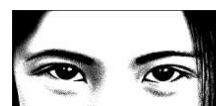




Accountability to children and communities: a “how to” guide

November 2021



Terre des hommes

Helping children worldwide.

What is the purpose of this document?

The aim of this document is to explain **Accountability to children and communities** as understood and implemented by Tdh. It presents how various concepts are articulated, and what accountability means in practice. It gives examples of how it can be implemented, of the areas of our work that contribute to it, and of the tools and documents that can guide our work on Accountability. It also presents what are the roles and behaviours of Tdh staff which contribute to a more accountable organisation, and what good practices or learning exist.

This fact sheet is the result of (i) consultation with Tdh staff in HQ, Regional Offices and Country Delegations, (ii) an analysis of the key Tdh frameworks, policies, tool, and resources related to Accountability and (iii) the main external frameworks related to Accountability to Affected Populations and Prevention of Sexual Abuse and Exploitation (PSEA) - see section 3 for a complete list of both Tdh and external frameworks.

Acronyms

CFRM

Complaint, Feedback & Response Mechanism

CHS

Core humanitarian Standard

CPMS

Child Protection Minimum Standards

CRC

Convention of the Rights of the Child

HAP

Humanitarian Accountability Partnership

IASC

Inter-Agency Standing Committee

LGBTI

Lesbian, Gay, Bisexual, Transgender and Intersex

M&E

Monitoring & Evaluation

MEAL

Monitoring Evaluation Accountability and Learning

PSEA

Policy on the Protection from Sexual Exploitation and Abuse

SOP

Standard Operating Procedure

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2. Why is Accountability to children and communities important?

Terre des hommes has a defined **set of values and principles** that guide how it should deliver on its mandate. The values guide how we should behave with others, and therefore apply also to the way Tdh staff collaborate with each other. The concept of **Accountability** and its practical implementation is closely connected to them and putting it into practice helps the organization to live up to its values and commitments towards all its stakeholders.

For Tdh being accountable to children and communities is a **responsibility**, so **all staff should behave in accordance with it in all contexts**.

Indeed, it is when children, communities, partners, donors and other stakeholders are aware of **our professional standards**, the **way we should behave** on the ground and **our objectives** that they understand what to expect from Tdh and can hold Tdh and its staff accountable for it.

Using an accountability approach throughout our projects and programmes guides us to:

- **Treat with respect and dignity** the children and communities we work with by giving a **value to the perspectives they voice** and recognising what they want, building their **self and collective agency**.
- Carefully **minimizing the harm** we may inadvertently cause through providing aid in alignment with the principle of Do no harm.
- Strengthen the **relationship of trust and confidence** with them.
- Make our organisation more **transparent** about its role and deliverables, honest about what works and what doesn't and how we learn and improve, we strive to be a **truly credible partner** or stakeholder.
- Enable all children and adults regardless of their age, gender or diversity to **engage, participate** in and **influence** our projects, and to benefit in an equitable way from what the project will influence and change
- **Empower** children and communities to contribute to the decisions that affect their lives through **meaningful participation**.
- Enable children and communities to hold **Tdh to account for its behaviours**, its roles and actions through robust systems.
- **Better identify and address power imbalance**, inequalities and discriminations in the context we work in. This includes the differential of power we have as humanitarian and development stakeholders.
- We enhance the quality of our interventions.

How does Accountability impact on Quality?

"Being accountable to crisis-affected people helps organisations to develop quality programmes that meet those people's needs, and reduces the possibility of mistakes, abuse and corruption. Accountability processes that are managed effectively make the organisations perform better." (HAP)

Being more accountable means that we are more open to:

- ✓ **learn** continuously from children and communities, as their voice and participation influence our work.
- ✓ **adapt** our work to the reality on the ground, to adjust what works and what doesn't.
- ✓ **enhance its relevance to needs and its adherence to the right that underpin Tdh actions**.
- ✓ **design and implement change that is more sustainable** and can have a long-lasting effect and locally led **ownership**

3. Tdh policy framework to improve its accountability

Tdh **follows a set of policies** which guides our practice on the ground to improve the quality of our work and make us more accountable.

The policies guide us on how we implement our programmes **in both humanitarian and development contexts**, the **approaches and methodologies** we use, the principles we follow in everyday tasks.

External/Global reference framework

The [Convention of the right of the Child \(CRC\)](#) protects the rights of children in all areas of their life, including their rights to life, survival, development, and the right to freedom from violence, abuse and neglect and the right to express their views in matters affecting them.

The [Core Humanitarian Standards \(CHS\)](#) - sets 9 commitments that humanitarian actors use to improve their quality and effectiveness. It places communities and people affected by crisis at the centre of humanitarian action.

The [IASC Revised Commitments on Accountability to Affected Populations and Protection from Sexual Exploitation and Abuse](#).

[Child Protection Minimum Standards \(CPMS\)](#) aims to strengthen quality and accountability in child protection programming and improve multi-sectoral approaches to children's safety and well-being.

Tdh Institutional Framework

The [Global Code of Conduct](#) signed by staff, partners, volunteers as well as all contractors and service providers, covers all forms of behaviour or action at all times and in all places, based on humanitarian principles and Tdh values.

The [Child Safeguarding Policy](#) regulates how Tdh works so that the children with which it comes into contact (either directly or indirectly) are safeguarded and have their wellbeing promoted, and that all actions, while implementing programmes or institutional activities, do not cause any harm to children.

The [Policy on the Protection from Sexual Exploitation and Abuse \(PSEA\)](#) sets the importance of and requirements for the good conduct of staff and establishes the obligation to report any behaviour that contravenes it.

The [Gender and Diversity Policy](#) outlines Tdh's commitments and guiding principles for gender and diversity across its operations and the inner functioning of the organization. It provides an overall framework for the organization to bring about a more inclusive working environment, and to mainstream and monitor gender and diversity in Tdh operations.

The [Anti-corruption, fraud and conflicts of interest Policy](#) lists and defines the prohibited behaviours within the organization and specifies the responsibilities of the entities and individuals concerned in regards to corruption, fraud and conflicts of interest.



Where can you find Accountability in the [CHS](#)?

Accountability is embedded throughout, but it is particularly found in #3 when mentioning the do no harm principle

4 when focussing on communication, participation and feedback

5 complaints are welcome and addressed

7 when it links to learning

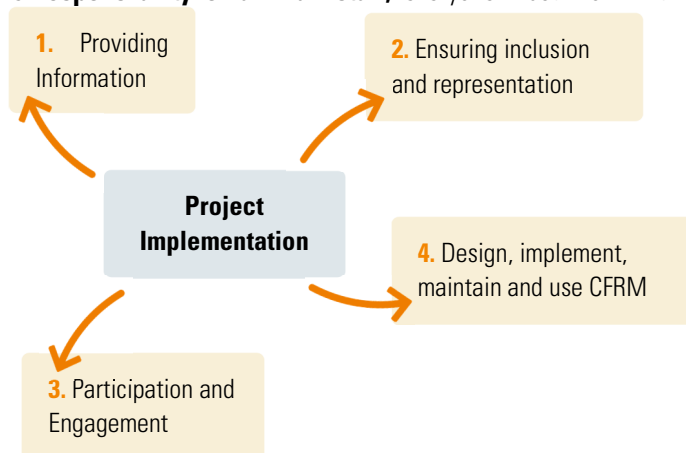
9 when it talks about use resources responsibly

4. How to be more accountable in practice?

As Accountability to children and communities is the **responsibility of all Tdh staff**, everyone must work with “accountability lenses” throughout the project cycle. This can be done through several activities that can be grouped under these four areas:

1. **Providing Information.**
2. Ensuring **inclusion** and **representation**.
3. **Participation** and **engagement**.
4. Design, implement, maintain and use **Complaints Feedback and Response Mechanism (CFRM)**.

In the next chapters we will see them in detail.



Actions to promote Accountability should be implemented **in any context we operate:**

humanitarian, fragile contexts, conflict zones and more stable environments. It is recognized that implementing and maintaining Accountability systems in humanitarian settings can be more challenging – due to the political and operational complexity of the context, or due to the required speed of implementation. It is also paramount to make sure that the intervention is not causing harm and is contributing to build people’s safety and wellbeing: putting in place systems to strengthen our accountability can help us towards this.

It is important to remember that being accountable goes beyond the project duration and activities. It applies to Tdh’s role and actions in any country, to the way Tdh staff interacts and behaves in all its relationships – in and out of scope of a project. Hence, we should behave in an accountable way in all types of engagement or relationships with children and communities, local authorities, with donors, or wider sectoral coordination for instance.

It also means that **sustainability is considered when the project is finished**, that the impact of the work we do does not hamper future sustainable development (for instance the project doesn’t result in destroying the environment or durable resources, or in increasing tensions that will fuel future conflicts, in line with the principle of *do no harm*).

Practical resources for Accountability

Tdh developed practical references on how to implement Accountability to children and communities in Project Management:

- [Terre des hommes fundamental elements for Child Protection Good practice](#)
- Tdh Directive [M&E requirements](#)
- SoP on [Complaint Feedback and Response Mechanism](#) (CFRM)

See also this external resource:

- [COMPASS handbook, 2018 - Groupe URD](#) - a quality and accountability management method for humanitarian and development projects.

4.1. Providing Information

Providing information is one of the key elements that contributes to establishing a relationship based on **transparency and trust**. Beside informing how humanitarian / development actors are supposed to behave, it also is the first step to open a conversation on **how people can contribute to our work**.



For Tdh to be as transparent and honest as possible, information should be:

- ✓ **Relevant:** children and communities should be asked about the information they want to receive, not only at the beginning of a project, but as part of our engagement and constant dialogue with them.
- ✓ **Appropriate, accessible methods, tailored to the audience:** use various formats to ensure diverse segments of the population can access it (including, for instance, blind or deaf people). Make sure the information is available for different literacy levels and in all relevant languages. Consider speaking face-to-face to children and adults, or using visual supports such as videos, banners, poster, boards, emails or social media. Consider using and learn from the tools we use for data collection, and the way we engage in two ways communications with children and communities to strengthen appropriateness (and efficacy) of methods to share information.
- ✓ Children may need time to understand certain concepts, even if shared in a child friendly way. Consider diverse and creative ways to share information and ask children and young people how they would prefer it to be shared.
- ✓ **Timely:** provide information that is up to date.
- ✓ **Respectful and culturally appropriate.**
- ✓ **Safe:** provide information in a way that does not put children and communities at risk.



Is it always safe to share information?

We should always consider safety of our staff and of who gives and receives the information, under the principle of *do no harm*: Assessing the risks of sharing certain information with certain actors, and also how it is shared, it is key to ensure we do not put at risk whoever gives, receives and uses the information.

What information should we provide?



Who we are: the name of the organisation, the name of the staff involved in the project and their role – and remember to update such information if people change; any contact information.



Our commitments: Tdh values and principles – particularly focusing on children and people's rights.



How we should and should not behave: our Global code of conduct, Child Safeguarding, and Prevention of Sexual and Exploitation commitments.



What we do and how we do it: projects plans and changes to them; how choices are made (for instance criteria and processes for targeting and selecting people) and who makes them, how our CFRM works.



How to hold us to account: who to contact and how to question who we are, what we do and how we do it. Clear information on the processes associated to handling and responding to feedback and complaints mechanisms.



Why should we inform communities?

Because access to information is a **human right**, and it *is* a key aid deliverable itself.

Because information is **dignifying**.

Because **we care!**

Because it enables children and communities to know when and how to **contribute and participate**.

Because it reminds children and communities about our commitments, values, plans and it enables them **to hold us to account** if any of us do not live by what we commit to.

CRC, 13 – The child shall have the **right to freedom of expression**; – including freedom to **seek, receive and impart information and ideas** of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the **child's choice**.

Tdh Child Protection Fundamentals #1.9 – Participation is **transparent and informative**. Information is provided in **appropriate and meaningful** ways.



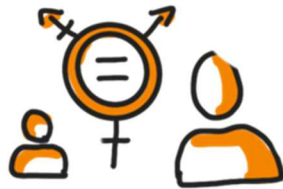
CHS #3 – ensure communities are aware of their rights, have **access to information** and **participate in decisions** and #4 – ensure there is access to safe and responsive mechanisms to handle complaints

4.2. Ensuring Inclusion and representation

As Tdh, we want to **place children and communities at the centre of their own development and recovery, regardless of their age, gender, role or diversity.**

This means ensuring that we do everything we can to place them **in a position to meaningfully engage and participate** throughout the program and project cycles. Tdh will strive to **reach and involve the most vulnerable and marginalised segments of the population**, giving them a role in the way they can contribute to and influence what we do.

By involving them, **Tdh contributes to their empowerment to act and claim their rights, define what changes they want in their lives and those of the communities they live in, and ensure that Tdh actions are inclusive and relevant to them also.**



Design consultations to make them more inclusive

Sometimes, it is advised to hold **separate consultations** with different groups (e.g., men and women, age groups, socio-economic groups) to allow children or adults to be more at ease in expressing their voices and their needs. The **choice of the facilitator** is also very important (woman or man, age or origin, profile...). There is **no one-size-fits-all solution**: understanding the context and the power dynamics is key to choose the best way to engage!

Also, remember that having a low number of participants representing a diversity is not enough to ensure their voices are heard and taken into consideration!

How do you ensure inclusion and representation?



Ensure a **gender balanced team** (particularly for CFRM and safeguarding focal points) to receive feedbacks and complaints and at the same time access boys, girls, women and men equally.



Understand the diversity in the environment Tdh works through understanding of customs, social and gender structures and norms, and power dynamics.



Analyse social and gender norms, data on access to rights disaggregated by age, gender, disability and other elements that may constitute a vulnerability – such as ethnic or religious belonging – to **identify how people's identity or situation can expose them to exclusion.**



Find appropriate, adapted and relevant ways to engage, consult and listen to all segments and groups existing in the population, striving to include the most vulnerable in a safe and meaningful participation.



Use data to monitor inclusion and participation: record participation data (including about feedback and complaints) disaggregated by sex, age, and other diversity so that it can be considered according to roles and norms; use analysis of disaggregated data to ensure actions are involving, including and targeting children and communities covering their diversities. This data can help you understand if a particular group may not be able or empowered to engage with us.



Assess whether those who participate are representative: do they consult, coordinate and include all people within their group about decisions made? Do children representatives bring the diversity of views within their group?



Working about inclusion and representation with partners and local authorities: Tdh does not always have one-to-one relationship with children and adults, and often works through partners or civil society groups

who are actors of the civil society and represent, for instance, women and girls, LGBTI persons, children living with disabilities, religious minorities, indigenous groups or social structures (such as casts) – We should work with our partners to consider representativeness of the different groups, and ensure they – and us - include the voices of diverse and minority groups and do not leave them out in the way they engage with Tdh and the communities.



Design and implement CFRM sensitive to diversity: for instance, ensure that feedback and complaints about abuse are collected sensitively from both female and male who filed a complaint and that you can refer them to appropriate services.

Tdh Policy on Gender and Diversity outlines Tdh’s commitments and guiding principles for gender and diversity across its operations and the inner functioning of the organization.



Tdh Complaint and Feedback Response Mechanism SoP

section on **Meaningful access and Safety and Dignity** (2.2.4) gives examples and provides further considerations for how to reach different groups in a safe way.

4.3. Participation and engagement

Participation means **consulting, involving and enabling** children and communities we work with **to play an active role in the decision-making processes that affect their lives, their well-being, dignity and protection**. Participation must be part of the way we implement our projects, we must consider children and communities as partners and treat them equally, particularly at times of crisis when they may be more fragile and in need of support: empowering them to become **“active participants” – rather than “passive recipients”** – while building local capacity and ownership.

Tdh wants to ensure that children are especially supported in the exercise of their right to participation, both at the personal level (such as in case management) and in collective processes (such as project design and implementation). At the same time Tdh recognizes that **participation, without genuine empowerment process, can result in being a manipulative process** hence it places particular focus on how children are engaged and participate in our work: refer to the CP Fundamentals #1.

Participation is a broad concept which can translate into practice through several activities linked to engagement: from raising awareness to empowering community led solutions [CFRM SOPs] ensuring the **critical two-way communication aspect of participation**.



What should we keep in mind when involving, engaging and consulting with children and communities?

- **Clarity, openness and transparency:** participants should understand the objective, process, scope and limits of the consultation, how their input will/won't be used and the reasons for it.
- **Professional:** including children, whenever possible and appropriate, should be subjected to the presence of trained, experienced professionals. Suitable methods supporting the participation of children should be carried out while taking appropriate precautions to protect, safeguard and ensure their well-being.
- **Safety for all:** risks should be considered before and during all engagement and consultation processes, assessing risk and mitigating them, particularly for children.
- **Respect:** striving for mutual listening, understanding, respect of diverse views, and trust.
- **Timing:** consultation should be carried out the right time for it to inform decision making.
- **Reporting back** – closing the loop - Communities should be provided the findings of the consultation processes and informed about the decisions these have influenced. When decisions are not consistent with findings of the consultation, the reason should be explained.
- **Tailored methodologies mindful of power dynamics:** consultations should strive to identify the safer participation methods, and the one which will allow all segments of population – no matter their age, sex, diversity, or role in the community – to contribute.
- **Informed, voluntary and consensual:** consent and assent from children (or their caregivers) and communities must be sought. Whoever attends should know they are free to withdraw at any time.
- **An honest exercise:** if we decide to consult with children and communities, we should do so because we truly want to listen, learn, and design programmes and projects meaningful for them. Our decisions and how we shape our work should be truly shaped and adjusted based on what our consultation tells us.



Nine basic requirements for children participation

Participation with children requires particular attention, and it should be delivered **ethically and morally**, in alignment with [nine basic requirements](#): transparent and informative, voluntary, respectful, relevant, child friendly, inclusive, supported by training, safe and sensitive to risk, accountable.

Tdh CP Fundamentals #1 and #8

Both a **principle** and a **right**, Tdh want to ensure that children are supported to exercise their specific right to participation.

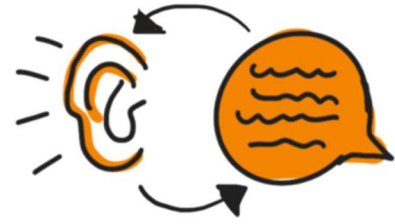
[Tdh M&E requirements](#) details how participation should be mainstreamed throughout all M&E processes and include the ethical principles for engaging children in M&E.



CRC, 12 – The state should ensure that the child who is capable of forming his or her own view [is afforded] the **right to express** those views **freely in all matters affecting the child**, and the views of the child being **given due weight** in accordance with the age and maturity of the child.

4.4. Design, implement, maintain, and use Complaint, feedback and response mechanisms

The Tdh SoP on [Complaint Feedback and Response Mechanism](#) (CFRM) details all the steps on how to receive and respond to requests, information, concerns so refer **to it for a full guidance on how to set up a CFRM**.



What is important about the CFRM?

A sound CFRM is a key element to **strengthen the relationship** with children and communities as it tells them we want to listen, and we take into consideration what they say.

It empowers them to participate, and to make sure Tdh delivers services in adherence to its commitments and values.

From a management point of view, **information collected through CFRM are precious as they contribute to the identification of good and bad practices**, as well as the identification of unmet needs, which can be harnessed or corrected in the implementation.

The CFRM SOP indicates clear **processes and responsibilities** for addressing **non sensitive operational** and **sensitive** issues, for taking the right measures to address them, offering repair as per the case. It refers the management of sensitive issues to the mechanism in place to handle breaches of the Code of conduct. A performant CFRM process is of paramount importance to ensure that Tdh is “held accountable” as an organization.

A tip on building on existing strengths!

It is always recommended to understand **existing channels** for feedback and complaints in the local context.

Assessing whether **local methods or structures are efficient, functioning** (or need to be revitalised) and in adherence with Tdh principles included in the CFRM and the CP Fundamentals, will allow Tdh to harness and strengthen positive practices and community mechanisms, or will contribute to their development through engagement with those in the communities who are responsible and participate in it. [Tdh CP fundamental #8]



Proactive and reactive CFRM

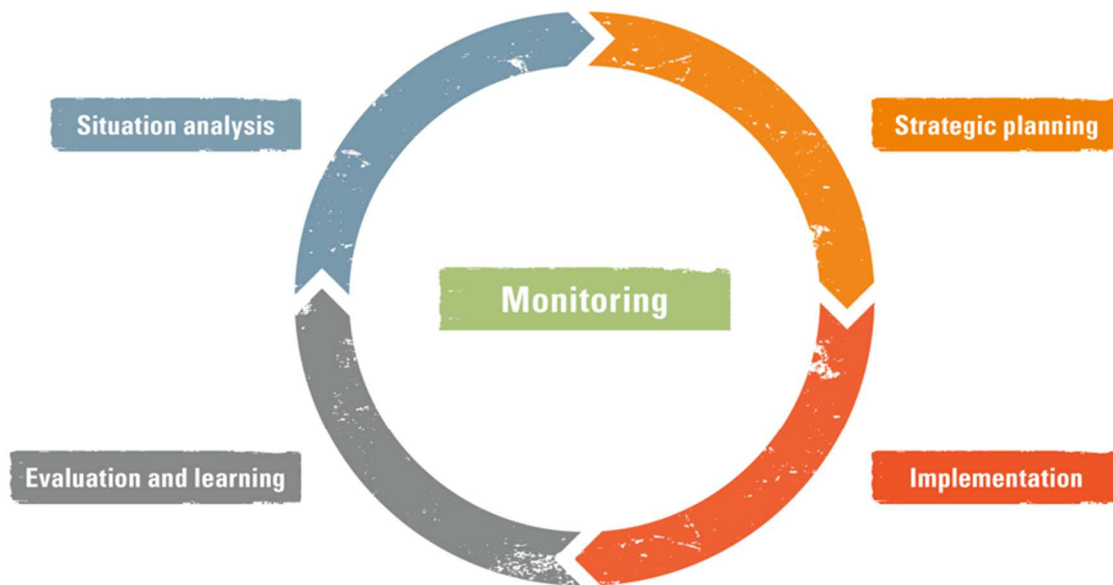
A CFRM should **combine** proactive (reaching out) and reactive (receiving) modalities, ideally articulated together. In context where feedback and complaints are not common, it is a good practice, for Tdh to set up **reactive (such as hot lines or feedback boxes)** and also strengthen the proactive systems, such as **focus group discussions, or reflection meetings** with children and communities. They can positively influence children and communities – through **openness and trust** – to express their views and raise concerns, worries and satisfactions.



Is feedback and complaint always easy to give and receive?

Giving feedback is not easy for anyone. **Sometimes it is not fully culturally accepted.** In some contexts, it can be perceived as a critique, and not listened to, or a danger as it may impact on the relationship. In some instances, **power imbalance makes impossible** for children or women or other groups to raise their voice. Ensuring children and communities use CFRM can be a long process of change – which is aligned with Tdh mission to make children and communities agents of the change they want to see in their lives.

4.5. Accountability throughout the project management cycle – when and how keeping in mind Accountability strengthens our project quality?



During situation analysis: whenever possible and safe, children and communities or their representatives must be involved in the assessment to ensure we collect the right information to design the projects: It is important that the analysis of the context, the needs, risks, capacities and vulnerabilities and local dynamics are **informed by the people that are the most concerned by the situation**. Children and communities should be informed about the ongoing data collection and analysis and be aware of how to provide feedback on the assessment process itself.

At project design stage: children and communities should be consulted to **define objectives, results and when planning activities** so those can be adjusted if not relevant to the identified needs. They should be informed of the final version of the project design, **understand how decisions were made, and how and why their inputs have or have not been included**. They should also be consulted to define and plan how they will be involved and engaged throughout the project– particularly when designing CFRM [SOPs], to ensure they are appropriate, inclusive, safe, and accessible and costs associated to its set up and on implementation, maintenance, and use are taken in to account.



At the start of the project: children and communities must be informed about the start, the **plans for implementation**, who are the Tdh **contacts**, particularly for any Feedback and Complaint they may have as an active player of the implementation of the project.

Throughout implementation and monitoring: children and communities should be engaged to be active contributors to the project: the **critical learning they provide should adapt and influence change, improve the current implementation**: systems for collection of feedback and complaints should be



constantly assessed by Tdh staff with the communities to ensure they are relevant, functioning - adjusting them if they are not. **Monitoring** should not be limited to measuring quantitative indicators but should also seek to collect **and analyse rich and nuanced data** about children's and community members' **perceptions, appreciations, suggestions**. Through monitoring work, we should establish safe and trustful spaces to engage children via **appropriate participatory monitoring methodologies** (Tdh M&E requirements and CFRM SOPs).



At evaluation and learning stage: children and communities are usually always considered as sources of the data collection of an evaluation. As the Tdh [Project Cycle Management in Emergencies and Humanitarian Crises Handbook](#) shows, children and adults can also participate in monitoring exercises, including evaluation by participating in data collection, of analysis or up to **jointly decide with Tdh if/what/how to monitor and evaluate** (see Box 35 "The importance of participation in monitoring"). For instance, they can be involved in the definition of the areas to be assessed by the evaluation itself. Although a longer exercise, for instance asking children what aspects of the project are the most important will allow an evaluation to include aspects which may not have been pre-identified for the data collection exercise. Another way to involve children, for instance, is to make them lead on "investigation" of some aspects of the project, for instance by asking themselves to accompany during a review of an Education project - using their eyes as an extension of the Evaluators' This, alongside the sharing of the Evaluation outcomes and recommendation to communities (and children) will strengthen the evaluation analysis itself, and will allow children and communities to be included in the learning to the next phase – whether it will be implemented by Tdh, other actors or themselves.



Working with partners

When **working with partners** our commitments to accountability to children and communities must be maintained. It can be done with the partners themselves, building on existing methodologies (while learning from them), or by providing support in setting up new systems.

Focus should be put on the principles and the joint aims of setting up, maintaining and using accountability systems and methodologies – it should be clear that Accountability systems serve such purpose for both the partner and Tdh. Each section of this document could be discussed with them to strive for implementation of systems and process to strengthen accountability.

If working with local partners with limited capacity to implement and maintain a solid CFRM, Tdh should consider **how to strengthen the structure and train the staff to enable them to set up the processes linked to Accountability** based on the principles and values behind them. It must be recognised that in some contexts local organisations have strong ties to the communities which may or may not result in stronger trust and engagement with them – the level of trust and the relationship with children and communities shall be carefully assessed to strengthen what already works, while striving to adjust what doesn't.

5. Who is responsible for managing project in an accountable way?

Accountability is everyone's responsibility in Tdh.

All staff is a signatory of the [Global Code of Conduct](#) and adhere to the other Tdh policies. The policies supporting Accountability refer **to all Tdh staff behaviours, both when directly in contact with the population – be them children, communities, partners or authorities – but also in the way activities are planned and implemented.**

Programmes, projects and all activities are a result of collective effort of all functions: **being more accountable therefore is in the hands of all staff.** Coordination with Quality & Accountability (Q&A) staff and/or staff with safeguarding responsibilities, who specifically support Tdh in the design and implementation of Accountability frameworks, systems and processes, will drive Tdh to a more qualitative and accountable delivery. More details on the role of the Q&A staff in Annex.



How do Safeguarding and Accountability staff work together?

A safeguarding concern refers to any complaint or case (received through the CFRM or not) related to any interaction with children or communities that breaches one of the safeguarding policies ([Child Safeguarding Policy](#), [Policy on the Prevention of Sexual Exploitation and Abuse](#), Directive on the Protection of Personal Integrity) or more generally, the [Global Code of Conduct](#).

Quality & Accountability (Q&A) teams, through their monitoring activities, may receive complaint or information about safeguarding cases. It is important to involve the Safeguarding staff at any suspicion, so that a proper triage can be implemented to assess the cases. The two functions sometimes sit with the Child Protection focal point also) join together to ensure children and communities are safe throughout the project and that can raise concerns if they are not. Refer to the [CFRM SOPs](#) for further details.

All staff contributes to Accountability to children and communities in **various ways**. For instance:

Senior Management, by:

- Encouraging behaviours linked to a dignified implementation of activities and processes aligned with Tdh values attention to power dynamics which may interfere in the empowerment of children and communities.
- Promoting and ensuring application of institutional frameworks and policies such as the Code of Conduct for example
- Creating space for a trustworthy and safe relationship within the team and with all stakeholders, including children, communities and partners, through stronger participation, and open and transparent dialogue.
- Ensuring systems and processes to ensure accountability are happening in conformity with the guidelines.
- Assessing whether implementation of such systems adheres to the Tdh commitments, values and policies in a consistent, effective and meaningful way, through appropriate means and processes.
- Ensuring decision-making on projects and activities is based on reliable data, including feedback and complaints collected from children and communities.
- Ensuring to the most extent possible, that enough resources with clear roles and responsibilities are allocated to implement more accountable operations – including appropriate skills development.



Project Management staff by:

- Ensuring all activities are carried out in a safe and dignifying way.
- Ensuring space for a trustworthy and safe relationship within the team and with the stakeholders.
- Working with the safeguarding, and child protection focal points to ensure projects are safe for all.
- Involving children, communities, partners and stakeholders in a meaningful way during project design, implementation, monitoring and evaluation with the support of Q&A staff.
- Analysing and using the information collected through M&E and CFRM to improve the quality of Tdh work, adjust and adapt implementation in coordination with the Q&A team – whether it means strengthening or replicating something that works or adjusting something that doesn't.
- Ensure costs associated to Accountability are budgeted for in coordination with the Q&A team.



Support staff will:

- Provide budget follow up to ensure activities are delivered as planned, efficient and appropriate to the activities.
- Ensure that all the tools supporting a sound accountability system are in place – be them materials for information provision, feedback and complaints boxes, security procedures or distribution list – are up to date, are shared on time and with the appropriate level of quality.



Annex – The role of Quality & Accountability staff

(or MEAL – Monitoring, Evaluation, Accountability and Learning in delegations – staff)

Q&A staff have the responsibility to design, maintain, implement mechanisms which ensure an accountable and qualitative delivery. Strong coordination with the rest of the implementing staff is required to achieve this - for instance in relation to ensuring professional standards are respected; or within logistics services (supply chain norms and standards, but also material maintenance and use, etc.).



Q&A staff's role in relation to accountability includes but it is not limited to:

- **Budget needs:** contributing to defining the budget for monitoring, evaluation, accountability and learning in terms of staff (data collectors, M&E officers, etc), materials (tables, feedback boxes, etc)
- **Design and methodology:** leading in defining the best methodological approaches for
 - **encouraging participation and inclusion,**
 - **identifying safe and relevant ways to involve children and communities in monitoring activities:** the Q&A team, in consultation with the management and safeguarding staff and the children and communities themselves will suggest and monitor the implementation of safe spaces for engagement.
 - **setting up relevant CFRMs,** liaising with the Safeguarding focal point to align the complaints systems.
- **Data collection and Analysis**
 - Supporting or leading on the **data collection and analysis** process so that they are ethical, dignifying, inclusive and participatory: collect the right data, at the right time and in the right way avoids potentially harmful engagement with children and communities.
 - The Q&A team can also **use the data from the CFRM** to understand if the systems are still relevant and whether there's a need to, for instance: sensitise the communities about the systems, improve the CFRM's location, transparency, or process. Please refer to the CFRM SOPs for further details on the roles of Q&A staff and others within the CFRM.
 - Using data and information analysis **to monitor if and how we are reaching our target and objectives and achieving results.** Appropriate data collection and analysis informs us if we are being relevant, or efficient, whether our interventions may have **unexpected negative results**. It also helps us becoming more inclusive and participatory. Through analysis of our reach, disaggregated by age and gender or other variables we can identify whether we are **being balanced about working with different genders**, if we are **involving children with disabilities or groups marginalised** for their religion or culture.
 - **Raising alerts** identified through monitoring and data analysis, in close coordination with the programme teams.

- **Monitoring of Accountability systems** – monitoring of all the steps included in an Accountability framework described above and still relevant, safe, used, and so on. For instance:
 - Monitoring how and what information is shared by children and communities: the Q&A team can support the management – and support staff – identify whether leaflets, boards, communication on social media and any other communication channels, are effective, inclusive, accessible and safe.
 - Supporting information delivery to the communities and spaces for dialogue and feedback and complaints.
 - Monitoring if the CFRM is still used during implementation, if it is relevant, safe, and so on.

ACCOUNTABILITY

Use power responsibly and take into account the perspectives of children and communities in all actions

WHAT IS IT ?



TO BE RESPONSIBLE
To empower children and communities to hold Tdh accountable for its actions

TO AVOID CAUSING HARM
To minimise the risk of causing harm



WHY?

TO BUILD TRUST
To build relationships based on trust and responsibility



FOR QUALITY
To improve our actions by continuously learning, adapting to context, increasing our relevance, and improving the sustainability of our actions through local ownership.



TO ENSURE EQUITY
Identifying power imbalances, inequalities and discrimination to better minimise them



FOR EMPOWERMENT
To enable children and communities to act on decisions affecting their life



FOR RESPECT AND DIGNITY
To enable children and communities to feel confident in their collective and individual agency

FOR TRANSPARENCY
To be an honest, reliable organization, fully aware of its competences and limitations



HOW?



INFORM
Who we are, our values, how we work

PARTICIPATION AND ENGAGEMENT
Encouraging participation that truly empower people



DIVERSITY AND INCLUSION
Identify power imbalances, ensure all points of views are considered

RESPONSE TO FEEDBACK AND COMPLAINTS
Listening to them and acting to improve practices, solve problems



WHEN?

DURING SITUATION ANALYSIS
Listen to people, who know their own situation best



PROJECT DESIGN
Check with them the relevance of the planned actions and of the mechanisms for beneficiary participation



IMPLEMENTATION AND MONITORING
Provide safe and trusted spaces to listen and collect information, adapt the project



EVALUATION AND LEARNING
Involve children and the community in reflections



AT THE BEGINNING OF THE PROJECT
Explain the feedback and complaints mechanism and the project process



WITH WHOM?

PROJECT TEAMS AND PARTNERS
Ensure that all activities are conducted in a safe and dignified manner.



QUALITY & REDEVEABILITY, MONITORING & EVALUATION
Participatory, safe and appropriate data collection methods and analysis, monitoring accountability



SUPPORT SERVICES
Secure budgets and tools for actions promoting accountability



EXECUTIVE LEADERSHIP
Promote and ensure implementation of Tdh policies and frameworks



Impressum

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*Every child in the world
has the right to a childhood.
It's that simple.*



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