ACCOUNTABILITY IN ACTION

A PRACTICAL GUIDE FOR YOUNG PEOPLE TRACKING THE SUSTAINABLE DEVELOPMENT GOALS

GLOSSARY

Here are some definitions of key terms, concepts and acronyms that you will find in this toolkit

Accountability: refers to the process of holding actors responsible for their commitments and actions. The three pillars of accountability are responsibility, answerability and enforceability.

(National) accountability framework: a (national) multi-stakeholder action plan for monitoring, reviewing and seeking accountability for the implementation of sustainable development policies and programmes.

Accountability ecosystem: the environment in which monitoring, reviewing and reporting happens; and the stakeholders, processes and information that support it.

Community Based Organisation (CBO): a local organisation with a geographic reach limited to a particular community. CBOs work with a small but focussed agenda involving people within the community and may or may not be formally registered.

Data revolution: the rapid increase of new forms of data, their proliferation, and their usage. A key debate in the post-2015 process is how this revolution can be harnessed for better monitoring of the Sustainable Development Goals.

Decision-maker: a person with specific decision-making responsibilities. This is most commonly associated with governments and political figures but can include decision-makers from a range of fields e.g. CEOs of multi-national corporations.

Empowerment: refers to action taken by people to overcome the obstacles of structural inequality. For young people it is a process that enables them to make decisions and implement change in their own lives and the lives of others.

Gender equality: the state in which access to rights or opportunities is unaffected by gender.

Governance: is about how *power* and *resources* are acquired, managed and distributed. **Good governance** refers to the political and institutional processes and outcomes that are deemed necessary to achieve the goals of development and includes the principles of transparency, responsibility, accountability, participation and responsiveness.

High Level Political Forum (HLPF): the main UN platform for the Sustainable Development Goals, and the centre of the post-2015 development framework. The HLPF will be responsible for the Sustainable Development Goals global review processes.

Human rights: rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status.

Inter-Agency Expert Group on SDG Indicators (IAEG): group comprising representatives of UN agencies and regional commissions, as well as 10-15 representatives from country statistical systems. The IAEG is responsible for the development and implementation of a global Sustainable Development Goals indicator framework.

Millennium Development Goals (MDGs): a set of eight goals with specific targets and indicators that were agreed upon globally to act as the main poverty reduction framework between 2000 -2015.

Mutual accountability: when social accountability activities led by citizens and young people *and* institutional accountability processes together form an overarching framework where all stakeholders share responsibility for achieving shared aims.

Open data: data and content that can be freely used, modified, and shared by anyone for any purpose.

Participation: refers to the active, informed and voluntary involvement of people in decision-making and the life of their communities (both locally and globally).

Open Working Group (OWG): created at Rio+20 in 2012. The OWG is a group of 70+ Member States that was tasked with drafting the current proposed Sustainable Development Goals.

Partnership: partnership means one or more like minded organisations coming together to implement a common agenda. Partnership may occur with an objective to give a stronger common voice for young people and their rights.

Post-2015 process: the Member State-led process for the development and agreement of the Sustainable Development Goals, with broad participation from Major Groups and other civil society stakeholders.

Power dynamics: emerge in situations where people have varying levels of power. This power can have an influence on *who* makes decisions and *how* those decisions are made.

Public good (or service) something not owned by a particular individual or company and therefore, cannot be withheld. It is provided without profit, for the benefit of the whole of society.

Sustainable Development Goals (SDGs): the Sustainable Development Goals supersede the MDGs and are a proposed set of 17 goals (each with targets and indicators) that will frame UN Member States' policies and development frameworks for the next 15 years.

Sustainable development: a holistic development process, supported by systems that create healthier and mutually supportive societies and where young people are at the forefront of change and development.

Transparency: a characteristic of governments, companies, organisations and individuals of being open in the clear disclosure of information, rules, plans, processes and actions.

UN Major Group for Children and Youth (MGCY): the official UN participation constituency for people under the age of 30. The MGCY is a self-organised space which ensures the effective coordination of children and youth participation in United Nations processes related to sustainable development and other allied processes.

Young people: the most commonly accepted definition used by the UN defines youth as the ages of 15-24. **Youth** can also be understood as a phase of life when a person moves from dependence (childhood) to independence (adulthood).

The Youth Governance and Accountability Task Team: a global network of young practitioners advocating on youth in governance and accountability in the SDGs at the grassroots, national and global level. The Task Team is supported by Plan UK, Restless Development and ActionAid.

Youth-led accountability: the enabling of young people to hold decision-makers accountable for the commitments they have made toward sustainable development, through increased capacity, access and agency.

References:

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- *Global agreements, grassroots advocacy: Youth and governance in a post-2015 world*, Plan UK, Restless Development and ActionAid, http://restlessdevelopment.org/file/global-agreements-grassroots-advocacy-toolkit-pdf
- *Power, Rights & Participation: A practical guide for youth action in a post-2015 world*, Plan UK, Restless Development, ActionAid and British Youth Council, http://restlessdevelopment.org/file/power-rights-and-participation-pdf
- *Tools for Monitoring Development Issues at Grassroots Level, (2010),* African Monitor

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BIG IDEA

INTRODUCTION: What's this toolkit all about?

Accountability in Action: why now?

In September 2015, world leaders adopted the 2030 Agenda for Sustainable Development, which includes a set of 17 Sustainable Development Goals (SDGs) to end poverty, fight inequality and injustice, and tackle climate change by 2030. These goals – otherwise known as the Global Goals – are ambitious. Their achievement will depend on citizens - especially young people - playing a clear and formal role in tracking their implementation and ensuring governments remain accountable to the commitments they have made. This toolkit is designed for young people and their organisations who want to play that role.
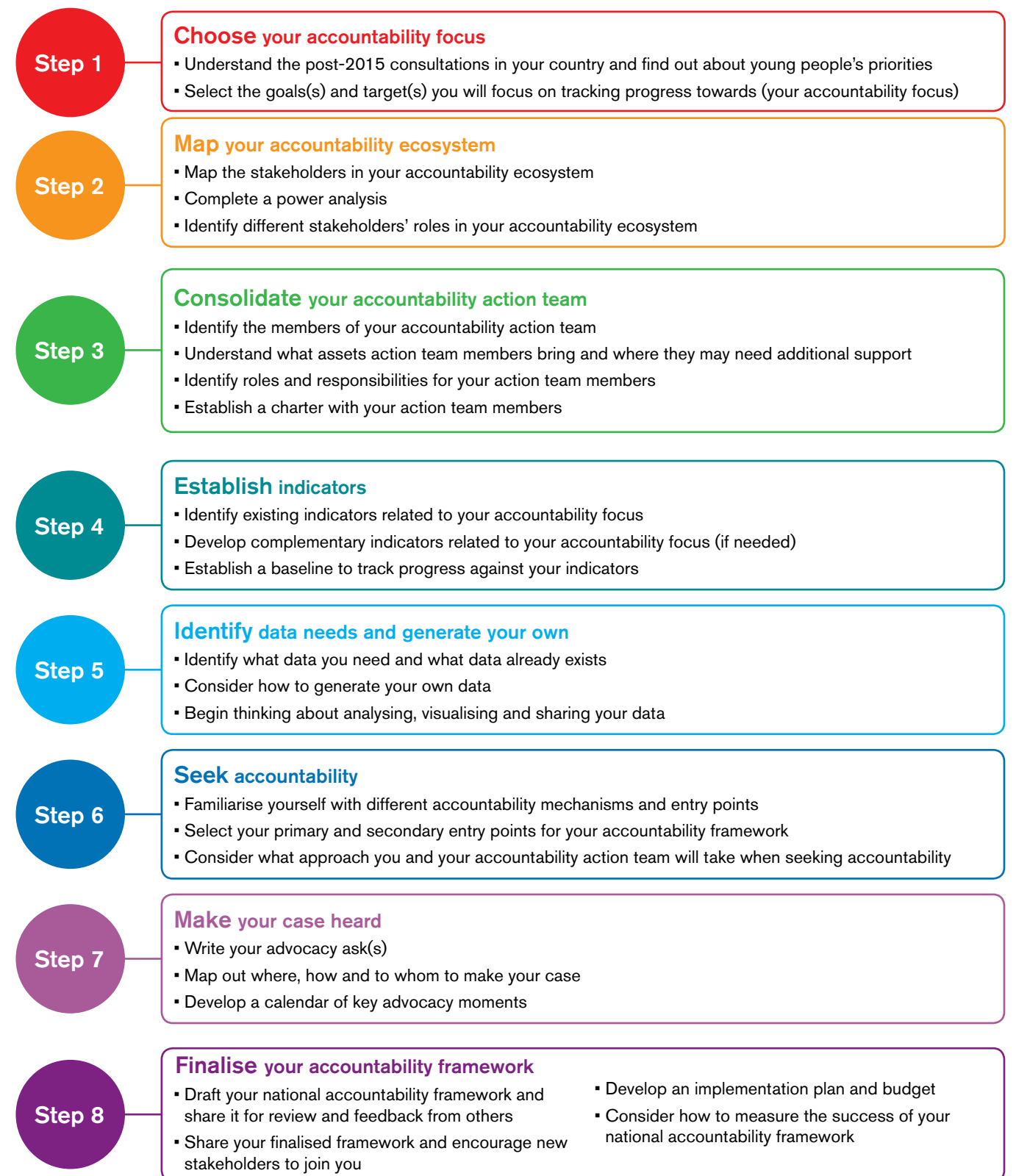
This practical guide will take you through a step-by-step process to develop a *national accountability framework*. What's that? A national accountability framework is a multi-stakeholder action plan for monitoring, reviewing and seeking accountability for the implementation of the SDGs in your country.

Each step in this toolkit will provide you with lots of information, activities and resources to help you develop the different parts of your accountability framework.

Using this toolkit to seek accountability for the Sustainable Development Goals:

Here are the steps included in this toolkit and what you will have achieved following the completion of each step. By the end, you will have succeeded in building your national accountability framework.

Steps the toolkit will guide you through:

Step 1
Choose your accountability focus
- Understand the post-2015 consultations in your country and find out about young people's priorities
- Select the goals(s) and target(s) you will focus on tracking progress towards (your accountability focus)

Step 2
Map your accountability ecosystem
- Map the stakeholders in your accountability ecosystem
- Complete a power analysis
- Identify different stakeholders' roles in your accountability ecosystem

Step 3
Consolidate your accountability action team
- Identify the members of your accountability action team
- Understand what assets action team members bring and where they may need additional support
- Identify roles and responsibilities for your action team members
- Establish a charter with your action team members

Step 4
Establish indicators
- Identify existing indicators related to your accountability focus
- Develop complementary indicators related to your accountability focus (if needed)
- Establish a baseline to track progress against your indicators

Step 5
Identify data needs and generate your own
- Identify what data you need and what data already exists
- Consider how to generate your own data
- Begin thinking about analysing, visualising and sharing your data

Step 6
Seek accountability
- Familiarise yourself with different accountability mechanisms and entry points
- Select your primary and secondary entry points for your accountability framework
- Consider what approach you and your accountability action team will take when seeking accountability

Step 7
Make your case heard
- Write your advocacy ask(s)
- Map out where, how and to whom to make your case
- Develop a calendar of key advocacy moments

Step 8
Finalise your accountability framework
- Draft your national accountability framework and share it for review and feedback from others
- Share your finalised framework and encourage new stakeholders to join you
- Develop an implementation plan and budget
- Consider how to measure the success of your national accountability framework

Look out for the following icons that will help guide you through this toolkit:

Activity   Top tips   Pause and reflect   RECAP STEP Re-cap

Introducing the Accountability Advocates and the Big Idea:

The Accountability Advocates are a network of 20 young leaders that, with the support of Restless Development, their partners (African Monitor, Plan UK and YES Ghana) and national mentors are leading the process of developing national accountability frameworks in Ghana, Kenya, Malawi, Tanzania, Uganda, the UK and Zambia. This is being made possible by co-funding from the Erasmus+ Programme of the European Union.

The work of the Accountability Advocates contributes to the Big Idea - a programme on youth-led accountability for the SDGs from Restless Development. Restless Development's Big Idea is simple: if young people have the right knowledge, skills and networks, meaningful opportunities to participate, and the ability to create and share data, they will be leaders in holding governments to account for the SDGs.

Young people participating in the Big Idea will be supported to:

- Monitor and review service delivery and commitments to sustainable development and produce reports and citizen-friendly resources to raise awareness of pressing issues.

- Gather and generate data for accountability and distribute it, in citizen-friendly formats, to activists, the media, other citizen-accountability initiatives and decision-makers.

- Convene (national) stakeholders on pressing issues and off-track commitments and develop shared action plans to address challenges.

- Lobby for greater citizen participation in accountability mechanisms through evidence-based advocacy.

If you're not an Accountability Advocate, this toolkit is still for you! We hope other young leaders and their organisations, networks or movements working on accountability initiatives will find this a useful resource. The steps in this toolkit can be adapted to any accountability efforts, whether they focus on the SDGs or not.

The Big Idea Partners

The Big Idea is led by Restless Development and draws together a consortium of youth-led and youth-focused organisations from around the world. Together they have a wealth of experience in supporting young people to play a leading role in governance and accountability.

Restless Development

Restless Development is a youth-led development agency whose mission is to place young people at the forefront of development and change. Currently working directly with 400,000 young people and many youth organisations globally, Restless Development shapes policy and practice by supporting young people to make their voices heard at the local, national and global level, and supporting governments and international organisations to involve young people meaningfully in decision-making.

Restless Development led the delivery of the post-2015 youth consultation project on behalf of the DFID-CSO Youth Working Group, and is currently one of the organising partners for the UN Major Group for Children and Youth.

African Monitor

African Monitor was established in 2006 as an independent continental body that monitors development commitments made by African governments and development partners, and their delivery and impact on grassroots communities. Their Voice Africa's Future (VAF) Campaign - African Youth on post-2015 was launched in 2012. VAF has been supporting youth to participate in and influence consultations on post-2015 development goals, using mobile technology to gather perspectives and aspirations in ten African countries about the future youth want to see. African Monitor provides technical support to Restless Development as part of the Big Idea programme in Tanzania.

Plan UK

For over 75 years Plan has been taking action and standing up for every child's right to fulfil their potential. With programmes in over 50 countries, Plan advocates for the rights of children and young people, particularly for their inclusion in decision-making processes and their right to participation.

Since 2012 Plan UK has worked closely with Restless Development to support young people to participate in the post-2015 process. Plan UK and Restless Development are now working together to support a network of children and youth, to ensure that they can hold leaders to account on delivering the new framework at the national level.

Youth Empowerment Synergy Ghana

YES-Ghana has become Ghana's foremost youth organisation with 50,000 youth members across Ghana, YES-Ghana youth-centred policy and advocacy, youth leadership and capacity development, and youth employment and entrepreneurial development. YES-Ghana manages the Voices of Youth Coalition, a youth-led advocacy platform to engage youth in shaping the development agenda and raising awareness of issues affecting youth. In 2012, the Coalition developed the Ghana Youth Manifesto that is currently influencing government policy for youth through collaboration with the National Youth Authority. In Ghana, the Big Idea project encourages young people to advocate for the passing of the National Youth Bill, using open data and action research methods.

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Step 1

Choose your accountability focus

In this first step, you will identify your accountability focus. This is the specific commitment(s) that your national accountability framework will help you track progress towards. It might be a number of specific targets listed under a specific Sustainable Development Goal, for example.

To provide you with the background information you need, in this Step we will first learn a little more about the SDGs, where they have come from, and the importance of young people's role in accountability. You will then move on to exploring the priorities young people in your country identified for the post-2015 agenda. Lastly you will identify your accountability focus for your national accountability framework.

A. The Sustainable Development Goals: the story so far

The SDGs follow on from the Millennium Development Goals (MDGs) that expired at the end of 2015. In contrast to the MDGs, developing the SDGs included an unprecedented level of consultation. Over 7 million people gave their perspectives on their priorities for a post-2015 world via online surveys and discussion at the community level, right up to the global level. Some of the important events that led to the creation of the SDGs included the following:

Sept 2010 — **UN General Assembly High Level Plenary Meeting** on the Millennium Development Goals was held to accelerate progress towards the MDGs and to consider what would follow them

June 2012 — The SDGs were first formally discussed at the **United Nations Conference on Sustainable Development** held in Rio de Janeiro (Rio+20). The conference resulted in the working paper The Future We Want, with 192 governments' renewed commitment to sustainable development and endorsement of the development of the SDGs

2013 — **Widespread consultations** on the post-2015 agenda kick-off at global, regional and national levels. Culminates in the United Nations Development Group (UNDG) report, A Million Voices: The World We Want

Nov-Mar 2013 — **High Level Panel Meetings took** place in Liberia, the UK and Bali where young people's call for a central role in monitoring the SDGs was reflected in the official Bali Communique

March 2014 — High Level Panel released report, **A New Global Partnership: Eradicate Poverty and Transform Economies through Sustainable Development,** which outlines a post-2015 vision, to be powered by a data revolution and more accountable and transparent governments, outlined that "will leave no one behind"

July 2014 — The UN General Assembly's **Open Working Group on Sustainable Development Goals (OWG)** forwarded a proposal for the SDGs to the Assembly. The proposal contained 17 goals with 169 targets covering a broad range of sustainable development issues, including ending poverty and hunger, improving health and education, making cities more sustainable, combating climate change, and protecting oceans and forests

Dec 2014 — The UN General Assembly accepted the **Secretary-General's Synthesis Report** which stated that the agenda for the post-2015 SDG process would be based on the OWG proposals

Jan-Aug 2015 — The **Intergovernmental Negotiations on the Post-2015 Development Agenda (IGN)** at the UN began in January 2015 and ended in August 2015

June 2015 — The **Inter-Agency and Expert Group on SDG Indicators (IAEG-SDGs)** met for the first time, tasked with developing indicators for monitoring the goals and targets at the global level

July 2015 — The third Financing for Development conference took place in Addis Ababa, Ethiopia, and brought together member states, the private sector and civil society to agree financing modalities of the new SDGs

B. Young people's call for better governance and greater accountability

Throughout the consultations and negotiations, young people called for more transparent and responsive governments as a key priority.

> **Case study – Youth Voices on a Post-2015 World and the evolving call for greater governance and accountability**
>
> In 2012-2013, Restless Development along with the DFID-CSO Youth Working group led a global youth consultation project titled '*Youth Voices on a Post-2015 World*'. Through youth consultations in 12 countries, and an online survey, over 740 young people were given the space to discuss the local and global issues of importance to them, and to articulate their solutions and visions for a world beyond 2015.
>
> While there was some regional variation, the findings of the consultations revealed remarkable similarities among young people's identified priorities.
>
> The most important issues to be addressed in a post-2015 agenda were identified in the following order:
>
> 1. Governance
> 2. Healthcare
> 3. Education
> 4. Environmental sustainability
> 5. Equality and discrimination
> 6. Food and nutrition
> 7. Employment
> 8. Poverty and social issues
> 9. Infrastructure
> 10. Conflict
>
> **Governance** was the most important issue overall from the youth consultations. Young people want to see **effective governments** that are **held to account**, and governance structures where young people have **access to decision making processes**. There was a strong emphasis on citizenship and ensuring all minorities have access to it, thereby guaranteeing the **rights of all citizens** but also recognising the responsibilities that citizens have.
>
> You can read the full report here: http://www.youthpost2015.org/wordpress/report/youthvoices.pdf

Thanks in a large part to the efforts of young people and civil society, one SDG (Goal 16) is dedicated to promoting peaceful and inclusive societies, to providing access to justice and to building effective, accountable and inclusive institutions at all levels.

16. PEACE, JUSTICE AND STRONG INSTITUTIONS

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

GOAL 16. PEACE, JUSTICE AND STRONG INSTITUTIONS

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Targets:
- Significantly reduce all forms of violence and related death rates everywhere.
- End abuse, exploitation, trafficking and all forms of violence against and torture of children.
- Promote the rule of law at the national and international levels and ensure equal access to justice for all.
- By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organised crime.
- Substantially reduce corruption and bribery in all their forms.

- Develop effective, accountable and transparent institutions at all levels.
- Ensure responsive, inclusive, participatory and representative decision-making at all levels.
- Broaden and strengthen the participation of developing countries in the institutions of global governance.
- By 2030, provide legal identity for all, including birth registration.
- Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements.
- Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime.
- Promote and enforce non-discriminatory laws and policies for sustainable development.

Step | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8

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C. The role of young people in achieving the Sustainable Development Goals

By ensuring enhanced transparency and accountability of institutions and the inclusive participation of citizens, Goal 16 will support progress towards all of the SDGs.

However, if the SDGs are to be achieved, young people's role in their implementation, monitoring and accountability will be critical. As the UN Secretary General Ban Ki-moon stated in his post-2015 synthesis report, "young people will be the torch bearers of the next sustainable development agenda". While young people's participation will not only improve impact, their right to participate is enshrined in international law, including the International Covenant on Political and Civil Rights and the UN Convention on the Rights of the Child.

Another important SDG for the Big Idea, and anyone interested in monitoring and accountability, is Goal 17.

GOAL 17: PARTNERSHIPS FOR THE GOALS

Strengthen the means of implementation and revitalize the global partnership for sustainable development

Targets relating to data, monitoring and accountability:

- By 2020, enhance capacity-building support to developing countries, including for least developed countries and small island developing States, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts
- By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement gross domestic product, and support statistical capacity-building in developing countries

17 PARTNERSHIPS FOR THE GOALS

Strengthen the means of implementation and revitalize the global partnership for sustainable development

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D. ACTIVITY: Understanding young people's priorities in your own country

Now that you understand more about the SDGs, where they have come from, and the importance of young people's role in accountability, you are going to begin working towards developing your national accountability framework.

First of all, re-visit the priorities that young people in your own country identified during the process of developing the SDGs.

Use these questions to guide your research:

- What were young people's reflections on the Millennium Development Goals in your country?
- What were the hopes they expressed for the post-2015 agenda?
- Do the priorities you have found reflect the voices of people in your own community or network?
- Do you think that these priorities are reflected in the goals and targets of the new SDGs?

To help you start answering these questions, check out the resources in the text box on the next page and remember to write down what you find out as it will help you to identify your accountability focus.

E. ACTIVITY: Selecting your accountability focus

Now that you've familiarised yourself with young people's priorities, and other important issues raised in the post-2015 consultations, it's time to choose what you (and, later, your accountability action team) want to focus on in your national accountability framework.

With 17 goals and 169 targets in the SDGs, there is a lot to choose from! And you need to be specific if you are to monitor progress effectively. Here are some simple steps to help you select your accountability focus:

1. Go to: http://www.un.org/sustainabledevelopment/ or http://www.globalgoals.org/

2. Select one to three SDGs and familiarise yourself with both the goal itself and the targets underneath.

3. We encourage you to identify up to three targets you want to focus on in your accountability framework – these might be under one or several goals.

4. Write down the goal(s) and target(s) you have selected as your accountability focus and your reasons why.

⭐ TOP TIP:

- *Choose goals and targets that young people in your country have identified as a priority - refer back to your research.*
- *Choose goals and targets that you are passionate about – this will keep you energised and focussed when challenges arise.*
- *Choose goals and targets related to a cause you, your affiliate organisation, or others in your networks are already working on - this will make developing your accountability framework much easier.*
- *Make the decision on your accountability focus as a team.*
- *Reach out to partners and colleagues - they may have some good insights to help in the decision-making process.*

Lastly, remember that as you work your way through this toolkit and begin putting together your accountability framework, you might want to make small changes to your accountability focus – for example, you might choose to focus only on targets under one goal, or select a smaller (or larger) number of targets to track progress towards.

RECAP

STEP 1

By the end of Step 1 you will have:

→ researched the post-2015 consultations in your country and found out about young people's priorities

→ selected your accountability focus (the goals(s) and target(s) you will focus on tracking progress towards)

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Step 2

Map your accountability ecosystem

As you start developing your accountability framework, you will find lots of different actors, processes and resources relating to accountability for the SDGs. There are different stakeholders involved in monitoring, there are many datasets used to review progress and there is a wide range of policies and priorities governments have a duty to report on. All of this monitoring, reviewing and reporting takes place at different times with varying degrees of effectiveness. We call this an *accountability ecosystem* and Step 2 will help you understand what it is and how you work within it.

By the end of this Step, you will have mapped your accountability ecosystem and completed a power analysis.

A. Mapping stakeholders in the accountability ecosystem

The success of SDGs will depend upon all stakeholders within the ecosystem working collaboratively to implement and monitor progress towards the goals.

What do we mean by stakeholders?

'Stakeholder' describes a person, organisation or body, who has a stake (or interest) in the issue or cause you are working on. Some may have a stake because they are affected by decisions relating to the issue, while other stakeholders may be those making the decisions. It can be useful to think about stakeholders in three different categories:

- Those who **make** the decisions – we call these *duty bearers*
- Those who are **affected by** the decisions – we call these *rights holders*
- Those who seek to **influence** decisions – we call these *influencers,* which include civil society organisations, movements, networks, academics and individual activists.

✎ Activity: Brainstorming stakeholders:

Remind yourself of the accountability focus you identified in Step 1. In this activity you are going to identify all of the stakeholders that have a stake in the issue(s) you have chosen and are therefore part of your accountability ecosystem.

1. If you have them, take some flipchart paper, sticky notes and pens. Write down each of the stakeholders you identify on a sticky note and place on your flipchart paper. You might want to use different coloured sticky notes for the different groups.

2. Start by writing down your personal contacts and **those you work with regularly**, such as other young leaders and youth groups.

3. Now identify broader **civil society stakeholders**, including CBOs, networks, coalitions, platforms and NGOs working at sub-national and national levels. You may also want to include those working at the regional level too.

4. Next, identify all **relevant institutions**, from the local to the national level (and the regional level if you'd like to), such as local government, national ministries or departments, regional blocs and relevant UN bodies.

5. Now identify the **key decision-makers or elected officials** from the institutions you have identified, such as local district leaders, ministers and policy-makers.

Key Definitions:

Duty bearer: duty bearers are those actors who have a particular obligation or responsibility to respect, promote and realise human rights and to abstain from human rights violations.

Rights holder: rights holders are individuals or social groups that have particular entitlements in relation to specific duty bearers. In general terms, all human beings are rights holders under the Universal Declaration of Human Rights.

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6. Consider **other possible stakeholders**, such as the media, public opinion leaders and celebrities.

7. Now return to the earlier categories of stakeholders: rights holders, duty bearers and influencers. Try to work out which category each of your stakeholders belongs to. Some might belong to more than one category. You can move your sticky notes around on your flipchart paper to help you do this.

⭐ **TOP TIP:** *Remember to think big and broad. This issue(s) you are focusing on is likely to be cross-cutting and therefore might be of interest to diverse stakeholders from different sectors. For example, sexual and reproductive health and rights (SRHR) is a cross-cutting issue and relates to three different SDGs: Goal 3 (Good Health and Well-being), Goal 4 (Quality Education) and Goal 5 (Gender Equality).*

Using SRHR as an example, here are some of the different types of stakeholders you might identify. In your mapping exercise, get more specific than the example below, by including the names of the specific individuals, organisations and other stakeholder groups you identify.

Sticky notes: School committees | Religious leaders | Young people | Educators | National SRHR coalition | Ministry of Education | Ministry of Gender | National Women's Movement | SRHR Community based Orgs | National Union of Teachers | Health providers | Local gov. leadership | Ministry of Health

B. Complete a Power Analysis

Now that you have identified, and categorised, all of the relevant stakeholders in your accountability ecosystem, it's time to explore how you can interact and build relationships with them and work together effectively.

You will need to consider in more detail how each stakeholder affects, or is affected by, decisions relating to your issue. To do this, you need to understand the power that different stakeholders have – remember that not all stakeholders are equal and some may be more powerful than others.

What do we mean by power?

People can use power to create positive change. Positive power can be conceived in the following three ways:

- **Power within** is about self-worth. It describes the sense of confidence, dignity and self-esteem that comes from gaining awareness of your situation and realising the possibility of doing something about it.

- **Power to** is about an individual's ability to act. It can begin with the awareness that it is possible to act, and can grow in the process of taking action, developing skills, and realising that you can affect change.

- **Power with** is about collective action and working together with others. Through working in partnerships and in alliance with other actors, you can multiply your power, talents and knowledge and build collective strength.

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However, power is not always used is a positive way. For example, stakeholders can use their power to control and negatively influence others, and maintain their own power.

- **Invisible power** can make people unconsciously adopt belief systems that are created by those with power. For example, negative stereotypes portrayed by the media can limit the role and participation of certain groups, including young people.

- **Hidden power** is used when powerful people and institutions maintain their influence by setting and manipulating agendas, and by marginalising the voices of less powerful groups. For example, some consultation processes exclude marginalised groups, and decision-makers determine priorities without them.

- **Visible power** includes the aspects of political power that we 'see', such as formal rules, structures, institutions and procedures informing decision-making. In other words, it is about how those people with power use existing procedures and structures to influence, support and advance the actions of others. Examples include elections, political parties, budgets and laws.

Power dynamics and exclusion from power

Now that you better understand different types of power, it is important to analyse the power dynamics within your accountability ecosystem. What is the relative power of the different stakeholders in your ecosystem? Is there one group that has the potential to overpower the rest?

Activity: Completing a Power Analysis

Conducting a power analysis should be a participatory exercise that ideally involves some of the stakeholders you have identified in your brainstorm activity, including young people and other marginalised groups.

Here's how you complete the exercise:

1. Bring together your team and other stakeholders

2. Collect the sticky notes from the stakeholder brainstorm you completed in the previous activity

3. Lay out the sticky notes on a wall or on the floor where the group can see them

4. Explain to participants the different forms of power that are described above

5. Ask participants the following questions about each of the stakeholders on the sticky notes in front of them:

   - What is their individual stake in the issue?
   - How much power do they have over decision-making?
   - What is the source of their power?
   - What are they able to do?
   - What assets do they have to draw on to make change happen? (This could be skills, information, relationships, resources etc.)

By completing the power analysis, you will identify which stakeholders in your accountability ecosystem have delegated authority (**visible power**) and have the most influence over decisions relating to your identified issue. What you should also find is that while some stakeholders do not have delegated authority, they still have **positive power** that they can use to bring about change. For example, a community health worker has little influence to make decisions about health provision but, as a frontline worker, they can contribute to improving the local service and are in a strong position to advocate for additional staff or resources.

KEY RESOURCES on power:

Visit the Institute for Development Studies' (IDS) website for more information on the concept of power: http://www.participatorymethods.org/method/power

Gender and exclusion from power

When considering governance processes, it is often girls and women in particular that are excluded. Barriers such as culturally defined roles, lower access to education and low self-esteem have an impact on how women and girls are able to participate meaningfully, and freely, within governance processes. There are many strategies to support more equitable participation between genders and other, usually underrepresented, voices. For example, making room for women to chair meetings, reminding facilitators to make sure women in the room are heard, bringing in female experts to support your work, and ensuring there is always equal representation in decision-making processes. You can also create additional 'safe spaces' for young women or other excluded voices, in order to build their confidence until they can speak out in more formal spaces.

C. Navigating your accountability ecosystem

So, by completing your stakeholder brainstorm and power analysis, you will have seen that the stakeholders in your ecosystem have different types of power and use their power in a variety of ways.

At this point, you can now start thinking more specifically about the possible ways you could engage with the different stakeholders and the possible roles they could play in your accountability work.

You can use a table like the one below to help you to do this. Place each of the stakeholders you have identified in the previous activities in the first column. Then, for each activity listed in the top row, use stars to rate the importance of having each of the stakeholders involved.

Here's an example:

Stakeholders	Issue identification and prioritisation	Forming your accountability framework	Validating your accountability framework	Reviewing & sharing your data	Identifying advocacy asks and key moments	Making your case: mobilisation and advocacy	Monitoring and evaluation
Young people and their organisations	★★★	★★★	★★★	★★★	★★★	★★★	★★★
Broader civil society (networks, NGOs, coalitions, platforms)	★★★	★★★	★★★	★★★	★★★	★★★	★★★
Local service providers	★★	★★	★★★	★★	–	★★★	★★
Community-based accountability mechanisms	★★	★★	★★★	★★	★★★	★★★	★★
Local government leadership	★	★	★★★	★	–	★★★	★★
Central Government decision-makers (ministers, policy-makers and bureaucrats)	★	★	★★★	★	–	★★★	★★
Private sector	–	★	–	★	–	★★★	★
Media	–	★	–	★	–	★★★	–

You can have a go at this exercise now – however, you might want to revisit your table once you have completed the following Steps in this toolkit and are beginning to plan how you will put your national accountability framework into action.

RECAP STEP 2

By the end of Step 2 you will have:
→ mapped the stakeholders in your accountability ecosystem
→ completed a power analysis
→ identified different stakeholders' roles in your accountability ecosystem

Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 1 | Step 2 | Step | Step 4 | Step 5 | Step 6 | Step 7 | Step 8

3

Step 3

Build your accountability action team

Accountability ecosystem

Your accountability action team
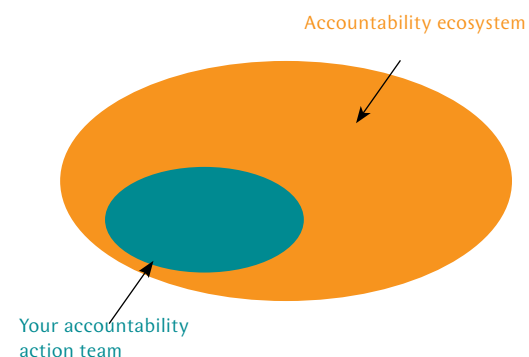
So far you have identified a range of stakeholders and their potential roles in your accountability ecosystem. To design your national accountability framework, you will see that there are some stakeholders that you will work with more closely than others. Together with these stakeholders, you can form an *accountability action team*.

This Step will help you to identify and prioritise potential members to join your accountability action team and the roles that different members can play in designing and implementing your accountability framework.

A. Understanding your own strengths and gaps

You want to ensure that the stakeholders (individuals or organisations) that you invite to join your accountability action team complement your own strengths, and those of your existing organisation or team, and also fill any gaps. So, the first step is to assess the capacity of you and/or your existing team or organisation.

Activity: Complete a SWOT analysis.

- Gather your team together
- Draw the following table on a piece of flipchart paper
- As a team, write down your strengths, weaknesses, opportunities and threats
- Use sticky notes and write one thing on each - this allows you to move your ideas around as you complete the SWOT analysis
- Focus on your strengths, weaknesses, opportunities and threats with regards to accountability work specifically

Strengths	Opportunities
Weaknesses	Threats

Strengths: what you / your team / your organisation does really well in your accountability work e.g. experienced in working with decision-makers

Weaknesses: what you / your team / your organisation finds challenging, what needs to be improved and what gaps need to be filled e.g. limited skills in collecting data

Opportunities: what outside of your organisation could help you / your team / your organisation in your accountability work e.g. existing relationships with national and regional youth networks interested in accountability work

Threats: what challenges or issues outside of you / your team / your organisation might challenge you or make your accountability work more difficult e.g. poor internet connection makes online communications difficult

Now that you better understand your own capacity, it's time to move on to decide who should join your accountability action team.

B. Mapping potential members of your accountability action team

Return to your stakeholder and power mapping exercises from Step 2. When considering potential stakeholders to join your action team, look again at those influencers and rights holders who have a mutual interest, or stake, in the issue(s) you have identified in your accountability focus. These stakeholders will likely include youth-led CBOs, other civil society organisations (CSOs), networks and youth advocates.

Activity: Turn to Appendix 1 - Accountability Action Team Member Mapping Tool – and complete part A.

C. Prioritising members of your accountability action team

Determining who should join your action team can be a difficult task – how do you choose? You can use the following **principles** to help you decide. Members of your accountability action team should have:

- A commitment to the action team's objectives of a strong and collaborative multi-stakeholder approach to tracking the SDGs (or any other objective your accountability action team want to pursue)
- A particular asset that is of benefit to the action team, such as advocacy skills, access to decision makers or representation of a minority group
- A commitment to providing space and platforms for young people's active participation
- A strong record of transparency and accountability
- Previous experience with the MDGs or the post-2015 process

Activity: Turn to Appendix 1 - Accountability Action Team Mapping Tool – and complete part B.

D. Consider accountability action team members' strengths and weaknesses

As well as the principles above, it's important to consider the strengths and weaknesses of each of your potential action team members.

- What assets will they bring to the network? These could be:
  - Connections to important stakeholders and networks that can extend the reach of your accountability action team, such as decision-makers or a particular community.
  - Strong skills and experience in using social accountability tools, such as an SMS platform or experience in analysing and tracking budgets.
- What training needs or skill gaps might they have? Also consider how much time they can give to your team.

Identifying these strengths and gaps early on will ensure that your action team is well balanced and has the skills and expertise it needs to achieve its aims. It can also help to make sure that action team members are provided with responsibilities that are aligned with their available resources.

Activity: Turn to Appendix 1 - Accountability Action Team Mapping Tool – and complete part C.

At this point, you need to begin approaching the stakeholders you would like to join your accountability action team.
Once you have your network members on board, move on to consider roles and responsibilities.

E. Assigning roles and responsibilities to members of your accountability action team

Once you have your new action team members on board, it is useful to think about the different skills you need to be effective in your accountability efforts. You can build a strong accountability action team by maximising the existing strengths and resources of your action team members and by identifying potential roles and responsibilities within your action team.

There are a number of roles that are critical to the success of accountability work. These are listed below alongside skills that are needed to perform each role well.

Question-makers: Select the questions to be asked and identify, and analyse, the data/information needed to answer them. These members have analysis skills, research skills and strong community engagement skills.

Communicators and campaigners: Turn the data collected and research findings into messages and campaigns. These members have strong data visualization design skills, as well as campaigning, advocacy and communication skills.

Advocates: Lobby and apply pressure for increased accountability. These members are able to present a case, with good persuasion skills. The best advocates are those who are confident, good communicators and have a good understanding of who can best influence decision-makers and how.

Infomediaries: Source data, translate it into easy-to-use information, and share it with a variety of audiences. Infomediaries should have strong links with the community as well as the ability to both translate complicated data and research findings into accessible information and to communicate this information to different stakeholders.

Trackers: Monitor and review service delivery and progress towards commitments. These members should have strong research skills, be inquisitive and motivated to find out new information, and good attention to detail.

Brokers: Help to bring together all of the relevant stakeholders. These members are well-connected and have excellent relationship building skills. They are strong facilitators, good listeners and are able to build consensus among individuals or groups with diverse perspectives.

Activity: Turn to Appendix 1 - Accountability Action Team Mapping Tool – and assign each of your accountability action team members one (or more) of the roles listed above by completing part D.

F. Develop a team charter

A charter outlines the guiding values of a team or network and often includes the goals and objectives that steers the group's work. You might want to develop one with your action team members to build consensus and help to keep you on track. You can visit some other groups' charters here:

- The European NGOs for Sexual and Reproductive Health and Rights, Population and Development (EuroNGO): http://www.eurongos.org/we-are/our-charter/section-ii.html

- Civil Society Budget Advocacy Group Uganda: http://www.csbag.org/about.html

TOP TIPS: *Working with a diverse team or network can be challenging. Teams can lose credibility when they are perceived to be disorganised or have a lack of unity among members. Here are some factors to consider and practical steps to take to keep your team on track:*

- **Sustainability:** Engaging in accountability work is a long-term endeavour that requires ongoing engagement and significant resources. It is important that there is commitment by all team members and that you plan for the long term. Step 8 in this guide will help you to do this.

- **Democratic decision-making:** Processes and relationships tend to work better when they are democratic. Ensure that all voices are included in major decision-making about the work of the action team in order to foster equality amongst members.

- **Duplication of efforts:** Rivalry or competition between members can emerge when there is replication in efforts. Avoid this by sharing information and knowledge and agreeing roles and responsibilities from the outset.

- **Conflicting interests**: It is inevitable that a team made up of diverse stakeholders will hold conflicting interests. Having facilitators in your team with strong conflict management skills will help to keep your team on track and to build consensus.

- **Organisation:** Someone needs to take responsibility for the administration and coordination of the team. For larger teams or networks, identify a steering committee with rotating membership who can take responsibility for facilitating meetings, finding solutions, communicating with members and documenting key outcomes of meetings.

Adapted from the UNICEF (2010) Advocacy Toolkit: A guide to influencing decisions that improves Children's Lives, pp.100-101 http://www.unicef.org/evaluation/files/Advocacy_Toolkit.pdf

RECAP
STEP 3

By the end of Step 3 you will have:
→ identified the members of your accountability action team
→ understood what assets action team members bring and where they may need additional support
→ identified roles and responsibilities for your action team members
→ established a charter with your action team members

4

Step 4

Establish indicators

So, you now understand the accountability ecosystem you are working in and have established your accountability action team. In Step 4, we begin thinking about tracking progress towards the SDGs in your country. You will explore existing indicators, and learn how to develop your own complementary indicators, to track progress.

A. What is an indicator?

Indicators act as signals, signposting whether or not expectations of change are being met. They are what we actually measure in order to track progress towards a stated aim.

In the context of the SDGs, as you know, each goal will have a set of targets. At the global level, a set of indicators is being developed. Progress made towards specific targets under each of the goals will be tracked by measuring these indicators. In addition, your government is likely to develop a set of national indicators to be measured alongside the global ones.

Data on each SDG indicator, from government agencies, international organisations, civil society and the private sector will be collected at regular intervals. This data will be reviewed regularly and used to work out whether or not the changes we are expecting are actually happening.

Good indicators will alert us if the policies or programmes designed to deliver the SDGs are not achieving the intended impact. This will help decision-makers to rethink their approach and better target resources.

B. Where we have come from: The Millennium to Sustainable Development Goals

Progress made towards the MDGs was not equitable. In response to this, one of the key principles behind the SDGs is "leave no one behind", meaning that no goal is met unless it is met for everyone.

The new goals and targets move away from measuring poverty only in quantitative terms e.g. how many people live on less than 2 USD a day. Instead they have tried to consider people's quality of life and factored in important principles, such as equality and sustainability. For example, SDG 4 – Quality Education – has moved away from focusing only on universal enrolment in primary level education (as we saw in the MDGs), to instead consider the quality of education. To learn more, read the following Case Study.

Case study: Indicators in the MDGs vs the SDGs

Millennium Development Goal 2 called for universal primary level education for all by 2015. While much progress towards this goal has been made since 2000, there have been challenges. For example, increased enrolment did not necessarily translate into increased attendance. While more children may have enrolled in primary education, millions have dropped out and left the education system without basic literacy or numeracy skills. In addition, there has been inequality in accessing education, as girls and children from rural areas have been less likely to enrol.[1]

These challenges question whether MDG 2 (and its targets and indicators) were focusing on the right issues. The SDG addressing education gives more emphasis to improving the quality of education.

The table below shows you the differences between the MDG and SDG addressing education, and their targets and (proposed) indicators.

	Millennium Development Goal 2	Proposed Sustainable Development Goal 4
GOAL	Achieve universal primary education	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
TARGET	Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling	(A sample of SDG targets) By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
MDG Indicators and proposed SDG indicators	Net enrolment ratio in primary education Proportion of pupils starting Grade 1 who reach Grade 5b Literacy rate of 15-24 year-olds	(A sample of proposed global indicators)[2] Percentage of children/young people at the end of each level of education achieving at least a minimum proficiency level in (a) reading and (b) mathematics. Percentage of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being Participation rate in organized learning (one year before the official primary entry age) Participation rate of adults in formal and non-formal education and training in the last 12 months Percentage of youth/adults with ICT skills by type of skill Percentage of the population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills

1   Bond UK (2010)Towards the MDG Review Summit, Recommendations to the EU: http://www.bond.org.uk/data/ files/MDG_2010/bond_mdg_2.pdf
2   Results of the list of indicators reviewed at the second IAEG-SDG meeting, November 2nd 2015.

Step 1 | Step 2 | Step 3 | Step | Step 5 | Step 6 | Step 7 | Step 8 | Step 1 | Step 2 | Step 3 | Step | Step 5 | Step 6 | Step 7 | Step 8

4   4

Pause and reflect: How well does SDG 4, its targets and the proposed global indicators address the challenges with the MDG outlined above?

These shifts mean that the way we measure and track progress towards the new goals is very important. To do this we will need a "data revolution" that is supported by governments around the world and the whole of society.

C. Looking ahead: indicators to track progress towards the SDGs

The Inter-Agency and Expert Group on SDG Indicators (IAEG-SDGs) is due to produce a list of indicators for monitoring each of the SDGs and their targets. The indicators are due to be agreed at the UN Statistical Commission's 47th Session in March 2016. National governments will use these globally-agreed indicators to also set indicators to help them track progress in their own country.

Indicators will be crucial for monitoring the SDGs at the international, regional and national levels:

Illustration with explanation of the indicators for national, regional, global, and thematic monitoring *
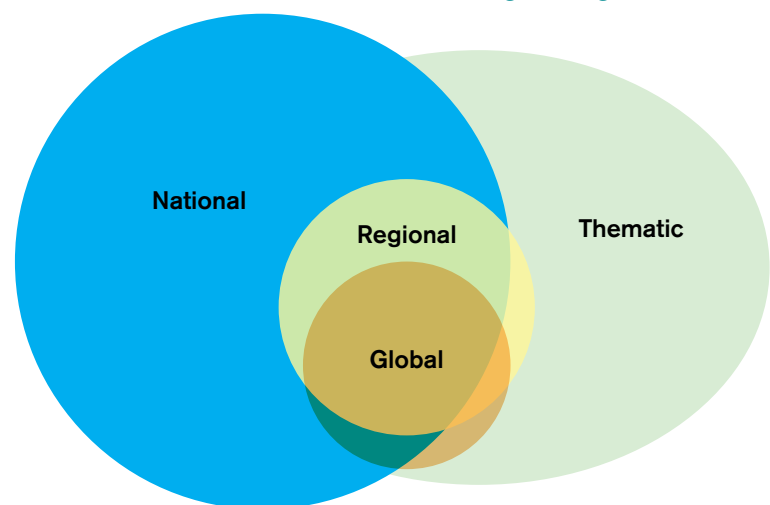
National monitoring is the prerogative of each national government. Each country decides on number and nature of national indicators, which follow national standards and may not be all internationally comparable. A limited set of Global Monitoring Indicators will also be integrated into national monitoring efforts. Although likely to be drawn from official data sources, countries may also decide to include non-official data among their national indicators.

Global monitoring is based on a set of Global Monitoring Indicators that are harmonized to common global standards and would form basis for review at the High Level Political Forum. GMIs would predominately be drawn from official data. GMIs are generally applicable to all countries, but some may only cover a subset (e.g. malaria does not apply to countries in temperate zones and landlocked countries do not report on oceans).

Regional monitoring provides a platform to foster knowledge-sharing, peer review, and learning across regions. Regional indicators comprise GMIs, Complimentary National Indicators, and possible a small number of indicators targeting specific regional priorities. Regional monitoring mechanisms should build on existing regional mechanisms.

Thematic monitoring comprises specialist indicators reported on by particular communities. Many communities may also use sources of unofficial data and experiment with creative ways of collecting, analayzing, and presenting data.

* Adapted from: Indicators and a Monitoring Framework for the Sustainable Development Goals: Launching a data revolution. A report to the Secretary General of the United Nations by the Leadership Council of the Sustainable Development Solutions Network (May 2015), p. 3, http://unsdsn.org/wp-content/uploads/2015/05/150612-FINAL-SDSN-Indicator-Report1.pdf

Despite these efforts, it is likely that the indicators agreed by the UN and your national government may not go far enough to measure progress for young people specifically. Young people are well placed to track progress within their communities – you have access to and are able to provide data relating to particular groups that national reporting systems might miss out. So, young people are well placed to develop complementary indicators to focus on youth development, as well as other issues that are left out of the official indicators.[3]

3   United Nations, Office of the Secretary-General's Envoy on Youth (April 2015) Preliminary SDG Indicators Analysis, "Youth-Check", Other Considerations.

D. Types of indicator

There are many different categories of indicator. One simple distinction is between *quantitative* indicators and *qualitative* indicators.

- Quantitative indicators: Measures of quantities or amounts. For example, "number or proportion of young people, aged 18-24 years old, who voted in the general election".

- Qualitative indicators: Measures of qualities or characteristics, typically people's judgments or perceptions about a subject. For example, "number or proportion of young people, aged 18-24 years old, who believe that voting has an impact on the outcome of general elections".

As you can see from the examples above, most qualitative indicators still contain a number or numeric components and so you need to look beyond numbers to what is actually being measured. Check to see if the change you are looking at relates to some sort of opinion, belief, or way of thinking. If not, it is most likely a quantitative indicator.

In your national accountability framework, you might find one type of qualitative indicator particular useful: perception indicators. These indicators aim to measure a group's perception on the topic or issue under study.

Indicators that include specific demographic information can be particularly useful – for example, age, sex, or location – especially when trying to understand if change is happening for particular, often marginalised, groups.

Learn more about using a perception-based approach:

The Corruption Perceptions Index (CPI), carried out by Transparency International each year is a good example of how perception indicators can be used. The CPI ranks countries based on how corrupt a country's public institutions are perceived to be by the public. Using perceptions as an indicator is effective here because corruption and bribery are typically conducted in secret and so it is difficult to find accurate, numerical or official data on them. You can learn more about the CPI here: **http://www.transparency.org/research/cpi/**.

E. Identifying and developing indicators

Now we move on to think about what indicators you and your accountability action team will use to track progress towards the SDGs in your country. Here is the step-by-step process you can follow. Remember that existing indicators might not capture everything you want to measure and so you might need to develop your own.

1. Decide which targets to measure → 2. Brainstorm indicators & prioritise → 3. Apply the indicator criteria → 4. Set a baseline

1. Decide what you and your accountability action team want to measure:

a. Do your research:

Firstly, research existing policies, plans and frameworks that relate to your thematic area of interest (identified in Step 1). In addition to signing up to the SDGs, what commitments has your government already made? Consider:

- National Development Strategies - the development priorities articulated in these strategic plans will guide your country on which complementary indicators they select.
- Relevant government strategies or policies on your thematic area, for example a national youth policy or national employment plans.

b. Find out what indicators already exist:

- Have a look at your government's existing monitoring frameworks on the corresponding plans or policies you have identified.
- Check out what international treaties or conventions your government has signed up to. Often governments will be required to establish measurable targets and indicators, as part of their commitment to implement the instrument (for example, the Convention on the Rights of the Child).
- Even if you're monitoring national policies, local agencies, governments and civil society actors may be setting and monitoring indicators at the local level where national policies are actually implemented.
- Civil society networks may already be involved in national and local accountability processes. To avoid duplicating efforts, get in touch with those networks or coalitions you identified in Steps 2 and 3 to understand which indicators they are using.

2. Brainstorm indicators and prioritise

You may find that there are enough existing indicators for what you want to measure in your national accountability framework without developing new ones. This is great – and you can still identify interesting ways to measure them and share what you find with others. We will come back to this later.

However, if you feel existing indicators do not go far enough to capture what you are looking for, you can develop your own indicators to complement the existing ones.

Don't forget that your accountability framework will be a living document that can adapt and change. When you are monitoring your own progress you can assess whether or not you have the right indicators or if you need to add to, or change, them.

Activity: Visualising 2030: Developing complementary indicators

Indicators are most successful when they are developed in a participatory way. If you choose to develop new indicators, be sure to call a meeting with all the relevant stakeholders you identified in Step 2 and begin developing your indicators together. Here is an activity to help you do this.

Set the scene

a. Share the findings from your research on young people's priorities in the post-2015 process that you undertook in Step 1

b. Present the accountability focus your accountability action team chose in Step 1

c. Present the national or local indicators, as well as the most recent global indicators developed by the IAEG-SDGs (http://unstats.un.org/sdgs/), that relate to your accountability focus

d. As a group, consider how well the existing indicators respond to young people's priorities and how well they capture what you want to track with regards to your accountability focus

Brainstorm

e. Now put the existing indicators aside. In small groups, consider your accountability focus and imagine that it is 2030 and the goal(s) and/or target(s) have been met. What would success look like for young people (and other important stakeholders)? Write down each of your ideas on a sticky note.

f. As a group, prioritise your ideas to agree on a set of statements that explain success.

Here's an example:

GOAL 16	TARGET	Results of group brainstorm (e) with priorities highlighted (f)
Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable and inclusive institutions at all levels.	**16.7:** Ensure responsive, inclusive, participatory and representative decision-making at all levels	• Young people are involved in the budget cycle at all levels of government • **Young people are represented in parliament** • Young people have informal spaces to come together and define their own solutions • **Young people can play a meaningful role in elections** • Policies are designed with young people in mind • Young people play a meaningful role in national policy formation processes

As you will see, the group has brainstormed what success would look like to them if Goal 16 was fulfilled by 2030 (step e). As a group, they have prioritised these into statements of success in green above (step f).

g. The next task is to turn these statements of success into indicators.

Return to "D: Types of indicator" earlier on in this Step and consider what type of indicator is appropriate for what you are trying to measure. You may require both qualitative and quantitative indicators. For example, we cannot assume that young people are playing a meaningful role in elections just because they register to vote (quantitative indicator). Other factors should be considered, such as whether they actually voted on election day, or whether they perceive themselves as having made an impact after the elections. See the example below:

What success will look like (taken from (f))	Indicators *	Type of indicator and level
Young people can play a meaningful role in elections	Number of young people registered to vote and using their right to vote	Sub National & National Output Indicator (quantitative)
	Proportion of young people who believe that voting has an impact on the outcome of elections	Subnational and National Perception-based (qualitative)

* Some of the example indicators are from a workshop in New York (26-27 May 2015) including Plan International, UNDP, and the Permanent Mission of the Netherlands to the UN, in collaboration with the 'Youth Governance and Accountability Task Team' and the UN Inter-Agency Network on Youth Development.

4

3: Apply the indicator criteria

It's important to 'test' the quality of your indicators. You can do this by applying the AIMS criteria to each of your indicators[4].

Action focused: Indicators should lead to action. If you and your other stakeholders cannot imagine what to do with the data from an indicator, then it probably isn't a good indicator.

Important: Stakeholders, especially young people, should agree that the indicator and the data it will generate make a relevant and significant contribution to determining how to effectively respond to the issue you are focusing on.

Measurable: To measure your indicators, you will need data. When setting indicators you need to be sure you can access or generate the information you need to measure them effectively. You will find out more about this in Step 5, but for now some initial questions to consider include:

- Where will you source the data to measure your indictor?

- Is the data available and accessible to you?

- What is the current capacity of your stakeholders to gather or collect the necessary data if it is not already in existence or available?

Simple: It is more or less impossible to write the perfect indicator. Rather than pursue the perfect indicator, it is much better to identify good, simple indicators that provide data that can be put to use.

4: Set a baseline and define progress

Now that you have chosen your indicators, you need to understand their current status. This is your 'baseline' that you will track progress against over time. Check out the following data sources to set your baseline:

- Official national data or household surveys (e.g. a census)

- Research and policy analysis undertaken by civil society, universities or government

- Local government planning documents

Here's an example:

Indicator	Baseline	Target by 2020-2021
Allocation of budget to national youth council structures	2014-2015 budget allocation to youth council structures	50% of districts allocate budget to national youth council structures

RECAP
STEP **4**

By the end of Step 4 you will have:
→ identified existing indicators related to your accountability focus
→ developed complementary indicators related to your accountability focus (if needed)
→ established a baseline to track progress against your indicators

Step 5

Identify data needs and generate your own

Now you have identified what you want to measure – your indicators – you now need to begin considering how you will measure your identified indicators.

In Step 5, we look at how you and your accountability action team can source and generate the data and evidence you need to track the progress of the SDGs in your country. You will learn how to find existing data as well as how to generate, analyse and use your own.

By the end of Step 5 you will have identified your data needs and the sources, tools and methods available to meet them.

A. The Data Revolution – what's it all about?

The High-Level Panel on the Post-2015 Development Agenda (HLP), the Independent Experts Advisory Group and Secretary General Ban Ki-moon, have all spoken of the opportunities of a 'data revolution'.

The data revolution refers to the rapid increase in new forms of data and the way that they are being used. These new, innovative and cheap ways of sharing data, have the potential to transform the way we track, report and eventually achieve the SDGs.

However, we face big, global challenges in making this happen. Currently there are key gaps in access to, and use of, data: between developed and developing countries, between information-rich and information-poor people, and between the private and public sectors. The UN Experts Advisory Group has said that "*too many people, organisations and governments are excluded because of a lack of resources, knowledge, capacity or opportunity*" to use data to its full potential.

Young people are faced with a particular data challenge. First, there is a lack of official data available on young people's lives and, secondly, young people currently lack the skills they need to generate and use data themselves.

Despite these challenges, the data revolution presents enormous opportunities for young people's participation and greater involvement in governance and accountability, from the local to the global level, through using, for example, different forms of ICTs (information and communication technologies). Evidence shows that generating real-time data that can contribute to young people's ability to monitor implementation and communicate findings can be an effective and immediate method of promoting accountability[1].

The case study on the next page is an example of how simple SMS technology has enabled children and young people to play a role in monitoring the quality of education and how this has led to enhanced mutual accountability and improvements to education within their schools.

"Too many people, organisations and governments are excluded because of a lack of resources, knowledge, capacity or opportunity. There are growing inequalities in access to data and information and in the ability to use it"
(UN Independent Experts Advisory Group, 2014)

4   Walker, P. et al (2000) Prove it: measuring the effect of neighbourhood renewal on local people © nef (The New Economics Foundation) London.

1   Walker, D. and Pereznieto, P. with Bergh, G. and Smith, K. (2014) Partners for Change: Young people and governance in a post-2015 world. London: Overseas Development Institute, for Plan UK and Restless Development.

| Step 1 | Step 2 | Step 3 | Step 4 | Step | Step 6 | Step 7 | Step 8 | Step 1 | Step 2 | Step 3 | Step 4 | Step | Step 6 | Step 7 | Step 8 |

5

5

Case study: Using mobile phone technology to monitor teacher/student absenteeism in Uganda

Enrolment for primary education in Uganda has grown significantly in recent years. But challenges still remain with the education system in Uganda, the quality of education provided being the biggest of these challenges.

High absence rates: According to data from education authorities, 20–30% of teachers can be absent at any one time in each district, with one school reporting a teacher absence rate of 62%. This, in turn, leads to irregular pupil attendance, with 27% of children in Uganda not in school at any given time.

An SMS solution: Following repeated complaints from members of the student councils of 105 schools, Plan Uganda together with Nokia, developed an SMS-based system to tackle the problem. Plan worked with student councils from 5 schools on a pilot project introducing mobile phone reporting to monitor teacher and student attendance. Each school received two phones which enabled them to send free SMS reports on their missing teachers to district education authorities. A web-site and connected database supported the system and data collection and analysis.

Once notified by SMS on the absenteeism of individual teachers, authorities contact the education staff in question, who then have to provide a reason for their absence. Monitoring absence levels in this way provides an incentive for them not to miss lessons.

Seeing results: Results of the scheme, which has now been running for two and a half years, show that it has greatly improved both pupil and teacher absence rates. Teacher absenteeism has been almost eliminated, and pupil absenteeism has drastically reduced by almost 80% in the schools included in the pilot. In turn, pupil performance has improved.

The text messaging technology is also used to inform parents of pupil absences, of meetings they need to attend and of important school messages. The project has therefore helped to bridge the gap between school stakeholders – pupils, teachers, parents, and education officials.

Adapted from: Plan International (Sept 2014) Participatory Monitoring for Accountability, Principles for Involving Children and Young People, p.48, http://gpsaknowledge.org/wp-content/uploads/keyfiles/Plan/GLO-Plan_International_submission_monitoring_for_accountability-final-IO-sep14.pdf

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B . Activity: Identify what data your accountability action team needs

- First, remind yourselves of your accountability focus identified in Step 1 and the indicators you selected in Step 4.
- Next brainstorm the information or evidence you would need to have in order to measure your agreed indicators.
- Research what data currently exists, how regularly the data is produced and the quality of that data. Here are some sources you might want to consider:
  - Government institutions e.g. ministries or other agencies
  - National statistics bureaus
  - International sources e.g. macroeconomic data from the IMF and World Bank, or output data from institutions such as WHO, UNESCO and ILO
  - International non-governmental sources e.g. survey data, such as Afrobarometer or Gallop World Poll or other indices, such as Freedom House and BTI
  - National non-governmental sources e.g. data collection or reporting from civil society organisations
  - Private sector organisations
  - Informal sources, such as social media (Twitter, Facebook) or community groups
- You may want to ask different team members to focus on researching different data sources – for example, one team member could research national statistical data while another looks at existing NGO reports.
- With the members of your accountability network, return to your list of stakeholders from Step 2 and begin to think about who owns or has access to the data you need.
- As a team, discuss what might be some of challenges you will face in accessing the data you need. Perhaps it is not currently available publicly or it is not collected on a regular basis.
- As a team now think about how you might overcome some of these challenges. For example, engage your village elders and ask them to work with local government to obtain the data, or consider advocating for data availability with other organisations that also require access to it.

To guide you through this process, you can use a table like the one used in the example below.

Indicator	What data do you need	How will you source or generate this data?	Who can give you access to this data?	Approach to engagement
Number of young people registered to vote and using their right to vote	- Number of young people registered to vote - Number of young people who voted	Official data from the electoral commission disaggregated by age and gender	Electoral Commissioner	Work through the Youth Parliamentary Forum that has strong relationship with the Commissioner
Proportion of young people who believe that voting has an impact on the outcome of elections	- Information on election promises and whether they were actioned in the post-election period - Primary data on young people's perceptions on voting	Parliamentary monitoring and policy analysis Survey undertaken with young people pre and post-election Focus group discussions (FGDs) with young voters	Desk research of parliamentary reports Accountability network members to conduct FGDs	Mostly available on parliamentary website Work with and lobby key parliamentarians to understand progress. Work with village elders and community leaders to gain trust and access to undertake FGDs

| Step 1 | Step 2 | Step 3 | Step 3 | Step | Step 6 | Step 7 | Step 8 | Step 1 | Step 2 | Step 3 | Step 4 | Step | Step 6 | Step 7 | Step 8 |

5

5

C. Generating your own data: key principles

Generating data can be an effective way of addressing the gaps in available or quality data and can provide particular insights into young people's lives. However, it is important to make sure that you are not replicating existing data and that any new data you generate will bring a new understanding or fresh perspective on the issue.

We must also remember that data is a public good – we all have a responsibility to help bridge the data gap by ensuring our data is open, accessible and user-friendly. Here are some principles from the Big Idea programme for you to think about:

- **Be clear about your purpose**
Your accountability focus areas should drive the requirements for data. The way data is collected and processed affects the kinds of questions it can answer, so identifying key questions early on is vital.

- **Be open and collaborative**
Think creatively about where to source data. Any data collected and published should be 'open by default' (unless there are privacy concerns). Only generate your own data where it doesn't already exist or where there is value in a comparative dataset. Use existing tools for collecting, analysing or visualising data.

- **Be responsible**
Consider potential unintended consequences as providers and users of information and data. We must make sure no one if left behind by ensuring accessibility for all. Consider potential risks, such as privacy or misrepresenting data. Ensure your data is accurate and of good quality before using it.

- **Be advocates for better data and investment in skills**
The two biggest challenges for using data to seek accountability are the lack of available data relevant to young people, and the lack of skills to generate and use it effectively.

- **Be realistic and pragmatic**
Be aware that data and technology do not provide complete solutions. We must also recognise that using data for accountability is a relatively new area, and so we must learn from our mistakes as well as our successes.

D. Generating your own data: how to do it

There is a huge range of tools and methods that you and your accountability action team can use to generate your own data when measuring your chosen indicators.

Here is a selection of data collection tools and methods:

Surveys and questionnaires use carefully constructed questions, often ranking or scoring options or using closed-ended questions.

Service provider or facility data includes school attendance or health care provider records.

Interviews are conversations between two people that have a structure and a purpose. An interview is designed to gather the interviewee's knowledge or perspective on a topic or issue.

Focus group discussions are organised discussion between 6 to 8 people. Focus group discussions provide participants with a space to discuss a particular topic and allow you to explore how a group thinks about an issue, the range of opinions and ideas, and the variations that exist in a particular community in terms of their beliefs and experiences.

Participatory video and photography are participatory methods that involve giving a group of participants cameras, enabling them to capture and share stories they find significant. Check out http://www.insightshare.org/ and https://photovoice.org/ to find out more.

In addition to these tools and methods, there is a set of data collection tools and methods which are particularly useful in accountability work. These are called *social accountability tools.*

Social accountability tools and methods provide participatory ways of generating information and tracking progress at a local level. They can also capture the voices of young people and citizens that are often left out of official monitoring processes and national statistics.

Activity: In Appendix 2 you will find a guide to social accountability tools. You can use this to identify appropriate tools that your accountability action team can use in tracking progress towards the SDGs.

E. Analyse, visualise and share you data

Once you have collected your data, you need to analyse it. Check out the key resources in the text box for more advice of how to do this.

Pause and reflect: Once you have analysed your data, consider the questions below to guide your next steps:

What do we know? Compare the data you have generated with other relevant data sources (e.g. national statistics or reports). Consider what new information your data has revealed and how it has changed your understanding of the situation or issue.

Why do we believe it's important? Consider what might be the implications of the new knowledge you can generated. Does it suggest that progress is being made or are we off track?

It's important at this stage to share your findings with the constituents or group that the data concerns. This is critical for two reasons:

- The conclusions you draw should be broadly consistent with how the community understands or perceives the issue. Checking your findings will ensure you are correctly reflecting life in your community and will enhance your credibility with community members.

- By making your data accessible and user-friendly, you are closing the data gap we mentioned earlier by empowering communities with the knowledge and information they need to advocate for change.

How should we present – or visualise – our data? Think about how you want to present your findings in a way that is accessible and engaging. Check out the resources in the text box to find out more and we will revisit this in Step 6.

Key resources: Check out these websites to find out more about analysing and visualising your data:

- Guidance on data analysis from the School of Data: http://schoolofdata.org/handbook/courses/analyzing-data/

- DATA + DESIGN: a simple introduction to preparing and visualizing information: https://infoactive.co/data-design/titlepage01.html

- Fusion Tables is an experimental data visualisation web application to gather, visualize, and share data tables: https://support.google.com/fusiontables/answer/2571232

RECAP

STEP **5**

By the end of Step 5 you will have:
- → identified what data you need and what data already exists
- → considered how to generate your own data
- → begun thinking about analysing, visualising and sharing your data

6

Step 6

Seeking accountability

In Step 5 you looked at how to source data and generate your own data to measure your indicators. Step 6 is all about using the data you have collected, and the relationships you have built, to hold governments and other actors accountable for the delivery of the SDGs.

"Shortfalls have occurred not because the goals are unreachable, or because time is too short. We are off course because of unmet commitments, inadequate resources and a lack of focus and accountability.
UN Secretary General, UNGA (March 2010)

A. Key concepts

Before we get started, here is a quick refresher on some of the key concepts relating to governance and accountability.

- **Accountability** refers to the process of holding actors responsible for their commitments and actions.
- **Participation** is a process through which stakeholders are actively involved in, and have influence over, decisions that will affect their lives.
- **Transparency** is a characteristic of governments, companies, organisations and individuals of being open in the clear disclosure of information rules, plans, processes and actions.

Accountability, participation, and transparency are all critical components of **good governance**. As you discovered in Step 1, good governance will be crucial for achieving the SDGs.

Accountability can take different forms:

Types of accountability

Horizontal accountability	The capacity of state institutions to hold other public agencies and branches of government to account e.g. through parliamentary inquiries. Citizen voice is mostly absent in these processes.
Vertical accountability	The means through which citizens, mass media and civil society seek to enforce standards of good performance on officials e.g. through elections and formalised advocacy and lobbying efforts.
Diagonal or social accountability	Mechanisms whereby ordinary citizens and/or civil society organizations participate directly or indirectly in demanding accountability.
Youth-led accountability	The enabling of young people to hold decision-makers accountable for the commitments they have made toward sustainable development, through increased capacity, access and agency. (The Big Idea programme is pioneering this approach).
Mutual accountability	A mechanism comprising social accountability mechanisms led by citizens and formal or institutional accountability processes, where all stakeholders share responsibility for achieving shared aims. This is the recommended approach for the SDGs.

Pause and reflect: Based on your own experience, what factors enable or strengthen youth-led accountability?

B. Seeking accountability: Choosing your entry point

Now that you have familiarised yourself with some of the key concepts relating to accountability, let's look at how you and your accountability action team will use the data you collect to seek accountability.

The SDGs will be monitored at several different levels, from the community level to the global level. In order to be effective, you need to decide at what level you will target your efforts.

Overleaf you will find the **SDG Accountability Matrix** which explains these different levels and the monitoring/accountability mechanisms and entry points for each of them.

Activity: Selecting your entry points

- With your accountability action team, review the SDG Accountability Matrix
- Based on all of the work you have done in Steps 1 to 5, identify the **primary level** you want to target. This is likely to be the national, subnational or local level? This will be where you will focus your accountability activities.
- **Be realistic** - use the mapping exercises you completed in Steps 2 and 3 to identify an entry point that you will be able to access.
- Next, identify the **secondary level** you want to target. This will be where you might contribute to the work of others, or work through a partner. This is likely to be the regional or global level.

See the **SDG Accountability Matrix** on the following pages.

SDG Accountability Matrix

LEVEL	MECHANISM	ENTRY POINT
GLOBAL	**The Interagency Expert Group (IAEG-SDG):** Represented by UN agencies and regional commissions, as well as 10-15 representatives from country statistical systems. They are responsible for the development and implementation of a global SDG indicator framework.	Find out who is representing your country in the IAEG-SDG to influence the final set of indicators to be agreed in March 2016. Other entry points include: National statistics bureaus or the relevant UN agency for your issue.
GLOBAL	**High Level Political Forum:** The climax of a global network of review processes. Every four years the HLPF will meet and provide high level political guidance, identify progress and emerging challenges.	The HLPF are mandated to provide meaningful participation in follow up and review processes by civil society, the major groups and other stakeholders every year. The UN Major Group on Children and Youth will feed into this mechanism and will coordinate youth civil society's inputs.
REGIONAL	**Regional periodic and peer review mechanisms:** Including the Regional Economic Commissions, the Africa Peer Review Mechanism, or the Asia-Pacific Forum on Sustainable Development. The Africa Peer Review Mechanism (APRM) is a voluntary peer review mechanism open to all Member States of the African Union. Periodic peer reviews take place every 2-4 years.	Civil society is provided with opportunities to participate in the whole review process. In the case of the APRM, there will be a Secretariat at national level. Reviews present an opportunity for collective action with accountability advocates and their networks within your region. Sustain engagement by developing a plan to follow up on the key recommendations coming out of the review.
REGIONAL	**Regional judiciaries:** Including the European Court of Human Rights and the African Commission of Human Rights. These bodies play a key role in States accountability relation to its Human Rights commitments.	There are a number of available mechanisms for civil society and individuals to pursue including participation in the periodic reporting processes, committees looking at specific human rights issues etc.
NATIONAL	**National SDG review processes:** It is likely that States will be reporting on an annual basis.	There are national mechanisms that will actively seek civil society and participation in review processes, and these views should influence the final reports. Submitting a shadow report is an important mechanism that ensures that civil society and young people's voices are included in the national formal review process.
NATIONAL	**National statistics bureaus or offices:** Will be responsible for collecting a substantial amount of the data and tracking progress against the SDGs indicators.	Consider sustained advocacy to influence what is measured (indicators) and how (what data is collected).

LEVEL	MECHANISM	ENTRY POINT
NATIONAL (cont)	**Ministries or departments relevant to your thematic area of interest:** For example, The Department of Agriculture, Health, Education.	Ministries and Departments have overall responsibility and oversight on National Development/Poverty Reduction Plans and policies that will be the practical implementation tool of the SDGs. They also have a mandate for feeding into the SDG implementation reviews on their specific thematic areas.
NATIONAL (cont)	**Parliament:** Within democratic systems, the parliament is the legislature and the main body which passes or amends legislation (laws) and is the main representative body of the people.	There are opportunities to influence parliamentary processes such as proposed bills and at different stages of the legislative process. Also targeting relevant parliamentary committees or consider direct advocacy efforts towards parliamentarians who can champion your issue in parliament.
NATIONAL (cont)	**National Delegation to UN processes:** These delegations are usually led by the Department of Foreign Affairs and will often consist of the Foreign Minister, parliamentarians, experts and civil society including youth representatives.	This delegation often sent to high level UN meetings to participate in key negotiation processes. Map out important UN moments and lobby delegation representatives in the lead up to these.
SUB-NATIONAL (States, regions, provinces, or other forms of decentrali-sation)	**Local District Councils or other relevant decentralised administrative bodies**	There is a big emphasis on localising the post-2015 agenda – this means that local authorities will play a role in monitoring the SDGs. Whilst it is still unclear exactly what this means, this will open space for young people and civil society to play a more active role and will create new ways for civil society and Local Government to partner in accountability and monitoring.
SUB-NATIONAL (States, regions, provinces, or other forms of decentrali-sation)	**Budget processes**	Within decentralised systems, there are generally mechanisms for civil society to input into budgeting processes from the lowest level of government all the way up to national level.
SUB-NATIONAL (States, regions, provinces, or other forms of decentrali-sation)	**Public dialogues, community consultations, citizen accountability forums and other created spaces**	Consider inviting local leadership to existing CSO led spaces and platforms to interact directly with the community and CSOs.
SUB-NATIONAL (States, regions, provinces, or other forms of decentrali-sation)	**Youth Councils**	In many countries youth councils are formal structures that provide a platform for young people from local all the way up to national level. Their role and function varies from country to country but often youth councils are provided a seat at high level decision-making processes.

Pause and reflect. The SDG Accountability Matrix is not exhaustive. There are many other actors that can enforce accountability much closer to home. Can you think of any actors that aren't included in the matrix but will be important in your accountability work?

C. Seeking accountability: Choosing your approach

Once you have identified your entry points, you and your accountability action team need to consider how you will seek accountability.

There are four main ways that young people can lead accountability processes:

- **Reporting:** you can use the data you have collected to feed into official processes and reviews, like those mentioned in the SDG Accountability Matrix. This can be done in partnership with other civil society actors. You can also report unofficially! As well as shadow reporting, this can also include reporting through new formats and media that are particularly relevant for you and your peers e.g. through social media and vlogs.

- **Supporting:** you can share your data with citizens, the media and wider civil society. It can be used to support campaigns and grassroots movements, draw attention to issues that are often overlooked and bring a new perspective to the work of others.

- **Connecting:** you can use the relationships you have developed to bring together actors that would not normally interact – from local communities to government officials– to address shared areas of concern and commitments that are off-track. This takes great facilitation skills and can be frustrating but can deliver quick results.

- **Advocacy:** you can use your data to lobby specific actors on specific accountability issues through evidence-based advocacy. This is a cross-cutting approach that can and should be integrated easily into the first three approaches.

You can use any of these approaches in your accountability work, but you and your accountability action team may wish to focus on a particular method.

Activity: Which approach?

- With your accountability action team, refer back to Steps 2 and 3 and the different skills you identified within your team

- Consider your accountability focus, your indicators and the type of data you are working with

- As team, select the approach you will focus on, making sure you are playing to your strengths

RECAP

STEP 6

By the end of Step 6 you will have:

→ familiarised yourself with different accountability mechanisms and entry points

→ selected your primary and secondary entry points for your accountability framework

→ considered what approach you and your accountability action team will take when seeking accountability

Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step | Step 8

Step

7

Step 7

Make your case heard

In Step 6, you began considering how you will use the data you have collected to seek accountability. You learnt about four practical ways that you and other young people can lead accountability processes, through supporting, reporting, connecting and advocacy.

Raising general awareness and support for the work you are doing – through supporting, reporting and/ or connecting – is great, but you can achieve greater impact if you can use your data in evidence-based advocacy. Step 7 guides you through the process of developing an advocacy strategy and explains the things you need to consider when making your case. This includes who you will make your case to, as well as how, where and when you will communicate it.

A. Identifying your advocacy ask(s)

The first step in developing your case is to get specific about what you are calling for. To do this, you can develop a specific advocacy ask – this is a clear, succinct and evidenced statement which outlines what you and your accountability action team are calling for.

Reflecting on your data can be a useful starting point, as data can reveal themes and relationships you were not expecting. Below is a hypothetical case study of a youth-led accountability network in Uganda ("The Ugandan Youth Accountability Network"), who is concerned with youth unemployment.

📝 Activity: Read the case study to see the process the network went through to develop their advocacy ask

Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

The Government of Uganda has a commitment to addressing youth unemployment and addressing the socio-cultural and other barriers to girls' attendance and retention in school. The Government identified the informal sector as one of the most promising avenues for youth employment. It announced the opening of a number of Business, Technical, Vocational Educational and Training (BTVET) institutes across the country to prepare young people with the skills and knowledge needed to identify and take advantage of market opportunities. The institutes will target rural out-of-school youth in particular.

SDG 8 (on employment) has been domesticated and incorporated into both the National Employment Policy and the National Development Plan. Progress will be monitored using the following indicators:

National level indicator. Percentage of young people not in education, employment or training

Universal indicator. Share of informal employment in non-agriculture employment by sex

The Ugandan Youth Accountability Network identified youth unemployment as the strategic focus for their accountability work. The network is concerned with the accessibility of government programmes, vocational training opportunities and employment pathways for rural and out-of-school youth.

The Network has been monitoring the new BTVET institutes, assessing whether the centres were addressing the needs of rural youth. The network pieced together several sources of data and identified a worrying trend that; whilst young women were enrolled in vocational training courses in Northern Uganda, the attendance and completion rates were low.

Data source 1: Attendance records provided by the Northern Region BTVET institutes report low attendance of young women aged between 18-24 across all courses and a dropout rate of 30%.
Data Source 2: A survey undertaken with young women in the Northern Region to understand what the main barriers were for young women attending adult education. 50% of respondents reported living too far from the

BTVET institute to be able to attend regularly. Respondents' cited caring responsibilities as a barrier to attending regularly; the lack of food or cooking facilities meant that they were unable to bring their children to the institute.
Data source 3: An online map of the Northern District shows that there were only three BTVET institutes in the district and they were intended to serve a youth population of 200,000. Additionally, the training centres were all located in urban locations.
Data source 4: National educational budget allocation for each region, reveals that the Northern Region has the same allocation as the other regions, despite servicing a much bigger youth population (the majority of whom are unemployed).

Conclusion:

The Ugandan Youth Accountability Network analysed the data they collected from these sources. They identified access as a major issue to enrolment and retention. This was having a disproportionate impact on rural young women, who faced a number of barriers to attending – young women were travelling distances of up to 50 km to attend, the institutes were not responsive to their specific needs and there were not sufficient places for the youth population. This made attending competitive and out of reach for mothers who had dropped out of school early and could not fulfil the criteria of having completed their A levels.

Advocacy ask:

Here is the advocacy ask that The Ugandan Youth Accountability Network came up with, based on the findings of their work.

In Northern Uganda, young people currently travel up to 50 km to attend the new BTVET institutes and currently there are 100 young people competing for each available place. This is having a disproportionate impact on young women who are trying to balance caring responsibilities and motherhood with education.

The Ugandan Youth Accountability Network calls on the Government to honour its commitment to providing accessible employment and education pathways for young rural women by:

- Ensuring that the number of BTVET institutes is proportionate to the youth population of any region.
- Increasing the education budget allocation to the Northern Region to allow for additional institutes in rural locations.
- Honouring its commitment to young women by ensuring that the BTVET institutes are gender sensitive and supportive of young mothers' needs, to enable their full participation and attendance.

⭐ **TOP TIPS:** *Prioritising your advocacy asks*

Here are some questions to guide the prioritisation of your advocacy asks:

1. *Revisit the relevant policies and commitments made by your government – what are the gaps between the commitments made and what's happening in reality?*
2. *What are the strongest trends, and evidence, emerging from your data?*
3. *Are there particular groups who are disproportionately affected?*
4. *Which issue, if solved, would have the greatest impact?*
5. *Is there an opportunity to build a coalition with actors that are already working on this issue or have a vested interest?*

B. Who will you make your case to?

Here are some of the key audiences you and your accountability action team may want to engage, along with some practical ways of doing so:
- **Your community:** The SDGs commit to 'leaving no one behind' - think about how to make your findings accessible to the communities and young people your issue concerns the most. You may wish to target places people naturally congregate. Consider sharing your findings on community message boards and radio talk shows, in local newspapers, at sports events and through social media.
- **Local duty bearers:** Hold a community dialogue and invite local leaders to come and hear your findings and to hear directly from the community on the issue.
- **Your accountability network: Members** of your accountability action team - and other stakeholder identified in Steps 2 and 3 - can mobilise their individual constituencies and networks. Also, advocate for your issues to be included in broader national level advocacy efforts or coalition platforms.
- **National decision-makers:** Request a meeting with key decision-makers and use existing accountability spaces, such as national civil society networks and platforms, to publicise your findings.

| Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step | Step 8 | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step | Step 8 |

7   **7**

As you will remember from Step 2, decision-makers are those with the power to influence the issue you care about. So they are important people to engage in your advocacy efforts.

However, successful accountability work requires decision-makers being on board from the start - so begin building relationships early on in the development of your accountability framework. Decision-makers will be critical in helping you to access the information you need, to identify gaps in the existing data and to plan how you will work with data. By working with them in Steps 4 and 5 can help to ensure that they are receptive when you publish and promote your findings in Steps 6 and 7.

Here are a few top tips for building effective relationships with your key decision-makers:

- **Understand what motivates them:** Identify where your decision-maker comes from and what issues they have championed in public office. This will provide insight into how to communicate your issue so that it is relevant and appeals to them personally.
- **Do your research:** When engaging with decision-makers, demonstrate that you are knowledgeable about, and up to date on, your issue. Presenting data and analysis will demonstrate that you are a credible stakeholder and have important insights.
- **Remember, it's in their interests:** For instance, in many countries, governments lack the capacity to gather the data needed to monitor and report progress against their commitments. Your knowledge of, and access to, the communities you work with is an asset that can complement governments' existing monitoring processes.
- **Coordination is celebrated:** Civil society is sometimes criticised for being disorganised. Providing a formal accountability space to consult and work with all relevant stakeholders is not only an efficient exercise for decision-makers, but also helps different stakeholders work together better.
- **Keep them in the loop:** Keeping decision-makers up to date with the work of your action team and planned activities will help them to build trust in you. Briefing them on upcoming publications, media or public consultations will ensure that there are no surprises and will help to position you as a collaborative partner.
- **Track progress:** Keeping a record of your key relationships and your interactions can help you share knowledge back with your action team and broader network, and keep track of progress. Any time you meet with a decision-maker, write down agreed next steps and follow up on time to keep the relationship moving forward. Here is a simple template you can use to help you:

Person who you met with (including name, job title, contact details):	
Date of the meeting:	
Key points from last meeting:	
Key points from this meeting:	
Key asks made:	
Actions they took as a result:	
Any agreed actions for me/the accountability action team:	
Date for follow-up communication:	

C. How to communicate your case

You will need to tailor and present your case differently for different audiences. On the next page you will see some of the ways you can communicate what you have found.

📝 Activity: Using the template in Appendix 3, think about the audiences that your message needs to reach and decide on the best way to communicate with them.

Graphs 📈

- Graphs are a visually compelling way to communicate key trends and findings.
- Choosing the right format or graphic representation is critical. Sometimes the prettiest, isn't the most effective! Also graphs won't speak for themselves. Make sure you include an explanation to help explain what the graph is showing.

Reports 📄

- Reports and policy briefs can be effective advocacy tools with decision-makers. In your reports and policy briefs you can include graphs, in-depth analysis and key recommendations.
- Decision-makers are busy people so in your report include an executive summary which states the key findings and advocacy ask(s).
- Consider writing a press release or holding a launch event.

Stories 💬

- Personal stories can be a powerful advocacy tool.
- Telling their own stories for themselves can be an empowering experience for communities too.
- Think about how you can support communities to produce blogs, articles and testimonies. Including their stories or quotes in a report alongside more quantitative data in graphs can help to win both the 'head' and 'heart' of decision-makers.

D. Where will you make your case?

You have lots of opportunities to engage with different processes and important debates at different levels.

📝 Activity: Go back to Step 6 and take a look at the SDG Accountability Matrix. With your accountability action team, identify different events, processes, forums that might be good places in which to make your case.

E. When will you make your case?

To help plan yours and your action team's lobbying and advocacy activities, you can develop a calendar.

📝 Activity: Develop your Calendar of Advocacy Moments

Take some time to research what moments you will target at local, national, regional and international levels. Here are some ideas to help you identify your advocacy moments:

- Keep checking the UN website for up to date information on upcoming meetings, summits and conferences: https://sustainabledevelopment.un.org/index.php?menu=1634
- Think about international days, such International Youth Day (12th August) or World AIDS Day (1st Dec). You can find a full list here: http://www.un.org/en/sections/observances/international-days/
- Research key national moments; for example, budget announcements, elections and parliamentary events and UN delegation pre-events
- Your accountability action team and broader networks will be rich sources of networking opportunities at upcoming events and important civil society meetings
- You can also make your own advocacy moments by launching a report and holding a launch event or consultation and issuing a press release.

⭐ **TOP TIP:** *When developing your timeline, be sure to align your data collection, analysis and reporting with the key moments you are targeting, so that you are ready with your evidence.*

RECAP STEP **7**

To help you build your Calendar of Advocacy Moments, you can use the template in Appendix 4.

By the end of Step 7 you will have:
→ written your advocacy ask(s)
→ mapped out where, how and to whom to make your case
→ developed a calendar of key advocacy moments

Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step

8

Step 8

Finalising your accountability framework

Well done for getting this far. Step 8 is about bringing together all of your hard work and putting together your accountability framework. If you have followed this toolkit step by step, you have already come a long way in establishing your framework. As a reminder, you have:

Step 1 – identified your accountability focus

Step 2 – mapped your accountability ecosystem and conducted a power analysis

Step 3 – established your accountability action team

Step 4 – identified and developed the indicators you are going to measure

Step 5 – identified what data you will need to measure your indicators

Step 6 – started considering how you will use your data to practically seek accountability

Step 7 – developed a strategy for making your case heard

In Step 8 you will finalise your accountability framework and begin to think ahead to how you will put it into action, measure the success of your action team's efforts and how you will sustain momentum.

A. Collate your outputs, write a draft and get feedback

To get to this stage in the toolkit, you will have made a lot of notes, filled in lots of templates and produced a big pile of papers. Don't throw it away as it will form the basis of your accountability framework.

With your action team, collate all of your papers and resources and reflect on all of the important information in front of you. Think about how you want to put it all together and present what you have found out.

Your framework does not need to be very long, and you do not have to write down everything you have done. In fact it might be better in places to use the maps and charts you have developed rather than lots of text.

However you choose to present your framework, there is some key information that should be included. These important components are listed below, along with the Step of the toolkit in which it was developed.

- Introduce your accountability action team, including who you are and what you hope to achieve and how (Step 3)
- State your accountability focus – explain what goal(s) and target(s) you are tracking and why (Step 1)
- Explain who you are working with beyond your accountability action team members – for example, include any broader networks, coalitions or platforms you are a part of, or any key decision-makers you have built relationships with (Steps 2 and 7)
- Include the indicators you are going to be measuring, including their source (Step 4)
- List the data sources you are using as well as what data you are generating yourselves and how (Step 5)
- Explain what you are doing, or hope to do, with the data you gather to seek accountability (Step 6)
- If you have chosen an advocacy approach, state your key advocacy asks (Step 7)

It's also a good idea to include how others can get involved. We haven't covered this yet, so read on to find out more.

At this stage your accountability framework should be a draft document that you can circulate to your accountability action team members for their review and feedback. Before finalising your framework, you should also reach out to other key stakeholders that you identified in Step 2, especially other young people for their technical insights and endorsement.

Remember very few organisations, and even governments, have developed a clear roadmap for tracking progress towards the SDGs. This means you have a rare opportunity to lead and steer the conversation on SDG monitoring at a national level. You are pioneers, be proud of your work and share it widely!

B. Engagement and agreement with key stakeholders

Consider how you can bring your key stakeholders (identified in Step 2) together for a discussion on your accountability framework. This can be a workshop with speakers and invited guests, a more informal get-together, an online webinar, or a series of small gatherings at the community level. The primary purpose of this is to get support from as many stakeholders as you can.

⭐ **TOP TIPS:** Whichever approach you take, the following points will help you to be more effective:

1. Make your framework accessible - consider a shortened version, a promotional blog or a briefing note
2. Give stakeholders time to reflect on what you have proposed in your draft framework by either sharing it in advance of meeting with them or presenting it in a workshop setting
3. Use experienced facilitators and consider whether or not speakers will be a useful addition to your meeting
4. Create a positive and safe space where people feel they can speak openly while being respectful to everyone present
5. Choose whether you want to ask for endorsements at the meeting, or whether there will be follow up meetings or later opportunities to sign up in support of implementing the framework
6. Set up follow-up meetings with supporters, and even sceptics, to identify specific roles and responsibilities they can take on in implementing the framework

Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step

8

8

C. Agreeing roles and responsibilities

Hopefully you have met with lots of different stakeholders, shared your accountability framework, got them excited and now have lots of supporters who want to help you bring your framework to life.

To help you do this:

- Ensure your supporters have specific roles and responsibilities for delivering the framework
- Agree specific activities and milestones that need to be completed within your framework in the first few months
- Be clear in your action team about who is coordinating the different stakeholders with responsibilities
- Keep a record of the commitments other stakeholders make and publicise high profile commitments as this can bring more attention and potentially more support for your framework

D. Develop an implementation plan

In collaboration with your accountability action team, and any new supporters, define and agree on some clear goals to help guide your work over the coming months. Start by identifying key milestones for your work, for example:

- The accountability framework is agreed and adopted by all stakeholders.
- The accountability action team and its partners are well equipped to deliver the framework and have the skills and confidence to take on their key accountability roles and responsibilities.
- The accountability action team and partners make key recommendations on the national SDG indicators, ahead of the Statistical Commission meeting in March 2016 when the final indicator framework is agreed.

The next step is to map out the activities that will help you reach each milestone. Use the implementation plan template (Appendix 5) to help you.

E. Sharing resources and assets within the network

Think about the practical needs of your network such as:

- space to convene meetings
- access to printing facilities
- mailing lists with key contacts
- data
- an SMS platform to send out mass text messages

Many of these resources will be available within your network. But there will be additional financial costs that the network will need to consider and plan for. At this point, it will be useful to create a budget that details all of the costs associated with your implementation plan.

Turn to **Appendix 4** now, where you will find a budget template for you to fill out. Once completed, share with your stakeholders and discuss what resources they are able to contribute, whether financial or in kind.

F. Monitoring the success of your accountability framework

Thinking about your accountability framework, how will you and your network define success? You might want to set some goals that will help you and your network track your progress and impact.

Start by taking the indicators you established in Step 4, and then consider what might be some tangible goals in the next five years.

If your network is monitoring youth participation and representation in formal accountability mechanisms, then your goals might look something like this:

Indicator	Goal, by 2020….
Formal mechanisms for young people to participate in the formulation, implementation and monitoring of new policies and programmes which relate to their lives.	Young people have a defined role in policy-making processes which is articulated in the new national youth policy. Young people formally participate in the review and design of two new national policies.
Proportions of positions in public institutions (national and local legislatures, public services and judiciary) held by young people.	At least 20% of elected positions in local government are held young people.

Pause and reflect: Through analysis of your data, you may have identified new issues or areas of inquiry to pursue. Also, your country's progress on achieving the SDGs will be influenced by a number of political and economic factors. This might prompt you to revisit and tweak your indicators, data collection methods or even your advocacy goals.

Here are some tools for monitoring and evaluating the progress of your accountability network:

Quantitative surveys

- Use surveys to track progress and monitor the skill level, confidence and capacity of your network to meaningfully participate in accountability processes. Surveys may help to measure perceived changes in the strength of voice and relationships among individuals, changing capacity in understanding governance concepts and practising means of seeking accountability, as well as changes in organisational practice.

Participatory videos

- Participatory video provides participants with an opportunity to tell their own stories, in their own language, and in their own spaces. Stakeholders and staff can record their journey through the programme; capturing their early priorities and expectations, identifying the most significant changes to them, reflecting on similar stories and changes and sharing their experiences.

Data audit baseline

- Undertaking a data audit will provide your network with a baseline for the availability of youth data in your country, and the ability of young people, citizens and decision-makers to access and use it. By repeating the audit at one year intervals, you will be able to track changes in the flow and accessibility of data.

TOP TIPS *for Sustaining the Momentum:*

The SDGs are intended to guide development until 2030. While your accountability network may outlive you and your current colleagues as you move on to new adventures, you can implement practical steps now to ensure the ongoing hard work and activism of the network you have built.

- *Cultivate leadership:* When you start developing your accountability framework, be sure to invite other youth CBOs to be involved from the very outset. You might like to implement a steering group made up of youth leaders from these organisations.

- *Fundraise:* As a network you should be thinking about how you can finance your activities in the long term. The individual organisations can pool resources and any available funds to implement your activity plan. In the long term, think about how you could partner with bigger NGOs who are undertaking SDG accountability work. Also do your research into potential donors – find out what their strategic priorities are and what opportunities there are to apply for funding.

- *Learning and knowledge sharing opportunities:* A multi-stakeholder network will provide access to a wide range of skills, knowledge and resources to be shared between members. You might want to consider skill-share workshops, shadowing opportunities or mentoring. Disseminating toolkits like this one among members is also a great way to share knowledge and build capacity.

RECAP STEP 8

By the end of Step 8 you will have:

→ drafted your national accountability framework and shared it for review and feedback by others

→ shared your finalised framework and encouraged new stakeholders to join you

→ developed an implementation plan and budget

→ considered how to measure the success of your national accountability framework

Congratulations!

You have completed the Accountability in Action Toolkit.

Good luck, and have fun putting it in to practice.

Appendix 1 – ACCOUNTABILITY ACTION TEAM MAPPING TEMPLATE (STEP 3)

A. Mapping potential members of your accountability action team

Use this box to write potential members down:

B. Prioritising members of your accountability action team

Add the potential members of your action team to the first column. Using the criteria along the top, give each member a score for each part of the criteria. For example, you could use a scale from 0 to 5, where 0 means that the stakeholder has no skills, experience or other assets to offer in this area and where 5 means that they have extensive skills, experience or other assets to offer your team. Add up the total scores – use these scores to identify which partners you would like to join your team.

Stakeholder name:	Score from the power analysis	Committed to providing spaces and platforms for youth participation	Community connections	Experience in monitoring and accountability work (e.g. the MDGs and/or post-2015)	A strong record of transparency and accountability	Time and staff capacity to participate in the team	TOTAL
1.							
2.							
3.							
4.							
5.							
6.							

C. Consider accountability action team members' strengths and weaknesses

To help you establish the strengths of your team network members, and any areas in which they may need additional support, you can use a SWOT analysis. This looks at Strengths and Weaknesses, as well as Opportunities they provide to your team and any Threats they might bring. We have included an *example* in the first row to help you.

Stakeholder name	Strengths	Weaknesses	Opportunities	Threats
Example: *National Coalition on Quality Education*	*Well respected and well-connected in the education sector*	*Currently limited youth representation in the coalition*	*Could provide their strong research skills for data analysis*	*Current education campaign taking up a lot of the coalition's resources*

D. Assigning roles and responsibilities to selected members of your accountability action team

Now you have your partners on board, it's time to work out roles and responsibilities. You can use the table below to help you do this. We have also added some more details you might want to write down, to help you manage your action team. We recommend you start with a small number of members – perhaps 4-6 key partner organisations or individuals. This will make it easier for you to manage your team. As you become established and your work continues, you can begin adding interested partners to your network.

Action team member name	Contact details	Key contact person	Agreed role (Question Maker, Communicator and Campaigner, Advocate, Infomediary, Tracker or Broker)	Responsibilities in the action team	Notes
1.					
2.					
3.					
4.					

Appendix 2: Guide to Social Accountability Tools (STEP 5)

Tool	Purpose of the tool	Advantages of the tool	Challenges of the tool	What skills or knowledge will you need to use it?	How accessible for young people?
Independent Budget Analysis	▪ Involving young people in the budget cycle, in order to influence the priorities and decisions of duty bearers around the allocations of funds ▪ To ensure that the budget is being used to deliver on commitments relating to the SDGs	▪ Can help to influence allocation of resources from local to national levels ▪ Helps to ensure that vulnerable groups, including youth, are considered in budgets	▪ This is an "invited space" – young people are often excluded from formal budget processes ▪ Long term and sustained commitment is required, to understand trends of budget allocation over time	▪ Focal persons and trainers require technical skills in budget analysis and economic literacy to build capacity and provide sustained support to young people	▪ Youth CSOs will require knowledge in budgetary analysis as well as advocacy skills. Ideally they will also have linkages with CSOs at each level (local, national etc.) for coordinated advocacy. These skills can be developed over time with training and resources.
Community Scorecards	▪ To collect information on a community's experience of services (typically within a rural setting)	▪ Highly participatory - young people can design their own scorecard ▪ Scorecards can complement a broader accountability project ▪ Cheap and simple to implement	▪ May not tackle the root cause of the issues uncovered	▪ A strong facilitator to guide the scorecard development process, ensuring the full participation of all voices	▪ An accessible tool for introducing young people to using social accountability tools.
Citizens Jury	▪ The Citizens Jury hears evidence on a particular issue in order to make clear recommendations	▪ Creates a space for the community and government officials to interact ▪ Builds specialised knowledge and areas of expertise within the community ▪ In-depth nature of the research gives it credibility with duty bearers	▪ Long term investment of CSOs and commitment of the Jury members needed ▪ Access to information vital to arrive at well-informed decisions	▪ Strong facilitator to guide the jury ▪ Good relationships with decision makers to obtain key information	▪ The Jury should be made up of 15-20 community/youth leaders & CSOs ▪ An oversight committee ensures the findings of the committee are balanced. This should include a diversity of youth, including marginalised youth

Tool	Purpose of the tool	Advantages of the tool	Challenges of the tool	What skills or knowledge will you need to use it?	How accessible for young people?
Public Expenditure Tracking Survey (PETS)	▪ To track government expenditure to understand how much is being spent	▪ Strengthens community access to information ▪ Exposes corruption or misappropriation of funds ▪ Opportunity to explore how responsive mainstream budgets are to young people and their priorities	▪ Good relationships required to access key information ▪ Sourcing the right information can take time ▪ For PETS to be participatory, there is a need to build communities' knowledge in budgets ▪ PETS only monitors the flow of public funds. It should be part of a broader budget monitoring framework to be meaningful	▪ Focal persons and trainers with technical skills in budget analysis and economic literacy required to support community members/young people	▪ Requires an understanding understanding of government planning and budget processes and access to training and capacity building opportunities to develop these skills
Resource mapping tools	▪ Digital thematic resource maps which can be designed to track the status of resources within a community. Youth can play a role in collecting data on different service provisions and using evidence for advocacy purposes	▪ Online mapping makes information relating to services publicly accessible. It also taps into and utilizes existing knowledge of the community. ▪	▪ The adoption of the tools will be dependent upon IT literacy and reliability of internet connection	▪ IT skills, knowledge of GPS mapping systems, access to a platform and resources to maintain it. Focal persons to provide sustained IT and broader support to groups collecting data	▪ Requires basic basic level of IT skills, training in GPS methodologies and access to computers
Youth Parliaments	▪ Young people debate key topical issues in the community, and come up with recommendations and propose to decision makers	▪ Opportunity for a diversity of young people to voice their opinions in an open forum ▪ Identifies key issues for further research or investigation	▪ The Parliament runs the risk of being ceremonial. Clear outputs and commitments by the observing duty bearers should be pursued	▪ A skilled facilitator who can manage the parliamentary debate and steer towards clear recommendations	▪ Requires skills in public speaking and policy analysis will enable deliberations to be focussed and relevant to the policy context.

This guide was developed using the following sources which we encourage you to use to find out more about using the tools listed above.

▪ ActionAid (2012), *Democracy Justice and Accountability at the Local Level*, http://www.actionaid.org/sites/files/actionaid/final_democracy_double_page_spread_21.06.12.pdf

▪ African Monitor (2010), *Tools for monitoring development issues at grassroots level*

▪ World Bank, *Sourcebook on "Social Accountability: Strengthening the Demand Side of Governance and Service Delivery"*, http://www.worldbank.org/socialaccountability_sourcebook/contact_welcome/welcome.html

Appendix 3: Making your case heard: key audiences and key messages (STEP 7)

Use this template to help you to identify who you want to make your case to, the key messages you what them to hear, and how you will make your case. We have included an *example* to help you.

Audience (e.g. decision-makers, young people, the media)	What do you want them to do?	Key messages (Looking at your advocacy asks, which are the most important for this audience?)	How will you present your case? (e.g. report, graphs, case study)	Communication channel – where will you make your case? (e.g. newspaper, social media, the radio, meeting with duty bearers)
Government (including Ministry of Education)	*Ensure that the number of educational and training institutes is proportionate to the youth population of each region*	*▪ Insufficient places at educational and training institutes in our region* *▪ Competition for available places is high* *▪ Young rural women are disadvantaged due to school drop-out and lack of A-Level qualifications*	*Report with:* *▪ graphs outlining data on available spaces and attendance rates of young rural women* *▪ case study of a young woman wanting to continue her education and training but is unable to*	*▪ Face-to-face lobby meetings*

Appendix 4: Budget template (STEP 8)

You can use this template to design a budget to go alongside your Implementation Plan. This budget should include the funds you will need to put your Implementation Plan into action. We have completed one section as an *example*.

Project Name: Accountability Advocates - Kenya

Budget Period: September 2015 – June 2016   Currency: USD

Cost Code	Budget item	Unit cost (currency)	Number of units	Total cost (currency)	Notes
A	Establishing the accountability network				
A1	*Venue hire for 1-day workshop*	*50 USD*	*1*	*50 USD*	*Conference room hire at the Happy Hotel in Nairobi for kick-off meeting.*
A2	*Refreshments for 1-day workshop*	*2 USD*	*20 people*	*40 USD*	*Lunch and sodas for 20 participants at kick-off meeting.*
A3	*Stationary for 1-day workshop*	*15 USD*	*1*	*15 USD*	*Stationary needed for kick-off meeting.*
B					
B1					
B2					
B3					
C					
C1					
C2					
C3					
D					
D1					
D2					
			Sub-total		
E					
E1	Contingency				
			Grand-total		

Appendix 5: Accountability Action Team's Implementation Plan template (STEP 8)

You can complete this template with help from your accountability action team. It will help you to plan the work of your network over the coming months. It should outline what you are trying to achieve together, what activities you will need to complete (and when) and which members are responsible for doing which activities.

NO.	MILESTONE What is the goal you want to achieve?	ACTIVITY What do you have to do to achieve these goals?	LEAD Who is responsible for these activities?	DELIVERABLE / OUTCOME What will be the result of your activities?	COMMENT Add anything you think is important to capture		Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16