Module 2

Situation Analysis
Acknowledgements

This visual guidance note was made possible with the advice and contributions of many people and organisations.

Thank you to CERG and Plan International for providing expertise and guidance on best practices from Child Friendly Places for child and youth-friendly community score cards that are gender sensitive and transformative. Thank you to Plan Uganda, Plan India, Plan UK, and various advisors at Plan International Headquarters who provided advice throughout the process.

A special thank you to Plan Uganda and Plan India who worked with CERG during the pilot phase and contributed to advancing these guidelines within the Because I am a Girl Urban Programme. Thank you to the adolescent girls, adolescent boys, community members, and service providers who participated in the pilot workshops together with Plan Uganda, Plan India and CERG.

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Module 2 Objective

A technical team consisting of local law, public administration or policy analysts, child development experts, project coordinators and service providers will... Identify the potential outcome indicators for score cards and the specific services, rights, entitlements, and duty bearers responsible for those outcomes in order to...

Empower adult and adolescent community facilitators to understand the political, social and cultural context of the project so they can...

Share this knowledge with community members in a child-friendly format during the score cards process and empower girls and other excluded groups to advocate for their rights.
Key Questions and Activities

2.1 Which themes and services will be evaluated?
- Review existing project information to identify the themes and services

2.2 What are the potential outcomes we might achieve?
- Review the project’s theory of change to identify potential outcomes
- Review existing indicator databanks and select or develop outcome indicators for each theme

2.3 What is the context of our project?
- Gender and child rights analysis
- Policy analysis
- Stakeholder analysis
- Power and political analysis

2.4 How, when, and with whom do we share the situation analysis?
- Summarize the analyses in a child friendly format
- Develop a Rights and Roles Guide
- Identify the uses of the guide

Module 2 Reflection
- What did we accomplish?
- What did we learn?
- What worked well and why?
- What issues do we need to improve upon?
## Estimated Time and Materials

<table>
<thead>
<tr>
<th>Module Overview</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Which themes and services will be evaluated?</td>
<td>3-5 days</td>
<td>• Notepad and pen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Project documents/reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Project theory of change</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Internet access/computer</td>
</tr>
<tr>
<td>2.2 What are the potential outcomes we might achieve?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 What is the context of our project?</td>
<td>4 weeks</td>
<td>• Notepad and pen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Internet access/computer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Project documents/reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Relevant policy documents/websites</td>
</tr>
<tr>
<td>2.4 How, when and with whom do we share the situation analysis?</td>
<td>1 week</td>
<td>• Results from activities 2.1-2.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Computer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Photocopier</td>
</tr>
</tbody>
</table>

Use the [Time Log Template](#) to monitor the actual time required

All other resources are provided as links within the activity description.

Files with this symbol can be downloaded.
Intended Outputs

1. Rights and Roles Guide
   A child-friendly situation analysis resource guide for score cards

Rights and Roles
Understanding my rights and entitlements
Who is responsible for what?
Safe and Inclusive Cities, BIAAG Urban Programme
Kampala, Uganda

View the [Uganda Rights and Roles Guide](#) for the Because I am a Girl Urban Programme

2. Outcome Indicators
A table of statements reflecting the ideal community conditions a score cards initiative might achieve

<table>
<thead>
<tr>
<th>Outcome Indicator</th>
<th>Adolescent Girls</th>
<th>Adolescent Boys</th>
<th>Community Members</th>
<th>Service Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate public spaces for recreation and leisure</td>
<td>There are spaces for recreation and leisure I can use in my community</td>
<td>There are spaces for recreation and leisure I can use in my community</td>
<td>There are spaces for recreation and leisure</td>
<td>There are spaces for recreation and leisure</td>
</tr>
<tr>
<td>Girls and boys have equal access to parks and other community public spaces</td>
<td>Girls and boys have equal access to parks and other community public spaces</td>
<td>Girls and boys have equal access to parks and other community public spaces</td>
<td>Girls and boys have equal access to parks and other community public spaces</td>
<td>Girls and boys have equal access to parks and other community public spaces</td>
</tr>
<tr>
<td>Safe parks and other community public spaces are safe</td>
<td>Parks and other community public spaces are safe</td>
<td>Parks and other community public spaces are safe</td>
<td>Parks and other community public spaces are safe</td>
<td>Parks and other community public spaces are safe</td>
</tr>
</tbody>
</table>

View the [Safe and Inclusive Cities outcome indicators](#)
Potential Outcomes

**Participation**
- Collective understanding of the themes and services being assessed
- Collective agreement on the potential outcome indicators for the score cards process

**Political Education**
- Increased access to information on key policies for the identified themes/services
- Understanding of the strengths and weaknesses of current policies to address gender and age gaps in services
- Increased awareness of gender equality and child rights and entitlements associated with each theme/service
- Increased understanding of the individuals, government agencies/sectors that are responsible for community services and the power relationships between them

**Empowerment**
- Understanding of interests and motivation of key decision makers and dynamics between them regarding the issues at stake

**NOTE:** Service indicators are defined by the community in Module 4
Potential Challenges & Solutions

**Reluctant service providers or government officials**
- Engage service providers or government officials that have supported your organization or projects in the past as an entry point for developing new partnerships

**Finding accurate information on service entitlements**
- Engage service providers and government officials in identifying this information; conduct interviews as needed to understand relevant policies or schemes

**Ensuring the child-friendly format of the Rights and Roles Guide**
- Engage child development experts or those who are skilled at translating technical information into visual or graphic formats that young people can understand

Revisit this list after trying the different activities to reflect upon and improve the process over time
Develop a system for keeping track of who participated in each planning session. These are some suggestions that are helpful for monitoring and evaluation.

<table>
<thead>
<tr>
<th>Community</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Session Location</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date/Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Boys</th>
<th>Girls</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitors</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitators</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participants</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demographics</td>
<td>Boys who live on the streets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 2.1 Which themes and services will be evaluated?

<table>
<thead>
<tr>
<th>Suggested Activities</th>
<th>Suggested Age Groups</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review existing project information to identify potential themes and services</td>
<td>19-24</td>
<td><strong>Technical Team</strong></td>
</tr>
<tr>
<td></td>
<td>25+</td>
<td>• Local law, public administration or policy analysts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Child development experts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Project coordinators</td>
</tr>
</tbody>
</table>

Active and meaningful participation is one theme of Plan International’s ‘Because I am a Girl Urban Program’

View Kampala, Uganda Case Study
What do we already know about the project?

- **Baseline Studies**
  - Research on excluded groups
  - Policy review of project theme

- **Programme Guides**
  - Theory of change
  - Intended beneficiaries

- **Project Reports**
  - Project description
  - Participant profiles
What are the potential outcomes we might achieve?

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?

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### Suggested Activities

1. Review the project’s theory of change to identify potential outcomes
2. Review existing indicator databanks and select or develop outcome indicators and images for each theme

### Suggested Age Groups

- 19-24
- 25+

### Stakeholders

- **Technical Team**
  - Local law, public administration or policy analysts
  - Child development experts
  - Project coordinators
An **outcome indicator** is a brief statement reflecting the ideal community conditions a score cards project might achieve.

Outcome indicators enable children as young as 7 years of age to participate in score cards because the statements reflect their everyday experiences and community conditions; then they learn which services impact their conditions.

Outcome indicators help to focus the situation analysis, especially on projects that evaluate multiple services and take place in complex environments.

Outcome indicators are important for the training of community facilitators.

Outcome indicators can be used to evaluate the impact of score cards over time based upon changes in service provision or quality improvements.

Example: “I feel safe using local transportation.”
Using existing project reports as a guide, anticipate the issues a community might identify in relation to the themes and services being evaluated.

Turn these issues into outcome indicator statements that reflect the ideal community conditions a score cards process might achieve.

Ensure the outcome indicator statements are child-centred, inclusive, and gender sensitive.

Develop graphic images that represent the outcome indicator statement so the youngest children or those with low literacy skills can participate.

Ideally the outcome indicator statements will allow for comparison in opinions across all stakeholder groups to support advocacy efforts.

Write outcome indicator statements for all the stakeholder groups that will be engaged in score cards.

Write outcome indicator statements for all the stakeholder groups that will be engaged in score cards.

Draw upon existing outcome indicator databanks to select or write appropriate statements, and to use or modify existing graphic images.

Organize the outcome indicator statements according to the project’s themes.

Use the outcome indicator statements as a guide for the situation analysis, and to educate and prepare facilitators (see activity 3.4).
Identify Potential Issues

**BIAAG URBAN PROGRAMME THEORY OF CHANGE**

- **Programme Outcomes**
  - Increased girls' safety and access to public spaces
  - Increased girls' active and meaningful participation in urban development and governance
  - Increased girls' autonomous mobility in the city

- **Target groups and dimensions of change**
  - Institutions (Principal Duty Bearers) (laws, policies, services)
  - Communities and Families (Moral Duty Bearers) (social structures in which families and communities operate)
  - Individuals (Rights Holders) (social position and condition of girls)

- **Approaches to Guide the BIAAG Urban Programme**
  - Actively engage and support the capacity development of civil society and local authorities in cities, promoting an integrated, multi-level and multi-stakeholder approach.
  - Undertake policy-based advocacy on girls' safety in cities.
  - Promote critical dialogue between adolescent girls, urban communities, and local authorities.
  - Work in partnership with key stakeholders on issues of girls' preventive and protection measures.
  - Strengthen girls' capacity to claim their rights and hold duty bearers accountable for girls' safety and inclusion in cities.
  - Actively engage boys and men as champions of change on girls' safety in cities.
  - Build evidence-based programme models aligned with global guidelines on safe and child-friendly cities, gender equality, and participatory programming.
  - Integrate a gender equality approach in all phases of programming: design, implementation, and evaluation.
  - Intentionally engage and respond to a diversity of girls in the city, with a focus on the most marginalised.
  - Use Information Communication Technology for Development (ICT4D) approaches in programming.

- **Target groups may point to the scope and scale of score cards**
- **Situation analysis is crucial for an effective score cards process**
- **Barriers may help to identify the potential issues that can be turned into outcome indicators**
- **The score cards process contributes to goals of participation and empowerment**
- **Existing Legal Frameworks, Policies, and Programmes** (political will, existing global, national, and local legal frameworks, policies, and programmes that support the programme, including CEDAW, CRC, 8-Point Call to Action)
- **Building on Existing Initiatives and Partnerships** (partnerships with key stakeholders, including government, community members, NGOs, women, men, girls and boys; alliances and networks)
- **Mobilising around Issues of Women's and Girls' Safety** (recent events, international conferences, global/national campaigns, etc.)
- **Girls' Assets** (existing assets of girls, including social, financial, personal, material)

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2.2

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AVOID: Negative sentence structures (there are no drugs in our community)
All indicators should be written in a positive format to reflect the “ideal” situation
Ensure positive format when translating the outcome indicators
# Types of Indicator Statements

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child-Centred</strong></td>
<td>Children and adolescents share their own personal perspective or opinion</td>
<td>I feel safe using local transport (motorcycles, taxis, buses, trains etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If I feel in danger, I know where to report it or get help from an adult</td>
</tr>
<tr>
<td><strong>Inclusive</strong></td>
<td>Individuals comment on their perceptions and share their own experiences of girls or of other excluded groups</td>
<td>Girls are safe from physical assault when in public spaces (touching, molestation, rape, etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There are toilets that young people with disabilities can use safely and easily in my community</td>
</tr>
<tr>
<td><strong>Gender-Sensitive</strong></td>
<td>Individuals share their opinion or experience from a gender equality perspective</td>
<td>Girls and boys have equal access to parks and other community public spaces</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Girls and boys are equally involved in planning or making decisions for my community</td>
</tr>
</tbody>
</table>
2.2 Select/Modify Existing Indicators

<table>
<thead>
<tr>
<th>Image</th>
<th>Indicator</th>
<th>Adolescent Girls</th>
<th>Adolescents Boys</th>
<th>Community Members</th>
<th>Service Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image](27x243 to 126x361)</td>
<td>Girls’ safety from sexual harassment in public spaces</td>
<td>Girls are safe from sexual harassment when in public spaces (hooting, cat calling, staring, etc.)</td>
<td>Girls are safe from sexual harassment when in public spaces (hooting, cat calling, staring, etc.)</td>
<td>Girls are safe from sexual harassment when in public spaces (hooting, cat calling, staring, etc.)</td>
<td>Girls are safe from sexual harassment when in public spaces (hooting, cat calling, staring, etc.)</td>
</tr>
<tr>
<td>![Image](386x14 to 506x86)</td>
<td>Access to social services</td>
<td>There are adults outside of my family who I can talk to freely about abuse or violence</td>
<td>There are adults outside of my family who I can talk to freely about abuse or violence</td>
<td>Girls and boys can talk freely to adults not in their family about abuse or violence</td>
<td>Girls and boys can talk freely to adults not in their family about abuse or violence</td>
</tr>
</tbody>
</table>

We encourage writing indicator statements in a way that enables the comparison of opinions among different groups on the same outcome.

Links to Outcomes Indicator Databanks:
- Safe and Inclusive Cities, Child Friendly Schools
- Child Friendly Communities, Education in Emergencies
Child Friendly Indicator Images

Focus on drawing simple images

Encourage child and adolescent drawings during score card sessions

Use existing images from indicator databanks

Each outcome indicator should include a graphic image to ensure the youngest children can participate in the process

If resources are available, we encourage organizing groups to hire a local artist to develop culturally appropriate images
## Organize Outcome Indicators

<table>
<thead>
<tr>
<th>Theme</th>
<th>Adolescent Girls</th>
<th>Adolescent Boys</th>
<th>Adult Community Members</th>
<th>Service Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls’ Safety and Access to Public Spaces</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Girls’ Active and Meaningful Participation</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Girl’s Autonomous Mobility in the City</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total Number of Outcome Indicators</strong></td>
<td><strong>54</strong></td>
<td><strong>54</strong></td>
<td><strong>54</strong></td>
<td><strong>54</strong></td>
</tr>
</tbody>
</table>

Example Number of Outcome Indicators, by Theme, for Safe and Inclusive Cities Because I am a Girl Urban Programme
## What is the context of our project?

### 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?

<table>
<thead>
<tr>
<th>Suggested Activities</th>
<th>Suggested Age Groups</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gender and Child Rights</td>
<td></td>
<td>Technical Team</td>
</tr>
<tr>
<td>Analysis</td>
<td>19-24 25+</td>
<td>• Local law, public administration or policy analysts</td>
</tr>
<tr>
<td>2. Policy Analysis</td>
<td></td>
<td>• Child development experts</td>
</tr>
<tr>
<td>3. Stakeholder Analysis</td>
<td></td>
<td>• Project coordinators</td>
</tr>
<tr>
<td>4. Power and Political</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Local law, public administration or policy analysts
- Child development experts
- Project coordinators
Key Questions and Outputs

Gender and Child Rights Analysis
- What are some of the root causes that explain the difference between how girls and boys, women and men access and experience the services being evaluated?

Policy Analysis
- Which global, national and local policies contain the rights and entitlements for each service being evaluated?

Stakeholder Analysis
- Which government sectors, agencies and individuals are responsible for the services being evaluated, and at which level of decision-making?

Power and Political Analysis
- What are the motivations, interests and level of influence of the stakeholder groups identified?
2.3 Context Analysis Tips

- Rely upon the outcome indicator statements to help focus the analysis and to extract specific entitlements from policies.
- Use existing tools to answer the four key questions, or commission the analysis if resources are available.
- Draw upon local policies, plans and schemes as much as possible; national policies often do not yield specific entitlements.
- Keep in mind the intended audience of the analysis, which includes facilitators, children and adult community members.
- Use simple language to summarize the analysis, providing examples as needed to convey key messages.
- Consider ways to visualize or graphically display the outputs of the analysis.
2.3 Suggested Activities/Tools

**Gender and Child Rights Analysis**
- Plan’s Framework for Gender and Child Rights Analysis
- Gender Problem Tree

**Policy Analysis**
- Research Government/City Websites
- Interview Service Providers
  - BIAAG UP Policy Review Tool

**Stakeholder Analysis**
- Research Government/City Websites
- Interview Service Providers
  - Child Friendly Cities Governance Checklist

**Power and Political Analysis**
- Actor Analysis Tool
- Power Mapping
This is an example of an existing tool on gender and child rights analysis that uses a child friendly visual to summarize the information.
Take notes on the answers to these questions as they relate to the specific services being evaluated:

1. Key barriers to rights faced by girls compared to boys
2. How certain rights violations impact girls differently than boys
3. Which girls and boys are more excluded than others and why
4. How rights violations of women affect the children in their lives

Document the results of the gender and child rights analysis using language young people understand.

**Gender-Based Child Rights Violations**

<table>
<thead>
<tr>
<th>Violation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poorly lit streets impact the safety of girls and women because groups of boys and men sexually harass them in public spaces</td>
</tr>
</tbody>
</table>
Policy Analysis

Global
- Convention on the Rights of the Child
- Convention on the Elimination of All Forms of Discrimination Against Women
- Convention on the Rights of Persons with Disabilities

Regional
- African Charter for the Rights and Welfare of the Child

National
- Constitution
- National Youth Policy
- Education Act
- Ministerial Decrees

Local
- Municipal plans
- District plans
- Sector plans

Select the policies and plans that are most relevant to the services being evaluated.
### Example Outputs

#### Theme: Autonomous mobility in the city

<table>
<thead>
<tr>
<th>Theme: Autonomous mobility in the city</th>
<th>Outcome Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“There are enough street lights for me to feel safe at bus stops”</td>
</tr>
</tbody>
</table>

#### What are my rights and entitlements?

<table>
<thead>
<tr>
<th>Policy Reference Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRC 19</strong> – Children have the right to be protected from being hurt and mistreated, physically or mentally</td>
<td></td>
</tr>
<tr>
<td><strong>KCCA MPS (pg 32)</strong> - UGX 514 million has been allocated for upgrading the public street infrastructure in the City to improve lighting and waste removal</td>
<td></td>
</tr>
</tbody>
</table>

- Use the outcome indicators to focus the policy analysis
- Extract text from relevant policies to summarize the rights and entitlements associated with each outcome indicator
- This entitlement includes resource allocation for upcoming service improvements
Research government websites and host meetings with service providers to determine the agencies and/or departments responsible for the services.

The Kampala Capital City Authority is responsible for a range of services in the city and provides contact information on the individuals in charge.
Determine which decision making bodies/levels of government are involved in shaping the policies, determining the budget and overseeing these services.

Example of the local and regional governance structure for Kampala City, Uganda.

- District Level Local Council
- County Council (rural context)
- Sub-County Local Council
- Parish Council
- Village Council

Street repairs

Young people's participation
2.3 Power and Political Analysis

- **Identify Actors**
  - Make a list of all critical actors with a responsibility or obligation to ensure that the issue is being addressed and the rights in question realized.

- **Analyze Actors**
  - Document their responsibilities, motivations/self-interests, technical and human capacity, financial resources, level of influence on the issue, and actions they are already taking on the issue.

- **Power Mapping**
  - Map power relationships between all the critical actors, including who has decision making power over others, who has mutual decision making power, and other forms of power on the issue.
<table>
<thead>
<tr>
<th>Level of Power or Influence</th>
<th>Potential Strategic Entry Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Medium</td>
<td>Mayor Ralph Smith</td>
</tr>
<tr>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>Strong Opponent</td>
<td>Medium Opponent</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example Outputs

2.3
This is a power map of potential actors who are responsible for ‘safety and access to public spaces’ in Kampala, Uganda.

Example Output:

Power Map

National Water and Sewerage Corporation

National Environmental Management Authority

Kampala Central City Authority

Director of Urban Planning

Town Clerk

Law Enforcement

Community Development Department

Community members (men, women, young people)

NGOs

Local leaders (including adolescents)

Health Department

Environment Department

Mutual decision-making power

Power over decision-making
### Suggested Activities

1. Summarize the context analysis in a child-friendly format
2. Develop a *Rights and Roles Guide*
3. Identify the uses of the guide

### Suggested Age Groups

- 19-24
- 25+

### Stakeholders

**Technical Team**

- Local law, public administration or policy analysts
- Child development experts
- Project coordinators
Example Child-Friendly Formats

2.4

National leaders
City leaders
Local leaders

Mayor
Citizens
Local leaders

Pictures or graphic symbols that demonstrate a concept or idea

Graphics should be simple; colors can be used to convey differences

All children have the right to play (CRC 31)

Girls often do not feel safe in public spaces and play near their homes

Girls and boys often do not have equal opportunities for play

Graphic story boards or comic strips that demonstrate a concept or idea
### Develop Rights and Roles Guide

The guide should summarize all the information from the context analysis in a child-friendly format.

<table>
<thead>
<tr>
<th>Theme: Autonomous mobility in the city</th>
<th>Outcome Indicator</th>
<th>Who is responsible for what?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image of child near street lamp]</td>
<td>There are enough street lights for me to feel safe at bus stops</td>
<td>• Urban Planning Department, District Level Local Council, contact Mr. John Smith, +99-999-9999, Project Manager for street light improvements</td>
</tr>
</tbody>
</table>

#### Gender-Based Child Rights Violations

<table>
<thead>
<tr>
<th>What are my rights and entitlements?</th>
<th>What does this mean to me?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poorly lit streets impact the safety of girls and women because groups of boys and men sexually harass them in public spaces</td>
<td>Leave a blank space for adult and adolescent facilitators to take notes, draw pictures or to critique the information so they “own their rights”</td>
</tr>
</tbody>
</table>

**CRC 19** – Children have the right to be protected from being hurt and mistreated, physically or mentally

**KCCA MPS (pg 32)** - UGX 514 million has been allocated for upgrading the public street infrastructure in the City to improve lighting and waste removal
Facilitator Training

- The guide provides a user-friendly method for adult and adolescent facilitators to learn about the rights and entitlements associated with the services being evaluated, and empowers them to engage with the material, critique it, add to it, and to share the information with community members.

Score Card Focus Groups

- Facilitators will share the information in the guide with community members during score card focus group sessions to help participants learn about their rights, which services impact their conditions, and who is responsible for these services.

Interface Meetings

- Facilitators and community members can use the guide to advocate for their recommendations on service improvements, and to demonstrate their information literacy on local rights and entitlements.

Monitoring Progress

- The monitoring group can use the guide to assess progress on service improvements, to analyze budgeting for services, and to ensure they are targeting responsible duty bearers.
Module 2 Reflection

A - RESULTS
• What did we accomplish?

B - LESSONS
• What did we learn?

C – BEST PRACTICES
• What worked well and why?

D - ADJUSTMENTS
• What issues do we need to improve upon for next time?

The monitoring group should ask some or all of these questions to planning session participants.

The monitoring group will compile all participant responses into one digital document to use at a later time in developing a case study.

Module Reflection Template