



STUDY REPORT

CHILD CENTERED SOCIAL ACCOUNTABILITY STUDY

CCSA Study

May 14, 2023

Bor and Rumbek, Counties

Child Rights and Governance, Norad Framework Agreement 2019-2023



Save the Children®

Report Title

Month Date Year - Country



Save the Children®

Authors & Contributors

Primary authors

Aluma Thomas Fuli, Save the children South Sudan, email; Aluma.Thomas@savethechildren.org

© Save the Children International [2023](#).



Table of Contents

Authors & Contributors	1
Executive Summary	3
Introduction & Project Background	7
Study Purpose & Scope	7
Methodology & Limitations	8
Study design	8
Findings	11
RECOMMENDATIONS	18
Action Plan for the implementation of the recommendations:	18

Executive Summary

Save the Children Common Approach defines CCSA as “Social accountability is a community-driven approach through which rights-holders (children, communities) often supported by CSOs use participatory mechanisms and processes to directly engage with duty-bearers (decision-makers, public officials, and/or service providers to demand accountability and to claim their rights. Child-Centered Social Accountability focuses on a) outcomes for children and child rights b) participation of children in every component and c) improving governance for children”.

Across the SCI movement, there is a gap in data for CCSA programmes and demand from the country offices for more learning on the matter.

Seven NORAD countries are currently doing CCSA programming. These programmes are different in many ways, but all of them have some version of the following three outcomes, the first addressing service delivery and the latter directly addressing the “shifting power” agenda.

1. 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). (Better services).
2. Participation outcomes: strengthened 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.
3. 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.

Study Purpose and Key Questions

1. Participation of children: In what ways and to what extent have the CCSA activities ensured the meaningful participation of children? What have we learned and how can we improve?
2. Capacity building of civil society organisations: What capacity development has been provided to partner CSOs on CCSA, what have been the most effective and efficient strategies for this capacity-building, and how can it be improved?
3. Engaging duty-bearers and service providers: To what degree are the most relevant duty-bearers engaged in the CCSA process, which strategies have been the most useful to create this engagement, what are lessons learned, and what could be improved?
4. Tools for service assessments and interface meetings: What tools have we or CSO partners used for data collection, service assessment and interface meetings between rights holders and duty bearers, and how do different groups perceive their value(s) and limitation(s).
5. Institutionalisation: What are the existing initiatives/efforts to institutionalize the CCSA by relevant service providers and duty bearers? What are the most promising pathways and what are the lessons learned.
6. Results so far: a) To what extent has the data and feedback collected through CCSA been used within duty-bearer decision-making processes? What have we done to achieve this and what could be done differently? B) How has the CCSA enabled children (girls and boys, including children impacted by inequality and discrimination) to participate in decision-making processes? What are the main ways in which we have achieved this?
7. Contexts: a) What have been the main enablers and challenges encountered that have affected CCSA programmes/projects successes and failures so far, how have these been addressed, and how can we pre-empt or utilise these better in the future? B) In what context have CCSA been implemented (rural vs urban; humanitarian or nexus, IDPs vs host, cultural differences), what are the different opportunities and challenges in the different spaces and what are the most useful adaptations?

Summary findings

Participation of children

- Child centered social activities (CCSA) was meaningful as they engaged a diverse group of stakeholders representative of the communities, policy makers implementing partners and civil society organizations to have access to data participate in analysis of issues affecting children. Hence, enabling duty bearers make informed decisions.
- Children had equal opportunity to be part of the CCSA processes irrespective of their impairment inclusive of people with disabilities actively participating in CCSA data collection and dissemination in a free and fair gender-balanced way.
- Child Centered Social Accountability groups participating without fear during the CCSA processes was a motivational factor itself and through the trainings that showed them how to control children through teamwork during the social accountability processes, it ensured equality and equity participation of all members.
- A significant section of the participants mostly children felt the selection process was not inclusive because only number of people needed by the organization was considered and people with disability in the community were not involved yet the CCSA groups should select more members up to 30 people per school.
- Complaints of some people with disability being intentionally left out of the groups formation, data collection, selection not representative of age and class levels, a complain confirmed by the study. Many of the children in the CCSA groups were in candidate classes and left the schools with all the skills and knowledge gained.

Capacity building

- This study confirms that CCSA groups were trained on CCSA activities and processes, but only adults know their roles and responsibilities to disseminate findings and participate in implementation of some of the recommendations requiring community support such as raising temporary classrooms, school fencing and contributing to rehabilitate water points.
- Majority of the children were unaware of what CCSA is, or their roles in it, which could have been due to the fact that only very few children from the CCSA groups actively participated.
- The CSOs, Government officials, CCSAs, P.T.A and schools administration need to be train further on their role in the follow up of the action recommended actions and in the CCSA processes.

Engaging duty-bearers and service providers

- All partners implementing CCSA were engaged in establishment of the social accountability clubs. In all the targeted schools supported. The duty bearers and especially the local authority, CSOs, and other international organizations were fully engaged in the social accountability processes e.g. development of indicators, score card, validations, and dialogue meetings.
- Partners would like to be supported by having direct contact with other partners and stakeholders, and need budget increase for CCSA activities to allow them to do more support implementations of the recommendations from the CSSA processes.
- The duty bearers mainly Government officials requested implementing partners especially NGOs to offer Government social workers incentives to be able to effectively support the Social accountability processes and implementation of the recommendations.

Tools for service assessments and interface meetings

- The tool used in the CCSA process was able to capture all the details in a school environment using observation, interaction with school authorities and measuring for accuracy, which provided enough evidence of existing issues affecting learning in schools. However, these tools are not child friendly.
- Lack of standardized but simplified tool for follow up of actions and recommendations documented, to track progress of implanting these actions by partners, CSOs and duty bearers.

Institutionalization:

- Lack of willingness and commitment from the institutions such as the duty-bearers, partners, CSOs and the rights holders by doing follow-up and documentation of the success because of social accountability was lacking.
- Involving lawmakers in the state parliaments can add more efforts in ensuring that voices of children reinforced by parliamentarians to hold government institutions to account for the rights of the children raised in the CCSA dialogues.
- Results so far:
- The CCSA activities and processes results have been more positive in areas of capacity building of institutions, change of attitude of community members on the rights of children, holding duty bearers to account, increased



participation in inclusive decision making processes that led some implementation of some developments in schools by partners.

- The process was relevant to addressing the rights and needs of children in South Sudan because this process gave children an opportunity to identify issues affecting them and they are able to discuss with the duty bearers for an action to be taken.
- Enabled many parents now become role models to others in the community. It found as are always expected to do good all the time for their children, it resulted to promotion of child rights and provision of their basic needs.
- Child participants said it promoted child participation; it gave children an opportunity to be in a driving seat with support from Adult CCSA Working Groups in the back seats. Children took lead during data collection to identify issues affecting their learning and demand for improvement in the education sector. Children groups have observed changes now than before as many children behave well both in school and at home including those who survived communal violence
- Lack of commitment and resources for duty bearers and partners to implement all the recommendations, still over 50% of the actions documented and disseminated not implemented.

Contexts:

- Social Accountability in South Sudan was implemented in both urban and rural areas where Save the children is implementing mainly humanitarian response programmes for floods and conflict affected communities with limited development programmes and funding opportunities.
- The children by talking freely in front of adults were empowered to raise their own concerns without fear resulting to some parents stopping harmful practices of child and force marriages, taking boys to cattle camps among many others.
- Children are generally not happy discussing issues that affect them in the same forum with adults and parents. The children feel parents deny their own mistakes in such forums, which denies children's freedom of expression, as they perceive children right less and inferior to adults.
- Adult groups generally do not like to be in a discussion forum or training with children's groups during the CCSA processes and activities because they feel children might decide to do wrong because of the learnings from trainings and discussions, and can decide to do anything they wants without respect. Things they feel uncomfortable discussing the children include marriage, violence, girls and many others. Although others feel happy, but with reservations in areas of topics discussed such as resources, progress in education and other community related issues, motivational issues, children's discipline are discuss with children.

Recommendations for data use

- The CSOs, Government officials, CCSAs, P.T.A., and school administrators need to be trained further on their role in the follow-up of the recommended actions and in the CCSA processes.
- Develop child-friendly tools for child-led CCSA processes and participation in data collection and dissemination.
- Document progress and scale up pending action points to relevant clusters and government line ministries at the national level.
- Carry out power mapping with stakeholders and service providers for information sharing and follow-up of action points
- We shall continue to sensitize and train the parents on the importance of engaging both children and adults in the social accountability processes.
- Selection criteria for CCSA groups should be on a will/ voluntary basis, with encouragement to those with disability. When such opportunities arise school administration should announce them in an assembly and those willing to be part of express their interest through their class teachers to make participation free, fair, and inclusive.
- Building capacity of PTAs and school management committees members who are CCSA to take up leadership roles in lobbying for the implementation of the social accountability action plans
- There is a need to start with clarity and setting expectations that can be aligned with the goals and objectives of CCSA to the relevant institutions.
- Quarterly follow-up meetings are to be introduced to make sure that the action points agreed upon during the dialogue meetings are implemented according to the implementation plan.



- Ensure that our selection criteria consider the participation of all classes regardless of age, ability, and gender

Limitations

- Likely that some of the participants who were interviewed could not have been the actual ones who participated in the CCSA activities and processes.
- There was limited interest from the duty bearers to participate in this study, the ones who participated had little knowledge about CCSA.

Introduction & Project Background

Save the Children Common Approach defines CCSA as “Social accountability is a community-driven approach through which rights-holders (children, communities) often supported by CSOs use participatory mechanisms and processes to directly engage with duty-bearers (decision-makers, public officials, and/or service providers to demand accountability and to claim their rights. Child-Centered Social Accountability focuses on a) outcomes for children and child rights b) participation of children in every component and c) improving governance for children”.

Across the SCI movement, there is a gap in data for CCSA programmes and demand from the country offices for more learning on the matter.

Seven NORAD countries are currently doing CCSA programming. These programmes are different in many ways, but all of them have some version of the following three outcomes, the first addressing service delivery and the latter directly addressing the “shifting power” agenda.

1. 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). (Better services).
2. Participation outcomes: strengthened 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.
3. 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.

Study Purpose & Scope

Study Purpose

Study was to assess the impact, but explore effectiveness, best practices and lessons learned from activities, processes, strategies and decisions.

- To collect and analyse data to contribute towards improving existing CCSA programmes in South Sudan, Somalia and Ethiopia.
- Inform development and scaling up CCSA programmes in South Sudan and Somalia as part of any future Norad framework agreements.
- Provide evidence and best practices to SC country offices, members, regions, headquarters and partners
- Explore and document lessons learned regarding how CCSA programming has contributed to development outcomes, participation outcomes and child rights governance outcomes.

Study Questions

The following questions were intended to guide and provide cohesion as each country office develops the interview guides. Some of the specific questions developed by the country offices will be similar and allow for comparison, while others will differ.

1. Participation of children: In what ways and to what extent have the CCSA activities ensured the meaningful participation of children? What have we learned and how can we improve?
2. Capacity building of civil society organisations: What capacity development has been provided to partner, CSOs on CCSA, what have been the most effective and efficient strategies for this capacity building, and how can it be improved?
3. Engaging duty-bearers and service providers: To what degree are the most relevant duty-bearers engaged in the CCSA process, which strategies have been the most useful to create this engagement, what are lessons learned, and what could be improved?
4. Tools for service assessments and interface meetings: What tools have been or CSO partners used for data collection, service assessment and interface meetings between rights holders and duty bearers, and how do different groups perceive their value(s) and limitation(s).

5. Institutionalisation: What are the existing initiatives/efforts to institutionalize the CCSA by relevant service providers and duty bearers? What are the most promising pathways and what are the lessons learned.
6. Results so far: a) To what extent has the data and feedback collected through CCSA been used within duty-bearer decision-making processes? What have we done to achieve this and what could be done differently? B) How has the CCSA enabled children (girls and boys, including children impacted by inequality and discrimination) to participate in decision-making processes? What are the main ways in which we have achieved this?
7. Contexts: a) What have been the main enablers and challenges encountered that have affected CCSA programmes/projects successes and failures so far, how have these been addressed, and how can we pre-empt or utilise these better in the future? B) In what context have CCSA been implemented (rural vs urban; humanitarian or nexus, IDPs vs host, cultural differences), what are the different opportunities and challenges in the different spaces and what are the most useful adaptations?

Methodology & Limitations

Coordinated by SCN, Technical Advisors and MEAL officers from each of the three countries agree on the study design. Country office staff (MEAL, TA's, enumerators hired for consultancies) conduct primary and secondary data collection. Exploratory study employing qualitative methods of data collection, collecting both primary and secondary data through Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) with key partners/programme staff, stakeholders representatives and FGDs with Social accountability groups such as children and adult groups. The secondary data will include the review of social accountability reports, and validation workshops meeting minutes to allow capturing information on perceptions, norms and behaviours that are difficult to measure in quantitative surveys. The assessment will go from documenting current progress and challenges and way forward with CCSA activities and implementation. Country office staff write up draft country reports, hosting validation workshops in country.

Study design

Sampling:

Sampling Methods & Sample Size

Sample selection driven by the need to capture diverse views randomly done across social accountability groups for the FGDs and Key informants. The sample covered respondent groups in Bor and Rumbek known to have actively participated in CCSA activities. FGD and KII questionnaires will be used to interview the randomly selected individuals that comply with the "criteria to select" stated. The FGDs were conducted with the different active social accountability groups currently being supported by Norad and partners. A total of 12 (6 in Bor, 6 in Rumbek) FGDs and 6 KIIs (3 in Bor, 3 in Rumbek) with partners staff representative, One stakeholder representative and 1 Social accountability Group member from each location.

Study team:

SCI and Partner MEAL officer and 8 enumerators was employed for this exercise. Experienced supervisors and data collectors who are well versed in local languages was employed for data collection. A training was given for the field team to enable them to understand the objectives of the study and, the type of data to be collected. Due emphasis given to ensure every team member clearly understand each question to avoid misunderstandings and minimize errors during data collection.

Data collection tools: Open-ended structured questionnaires was be used to collect data through both FGD and KIIs. The data collection tools pretested and revised if there is a need. The data collection tools was developed carefully in consultation with SCN. As much as possible, the questions will be adopted from standard questionnaires such Pre-testing of data collection tools will be done before the actual data collection work and amendments will be made based on results of the pre- testing exercise, if there is a need.

Timeline and key activities:

Training of data collectors and pre-testing of tools: 12 enumerators (6 in each location Bor, Rumbek) having extensive experience in collecting data in similar studies, and with excellent record of accomplishment in similar previous



assignments will be selected and trained. Before deployment to the field, training was given to the data collection team. The purpose of training is to acquaint the teams with the required knowledge and skill for collection of data with the required quality. The training will be conducted for three days and will have both theoretical and practical sessions. The theoretical training will include interactive sessions on the objectives of the study, methodology, basic concepts of data collection methods, terminology and ethical principles. Briefing on the data collection tools (on each question) will be the focus of the theoretical training. These enables data collectors to comprehend the type of data to be collected and understand each question to avoid different interpretations and ensure uniformity in forwarding questions to respondents. The practical part will include classroom mock exercise in administering the tools and field piloting exercise at community level. This will enable data collectors to exercise using the data collection tools and simulate situations they are likely to encounter in the field.

As part of the practical field piloting exercise during training of data collectors, the data collection tools will be pre-tested at community level. The pre-testing will be conducted in a village that is not include in the actual survey and the tools will be revised based on the pre-testing exercise, if there is a need.

Data collection:

Depending on the methodology and approach, the data collection team will be assigned target number of FGDs and KIIs to collect per day. This will be discussed and agreed during the training. SCI and Partner team of supervisors will lead the data collection team and they will closely follow the data collection at field level. They will make regular communications and provide technical support and backstopping to the field team. Random spot-checks will be conducted by supervisors at field to ensure the data is collected as per the study protocol. Supervisors will review each administered questionnaire on daily basis.

Data analysis and report writing:

Since the qualitative data were collected, printout questionnaires, data write up were completed during a later time that flag-out out of range of errors and avoid incorrect data/information. Qualitative data will be analysed using qualitative analysis software and results presented in narrative format. Generally, the data analysis conducted in a way to ensure easy interpretation and clear in a way that is easily understandable for readers and the findings are presented fully and completely.

Quality assurance and monitoring:

The quality of the survey will be maintained by introducing strategic monitoring measures at all stage including at planning, data collection, data management (data typing and analysis), interpretation and write-up. For this purpose, the following quality assurance measures will be put in place. SCI MEAL officer will closely follow and monitor supervisors and data collectors. On daily basis, each filled questionnaire will be reviewed and checked by the supervisory team.

Ethical considerations:

Ethical principles critical for safeguarding the study participants will be given due consideration. SC will communicate with the relevant authorities and facilitate clearance (support letter) to conduct the study. Study participants were informed about the purpose of study and how the results will be used. Participants were clearly informed about their right to refuse to take part, terminate the interview or discussion at any point or not answering any question. Verbal consent was received from each study participant before interviews or discussions. Interviews and discussions were conducted in settings that ensure privacy. All information gathered kept strictly confidential. Generally, the study was conducted by keeping in mind the basic ethical principles of respect for humanity, beneficence, and justice. The following ethical principles was maintained during the study.

- Right to KNOW what the study is about: Data collectors will explain what topics was covered, what benefits to expect, what risks are involved and what will be done with the information to each participant. Verbal consent was received from each participant before interviews/discussions.



- Right to freely CHOOSE whether to participate or not: Participation in the study is only on voluntary basis and participants have the right to stop interviews/discussions at any time or to say they do not want to answer any question.
- Right to PRIVACY: No names or other personal identifying information was recorded in the questionnaires and data collectors will not discuss respondents' answers with others.
- Right to have NO HARM done to them: The study will not cause any emotional, physical, or economic harm to those who choose to participate.

Informed Consent:

Informed consent was obtained from all study participants prior to data collection, Potential study participants were provided with a copy of the written consent form, which will include the following:

- Explains that they are being asked to participate in assessment.
- Explains the purpose of this assessment and subjects involved.
- Clarifies the expected duration of the subject's participation and the procedure followed;
- Explains how the assessment will benefit the target groups and/or the participant, or society;
- Describe the anticipated potential risks and how they were mitigated.
- Explains that there will be no financial benefits for participating.
- Clarifies that the subject's participation is anonymous and that individual responses will be not be linked to identifying information;
- States that the subject's participation is voluntary and that refusal to participate will have no consequences;
- Provides the name and telephone number of assessment supervisors who the subject may contact with any pertinent questions about the assessment, or to whom the subject may issue a complaint.
- Explains how subjects provide verbal or written consent/assent.
- The discussions were held in a language the participants prefer and immediate verbal translation done on spot.

Findings

Participation of children

Children's participation is about children having the opportunity to express a view, influence decision-making and achieve change. The CCSA aims at ensuring informed and willing involvement of all children, including the most marginalized and those of different ages and abilities, in any Child Centered Social accountability process.

How CCSA activities ensured the meaningful

This study found common views on child participation from both the adult and child groups indicating that all children had equal opportunity to be part of the CCSA processes inclusive of actively participating in CCSA data collection and dissemination in a free and fair gender-balanced way. It further indicated children accepted to be part of the CCSA process because they believe meant for children to express their rights. The study found project focal persons selected some child participants in Bor and Rumbek, teachers and school administrators to participate in the Child centered social accountability activities. A female children's group member said, ***"We just selected ourselves according to the numbers given, as we are 24 people in general 12 girls and 12 boys"***.

CCSA participants, mostly children felt the selection process was not inclusive because only specific number of people needed by the organization were considered based on their ability to speak good English, being active in class, have high self-esteem, with some level of organization. Whereby children with disability cannot meet all criteria including those in the community who were not involved. Adults too, some of whom were already PTA members in schools got information through school administration thus made up the selection. While caretakers from various places like churches, schools, community chiefs and leaders were automatically selected to be part of the CCSA activities and process. One female adult members said, ***"There was no chance given to people with disability since there are few members needed and we did not search for them in the area here"***.

A male child participated added, ***"It's true that children with disability are not involved in Children CCSA groups. The few we have in our school are more to themselves and nobody pays much attention to them. They have learning challenges leave alone participating in co-curricular activities-CCSA is just one of many of these activities they miss. Majority of them are however out of school because they are not prioritized. Most of them drop out at grades 5 and 6 because it's very challenging to continue"***.

Motivation behind participation in CCSA activities

According to the CCSA groups, participating without fear during the CCSA processes was a motivational factor itself and through the trainings received prior, they learnt to control children and encouraged teamwork during the social accountability processes, which ensured equal participation of all members. CCSA activities encouraged accountability for children. As lamented by a male adult group member, ***"This process has motivated me to account for my mistakes and handles schools resources well. I like the way we women are included and participates freely"***.

The children interviewed wanted to understand the benefits of the Child centred social accountability, which eventually taught them to respect their parents and other children during the CCSA processes, have knowledge on rights of children such as under-age marriage is forbidden according to CCSA and if it happens, they know how to report, was a motivation. Freedom of expression offered by CCSA and inclusion based on gender and disability during the dissemination workshop ensured that children's rights in the community are recognized urging teachers and parents to respect the rights of children at school and in the community.

"I am now aware of my rights and what to do". Said one female child informant.

Therefore, it worth acknowledging that child participation in the Child centred social activities was meaningful as they engaged a diverse group of stakeholders representative of the communities, policy makers implementing partners and civil society organizations to have access to data participate in analysis of issues affecting children. Hence, enabling duty bearers make informed decisions. However, child participation and that of adults, was to a smaller extent not inclusive. The study found some people with disability being intentionally left out of the groups formation, data collection, selection not representative of age and class levels, a complain confirmed by the study and the validation workshop. Many of the children in the CCSA groups were in candidate classes and left the schools with all the skills and knowledge gained. Children who participated in the CCSA activities only played consultative roles to provide input, but not holding duty bearers to account for implementation and follow up actions recommended due to limited or no direct engagement with duty bearers after the dissemination.

Capacity building of civil society organisations:

Referring to process of developing and strengthening civil society organization's ability to achieve improved capacity and responsiveness of duty-bearers, strengthened legal and policy frameworks and improved implementation, improved access to information as well as transparency, trust, and dialogue between duty-bearers and rights-holders to realizing Child centred Social accountability outcome for children.

Capacity development provided to partner and CSOs on CCSA.

Child Centred Social Accountability (CCSA) members' capacity built alongside the children in order to continue supporting social accountability activities even after the end of the implementation. Child Centred Social accountability groups were trained on child right and protection safety measures from road accidents and water, their rights at school as children, though some child informants from Rumbek complained of not being taught much. However, in Rumbek, some of the participants argued not having attended any trainings on CCSA because those who were trained completed primary eight and left.

During an interaction with the different adult members, this study found that adult CCSA groups were trained on prevention of harmful practices, promotion of road safety, prevention of early marriages, child labour and exploitation. In addition, inclusion of children with disabilities in decision-making, social accountability and transparency in school and in the community and hearing out the voice of children when are they call out. Much as the trainings were relevant to issues affecting children, Child centred social accountability specific trainings on their roles, CCSA processes, activities and follow up of actions were inadequate.

Only adult CCSA groups reported to know their roles and responsibilities in the CCSA processes, as able to carry out awareness campaign in the community and schools in coordination with partners on rights of children. The child led groups primarily only knew their child rights club roles and responsibilities. A boy child participant from Rumbek said, ***"They have just taken our names from that date of formation up to now. It was just started last month"***.

Therefore, this study confirms that CCSA groups were trained on CCSA activities and processes, but only adults know their roles and responsibilities to disseminate findings and participate in implementation of some of the recommendations requiring community support such as raising temporary classrooms, school fencing and contributing to rehabilitate water points. The children much as trained, were unable to mention their roles and responsibilities in the CCSA activities, except their roles in the child rights clubs. Like during the discussions, majority of the children were unaware of what CCSA is, or their roles in it, which could have been due to the fact that only very few children from the CCSA groups actively participated. The CSOs, Government officials, CCSAs, P.T.A and schools administration need to be train further on their role in the follow up of the action recommended actions and in the CCSA processes.



Engaging duty-bearers and service providers:

The duty bearers and especially the local authority, CSOs, and other international organizations were fully engaged in the social accountability processes e.g. development of indicators, score card, validations, and dialogue meetings. All partners implementing CCSA were engaged in establishment of the social accountability clubs. In all the targeted schools supported. In each school, they established social accountability committees to deal with child rights issues and support implementation of recommendations in schools such as construction the five ramp in five schools and provision of learning materials. Formation of Adult Social Accountability Working Groups supported Children Social Accountability Working Groups' voices during dialogue meetings and in data collection on matters affecting children.

To monitor implementation of actions, the implementing partners organized follow-up meetings with services providers in order to review the implementation upon the action points agreed during the dialogue meetings. It is worth noting that partners implementing CCSA activities were engaged the social accountability clubs in all the targeted schools supported. This study found, in each school, they established social accountability committees to deal with child rights issues and support implementation of recommendations in schools such as construction the five ramp in five schools and provision of learning materials.

Strategies used to motivate CSOs and duty bearers include forming networks with education county director, police and P.TAs to engage their communities in supporting implementation of the recommended actions during the CCSA processes. With this strategy, they already formed five groups of CSOs to participating in CCSA activities. Another strategy was encouraging the schools administration to help implementing their duties, a message passed to other partners and stakeholders during cluster meetings especially in Rumbek. However, partners would like to be supported by having direct contact with other partners and stakeholders, and need budget increase for CCSA activities to allow them to do more support implementations of the recommendations from the CCSA processes.

The duty bearers mainly Government officials informed this study about the need for the implementing partners especially NGOs to offer Government social workers incentives to be able to effectively support the Social accountability processes and implementation of the recommendations. In addition, they believe building capacity of PTAs and school management committees to take up lead role in lobbying for implementation of the social accountability findings should be prioritized.

Tools for service assessments and interface meetings

The study found that children and adults were introduced to social accountability data collection tool (scorecard) developed in line with Ministry of Education standards from the where children having voluntarily participated inception training and in the data collection process, were able to do measurements of a classroom, availability of teachers, classrooms, desks, wash facilities among others during data collection exercise. Children were able to collect data electronically using tablets phone, identify issues affecting their schools environment and learning, and demand for improvement action from duty bearers during validation workshop of the findings. According the implementing partners, the findings were analysed by the implementing partners and presented in a report format where deliberations were made leading to formulation of actionable recommendations in a forum attended by CSOs, CCSA groups, duty bearers and implementing partners, a CCSA process that empowered children to identify issues on their own and present them to the services providers.

Therefore, the tool used in the CCSA process was able to capture all the details in a school environment using observation, interaction with school authorities and measuring for accuracy, which provided enough evidence of existing issues affecting learning in schools. However, these tools are not child friendly because it requires an adult guide on how to use during data collection, hence, this study confirmed was that at some point, adults collect the data themselves whenever children face challenges. This recommends for modification or adaption of a child friendly tool that can solely be used by children during data collection, analysis and reporting and dissemination to duty bearers. Additionally, this study found lack of standardized

but simplified tool for follow up of actions and recommendations documented, to track progress of implanting these actions by partners, CSOs and duty bearers.

Institutionalisation:

Refers process of embedding some CCSA conception (for example a belief, norm, social role, particular value or mode of behavior) within the existing institutions, social system, or societies in Bor and Rumbek, because the CCSA activities requires committing from particular individual or group to an institution and particular bodies responsible for overseeing or implementing the CCSA recommendations and actions.

The existing initiatives/efforts to institutionalize the CCSA by relevant service providers and duty bearers.

The implementing partners for the CCSA activities worked closely with the State Ministries of Gender, Child and Social development, CSOs, lawmakers and other NGOs and the established CCSA working group in ensuring that rights of children and issues raised by the children are addressed, in addition to trainings and other capacity building activities. Services providers were engaged in follow-up from the start of the CCSA processes in 2020 to ensure that they implement the action points from dialogue meetings. As a result, 50% of action points from dialogue meetings were acted on according to the Mid-Term Review. Some of the action points agreed upon during the dialogue meeting were actioned on by the local services providers as shown in the md-term review report 2021¹.

According to one of the implementing partners, there is need to starts with clarity and setting expectations that can be aligned with the goals and objectives of CCSA to the relevant institutions. Assigning everyone institution action items whenever the action points are generated during the dialogue meeting and tracking of the duty bearers' commitments to hold each institution accountable is a better and sustainable initiative to strengthen and institutionalize the CCSA activities and processes. It further added, involving lawmakers in the state parliaments can add more efforts in ensuring that voices of children are reinforced by parliamentarians to hold government institutions to account for the rights of the children raised in the CCSA dialogues.

Therefore, it confirms lack of willingness and commitment from the institutions such as the duty-bearers, partners, CSOs and the rights holders by doing follow-up and documentation of the success because of social accountability was lacking. The follow-up of an action point has been a gap identified and this area needs be strengthened because the element of follow-up and taking action on the recommendations has been missing from the institutions. Hence, as previously stated by the duty bearers about the need to offer them incentives as a motivation to effectively support the Social accountability processes and implementation of actions.

Results so far:

Extent data and feedback collected through CCSA was used within duty-bearer decision-making processes

The feedback and data collected through CCSA activities shows partial use by the duty bearers, which resulted in the implementation of 50%² of the action points agreed upon in the various dialogue meetings from 2020 to 2022. This was because of groups of CSOs to participating in CCSA activities encouraging the schools administration to help implementing

¹ Norad MTR report 2021

² Norad mid-term report 2021.



their duties and passing reminding messages to duty bearers and other partners and stakeholders during dialogue and dissemination meetings. However, follow-up of action point need improvement at least on quarterly basis in order to make sure that the action points agreed upon during the dialogue meetings implemented according to the implementing partners. The implementation of the CCSA process went well though there were a few challenges encountered.

This study found the CCSA process relevant to addressing the rights and needs of children in South Sudan because this process gave children an opportunity to identify issues affecting them and they are able to discuss with the duty bearers for an action to be taken. According to the child participants of this study, CSSA process as well promoted children's participation; it gave children an opportunity to be in a driving seat with support from Adult CCSA Working Groups in the back seats. Children took lead during data collection to identify issues affecting their learning and demand for improvement in the education sector. Children groups have observed changes now than before as many children behave well both in school and at home including those who survived communal violence. Equal rights among both boys and girls promoted as well, teachers now respect children's views especially when settling disputes among the children.

Sharing of experiences on accountability and awareness about social accountability with children has enabled many parents now become role models to others in the community. It found as are always expected to do good all the time for their children, it resulted to promotion of child rights and provision of their basic needs. Parents started taking care of all children even when not related, sending them to school, respecting views of children, physical punishment, child marriage reduced and some schools benefitted from infrastructural developments such as provision of additional classrooms, water points and latrines by partners.

Engagement and participation of duty bearers and rights holders during CCSA processes has really worked in terms of accountability, adults reported improvement in other schools in terms development as result of accountability process and services provision in responsive to the needs of children (non-state). The CCSA processes improved equality and transparency between adults and children through sharing of ideas and gaining experiences on accountability to ensure that children rights are observed, such as discrimination between boys and girls by parents and inclusivity of disabled children with disability in children's activities. Additionally, hostility by parents towards children reduced because the socials accountability findings were validated jointly in one forum with parents who started listening to children including girls where they freely discussed issues affecting them.

Things that did not work

This study confirmed lack of commitment from duty bearers, CSOs and NGOs to implement the recommendations from the CCSA processes, and follow-up of the agreed action point has not been working well and this needs a lot of improvement, as delegation of work between duty bearers and relevant stakeholders was not well implemented.

CSSA groups reported a number of documented school challenges to duty bearers through the dialogues but they do not have resources to implement recommendation such as relating to reduction of schools fees, infrastructure development this caused a lot of conflict of interest.

Inadequate refresher training was commonly mentioned among CSSA groups interviewed because they forgot what was taught about monitoring of implementation of the recommendations by the CCSA groups after presentation of findings and disseminations. As a result of the above, the argued issues such as child marriage could not be reduced, child labour is still in practice, punishment is still effected, schools still have poor infrastructure development and most children are not in school not because the trainings were not effective, but lack of basic needs.

Therefore, the CCSA activities and processes results have been more positive in areas of capacity building of institutions, change of attitude of community members on the rights of children, holding duty bearers to account, increased participation in inclusive decision making processes that led some implementation of some developments in schools by partners. However, with lack of commitment and resources for duty bearers and partners to implement all the recommendations, still over 50% of the actions documented and disseminated not implemented. It is recommended that the focus should now be

not on carrying out more assessments and more report writing, but on ensuring the remaining actions are followed up, implemented and progress documented and disseminated to a wider forum, including the relevant cluster.

Contexts:

Social Accountability in South Sudan was implemented in both urban and rural areas where Save the children is implementing mainly humanitarian response programmes for floods and conflict affected communities with limited development programmes and funding opportunities. Children trained on CSSA were able to collect data identify issues affecting their learning, and demanded for improvement in the education sector through validation workshops mixed with parents, community leaders, duty bearers and CSOs. Members of Social Accountability Working groups were able to do measurements of a classroom during data collection exercises using a scorecard developed in line with Education standards from the Ministry of Education.

The children by talking freely in front of adults were empowered to raise their own concerns without fear resulting to some parents stopping harmful practices of child and force marriages, taking boys to cattle camps among many others. Female child participants said, *“Our rights were given to us by our parents, freedom of playing. It has given us light on the rights that we deserve and what should be done to us. Talking to our parents to respect our rights and needs”*. Another said *“Last week, my neighbour wanted to give out a young girl forcefully, but this girl ran to police station and she was support because she was empowered. If this girl was in our school, she could have been help”*.

Members of the Social Accountability Working Group were able to presentation the findings from social accountability data collection during duty bearer (Local authority, NGOs, CSOs & community leaders) and right holders dialogue meeting. Because the CCSA process empowered children as they are able to identify issues on their own and engage services providers. Female group member said, *“Our girls are now safe and free from force and early marriage since they were included during training”*.

How they feel about joint discussion with children

Children are generally not happy discussing issues that affect them in the same forum with adults and parents. The children feel parents deny their own mistakes in such forums, which denies children's freedom of expression, as they perceive children right less and inferior to adults. Issues they discuss with adult evolves around school performances and hygiene in general, much as in Bor, both boys and girls feel happy discussing with adults with reservations as some of the sensitive issues cannot be discussed with adult in the same forum. Boy child said, *“We feel happy because we want to point out their mistakes and errors in front of them. But sometimes, when we point out their mistakes in their presence he will not like it and may end up caning us at home”*. They like to discuss with adult in the same forum to let their parents know that children do not like harmful practices such as under age and forced marriage and the need for more awareness to in their communities. A male informant said *“They will know things we don't like in overall”*.

Moreover in Rumbek, boys like to discuss their issues among ourselves as children, something they to do alone. E.g., children fighting in class does not need teachers immediately; we need to discuss it by ourselves, issues that cause violence in school need their own intervention. The girls however, feel free discussing with their fellow mates because they cannot get along with adults who said, *“We cannot feel happy because they might mistake us and we parents should be given separate trainings in a different forum likewise to the children”*.

Adult groups generally do not like to be in a discussion forum or training with children's groups during the CCSA processes and activities because they feel children might decide to do wrong because of the learnings from trainings and discussions, and can decide to do anything they wants without respect. Things they feel uncomfortable discussing the children include marriage, violence, girls and many others. Although others feel happy, but with reservations in areas of topics discussed such as resources, progress in education and other community related issues, motivational issues, children's discipline are

discuss with children. The adult groups argued, *“We feel happy when we discuss issues together; he has his part to bear and my own part. But sometimes, there are some of the issues that need to be discussed in children absence to avoid stiffness from the child”*.

Contribution of parents

Parents in the CCSA groups contributed by motivating the organization to do more for their community, talking to parents of a certain children who seemed not to allow their children go to schools and eventually did, was a success of their contributions to the CCSA processes. Accordingly, their contribution was in determining a better future of their children by providing safe environment for learners in school, although encountering a bigger challenge of support from the government, yet they pay school fees meant for school development, which ends up being taken by the county government. Children in Rumbek however, explained their role being insignificant because they were not trained and those trained have left, not oriented on their roles and duties in the social accountability processes and activities.

Opportunities, challenges in and adaptations

Adaptations considered during the implementation include formation of Adults Social Accountability Working Groups to support Children Social Accountability Working Groups' voices during dialogue meetings and in data collection on matters affecting children. Follow-up meetings with services providers in order to review the implementation upon the action points agreed during the dialogue meetings. The report also indicates through inclusive participation, children contributed in every activities as every one of them was entitle to participate. After learning how to control themselves, understanding the importance of peaceful coexistence and social accountability. They notably found space to freely express themselves, gained additional skills and ideas from the discussions they participated in.

Opportunities

CCSA activities in Bor and Rumbek still have a an opportunity to starts setting expectations that can be aligned with the goals and objectives of CCSA Assign everyone action items whenever the action points are generated during the dialogue meeting. Track the duty bearers' commitments and hold each institution accountable. This couple with the existence of experienced and competent partner and SCI organizations staff to take lead in this.

Children's CCSA groups have well-built capacity and are capable of collecting data by themselves, identifying issues and presenting them to the services providers, with provision of easy to use and interpret tools.

There is willingness from the services providers, duty bearers and CSOs in participating in social accountability processes and implementation of all actions agreed, if enough budget is allocated. Stable formation of the transitional government of national unity means reduced government employee turnover because of political changes especially with line ministries.

Threats/Challenges

- CCSA documented issue have not been addressed due to the limited budget allocated for social accountability activities and willingness from duty bearers to take lead in the implementation of the actions.
- The economic crises in the country made the local authority not respond or act on the action points as always agreed.
- lack of material motivation for the members of adult social accountability working groups due to limited budget and need to sustain this approach.
- The economic crisis affected the promises made by the local authority as it delayed their responses to the issues raised by children during the dialogue meetings.
- Inadequate funding for social accountability programs remains a weakness.

- Child friendly adapted materials resources such as data collection tools, and data analysis tools for children to be able to perform the entire process by themselves.
- Networking of CSOs and Government officials was not properly coordinated due to lack of space and effort from CSOs and duty bearers. The involvement of children in decision-making process was low.

RECOMMENDATIONS

South Sudan Updated Recommendations of the Child-Centred Social Accountability Study

- The CSOs, Government officials, CCSAs, P.T.A., and school administrators need to be trained further on their role in the follow-up of the recommended actions and in the CCSA processes.
- Develop child-friendly tools for child-led CCSA processes and participation in data collection and dissemination.
- Document progress and scale up pending action points to relevant clusters and government line ministries at the national level.
- Carry out power mapping with stakeholders and service providers for information sharing and follow-up of action points
- We shall continue to sensitize and train the parents on the importance of engaging both children and adults in the social accountability processes.
- Selection criteria for CCSA groups should be on a will/ voluntary basis, with encouragement to those with disability. When such opportunities arise school administration should announce them in an assembly and those willing to be part of express their interest through their class teachers to make participation free, fair, and inclusive.
- Building capacity of PTAs and school management committees members who are CCSA to take up leadership roles in lobbying for the implementation of the social accountability action plans
- There is a need to start with clarity and setting expectations that can be aligned with the goals and objectives of CCSA to the relevant institutions.
- Quarterly follow-up meetings are to be introduced to make sure that the action points agreed upon during the dialogue meetings are implemented according to the implementation plan.
- Ensure that our selection criteria consider the participation of all classes regardless of age, ability, and gender

Action Plan for the implementation of the recommendations:

Questions on how to address the recommendations	Way forward or areas to improve
---	---------------------------------

- | | |
|------------------------------------|---|
| Where is CCSA will be implemented? | <ul style="list-style-type: none"> • Bor • Akobo • Rumbek - will concentrate on action points follow-up as the program has the possibility of exiting the target area |
| How do we ensure inclusivity? | <ul style="list-style-type: none"> • Selection criteria should consider the participation of children living with disability and girls' children. • Children between the ages of 10 and 17 should be selected as members of the CCSA working groups • Engage with out-of-school children with entry points being churches. |
| Which tools do we need? | <ul style="list-style-type: none"> • Data collection tool (scorecard) • Data analysis tool (excel sheet) • Action point tracker tool • Radio talk show • Participatory action research with children • Training modules on relevant topics |



Stakeholder power analysis tool

What step-to-step approaches will you use/adopt?

- Schools/community-based CCSA approach with children, and adult groups (services providers are PTAs, Community leaders, Church leaders, Youth, Women, and CSOs)
- Scale up pending action points from school to County services providers such as sub-clusters, working groups, and Education County Directors.
- scale up by the implementing partners, high-level CCSA Committee, and SCI focal points at the county
- Scale up pending action points from the county to State services providers such as clusters, sector working groups, Line Ministries of Education and Gender, Child and Social Welfare, UN agencies, and INGOs. Scale by the, Implementing partners, child parliament, CCSA high-level committee, and SCI focal points
- Scale up pending action points from the state to national services providers such as clusters, sector working groups, Line Ministries of Education and Gender, Child and Social Welfare, UN agencies, and INGOs.
- Scale by the, implementing partners, child parliament, Child Rights Coalition, and SCI clusters Coordinators.

How will you integrate CCSA into other thematic areas?

- Besides CCSA intervention in the area of education, we will update the scorecard to as well assess child protection services using case management Standard operating procedures
- Engage CCSA groups to identify child protection issues of concern and brought to CBCPN's attention
- Findings from CCSA will be used to inform schools' improvement plans in order to mitigate the risk around the schools
- Training CCSA groups on climate change and on how to identify issues regarding emerged with climate change

How are you planning to measure change?

- DDR to address climate change
- Include CCSA at the design stage as it contributes to outcomes of different thematic areas
- Baseline, mid-term, and end-line review
- Develop an indicator outcome and output to use to measure the changes
- Action point tracker to measure the change and the quality of services
- Level of participation of the community and children in the CCSA process
- Level of responsive from the government as service providers
- Feedback mechanism