelines, humanitarian minimum standards, protocols, etc. that guarantee access to information and lay the foundation for the enforceability of rights are reviewed. • Children and other community members define the information they want and lead the process of seeking out and demanding it. • Relevant, child-friendly, gender sensitive, inclusive and timely information, including information on service delivery standards and budgets, is available and presented in a way that is accessible to and understandable by all groups of children and communities. • Information is updated and revisited at regular intervals over the course of the Child-Centred Social Accountability intervention/program.
<p>4. Assess Services and Commitments</p>	<ul style="list-style-type: none"> • Assessment of services and commitments are conducted separately and/or jointly with rights-holders and duty-bearers

	<ul style="list-style-type: none"> • Assessment of services and commitments are conducted in a manner that ensures the meaningful participation of representatives of all relevant groups of children and community members. This may include segregating the groups by age, sex etc. • Meeting venue and timing is accessible to all relevant community members, with consideration given to gender and different types of disabilities to ensure equity in participation. • Meetings are moderated by children themselves and/or by trained and experienced persons, in line with <i>The Nine Basic Requirements for Child Participation</i>. • Participants are informed of the meeting agenda beforehand and given the opportunity to amend/include relevant points. • Written records are maintained to include: <ol style="list-style-type: none"> 1) Attendance list - disaggregated data by age, sex, disability and other social variables 2) Issues discussed 3) Action points agreed on, with timescales/deadlines 4) Persons responsible for action points 5) Details for next meeting(s)
<p>5. Conduct Interface /Dialogue between Rights-Holders and Duty-Bearers</p>	<ul style="list-style-type: none"> • Dialogue/interface meetings are conducted in line with the key findings in the assessment services and commitments (Component 4). • A skilled facilitator to lead the dialogue/interface is identified. • Stakeholder meetings take place at agreed upon intervals with all the relevant rights-holders and duty-bearers, including as relevant public officials, government representatives, service providers, and a diverse group of children, parents and other community members. • Duty-bearers and rights-holders agree on meeting rules, roles and procedures. • The dialogue/interface meeting(s) ends with a recap of: <ol style="list-style-type: none"> 1. Action points 2. Persons responsible to deliver on those actions 3. Timeframe within which the action will be taken. 4. An agreed plan for follow-up visits and meetings based on the timeframe. • Records of stakeholder meetings are available and accessible and include commitments made, responsible actors and appropriate timelines.
<p>6. Action Plan: Follow up and Advocacy</p>	<ul style="list-style-type: none"> • A formal or informal agreement is signed between rights-holders and duty-bearers to implement the agreed action plans identified from the service assessment. • Agreed action plans are made available and accessible to all relevant children and community members through public display. • There is a plan for CSOs, children and communities to follow up and give feedback on the implementation of commitments made by duty-bearers in the action plan. This plan is implemented and monitored.

	<ul style="list-style-type: none"> • Advocacy plans for escalating concerns, including engaging other stakeholders, are developed and implemented if necessary to achieve action plans (if possible jointly between rights-holders and duty-bearers). • Local experiences are documented and used for evidence-based advocacy efforts to influence implementation of policies and strategies.
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G. EVIDENCE OF EFFECTIVENESS

This Common Approach on Child-Centred Social Accountability represents best practice and helps drive Save the Children’s Child Rights Governance Outcome: “By 2030, governments will be accountable for the realisation of all children’s rights, including the most deprived, in accordance with the Convention on the Rights of the Child.” Save the Children considers this outcome as foundational in our Vision to ensure children are healthy, educated and protected.

According to a systematic review of the evidence conducted in November of 2020 using the Common Approaches Evidence Framework (CAEF), the overall body of evidence in support of Child-Centred Social Accountability in development contexts is “Good.” The specific level of evidence for each of the Framework’s six criteria is summarised in the table below. Please also refer to Annex 2 for an Extended Evidence Statement.

The overall level of evidence in support of the CCSA approach is Good in development contexts	
Specific CAEF Criteria	Summary description of the evidence level for CCSA for each criteria
Effectiveness	Very good level of evidence in development contexts: a high volume of evidence that consistently shows mildly positive average effectiveness within development contexts.
Acceptability	Excellent level of evidence within development contexts: a high volume of consistent evidence demonstrating acceptability within development contexts.
Safety/Risk	Good level of evidence in development contexts: a small but consistent body of evidence showing that interventions have investigated and mitigated potentially detrimental unintended outcomes, whether directly or indirectly related to the intervention within development contexts.
Equity	Very good A medium volume of evidence showing that projects using this approach have considered how the most deprived and marginalised are differently affected by the problem and have included activities that are sensitive to reducing these differences within either humanitarian or development contexts
Scalability	Very Good level of evidence in development contexts: a high volume of evidence within development contexts consistently showing greater numbers of beneficiaries successfully being reached within and across geographic contexts, while remaining effective.
Cost-effectiveness	There was a lack of evidence for this criteria. While some evidence of cost-efficiency exists, there is currently no evidence available of cost-effectiveness.

There is a clear need to generate further evidence for all criteria in humanitarian contexts, as well as further evidence of cost-effectiveness and of the mitigation of detrimental unintended outcomes (safety/risk) in development contexts. This is part of the learning agenda for this approach outlined in Section M of this document.

H. MEASURES OF SUCCESS

Developmental Outcomes

Impact Measured: Improved outcomes for children (e.g. health and nutrition, education and child protection, social protection, poverty, quality of life, environmental health etc)⁶

Depending on the issues being addressed, outcome indicators should preferably be selected from relevant globally prioritised outcome indicators for that sub-theme. The Implementation Guide and Toolkit includes additional details. All data should be disaggregated by gender, age and further suggested equity dimensions for disaggregation such as disability, socio-economic status, migrant status, location (urban/rural), while taking into account that dimensions of discrimination and inequality will depend on the programme context.

Participation Outcomes

Impact Measured 1: Empowered participating children⁷

Suggested dimensions of change:

- Improvements in children's 'Grit' or perseverance in the face of challenges (using adapted 'Grit Scale')⁸
- Improvement in children's belief that they can influence the outcome of events in their own lives (using adapted 'Locus of Control' scale)⁹
- Self-reported increase in self-esteem (using adapted Shier criteria)
- Increased capability and knowledge (using adapted Shier criteria)
- Supportive conditions and opportunities (using adapted Shier criteria)¹⁰

Impact Measured 2: Enhanced civic and political or democratic values of participating children (using adapted 'democratic values' criteria)¹¹

Suggested dimensions of change:

- Political communication, knowledge, awareness
- Faith in Government responding to concern
- Attitudes to diversity

Governance Outcomes

Impact Measured: Improved effectiveness, equity and accountability of service delivery and allocation of and spending of resources

Suggested dimensions of change:

- Functional Feedback Mechanism in service delivery and local government facilities¹²
- Observed improvements in government policy and practice in the delivery of services and commitments
- Improved community participation, especially child participation, in accountability mechanisms.
- Improved quality and impact of accountability mechanisms
- Improved knowledge, attitude and practice of government officials as relating to child rights, good governance for children, child participation and other relevant topics
- % of children and adults reporting improved satisfaction with access or quality of service delivery¹³

Learning Outcomes

Impact Measured: Structured culture of learning and reflection among local officials, implementing partners

Suggested dimension of change:

- Learning and reflection are captured and used in the improvement of social accountability framework

I. GUIDANCE ON ADAPTATION TO DIFFERENT CONTEXTS



All Child-Centred Social Accountability approaches will need to be adapted to the local context. The success of CCSA is conditional on the specific environment in which they are implemented; political, economic, environmental and social conditions could have a large effect on the outcomes.

The vast majority of available evidence for social accountability is from development contexts. As noted in section G and Annex 2, the Common Approach is at 'Pipeline' level for humanitarian contexts.

Humanitarian Contexts and Accountability to Affected Populations

Within the humanitarian sector, the principle of Accountability to Affected Populations (AAP) is used to place communities and people affected by crisis at the centre of humanitarian action (see for example the Core Humanitarian Standard on Quality and Accountability, and the Grand Bargain, in particular the participation revolution). Save the Children's approach to Accountability to Children and Communities fully aligns to the AAP principle.

In humanitarian settings, humanitarian actors, such as the United Nations and Non-Governmental Organisations, apply the AAP principle in their work. This includes community engagement and participation, information sharing and (inter-agency) Feedback and Reporting Mechanisms, to uphold human rights and improve response effectiveness and quality. Save the Children uses its collaboration and coordination with other humanitarian actors to promote AAP, in particular to children.

In this context, AAP should be distinguished from any efforts of humanitarian actors to promote accountability of States to their own affected populations in humanitarian contexts. AAP and CCSA in humanitarian contexts are different, yet they can support and build on each other. CCSA approaches, tools and learnings can be used to support and strengthen AAP. During the onset of a humanitarian intervention, Save the Children will focus on ensuring it establishes strong AAP approaches, which can be the foundation for CCSA approaches at later stages.

J. GUIDANCE ON PARTNERSHIP, ADVOCACY AND PREPARING FOR SCALE

Partnerships

Partnerships with a range of different stakeholders are critical to design and implement the Child-Centred Social Accountability Common Approach. Save the Children's requirements and tools for partnership assessment,

⁶ Note these Indicators are provisional, and should align to standardised indicators in the sector (to be checked in each country by country or regional thematic experts)

⁷ Note that indicators for measuring 'empowerment' can and should be used in the alternative depending on the project context

⁸ Indicators and survey tools adapted from CCSA randomised control trial as further reported in Dixit, A., Ul Hasan, N., Rahman A., Islam Jajib, T., Sulaiman, M., 2019. 'Endline Assessment of the Child Led Social Accountability for improved health and education services in Bangladesh'.

⁹ Ibid.

¹⁰ Indicators adapted from Shier, Harry. 2019. "'Empowerment' of Children and Adolescents: What is it, how does it occur, and what is the adult supporter's role? Finding answers in the experience of young people organising with CESESMA in Nicaragua."

¹¹ Indicators and survey tools adapted from CCSA randomised control trial as further reported in Dixit, A., Ul Hasan, N., Rahman A., Islam Jajib, T., Sulaiman, M. 2019. 'Endline Assessment of the Child Led Social Accountability for improved health and education services in Bangladesh'.

¹² For the avoidance of doubt, the feedback mechanism referenced here is to measure whether access and quality of services (subject to a CCSA intervention) have improved. The feedback mechanism is for user of those services (e.g. a wider community than those involved in CCSA intervention). The services in question are not Save the Children or partner services and part of Save the Children's accountability mechanisms and informed by our work on 'Accountability to Affected Populations'.

¹³ This can be measured by asking children and users of services a series of questions at baseline, midline and endline and scoring these using the Indices (combined indicators) included in the Child-centred Social Accountability Implementation Guide and Toolkit. Indicators and survey tools adapted from CCSA randomised control trial as further reported in Dixit, A., Ul Hasan, N., Rahman A., Islam Jajib, T., Sulaiman, M. 2019. 'Endline Assessment of the Child Led Social Accountability for improved health and education services in Bangladesh'.

selection, contracting and capacity sharing should be used when relevant, child safeguarding in particular. Below is a non-exhaustive list of possible partners and their potential roles.

Partner	Potential roles
Community based organisations or CSOs who focus on one or more of the following: <ul style="list-style-type: none"> - children's rights; - one or more specific sectors such as girl's and women's rights, health, education and protection; - community engagement; - social accountability; - budget monitoring and transparency; - working with rights-holder groups such as organisations of persons with disabilities, ethnic or religious minorities; - Grassroots organisations; - Gender equality; - The rights of persons who are LGBTIQ; - Child rights and business; - Climate change and environment. 	<ul style="list-style-type: none"> • Implement any component, especially at the sub-national and grassroots levels; • Provide contextual sector expertise such as health, education, protection or child rights; • Provide expertise in how best to engage with local communities; • Provide expertise in relevant approaches and methodologies such as social accountability, budget monitoring and transparency, community engagement; • Provide expertise on and engage children impacted by discrimination and inequality to ensure inclusion and non-discrimination; • Provide expertise on addressing the impact of local business operations when analysing accessibility and possible hindrances to services; • Mobilise community members for CCSA initiatives (for those with direct access to grassroots communities).
Academia: universities, research institutions, media, think tanks, creative agencies, private business sector	<ul style="list-style-type: none"> • Partners to advance the Child-Centred Social Accountability evidence base through research, learning, innovative approaches in presenting search results, and evaluation. • Disseminate and popularise issues, experiences and evidence, endorsement and validation
Coalitions, networks and alliances	These types of partner alliances can contribute directly or indirectly to a project. In many cases they remain informal allies to CSOs in the program. They can support in scaling up CCSA initiatives, and provide a constituency of support in monitoring duty bearers' commitments and advocating for policy and other recommended actions arising from CCSA initiatives.
Children's groups and organisations, especially those representing girls and children impacted by discrimination and inequality	Partners at any stage of programming, leading wholly or partially on all or some of the Components.
NGOs working at national level and International NGOs and international agencies specialising in child rights, social accountability, local governance systems strengthening and thematic expertise on relevant topics. UN Agencies.	Partners in learning and advancing the Child-Centred Social Accountability evidence base; partners for implementation with complementary strengths and skillsets; and strategic partners for multi-thematic programming to advance children's rights. Also partners for advocacy on policy development, legislation, scaling up etc.
Government agencies, other duty-bearers	Please see Component 2 Engage Stakeholders (relevant authorities and service providers).

Advocacy

Advocacy is an integrated element of the Common Approach and relevant for several of the Components. Advocacy for civil and political rights, civil space, transparency and access to information can furthermore be



essential to create an enabling environment for CCSA approaches. Also important is advocacy with relevant national and/or sub-national authorities to embed CCSA within the existing legal and policy framework (see below).

Scale-up and sustainability

CCSA should be an integral part of governance, and part of the responsibilities of duty-bearers in collaboration with civil society organisations. We recommend “beginning with the end in mind.” This means teams, to the extent possible, should avoid creating competing or parallel mechanisms where there are mechanisms and structures in place, and instead work with existing systems and structures, tapping into existing processes and procedures, and linking up with partners, coalitions, networks and alliances that are already familiar with social accountability to implement the Child-Centred Social Accountability Common Approach at scale. Program sustainability also requires a “light-touch” implementation. Beyond being convinced of the utility of Child-Centred Social Accountability, stakeholders need to perceive it as an inexpensive and uncomplicated set of activities to organise. Supporting and motivating duty-bearers is essential for the sustainability of this Common Approach.

K. GUIDANCE ON CROSS-CUTTING TOPICS

Inclusion

Achieving better outcomes for groups most impacted by discrimination and inequalities is a goal in itself and an accelerator to reach goals for all children. In some cases, Child-Centred Social Accountability projects can be designed to benefit one or more marginalised groups in particular, while in other cases, special attention must be paid to meaningfully and equitably engaging children impacted by discrimination and inequality throughout the project. CCSA approaches also need to keep in mind that there are not only power imbalances between duty bearers and right holders, but that there are also power imbalances between the rights-holders. CCSA approaches must include, from the onset, mechanisms to address and not replicate these patterns of power inequalities.

Who the children most impacted by discrimination and inequalities are, the nature of issues and barriers they face, and the strategies needed to ensure that they are included, will vary from context to context. In general, children with disabilities often have a greater need for appropriate and targeted services but experience significant gaps in access and quality. Furthermore, this group is often invisible in plans and budgets, and is rarely included in accountability mechanisms.

Including children impacted by discrimination and inequality involves, as needed, to build the children’s capacity, to create an enabling environment for them and introduce inclusive mechanisms, to ensure that data and information also addresses their rights and their situation, that information is accessible and relevant, and that their rights and needs are prioritised. The approach must include sufficient resources and time to ensure that children with disabilities are fully included. It is recommended to consult with children, communities and CSOs, and to collaborate with representative organisations of Persons with Disabilities (OPDs).

Gender equality

Gender equality is at the heart of a rights-based approach. CCSA approaches should be gender sensitive at a minimum and gender transformative at best, both by ensuring relevance for girls and boys, including children who are LGBTIQ, and ensuring equal opportunities for meaningful participation by all children.

Different groups of children may use services and infrastructure differently and to varying degrees and have divergent views on the information, resources, quality of and access to the services. Girls and boys often have different experiences, needs, barriers, opportunities and priorities depending on the social/gender norms and gender roles, and also vary based on differences within each group. Children who are LGBTIQ often face severe gaps in access to and quality of services.

In many cultures, girls are less used to or less expected to speak out in public. In such settings it is important that the participation of girls (as well as other children impacted by discrimination and inequality) is real and not tokenistic. Sometimes division of groups by sex or individual consultations may be useful. Different participation

tools and techniques can help when discussing sensitive issues, and assessing risks of doing so. Having both female and male facilitators can also be crucial to ensure real participation. In many contexts, children who are LGBTIQ will not disclose it, and partnerships with LGBTIQ organisations, where possible, are crucial in ensuring that LGBTIQ children's voices are heard without putting them at risk.

In order to understand and address these differences, an intersectional gender analysis is required and should be undertaken during the initial assessment stages of the programme^{ix}. A gender analysis provides essential quantitative and qualitative information that will help us understand the context, and it can prevent us from making incorrect assumptions, underestimating agency, reproducing gender stereotypes and norms, and doing harm. The intersectional gender analysis should answer which children are using the services and why, whether some groups of children have better access to the services than others and whether they view the quality of the services differently. The gender analysis could also give insight into how the activities should be structured. For example, if and when it is advisable to have segregated groups and what mechanisms and resources are needed to ensure participation of all. Save the Children has tools that can inform the gender analysis, and local women's and girls' rights organisations/networks, networks/organisations of men and boys as partners for gender equality and LGBTIQ rights organisations can be useful resources.

Child safeguarding

The child safeguarding risk throughout the Child-Centred Social Accountability Common Approach process must be assessed and mitigated, especially the risks associated with advocacy, including the risks of not participating. CCSA approaches must minimise the risks of harm against children by considering the social, cultural and political environment, context, and the (intended or unintended) impact of the program on children, families, and communities. This can be done through a child safeguarding risk assessment and mitigation planning, which children themselves should be part of. Risk assessments should be conducted at the conceptualisation of programmes as well as throughout the programme cycle to ensure that programmes are responsive and sensitive to emerging and changing risks in the context.

It is also important to ensure that children participating in Child-Centred Social Accountability are made aware of their rights and of child safeguarding policies and procedures. Further, children's informed consent and the consent of their parents/caregivers must be secured prior to any consultations, meetings, advocacy and campaigning activities. All staff, partners, members of the team, and community volunteers must be trained in child safeguarding and must comply with Save the Children's Child Safeguarding Policy, code of conduct and all relevant procedures (see the Implementation Guide and Toolkit for details on the safeguarding policy and safeguarding for Children with Disabilities). This also applies to any other stakeholders, including duty-bearers, that are in contact with children as part of the CCSA approach.

For more information about how our programmes have addressed Risk and Safety, please refer to the Literature Review and Focus Group Discussion summary (Annex 8) which provides an overview of existing evidence on risk and safety, what programmatic approaches towards risk and safety are taken within country offices, and related lessons learned.

L. PROGRAMMATIC LINKAGES

The Child-Centred Social Accountability Common Approach can be integrated into development and humanitarian programmes, with the majority of prior experiences and evidence being in Health and Nutrition, Education and Protection portfolios. CCSA can both add to and support a number of other Save the Children Common Approaches as outlined in the table below:

Theme	Aligned Interventions	Common Approaches
Child Rights Governance	Data/information generated by CCSA can be used as evidence for the advocacy components of Public Investment in Children (PiC) and Child Rights Reporting (CRR), including informing child-and CSO-alternative reports to UN and regional human rights accountability mechanisms. PiC could also be used to provide budget- and expenditure-related data/information for CCSA (Component 3). CRR baselines (the articles in CRC, the SDG goals etc.) and outputs (concluding observations and UPR recommendations for example) can also be useful data/information on the commitments made by States, and useful for Component 3.	<ul style="list-style-type: none"> Public Investment in Children Child Rights Reporting
Education	Any component of education Common Approaches focused on building greater accountability of education services providers (school authorities, teachers) to their pupils and parents can be supported by CCSA. In addition, any component designed to encourage student engagement in upholding standards in schools will benefit from the CCSA Common Approach.	<ul style="list-style-type: none"> Building Brains Enabling Teachers Literacy Boost Numeracy Boost Safe Schools
Health and Nutrition	CCSA may contribute to better maternal, neonatal, child and adolescent health and healthcare services by supporting better delivery of health services, more effective community involvement and empowerment of children through their engagement with local health clinics and duty bearers	<ul style="list-style-type: none"> Contraception by Choice My Sexual Health and Rights ¹⁴ Nourishing the Youngest Saving Newborn Lives Treating Children Close to Home
Child Protection	CCSA may contribute to reduced child protection risks through identifying gaps in and strengthening child protection systems, improved governance for child protection, better services to prevent and respond to issues such as sexual and gender-based violence (SGBV), and more transparent and accountable education and health structures.	<ul style="list-style-type: none"> Community Led Child Protection (pipeline)¹⁵ Parenting Without Violence¹⁶ Steps to Protect
Child Poverty	Social protection schemes are often implemented in contexts characterised by weak accountability of government officials to citizens. Strengthening accountability is important to ensure the quality delivery of shock-proof and resilient	<ul style="list-style-type: none"> Household Economy Analysis <i>Child-Centred Social Protection guidance</i> Life Skills for Success

¹⁴ Outcome 3: Increased availability and use of quality adolescent responsive SRHR services by adolescents and Partnership Defined Quality for Youth

¹⁵ CCSA is about engaging with duty-bearers, community and children to improve the quality of services and CLCP is about the community mobilising itself to improve the protection of children.

¹⁶ Especially the component on Strengthening the child protection systems

	social protection and to build better relations between citizens and the state ^x	<ul style="list-style-type: none"> Resourcing Families for Better Nutrition
Child Rights and Business	CCSA can drive stronger participation of community groups to promote the respect and fulfilment of children's rights in relation to private sector impacts on children and their rights - either directly involving businesses or through the public sector's duties to protect and creating enabling environments through coherent and monitored policy and facilitate dialogues. When the private sector provides services to children, this is particularly important.	
The Climate emergency and environmental degradation	Child-Centred Social Accountability can support children's participation and agency in areas such as climate change adaptation, disaster risk reduction and environmental protection, by empowering them to influence public resource allocation and demanding accountability, demanding services that address or mitigate the impact of climate change and environmental degradation, and to hold the government to account for delivering on children's rights to a healthy climate.	

M. PROMOTING LEARNING

CCSA approaches should have a clear learning or research agenda that identifies and explores questions associated with the theory of change of each CCSA approach. For example, these questions could seek to better understand how to best sequence the components of the Common Approach and work across the levels of governance and with both duty bearers and rights holders to achieve the best results across different contexts, and particularly humanitarian. Evidence from any specific programme implementing a CCSA approach can also contribute to the wider national or global evidence base on how to best design and implement CCSA, for the benefit of Save the Children and of others.

The research and learning agenda for CCSA considers the current gaps in evidence, particularly cost-effectiveness and humanitarian contexts, as well as the learning priorities for Save the Children. In alignment with Save the Children's ambition of addressing discrimination and inequalities, evidence generated should take a gender intersectional lens including an analysis of results for children most impacted by discrimination and inequality.

Key learning priorities and research questions are set out in Annex 3: Extended Learning Agenda.

N. INNOVATION

Save the Children is increasingly seeking to explore new or alternative approaches to deliver programmes more efficiently, cost effectively and in ways that have a greater impact on the enabling environment for children and children's outcomes. Examples of innovative approaches we encourage as part of CCSA include:

- The use of digital tools in CCSA. Examples of existing projects exhibiting innovation in this area include the Electronic Social Accountability project in Ethiopia and Kolorob in Bangladesh
- The use of CCSA to demand accountability on the issues of environmental degradation and climate change



- CCSA in humanitarian contexts, especially including cross-fertilisation between AAP and CCSA and using the CCSA approach to support building legitimacy of state actors in fragile states and contexts.
- CCSA as implemented on a national scale

O. APPROACH GUIDES AND TOOLS

The Child-Centred Social Accountability Implementation Guide and Toolkit, a mapping of projects within Save the Children working on CCSA, and links to other complementary materials are included in the Annexes.

P. RESOURCES NEEDED

The budget required to implement Child-Centred Social Accountability Common Approach within a programme is heavily dependent on the context, programme duration, maturity, location, and scale. Factors including whether activities are delivered or facilitated by Save the Children or by partner CSOs, the research design, and the opportunities to support system strengthening with government at (sub-) national levels will also inform budget design. At a minimum, regardless of setting, the implementation of Child-Centred Social Accountability requires the following resources:

Technical Assistance

- To train staff, partners and volunteers on the Child Centered Social Accountability methodology and approach, including facilitation skills and Child Participation
- Gender intersectional analysis based on quantitative and qualitative sex and other variable disaggregated data
- To support development of an advocacy and engagement strategy and plans for system strengthening approaches at local and/or national level
- To support selecting, designing and implementing appropriate accountability mechanisms
- To identify reasonable accommodation for adapting all technical assistance for disability accessibility

Material development

- Adaptation, translation and printing of child friendly gender sensitive and inclusive materials including meeting agendas, scorecards and action plans
- Resources and materials for monitoring, service assessments and complaints mechanisms (could include ICT equipment)
- Accessible formats/tools for people and children with disabilities

Human Resources

Staff in country offices to oversee Child-Centred Social Accountability activities and support CSOs, including to: provide coordination and management; undertake advocacy and government engagement; support community and local level engagement; provide training; quality assure and provide ongoing capacity support for social accountability user groups and the nine b. SC Members can provide technical support on capacity building and quality assurance, if needed.



Q. MEMBERS IMPLEMENTING

See Annex 5 for a list of members implementing.

R. COUNTRY OFFICES IMPLEMENTING

See Annex 5 for a list of country offices implementing.

S. CASE STUDY/SUCCESS STORY

Please find in the Annexes 6a and 6b two case studies from the Philippines and Ethiopia. Please also refer to annex 6c, the Endline Report for the Child-led Social Accountability project in Bangladesh, which was designed as a Randomised Control Trial.

ANNEXES

1. [Glossary of Key Terms](#)
2. [Extended Evidence Statement with Detailed Summary and Evidence Map](#)
- 3a) [Extended Learning Agenda](#)
- 3b) [Evidence Synthesis Narrative CCSA](#)
4. [Country Summary of CCSA Mapping](#)
5. [List of Country Contacts](#)
- 6a) [CRG Impact Study and Contribution Assessment – Ethiopia](#)
- 6b) [CRG Impact Study and Contribution Assessment – Philippines](#)
- 6c) [Endline Report: Child-led Social Accountability – Bangladesh](#)
7. [CCSA Implementation Guide and Toolkit](#)
8. [Evidence from Safety and Risk Assessment: Literature Review and FGD Summary](#)

ⁱ World Bank. 2003. World Development Report 2004: Making Services Work for Poor People. World Bank. © World Bank. <https://openknowledge.worldbank.org/handle/10986/5986> License: CC BY 3.0 IGO

ⁱⁱ Save the Children Global Child Rights Situation Analysis: [Save the Children's Child Rights Situation Analysis Guidelines | Save the Children's Resource Centre](#)

ⁱⁱⁱ Wetterberg, Brinkerhoff & Hertz eds., Governance and Service Delivery: Practical Applications of Social Accountability Across Sectors, October 2016, RTI International
https://www.researchgate.net/publication/308860265_Governance_and_Service_Delivery_Practical_Applications_of_Social_Accountability_Across_Sectors

^{iv} Child Rights Governance Analysis Tool, 2012. Save the Children Resource Centre

^v Committee on the Rights of the Child [General Comment No.12, The Right of the Child to be Heard, CRC/C/GC/12, July 2009](#)

^{vi} Bukenya, B., Hickey, S., King, S., 2012. "Understanding the role of context in shaping social accountability interventions: towards an evidence-based approach". Institute for Development Policy and Management, University of Manchester 2012

^{vii} Muchabaiwa, B. 2018. 'Children Focused Social Accountability: What are the key enablers?'

UNICEF, 2018. Engagement in Social Accountability: A stocktake.

^{viii} Dixit, A., Ul Hasan, N., Rahman A., Islam Jajib, T., Sulaiman, M., 2019. 'Endline Assessment of the Child Led Social Accountability for improved health and education services in Bangladesh'.

^{ix} Save the Children gender equality programme guidance and Toolkit: https://savethechildren1.sharepoint.com/:b:/r/what/genderequality/Gender%20Equality%20resources/Gender_Equality_Program_Guidance_Toolkit_2014.pdf?csf=1&web=1&e=b5VJaW

Save the children gender equality policy: [https://savethechildren1.sharepoint.com/:b:/r/what/genderequality/Gender%20Equality%20resources/Save%20the%20Children%20-%20Gender%20Equality%20Policy%20\(June%202017\).pdf?csf=1&web=1&e=nnx22y](https://savethechildren1.sharepoint.com/:b:/r/what/genderequality/Gender%20Equality%20resources/Save%20the%20Children%20-%20Gender%20Equality%20Policy%20(June%202017).pdf?csf=1&web=1&e=nnx22y)

^x Social Accountability in the Delivery of Social Protection Final Research Report Tamsin Aylie, Ghazia Aslam & Rasmus Schjødt (2017)