Module 1

Young Citizens
Score Cards
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Module 1 Objective

- **Who?**
  - All stakeholders involved in the score cards project and process will be...

- **What?**
  - Introduced to the objectives, activities involved and potential outcomes of score cards in order to...

- **Why?**
  - Understand why score cards are important for improving services so they can...

- **How?**
  - Share this knowledge with community members to mobilize and advocate for the rights of girls and other excluded groups
INTRODUCTION TO SCORE CARDS

1.1 What are score cards?
1.2 What makes this score cards process unique?
1.3 What are the objectives of our score cards approach?
1.4 Where are score cards being used around the world?

SITUATION ANALYSIS

2.1 Which themes and services will be evaluated?
2.2 What are the potential outcomes we might achieve?
2.3 What is the context of our project?
2.4 How, when and with whom do we share the situation analysis?

PLANNING AND PREPARATION

3.1 What is the scope of our project?
3.2 Which groups should participate in score cards?
3.3 Who should facilitate and monitor the score cards process?
3.4 How do we prepare facilitators, monitors and service providers for score cards?

SCORE CARDS

4.1 What issues do we face in relation to the project themes?
4.2 What are the current conditions of our community on these issues?
4.3 What do the results mean for excluded groups?
4.4 Which services and duty bearers impact these conditions?
4.5 What are my rights and entitlements for these services?
4.6 What recommendations do we have to improve these services?

INTERFACE MEETINGS

5.1 What are the main findings of our score cards process?
5.2 How do we organize the interface meeting?
5.3 How do we prepare participants for the interface meeting?
5.4 What are our commitments for action and change?

MONITORING PROGRESS

6.1 How effective is the process?
6.2 Has the situation changed?
6.3 What more needs to be done to improve the situation?
6.4 What did we achieve and how?
What are score cards?

1.1

Score cards is a method for holding duty bearers accountable for the accessibility and quality of services.

Better and more inclusive services for girls and boys.

Discuss
Collaborate
Assess
Plan
Monitor

Develop
Joint Solutions

Service Users
(girls, boys, adult community members)

Service Providers
(duty bearers, government agencies)
What are score cards?

1. I am a girl living in a community involved in the score cards project.

2. I am invited to attend a meeting with other girls to share my experiences about the project’s themes (such as safety in public spaces).

3. Through drama, mapping or community tours, I identify the issues that are important to me for these themes (such as poorly lit bus stops).

4. I attend another meeting in which I score my community conditions on the issues identified previously, such as “There are enough street lights for me to feel safe in bus stops.”

5. I learn which services contribute to these community conditions, my rights and entitlements for these services, and who is responsible for them.

6. I share my recommendations on how to improve these services, such as “including at least 5 street lights for each bus stop.”

7. I attend another meeting in which I share my viewpoints about these services with government representatives or duty bearers.

8. These duty bearers make commitments to improving services based on my viewpoints and recommendations.

9. I attend a follow up meeting in 6 months to see if the services have improved, resulting in better community conditions for girls.

10. If the situation has not improved I begin the process again or take additional steps to advocate for my needs.
What makes *this* score cards process unique?

**CHILD-CENTRED**
- Graphic design
- Interactive and intergenerational
- Led by young people

**INCLUSIVE**
- Adaptable to multiple ways of learning and engagement
- Participatory
- Focus on capacities and voice of marginalized groups

**GENDER SENSITIVE**
- Focus on gender justice for girls and boys
- Challenge discriminatory gender norms
- Promotes girls’ agency

Human rights, information literacy, political consciousness, adaptable to local context
What makes *this* score cards process unique?

**Traditional Score Cards**
- Used primarily with adults or older children and youth
- Facilitated by experts with extensive community-based research skills
- Small number of participants (about 40-80 people) in one community
- Score cards only apply to one facility or community

**Our Score Cards**
- Can be used with children as young as 7 years of age
- Facilitated by adult and adolescent community members
- Can be scaled with thousands (1,000s) of participants in many communities
- Score cards can be aggregated to affect municipal and/or policy level changes
What are the objectives of our score cards?

Young people’s active and meaningful participation

**Reduced Inequality**

Better conditions and social positions for girls and boys, especially the most excluded groups

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**Child/Human Rights Education**
- Engage girls and boys in an ongoing process to learn about their rights and entitlements as they apply to their everyday conditions and services and how to help advancing them

**Participation & Empowerment**
- Empower the most excluded groups of girls and boys to take actions on their rights in collaboration with adults, service providers and the community

**Monitoring & Evaluation**
- Gather data at the local level in a participatory way to monitor services for children and adolescents over time by sex, age, community, and excluded group

**Governance & Accountability**
- Enhance governance structures and processes that improve the quality of services for girls and boys at the local level

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1.3

**Young people’s active and meaningful participation**

**Reduced Inequality**

Better conditions and social positions for girls and boys, especially the most excluded groups
Where are score cards being used?

Child Friendly Places – View Score Cards [Case Studies]

Plan pilot sites for child-centred, inclusive and gender equitable score cards
Because I am a Girl Urban Programme and Sida/Plan Sweden

54+ case studies  27 countries  820+ communities  64,000+ participants

[Map showing locations such as Lima, Peru, Benin, Burkina Faso, Togo, Kampala, Uganda, Cairo, Egypt, New Delhi, India, Hanoi, Vietnam]