Save the Children

HANDBOOK ON CROSS-CUTTING ISSUES



1. CHILD RIGHTS BASED PROGRAMMING
2. ACCOUNTABILITY
3. GENDER
4. DISABILITY
5. CHILD PARTICIPATION
6. MONITORING, EVALUATION, ACCOUNTABILITY, LEARNING

Save the Children International

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- Unies vers'elles

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Introduction

This handbook addresses the need to synthesize the approaches of Save the Children International (SCI) and its partners in Senegal on six cross-cutting issues in an easily digestible and practical volume. These cross-cutting issues are:

1. Child rights based programming (PCR)
2. Accountability
3. Gender
4. Disability
5. Child Participation
6. Monitoring-Evaluation-Accountability-Learning (MEAL).

Objectives of the handbook
The main objective of the handbook is to facilitate the systematic integration of these six themes in the work of SCI and its partners in Senegal. Such an integration will strengthen the quality of programs, improve collaboration with partners, communities, and children, and reduce the risk of harming children while promoting the realization of their rights.

Development approach of the handbook
The handbook is the result of a 20-day process that consisted of:
• identifying the document's audience (readers / users) so as to adapt its content appropriately;
• reviewing SCI's and its partners' resources to secure relevant content;
• interviewing SCI agents and partners to address their needs;
• a workshop with children and young people to assess the possibilities of a version for children;
• a workshop with SCI agents and partners to review the synthetic content proposed by the consultant for each theme of the manual based on five criteria (5C): Complete – with the possibility to add something – Understandable – to simplify the text – Concise – to remove the unnecessary – User-friendly – for ease of use – and Contextualized – for an adaptation to the Senegalese context.

Who is the handbook for?
This handbook's main audience is first and foremost SCI agents and SCI partners in Senegal, meaning adult readers and users. A child-friendly version is highly recommended but was not feasible within the limits of the exercise that led to this document.
This document can also be useful to all the SCI teams working under the supervision of the regional office in Dakar, and even beyond, to organizations and entities having an interest in the approach based on children's rights and the cross-cutting issues covered in this handbook.

Structure of the handbook
For each of the six themes/chapters, the handbook addresses three successive questions, sometimes in a laconic style consistent with the desire to have a concise and digestible document:
1. What are we talking about? (Definition and key concepts related to the topic)
2. Why is it important? (Importance of knowing the concept and incorporating it into the work)
3. How should it be addressed? (For integration in the work and especially in the project cycle)
In general, a reference document (more than one in some cases) is mentioned at the end of each chapter to allow readers to deepen their knowledge of the theme without feeling overwhelmed.

Chapter 1

Programming based on children's rights

This chapter of the handbook defines programming based on children's rights (PCR) and the essential concepts related to this theme. It then addresses the advantage of practicing PCR and, lastly, shows in a few lines how to apply PCR.

1. What are we talking about ?

To understand PCR, it is important to explain the words «child», «rights» and «programming» that make up the expression. This section provides this explanation, after giving a general definition of programming based on children's rights

1.1. Programming based on children's rights

Programming based on children's rights is a framework for analysis, planning, implementation, monitoring and evaluation of all humanitarian work (in conflicts or natural disasters) and of development with children.
It is essentially based on the principles and conventions on human rights and children rights. It also takes into account the best practices from all areas dealing with the physical, emotional, cognitive and social development of children (pediatrics, psychology, education, etc.)

1.2. Child

According to the Convention on the Rights of the Child, a child is a human being under the age of eighteen (18) years, unless the laws of his country gives him the same rights as adults at an earlier age.



Mariam, from the Mampatim Primary School of Kolda

1.3. Rights, human rights, and children's rights

A right is a guarantee (insurance) given by law to someone allowing that s/he can act in a certain way or benefit from any particular advantage.

Because children's rights are the basis of PCR, it is important to briefly present its history and key principles, starting with the history and key principles of human rights of which children's rights are a part of.

Human rights: are the basic rights that every person has, simply by virtue of being human. Everyone should enjoy these rights regardless of race, sex, color, language, religion, political opinion or any other opinion, wealth, birth or any other status.

The Universal Declaration of Human Rights (UDHR) is the first annual report of human rights. Adopted on December 10, 1948 as a (non-binding) resolution by the United Nations General Assembly, it has inspired many international (binding) treaties on human rights over the years.

The fundamental principles of human rights are universality, indivisibility, inalienability, participation, accountability (obligation of accountability), transparency and non-discrimination.

Human rights are universal: all human beings benefit from it, regardless of race, color, sex, language, religion, political opinion or any other opinion, national or social origin, property, birth or any other status.

Human rights are indivisible and interdependent: all the rights are interrelated. They must therefore be considered as a whole because the violation of one right necessarily affects the realization of other rights.

Human rights are inalienable: it means that no one can take them away from you or deprive you of them.

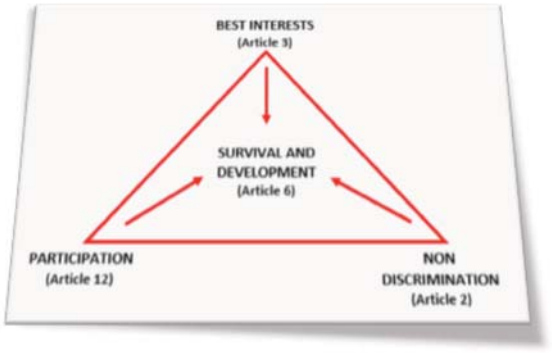
Participation: the people who are informed in advance of these rights and whose rights are affected by decisions or actions must be able to give their opinions and contribute to the action.

Accountability (obligation of accountability)/ Responsibility: It is not sufficient to recognize these rights through law or speech. We must put in place effective measures that allow rights holders to claim their rights and duty-bearers to meet their obligations and/or to account for themselves.

Transparency: People should be able to know and understand how decisions affecting their rights are made. They must also have clear information on the management and operation of institutions, services and organizations working for the realization of their rights.
Non-Discrimination: No one should be deprived of their human rights on the basis of their difference in race, color, sex, language, religion, etc. The principle of non-discrimination is complemented by the principle of equality as set out in Article 1 of the UDHR: All human beings are born free and equal.

Children's Rights: These are human rights that are specific to children and recognized by the Convention on the Rights of the Child (CRC), adopted by the United Nations on November 20 1989, its three optional protocols and other international, regional, and national legal instruments. The main regional instrument for Africa is the African Charter on the Rights and Welfare of the Child (ACRWC) entered into force in 1999.

The Convention on the Rights of the Child (CRC) of 1989 is the result of a declarations process of



1. Principes fondamentaux de la CDE

which the first is the Declaration of the Rights of the Child drafted by Eglantyne Jebb (founder of Save the Children) in 1923 and adopted by the League of Nations (SDN) in 1924 and the Declaration of Children's Rights adopted by the UN in 1959. The CRC has been ratified by all states (in other words, they made their parliaments adopt it who are therefore forced to respect it), with the exception of the USA (who just signed it, in other words, they have expressed their intention to ratify it).

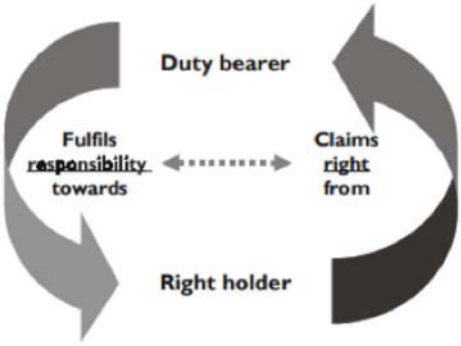
The basic principles of children's rights (CRC) are non-discrimination, the best interests of the child, life, survival and development, participation



Message from Paul Peterson for the Global Day of Action

Non-discrimination (CRC, Article 2) The State shall ensure that all children, without exception, benefit from their rights.
Best interests of the child (CRC, Article 3) Any decision or action concerning the child shall aim for the optimal realization of their rights.
Life, survival and development (CRC, Article 6): Every child has the right to live and enjoy all the provisions that will enable him or her to grow and contribute positively to the life of the society.
Participation (CRC, Article 12): The child has the right to voice his/her opinion on issues that concern him/her. His/her opinion should be received with consideration of his/her age and maturity.

How are the child's rights different from the child's needs?



2. Relationship between the duty bearer and rights holder

All children's rights reflect the basic needs of children. The big difference between the needs and the rights is the question of the obligation of accountability. An approach based on the needs cannot identify the persons responsible whose duty it is to meet these needs nor does it have a solid base demanding their accountability.
Conversely, a rights-based approach identifies rights holders to whom the law gives the power to claim their rights and the duty-bearers who are responsible for the implementation of these rights.



3. Circle of influence and obligations

A rights-based approach also means that states are the first (but not the only) ones responsible for ensuring the realization of children's rights. Rights holders are also duty-bearers with regard to the rights of other right holders.

In this regard, Article 31 of the African Charter on the Rights and Welfare of the Child (ACRWC) sets forth that «Every child shall have responsibilities towards his family and society, the State and other legally recognized communities and towards the international community ... «.

1.4. Programming

Programming designates all the activities linked to the development, implementation and evaluation of a program.

A program is a set of projects carried out in a coordinated manner by an organization in the same sector, on the same theme or in the same geographical space.

A project is a series of interrelated activities designed to achieve one or more objectives in a specified time and place with limited human, material and financial resources. Activities take place by following a cycle called «the project cycle».

The project cycle designates the phases / stages of the project life. In practice, these steps do not necessarily run in the order in which they are presented below for purposes of simplification and understanding.



4. Project Cycle

2. Why is it important ?

The advantage of programming based on children's rights is justified by several reasons that include the following.

• The added value of mandatory accountability
The fundamental difference between the approach based on rights and one based solely on need is the obligation of accountability. Satisfying fundamental needs which underpin children's rights is not a favor left to the care of individual charity and compassion.

• The consensus and legitimacy around the CRC
The ratification of the CRC by all States in the world, except the USA, shows a global consensus and creates a legitimate framework for requesting and providing accountability, as well as protecting and promoting the rights of all children. This is particularly useful for working in synergy and for advocacy.

• An integrated approach
The principles of the indivisibility of rights and the best interests of the child imply that whatever the theme and objectives of a program/project may be, they will make sure to analyze the impact on children's rights and promote the realization of these rights.
• An approach that values children, including the most vulnerable ones, and their abilities
PCR is based on the recognition of children as rights holders and of their ability to influence, depending on age and level of maturity, the decisions and actions that affect their lives. The child is thus an actor who matters rather than a passive recipient or victim without any recourse, whatever his/her level of vulnerability may be.

3. How should it be adressed?

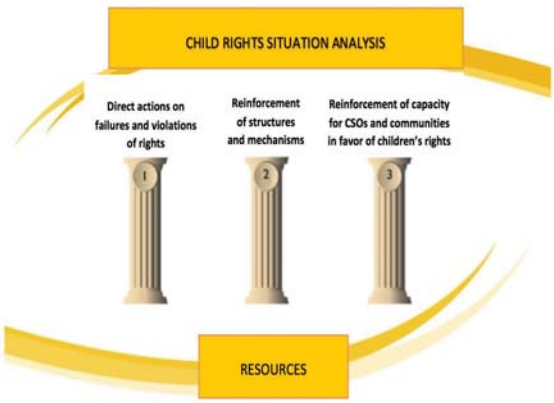
3.1 Apply the 5 principles of PCR for each step of the project's cycle

The implementation of the various stages of the project cycle should respect the principles of non-discrimination, of the best interests of the child, of life, survival and development of the child and of the principles of participation and accountability defined above, in section 1.3.s

3.2 Consider the « Three Pillars » of Intervention



Some project areas may focus on one or two of the three program pillars described below. However, depending on the child rights situation analysis and resources, the approach of each program should be to have activities in each of the pillars.



3.3 Advocacy

Advocacy is a set of organized activities designed to influence the policies and actions of others in order to make positive changes in children's lives. The experience and knowledge gained during the work done with children, their families and their communities constitute its basis.

Advocacy should not be an «added» element to your activity; it must,
in the contrary, be an integral part of your support program for children.

Advocacy is about politics and changes for the best interests of children. It is for those who have the power to influence the lives of children. Its goal is to have lasting structural change and to express it in appropriate political language in all matters relating to children.

Advocacy requires the identification of specific goals and measurable objectives. This task sounds simple, but it can be difficult to achieve.

Advocacy is a long-term process, not a one-time action. It's about establishing specific short-term objectives and aim for much bigger goals in the long term.

Advocacy begins on the ground. The views and priorities of
people you want to help should fuel your advocacy. You must build it on the basis of evidence from your program.

Advocacy has risks: it takes place on the stage of public policy and may involve risks. You need to assess the potential risks, the probability of their occurrence and decide on the course of action to be taken.

Advocacy depends on alliances: it is built based on alliances with other parties, namely with civil society organizations, people who influence policy makers, private and public companies. The wider your support base is, the higher your chances of achieving your goal are.

3.4 Working in Partnership

PCR requires a broad approach that is open to partnerships. A partnership approach based on children's rights should include the following basic principles:

• a shared vision and commitment towards children; common objectives, clearly defined and realistic that can be measured at the end of a defined period of cooperation;
• mutual learning and recognition;
• mutual respect for different points of view related to the culture;
• mutual ownership;
• mutual accountability;
• transparency and trust;
• impartiality;
• common values, policies and practices referring to non-discrimination, protection of children against abuse and exploitation, and to the best interests of the child.

http://resourcecentre.savethechildren.se/sites/default/files/documents/5120_0.pdf

Chapter 2

Accountability

1. What are we talking about ?



atou receiving encouragements from her peers for her class efforts (Kolda)

1.1. Définition

For Save the Children and its partners, respecting this obligation towards the children and communities involved means giving them the power to force the organization to be accountable in a way that influences its policies, priorities and actions at local, national and global levels.

This compensates the power of influence that funders and governments (as regulators) have on child rights organizations.

1.2. Components of accountability

En pratique, la redevabilité veut dire :

In practice, accountability means:

Regular information sharing, that is also timely and accessible, explaining who we are, our plans (including budget information), the behavior we expect from our staff and our representatives (according to our child protection policy and our code of conduct), and how people can get involved, give us feedback or file a complaint with respect to projects or the organization in general. This requires a reflection on the way we currently distribute information, making sharing more systematic and standardized as well as producing different tools for different audiences.

Participation – discussing, deciding and working together with the children, communities and partners. This means looking at the way we work with our key participating parties throughout the program cycle, evolving from consultation to collaboration, and improving the quality and inclusiveness of participation, where applicable.

To always look for feedback from children and communities and to manage any potential complaints. This requires systematic listening and the establishment of formal mechanisms at the heart of our projects so that people can express their views and concerns about our approach, our activities and our impact, or even on matters of security or on our staff members' behavior.

Complaints are divided into six categories.

Category 1
Request for information

Category 2
Request for assistance

Category 3
Minor dissatisfaction with activities (e.g., missing items from kits, lack of follow-up, etc.)

Category 4
Major dissatisfaction with activities (e.g., poor quality items, beneficiary selection issues, safety of children/adults being put at risk, e.g., unsafe construction site, etc.)

Category 5
Breaches of Save the Children's Code of Conduct and/or Child Safeguarding Policy e.g. allegations of inappropriate behavior or misconduct by SC or partner staff or representatives including fraud, theft, corruption (e.g., misappropriation of goods, requests for payment), or verbal, physical or sexual abuse, sexual exploitation of beneficiaries, etc.)

Category 6
Allegations of child abuse or sexual exploitation of beneficiaries by non- Save the Children staff or representatives, i.e. a member of the community, staff of other NGOs or the UN.

Monitoring, evaluation and learning: enabling children and communities to be heard via our monitoring and evaluation exercises; regularly review the monitoring data and results of our feedback and complaints management mechanisms to determine changes required in their implementation and ensure that the evaluation data influence the design of future projects, thus integrating a culture of learning and of continuous improvement.

Capacity-building measures for staff to stimulate responsible programming: this requires ensuring that our staff has the technical and behavioral skills required to carry out our commitments to communities. It also means working with the program staff and partners to ensure that they understand: what accountability looks like in practice; how to implement transparent and participatory programs; how to define and manage complaints management mechanisms and how to guarantee compliance with our Code of Conduct and our children protection procedures.

2. Why is it important?

A responsible and participatory approach provides significant practical advantages. Some of these advantages are listed below.

• Improving the quality and relevance of programs since the contributions of children and communities are taken into account in the design and implementation.

• Improved relationships with communities; they accept us better and we can thus move towards a true partnership with them.

• The risks of fraud or misuse of funds are reduced to the extent that it is possible to demand accountability and file complaints.

• Risks of harming children or other beneficiaries through staff behavior or through the design of the project are reduced.

• Responsible and transparent management gives evidence to our donors that we are able to carry out projects that benefit children and communities for which funding is requested.

3. How should this be addressed ?

This section presents the evaluation and planning tool of accountability, as well as some implementing measures of accountability for the project cycle

3.1 Evaluation and planning tool of accountability

When we commit ourselves to being accountable towards those we seek to serve, we must strive to meet certain minimum requirements. The questions below are designed to allow us to put an emphasis on these obligations. Depending on the nature of the organization's work and the context, environment and conditions in which it works, some of these questions may seem more relevant than others. You might want to complete each of these obligations to guarantee their applicability to particular activities and to deepen your knowledge of the process. The Evaluation and Planning Tool asks you to consider five different areas of your operation:

1) Information sharing, 2) Participation, 3) Feedback and complaints management, 4) Skills and qualifications of staff, and 5) Monitoring, evaluation and learning.

There are six obligations in each area. Read each statement and decide the status that best corresponds to it:
RED not in place / not respected / never respected
AMBER partially in place / partially respected / sometimes respected
GREEN in place / respected / always respected
It is perfectly acceptable for your initial/referential evaluation to reveal red or amber responses; this will allow you to identify and act upon areas that require improvement.
Once you have answered all the questions, follow the instructions at the end of the questionnaire to fill out a dashboard on accountability status and a planning table. See pages 7 to 13 of the Guidebook on the accountability of programs with full details available at the following address:

http://resourcecentre.savethechildren.se/sites/default/files/documents/dossier-guide_sur_la_redevabilite_des_programmes.pdf

1. PARTAGE DE L'INFORMATION

	ROUGE	ORANGE	VERT
L'organisation tient-elle les enfants/les communautés/les principales parties prenantes informés des activités de l'organisation et du programme d'une manière qui soit accessible et adaptée au contexte ?			
1.1 L'organisation consulte les enfants/les communautés/les principales parties prenantes et convient avec eux de la meilleure façon de rendre l'information disponible, adaptée aux circonstances du programme et à la situation.	☐	☐	☐
1.2 L'organisation veille à ce que les enfants/communautés/ principales parties prenantes soient informés des antécédents de l'organisation, de sa mission et de ses valeurs, et de la conduite qu'ils sont en droit d'attendre de son personnel et de ses représentants (conformément au Code de conduite et à la Politique de sauvegarde des enfants) et de la manière de contacter l'organisation.	☐	☐	☐
1.3 L'organisation informe les enfants/communautés/principales parties prenantes des buts précis du programme, de ses activités, des coûts, des processus de sélection des bénéficiaires et elle leur rend compte de ses progrès.	☐	☐	☐
1.4 Des détails sur la manière de donner un feedback ou de déposer une plainte ayant trait à l'organisation ou à certaines activités du programme sont mis à la disposition des enfants/ communautés/principales parties prenantes.	☐	☐	☐
1.5 L'organisation se met d'accord avec ses partenaires sur les normes de partage de l'information entre partenaires et entre partenaires et communautés.	☐	☐	☐
1.6 L'organisation surveille dans quelle mesure l'information est diffusée, assimilée et reçue au moyen d'une consultation avec les enfants/communautés/principales parties prenantes.	☐	☐	☐

2. PARTICIPATION

	ROUGE	ORANGE	VERT
Dans quelle mesure les enfants/communautés/principales parties prenantes interviennent-ils dans les processus de prise de décisions de l'organisation ?			
2.1 L'organisation encourage et facilite la participation continue des enfants/communautés/principales parties prenantes à tous les stades du programme, et notamment à celui de la conception et de la mise en œuvre.	☐	☐	☐
2.2 L'organisation a des résultats de qualité dans ses pratiques de participation conformément aux normes de pratiques de Save the Children et aux neuf obligations de la Convention de l'ONU relative aux droits de l'enfant en matière de participation efficace (à savoir, la participation communautaire est informative, facultative, respectueuse, pertinente, favorable aux enfants, inclusive, soutenue par une formation pour adultes, sans danger et responsable).	☐	☐	☐
2.3 L'organisation fait participer les enfants/communautés/principales parties prenantes à l'identification et à la sélection de représentants appropriés pour des programmes précis.	☐	☐	☐
2.4 L'organisation déploie des efforts particuliers pour identifier les vulnérabilités de la communauté et inclut des groupes moins accessibles et ceux qui sont confrontés à des risques ou à des problèmes supplémentaires.	☐	☐	☐
2.5 L'organisation encourage la participation des enfants/ communautés/principales parties prenantes à l'examen, au suivi et à l'évaluation périodiques des performances des activités du programme.	☐	☐	☐
2.6 L'organisation indique clairement à ses partenaires ce qu'elle attend d'eux en matière de participation communautaire (c.-à-d. que la participation devrait se produire à tous les stades du cycle du projet et respecter les normes de pratiques relatives à la participation), et l'organisation aide ses partenaires à satisfaire ces attentes.	☐	☐	☐

3. GESTION DU FEEDBACK ET DES PLAINTES

ROUGE ORANGE VERT

L'organisation a-t-elle des moyens sûrs et accessibles de veiller à ce que les enfants/communautés/principales parties prenantes puissent faire des suggestions, exprimer des préoccupations ou déposer une plainte concernant les décisions ou les actions de l'organisation ? L'organisation veille-t-elle à ce que les préoccupations/les plaintes soient reçues, entendues, examinées et actées dans les meilleurs délais ?

3.1	L'organisation ou le programme a établi un mécanisme approprié de gestion des plaintes et du feedback, qui a été convenu avec les enfants/communautés/principales parties prenantes et qui est impartial, rapide, sans danger, confidentiel et accessible à différents groupes.	☐	☐	☐
3.2	Le personnel sait comment fonctionne le mécanisme de gestion du feedback et des plaintes et comprend sa responsabilité à cet égard, notamment en ce qui concerne les procédures de gestion des plaintes sensibles (p. ex. les allégations d'abus et de corruption sont aussitôt renvoyées/rapportées aux procédures internes de l'organisation concernant le traitement des violations de la Politique de sauvegarde des enfants et du Code de conduite).	☐	☐	☐
3.3	Les enfants/communautés/principales parties prenantes sont au fait du mécanisme de gestion du feedback et des plaintes, de la manière d'y accéder et des plaintes qui peuvent ou non être traitées par le système.	☐	☐	☐
3.4	L'organisation conserve un registre des plaintes reçues, des réponses données et des décisions de projet prises par la suite.	☐	☐	☐
3.5	L'organisation s'est mise d'accord avec ses partenaires sur la façon de formuler des plaintes entre eux et elle a documenté la procédure dans ses accords de partenariat.	☐	☐	☐
3.6	L'organisation aide ses partenaires à mettre en place et à gérer des mécanismes de gestion du feedback et des plaintes à l'intention des communautés.	☐	☐	☐

4. COMPÉTENCES ET ATTITUDES DU PERSONNEL

ROUGE ORANGE VERT

L'organisation propose-t-elle une formation et un stage d'initiation pour veiller à ce que les compétences, les attitudes et la conduite de son personnel soient conformes aux valeurs et aux engagements de l'organisation ? Cette formation et ce stage d'initiation aident-t-ils le personnel à traiter avec les enfants/communautés/principales parties prenantes de manière respectueuse ?

4.1	Les annonces et profils de poste pertinents encouragent les compétences en matière de redevabilité envers les enfants et les communautés et leur participation au cycle de programme.	☐	☐	☐
4.2	Le personnel dispose de profils de poste très clairs.	☐	☐	☐
4.3	Le personnel connaît ses responsabilités concernant le respect des engagements souscrits par l'organisation envers les enfants/communautés/principales parties prenantes en lien avec le programme ; en outre, le personnel connaît le Code de conduite, la Politique de sauvegarde des enfants et les principes de redevabilité et de participation.	☐	☐	☐
4.4	L'organisation a un processus de gestion des performances qui veille – au travers d'un bilan et d'une évaluation périodiques des performances, etc. – au bon travail du personnel sur le plan technique et comportemental, y compris au regard de son obligation de rendre des comptes aux communautés et d'assurer leur participation.	☐	☐	☐
4.5	Un appui au renforcement des capacités et une formation dans ce domaine sont proposés au personnel sur des questions techniques ayant trait à leurs rôles, ainsi que sur la redevabilité et la participation.	☐	☐	☐
4.6	L'organisation aide ses partenaires à mettre en œuvre et à assurer le suivi des systèmes de sauvegarde des enfants, et à respecter leurs Codes de conduite et Politiques de sauvegarde des enfants.	☐	☐	☐

5. SUIVI, ÉVALUATION ET APPRENTISSAGE

ROUGE ORANGE VERT

L'organisation a-t-elle des systèmes en place qui permettent d'assimiler les enseignements et de les appliquer au sein de l'organisation et à tous les stades du cycle de programme ?

5.1	L'organisation recherche activement les points de vue des enfants/communautés/principales parties prenantes et les intègre dans ses exercices de suivi et d'évaluation, en lien avec les activités de programme et la conduite du personnel.	☐	☐	☐
5.2	L'organisation passe régulièrement en revue les données de suivi et d'évaluation ainsi que les données tirées des mécanismes de gestion du feedback et des plaintes pour tirer les enseignements des programmes et les documenter.	☐	☐	☐
5.3	L'organisation s'adapte et modifie sa façon de travailler sur la base des résultats des bilans et évaluations du programme et de l'examen du feedback et des plaintes émanant des communautés.	☐	☐	☐
5.4	L'organisation documente et partage les résultats du suivi et des évaluations avec son personnel et ses partenaires et avec des forums extérieurs lorsque c'est nécessaire ou approprié.	☐	☐	☐
5.5	L'organisation partage les enseignements pertinents du programme et ses plans de perfectionnement avec les enfants/communautés/principales parties prenantes d'une manière accessible.	☐	☐	☐
5.6	L'organisation aide ses partenaires à assurer le suivi et l'évaluation des programmes et à mettre en place des systèmes d'apprentissage et de perfectionnement.	☐	☐	☐

3.2. Putting accountability into practice in the project cycle

The table below provides a summary of what needs to be done at each program cycle step in order to properly integrate accountability.

STEPS	ACTIONS FOR THE INTEGRATION OF ACCOUNTABILTY
Program design	1. Guarantee an understanding - the design team and the key people involved in the process need to understand what we mean by accountability, so as to clearly understand what needs to happen at all stages of programming.
	2. Ensure a participatory approach, giving priority to children's, communities' and partners' points of view in the design.
Development of the concept and of the proposal	1. Integration in the description - the proposal should explain how we will promote a participatory approach and ensure accountability to children and communities.
	2. A robust «MEAL» Plan (monitoring, evaluation, accountability and learning) should be included in the proposal that allows for a regularly demand of feedback from children and communities as well as partners.
	3. Budgeting to reflect accountability and participation - this is essential to ensure that the program is accountable and participatory through effective information sharing with children and communities and with our partner organizations, as well the proper consideration of the other components of accountability in the budget.
	4. Verification of the program design - once you have a program design project, you need to check with the children, youth and different groups of community representatives to confirm its relevance and the reliability of your approach, and to ensure that it cannot accidentally harm anyone.



The President of the School Government at the Mampatim School introducing members of the government

STEPS	ACTIONS FOR THE INTEGRATION OF ACCOUNTABILTY
Setting up / Launching the program	1. Make sure that the members of Save the Children staff and our partners are well informed on: - the vision and mission of Save the Children - different aspects of the project - standards of practice regarding children's participation - the code of conduct and child protection policy.
	2. Share with the children and the communities, in formats that are accessible, relevant information on: - Save the Children - the project (including the budget for this community) - how people can get involved - the standards of behavior they can expect from the Save the Children staff and their representatives in accordance with the code of conduct and the child protection policy.
	3. When organizing meetings to launch a project with children and adults, it is essential to ask: - how they would like to receive information (Orally? In writing? How often? From whom?) - how they would like to share feedback and complaints about the project.
	4. Planning of participation. Consider a way to map out how you are currently looking to satisfy our standards of practice relative to child participation. You can then address the gaps and ensure quality and safety.
	5. Identify appropriate representatives who properly represent the interests of various vulnerable groups.
Setting up / Launching the program (cont'd)	6. Invite local communities, village committees and local authorities to take part in the development of selection criteria of those involved in the project or benefit from it.
	7. Partnership agreements must carry expectations in the following areas: - sharing information with communities and between partners - promoting the participation of children and adults - complaints management method between partners and with communities (how and when will a partner transfer a complaint with Save the Children) - the code of conduct and child protection policy - Monitoring and evaluation.
	8. Discuss with staff of Save the Children and its partners about their capacity-building needs in areas of accountability, participation and child protection and formulate a plan.
	9. The staff's working plans need to reflect the time required by staff to be able to fulfill all aspects of accountability to children and communities. Define a performance objective to enforce accountability of which the program staff will help make a reality.
	10. Set up a MEAL system - plan to include indicators in the S&E system to help you follow our performance in matters of accountability vis-à-vis children and communities.
	11. Planning for withdrawal. By taking the time to think about when and how to close a program right at the beginning, you can ensure genuine ownership from the participating parties; it reduces the dependence in Save the Children and to avoid uncertainty and misunderstandings

STEPS	ACTIONS FOR THE INTEGRATION OF ACCOUNTABILTY
Implementation of the program	1. Share information regularly - according to the preferences of the community, make a plan with partners for the regular dissemination of information (what tools to use with which audiences, who will update the data, how often, visibility in the community, etc.).
	2. Set up a feedback and complaints management mechanism (FCM) - see Guidebook on how to set up an FCM in 10 steps in pages 36-40.
	3. Make it easy for children and adults to participate in the project, in particular those from marginalized groups, taking the time to carefully think about activities, schedules and formats.
	4. Involve people in decisions relating to the project, for example, those relating to the criteria for selecting beneficiaries, types of activities, the timing and location of activities that we hope to implement.
	5. Be regularly attentive to people - based on community feedback, make the necessary changes and maintain communication in accessible formats.
Withdrawal from the program	the main things to consider when closing your program are: - communication with participating parties to explain when, why and how you intend to terminate your program and who they should contact after the departure of Save the Children - transfer certain aspects of the program likely to continue transfering assets to Save the Children or to key participating parties to communities, partners or public authorities - management of program staff members when the end of their contract draws near - accounting and reporting - identification, documentation and sharing of lessons.

Guidebook on the accountability of programs, The Save the Children Fund (2013)
http://resourcecentre.savethechildren.se/sites/default/files/documents/dossier-guide_sur_la_redevabilite_des_programmes.pdf

Chapter 3
Gender



Inaugu[illegible]ion of the END[illegible]ce[illegible] in Kaolack funded by Save the Children

What are we talking about ?

1.1. Gender

Gender refers to attributes, behaviors and activities that a society considers appropriate for girls, boys, men and women, on the basis of social conceptions and not biological differences.
Gender does not refer to women.

1.2. Gender based discrimination

This is about exclusion, stereotypes and barriers which prevent all the rights of girls, boys, women and men to be recognized and for those concerned to enjoy or to use.

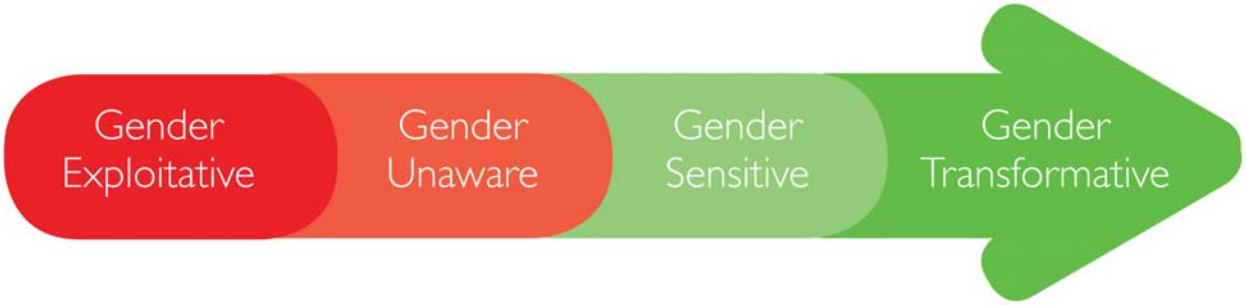
1.3. Gender equality

Gender equality means the absence of discrimination based on sex. For Save the Children, gender equality happens when gender is not systematically favored or prioritized over another and when all persons are recognized, respected and valued for their abilities and their potential as individuals and members of society.
Gender equality is also when girls, boys, women and men have equal rights, obligations and opportunities regarding:

- Safety and good health
- Viable livelihoods and decent work
- Participation in domestic care from members that are heads of households
- Active participation in public and political life
- Learning and Education
- Experiencing a life that is free of violence.

1.4. Evaluation scale of the project in relation to gender equality

It was designed by SC to determine whether projects are in the green or in the red with regards to the gender equality objective.



1.5. The six principles of gender equality

1. Equality is a right guaranteed notably by the Convention on Child Rights and the Convention on the Elimination of All Forms of Discrimination against Women.

2. Address the underlying causes of gender inequality, including social norms and institutions that reinforce gender inequality, while advocating for policies in favor of gender equality.

3. Holistic approach
Recognizing that gender equality is about relationships, approaches that positively transform gender relations involve working at all levels with all female and male members.

4. Effective participation
Girls and boys are active citizens. They must be effectively engaged and on an equal basis in matters of gender issues concerning them in the dialogue on gender and have equal opportunities to participate and promote gender equality.

5. Autonomous and cross-cutting
Gender is both an autonomous area of intervention and a cross-cutting priority for Save the Children programs.

6. Collaboration and learning
Integrating gender analysis in our research and our work offers new opportunities and innovative solutions to sustainable development challenges. It is essential to strengthen professional networks and to participate in them.



Residents of the Pink House (center for children in vulnerable situations...)

2. Why is it important ?

• Gender equality is a human right and a condition for the full realization of children's rights.
• Gender equality is at the heart of the Convention on the Rights of the Child.
• Gender-sensitive programs that positively transform gender relations contribute to the reduction of gender inequalities and achieving the rights of girls and boys.
• The consideration of gender is critical to a substantial impact and a high quality program.
• Gender equality is an essential aspect of the theory of change of Save the Children.
• Focus on gender opens up new funding opportunities and innovation while following donors' interest.

3. How should this be addressed ?

This section provides checklists for gender integration throughout the project cycle.
Examples of the table in section 3.1 are not all / always relevant for Senegal.

They are merely designed to provide an idea of the variety of issues related to gender that may be encountered in different contexts.

3.1. Integration of gender in the analysis phase

10 gender analysis issues	Relates to:	Examples of results	Consequence(s)
1. Who does what? Why?	Activities	Girls have more chores than boys with household tasks. Some of their tasks are collecting firewood and water, washing dishes, taking care of their siblings, and cleaning the house. Girls are responsible for these tasks because domestic work is considered a «light» and «feminine» task.	The girls cannot go to school because they are too busy with household chores but boys can.
2. How? With what?	Access to resources and mobility	The girls have to walk to fetch wood and water because they do not have access to means of transport (such as bicycles, motorcycles), which are reserved for men and boys.	Girls spend a lot of time fetching water and wood and have no time to rest. Their health is also adversely affected by the transport of large amounts of water and wood. They may suffer from back pain and chest pains as well as headaches.
3. Who owns what?	Property and goods	The boys are entitled to new school supplies, new clothes and toys.	Cognitive development of boys can be enhanced by these new documents and toys.

10 gender analysis issues	Relates to:	Examples of results	Consequence(s)
4. Who is responsible for what?	Role and responsibilities	Pre-teens and teens (boys) are responsible for providing income to Koranic teachers by begging.	Teens (or boys) are engaged in hazardous work, without possibility to freely express their fears / concerns about their work environment. They are deprived of formal schooling.
5. Who gets what?	Rights	The boys inherit the possessions of their parents, including land and property, at the time of their deaths.	The boys enjoy considerable means of sustenance while this is not the case for girls.
6. Who controls what?	Income and purchasing power	Teens (boys) may spend part of the wages they earn when they work outside the home while girls must give all their wages to their parents when they work outside the home.	Teens (boys) can increase their financial independence while teenage girls depend entirely on their family.
7. Who decides what?	Power	Boys may decide to leave the house when they want to while girls are not allowed to move freely and unaccompanied outside the home because of supposed security risks.	Boys have greater mobility than girls, allowing them to interact with more people and participate in different activities at the community level.
8. Who gets what?	Distribution	During meals, the girls have to eat after their brothers and their father and there is little food left for them to eat.	The girls do not eat enough and the product diversity is not sufficient to ensure good nutrition, which has an impact on their health, including an increased risk of anemia.
9. Who wins - who loses?	Redistribution	The girls have to work at home, eat less and the last ones to be born cannot inherit land, and must share any salary they earn with the family. Although it is not the intention, the direct result of girls' losses constitutes a gain for the boys. The latter inherit the land which sisters cannot inherit. They drink water that their sisters fetch and receive larger shares of meals due to smaller portions reserved for their sisters.	Boys have an advantage because of their increased mobility and cognitive development but they also run the risk of working in dangerous conditions. Girls lose in this example. Their health begins to deteriorate because of poor nutrition doubled with daily chores. In addition, girls cannot go to school, thus are increasingly seen as inferior.
10. Why? What is the basis of every situation?	Rules and laws, norms and customs	Early marriage is usually supported by laws that determine a different age for marriage for girls and boys. For example, girls can legally be married at 14 years old while boys have to wait until they're 18 years old.	Girls subjected to early marriage might have to drop out of school and may face serious health problems because of sex and / or pregnancy before the body is physically ready.

3.2. Integration of gender in the strategic planning phase

Note: The check list below is not exhaustive; it provides some key elements that are important to remember with regards to the integration of gender at this stage of the project cycle.

Questions	Yes	No
Did you get senior management's commitment to the importance of including gender analysis in the Child Rights Situation Analysis (CRSA)?		
Have you organized a meeting with the CRSA Coordination team to highlight the importance of gender analysis in the CRSA process?		
Have you invited the coordination team of the CRSA to identify a Gender Focal Point within the steering committee of the coordination team?		
Was at least one informant/expert identified as an expert on gender equality?		
Have you consulted one or more key informants who are gender equality experts to provide you with the existing literature on gender inequalities for reviewing purposes?		
Did you proceed to a review of the existing literature on gender inequalities (secondary data) with respect to all eight sections of the report on the CRC (general measures; definition of the child, general principles, civilian rights and freedoms; family environment and alternative care, health and welfare, education, leisure and cultural activities, special protection measures)?		
Have you ensured that all data collected has been disaggregated by age and sex befored being analyzed?		
Have you included the data and data analysis describing the situation of those most marginalized?		
Have you taken the necessary steps to ensure that gender equality experts serving as key informants attend the meetings of key informants and give their opinions on the results related to gender (including differences)?		

3.3. Integration of gender in the development phase of proposals

Note: The check list below is not exhaustive; it provides some key elements that are important to remember with regards to the integration of gender at this stage of the project cycle.

Questions	Yes	No
Have you reviewed the results of gender analysis in the child rights situation analysis (CRSA) and are you assured that your project is in harmony with these results?		
Have you proceeded to a gender analysis that is more targeted at the community level?		
Have you identified how you will explain the potential effects of gender inequality on your project?		
Have you identified interventions that correspond to the root causes of gender inequalities and promote gender equality?		
Have you identified the principal beneficiary groups for your project and ensured that the project fairly impacts those who need it most?		
Have you translated what you learned from gender analysis into a logical framework?		
Have you determined whether or not your project promotes exploitation based on gender, ignores gender considerations, is gender sensitive and positively transforms gender relations and have you made sure that it complies with the minimum standard of Save the Children (meaning is it gender-sensitive)?		
Have you integrated gender equality in the monitoring and evaluation plan of performances? This implies including the analysis of disaggregated data by age and gender, gender-sensitive indicators and indicators for any resistance to gender mainstreaming would occur during the project.		
Avez-vous pris en compte l'expérience et l'expertise en matière de projets sur l'égalité Have you taken into account the experience and expertise needed in projects on gender equality during the identification and selection of partners?		
Have you identified the needs of partners (including government partners) and program staff in terms of resources, support and training on gender equality and have you provided training to meet these needs?		
Have you allocated enough human, financial and material resources to activities related to gender equality?		

3.4. Integration of gender in the implementation phase

Note: The check list below is not exhaustive; it provides some key elements that are important to remember with regards to the integration of gender at this stage of the project cycle.

Questions	Yes	No
Have you ensured that gender analysis questions were included in the baseline survey if the latter has not yet been completed?		
Have you considered the results of the baseline survey and have you verified that the results related to gender equality are reflected in the activities that have been planned? If not, have you adapted activities so that they correspond to actual needs?		

Have you established mechanisms to facilitate the integration of gender in the project, including making gender equality an important point in the agenda of all meetings and proceeding in the appointment of a Gender Focal Point?		
Have you ensured that the project partners have sufficient skills to integrate gender equality into the project? If training on gender equality is part of the implementation of the project, have you ensured that the needs of partners and staff are evaluated before any capacity-building activity?		
Have you carried out a gender mapping exercise to identify the root causes, obstacles, opportunities and assets related to gender equality in the project and the intervention zone and have you developed an strategic Gender Action Plan to face these challenges?		
Have you assessed whether girls, boys, women and men participate equally in the project, both in terms of physical presence and real participation?		
If there were imbalances in participation, have you taken the appropriate measures to ensure the full and equal participation of all boys and girls, men and women?		
Have you integrated gender equality in the monitoring and evaluation plan of performances? This implies including the analysis of disaggregated data by age and gender, gender-sensitive indicators and indicators of any resistance to the integration of gender that would occur during the project.		
Have you taken into account the experience and expertise in projects on gender equality during the identification and selection of partners?		
Have you identified the needs of partners (including government partners) and program staff in terms of resources, support and training on gender equality and have you provided training to meet these needs?		
Have you allocated enough human, financial and material resources to activities related to gender equality?		

3.5. Integration of gender in the monitoring and evaluation phase

Note: The check list below is not exhaustive; it provides some key elements that are important to remember with regards to the integration of gender at this stage of the project cycle.

Questions	Yes	No
Have you developed a gender-sensitive monitoring and evaluation process? This should include the following elements: - Analysis of disaggregated data by age and sex - Gathering of information by contacting girls, boys, women and men - Data Collection Methods that are gender sensitive - Protective Spaces relative to gender for monitoring and/or data collection activities - Programming of optimal time and space for data collection activities - Investigators/assessors and interpreters (where necessary) of both genders in the heart of evaluation teams - Staff with gender experience and expertise in the S&E team - Terms of reference or definition of tasks that make mention of gender analysis as a condition - Terms of reference indicating gender experience as required competence - Strong performance indicators that are gender sensitive and sustained from the beginning of the project cycle - Gender sensitive performance indicators that included in the baseline surveys.		

Have you ensured that your gender-sensitive monitoring and evaluation process was applied to all monitoring and evaluation actions?		
Have you collected and analyzed data to identify gender disparities in matters of access, participation or advantages for beneficiary groups?		
Did you investigate the reasons of gender in matters of access, participation or advantages, including the identification of root causes?		
Have you taken corrective action (if needed) to adjust interventions based on monitoring results with regards to gender?		
Have you determined whether your project promotes exploitation based on gender, ignores gender considerations, is gender sensitive and positively transforms gender relations and have you compared the result with the classification given at the beginning of the project?		
Have you evaluated the project with respect to gender equality by adapting the baseline survey toolkit in asking the same questions and measuring changes during the lifetime of the project?		

3.6. Integration of gender in the accountability and learning phase

Note: The check list below is not exhaustive; it provides some key elements that are important to remember with regards to the integration of gender at this stage of the project cycle.

Questions	Yes	No
Have you evaluated the accountability mechanisms to ensure equitable access for girls, boys, women and men?		
Have you trained staff on gender sensitive accountability mechanisms and gender equality norms and behavior		
Have you released the results of the project with respect to gender to donors, partners, beneficiaries and the general public?		
Have you documented the lessons learned and best practices with respect to the integration of gender, including barriers and opportunities that were impossible to resolve as well as those that the project resolved successfully?		
Have you made sure to record lessons on gender in the process and the knowledge management system?		
Are you planning or have you planned to use key disparities or key opportunities that you identified as a basis to inform the design of future programs or projects, without being able to use them during the implementation of the project?		

Engendering Transformational Change, Save the Children Gender Equality Program Guidance and Toolkit, Save the Children (2014)

http://resourcecentre.savethechildren.se/sites/default/files/documents/gender_equality_program_toolkit_2014.pdf

Chapter 4
Disability


Children playing football before a discussion at Kadiamary

1. What are we talking about ?

1.1. Definition

«Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.» (Convention on the Rights of Persons with Disabilities, Article 1)

This definition of disability includes children who, therefore, face barriers in participating fully, or equally in society. Especially:

- Children with physical disabilities, such as those in wheelchairs
- Children with psychosocial disorders such as depression
- Children with intellectual disabilities / learning disabilities
- Children with sensory disabilities, meaning a decrease or loss of hearing or sight, or speech disorders.

Commonly identified categories of disabilities are:

- Motor disability
- Hearing disability
- Visual disability
- The inability of verbal expression
- Intellectual disability
- Mental incapacity
- Disabling diseases (cardiovascular diseases, diabetes, kidney diseases, etc.)



1.2. Three functional areas

LDisability refers to difficulties encountered in any of these three functional areas according to the World Report on Disability (WHO, World Bank, 2011):

- **Deficiencies,** which designate alterations in organic functions or anatomical structures, such as paralysis or blindness.
- **Activity limitations,** which are difficulties an individual may experience in an activity (walking, eating, etc.).
- **Participation restrictions,** which are problems an individual may encounter when participating in a situation of everyday life, such as discrimination in hiring or inaccessible public transportation

1.3. Approaches to disability

Approaches to disability can be summarized in four models:

• **The charitable approach:** to have compassion / mercy and be generous
• **The medical approach:** to treat the problem condition diagnosed by health care / medical services
• **The social approach:** to eliminate social discrimination and exclusion; change the attitude of society
• **The human rights approach**: to put the medical approach and social approach within a legal framework recognizing people with disabilities as rights holders.

1.4 UN Convention on the Rights of Persons with Disabilities (CRPD)

The UN Convention on the Rights of Persons with Disabilities was adopted in 2006. While the CRC establishes human rights for all children, the CRPD clarifies and defines the obligations of governments and the steps they must take to ensure protection, promotion and implementation of the rights of disabled children.

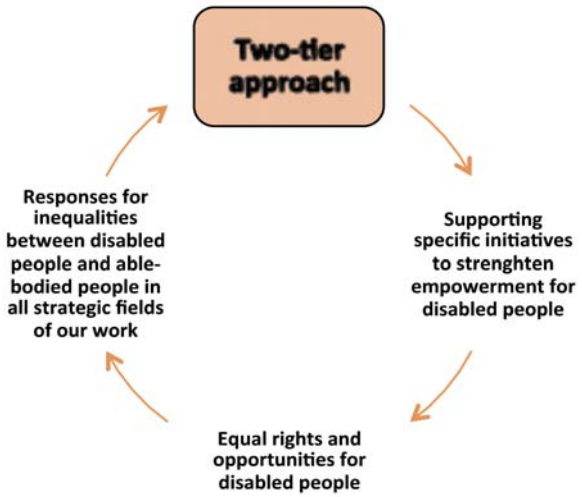
This Convention was not seeking to introduce new specific human rights, but rather ensure the implementation of statutory rights and access for disabled people to these rights. This treaty introduces, on the one hand, new obligations in order to remove obstacles, and on the other hand, measures to ensure the recognition of people with disabilities as subjects with rights, worthy of respect like other people.

2. Why is it important ?

According to the World Report on Disability (2011):
• About 95 million children from 0 to 14 years old are disabled, with 13 million enduring «severe disability».
• About 15% of the world population (2010 estimate), meaning about 1 billion people, live with a disability.
• The barriers that contribute to disability include:
- Inadequate policies and standards
- Negative attitudes
- Inadequate services
- Problems in service delivery
- Insufficient funding
- Lack of accessibility
- The lack of consultation and participation
- The lack of data and evidence.
• The consequences of these barriers on persons with disabilities, including children, are:
- Poorer health outcomes
- Lower education levels
- Reduced economic participation
- Higher poverty rates
- Increased dependency and restricted participation
• Nevertheless, children with disabilities have the same rights as all other children.

3. How should this be addressed ?

3.1. Two-tier programming approach

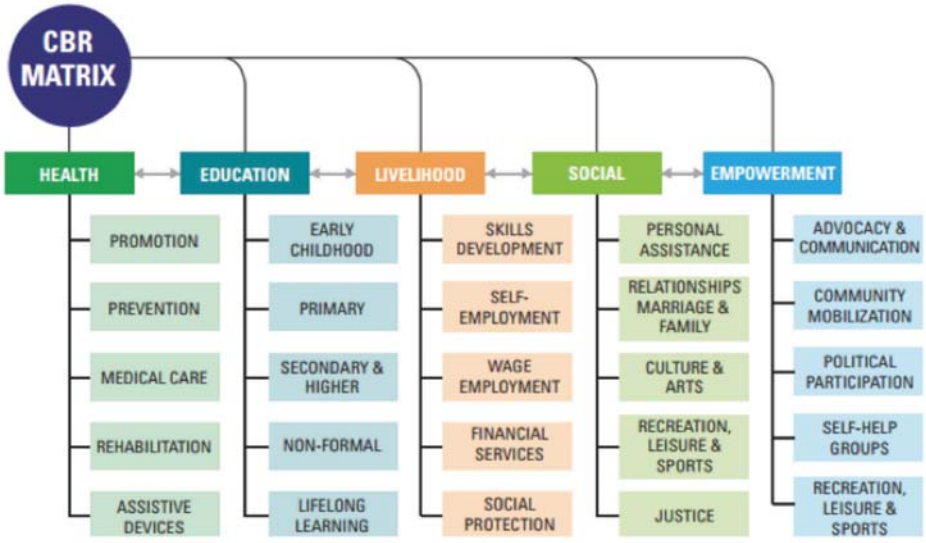


In a two-tier approach:

a) **reasonable accommodation** is made (necessary and appropriate changes and adjustments that do not impose disproportionate or undue burdens, made according to the needs in a given situation, to ensure that persons with disabilities can enjoy or exercise, on the basis of equality with others, all human rights and fundamental freedoms) and

b) increased empowerment of disabled children is supported.
In the context of Senegal, the experiment of inclusive schools steered by Save the Children over 2 years has enabled 60 children with special educational needs to enjoy their right to education and has directly impacted, overall, 4,000 students, 75 teachers, 25 inspectors of primary education and 10 central officers from the Ministry of education which has adopted the project for a continuation that will last beyond two years.

3.2. 3.2. Community Based Rehabilitation (CBR)



Source: WHO (included in the State of the World's Children UNICEF 2013)ment fon

CBR is a multi-sectoral approach introduced by the WHO in the 70s which is widely used to work in the assistance of disabled children.
In general, CBR is implemented through a collaboration between people with disabilities themselves, their families, representative organizations and communities on the one hand, and between relevant governmental and non-governmental organizations on the other.

3.2 A few questions prior to the integration of disability in the project cycle

No program supported by Save the Children International should solely target able-bodied children or adults. We must therefore assume that children with disabilities and parents with disabilities are a part of all the target groups.

The best way to ensure including a «disability and gender perspective» in all your work is to involve disabled people and their families in making decisions throughout the project.

Child rights situation analysis

• What is the status of the rights of children with disabilities as defined by the Convention? Which rights are violated, which rights are not honored for disabled children? What are the causes and possible solutions?

• Are boys and girls with disabilities included in the research on the situation of children? For example, is the data disaggregated, not only by age and sex, but also by type of disability?

• What are the rights of children with disabilities under the national legislation of the country?

• Who is responsible for implementing these rights?

Strategic planning, design, implementation, monitoring and evaluation

• Are the local, national and regional organizations for disabled persons, organizations of parents and organizations working for disabled children identified for possible partnerships on relevant projects and to inform strategic and annual planning processes?

• Are children with disabilities included in your program / project? If not, why? Where are they? What prevents them from participating?

• Are the buildings (offices, centers, etc.) rented or built for the project accessible to disabled people in the community? (People with various types of mobility disabilities, visual impairments and people using wheelchairs).

• Have awareness activities (for staff and SC partners, service providers, families and communities) and support groups at the community level been provided to enable the program / project to lead changes in attitudes and ensure that disabled people and their families are well received and acknowledged?



A resident of the Pink House (center for children in difficult situations)

• Do the training materials recognize the existence of children and adults with disabilities? Do these resources have pictures of children or adults with disabilities? What messages do the images communicate; what images or stereotypes about people with disabilities, boys and girls, disabled or able-bodies, are there?
• Does training take into account children and adults with disabilities? Does the training on children's rights include the rights of children with disabilities?

• Presence/visibility: Are children or adults with disabilities and their families present in the project in the same environment as other people? (For example, do we find them in school, in the daycare center or in the workplace?)

• Participation: Are children and/or adults with disabilities and their families associated with and participate in the life of the community in an effective way? Have their ability of choice and decision-making improved - have they gone from passive stage to active stage? (By speaking in meetings, children with disabilities making the same choices as non-disabled children - «empowerment»)?

• Knowledge and Skills: Has the level of knowledge and skills of people with disabilities and their families improved? Do they receive a proper education, do they have friends, do they contribute in one way or another through their work?

• Respect: has respect for children/adults with disabilities and their families been improved? (Decrease in abuse, acknowledgement of their skills and their contribution?)

• Multi-sectoral approach: What are the Ministries responsible for disability issues? Is it the responsibility of a single ministry, or do all relevant ministries (education, health, social services, transport, planning etc.) have a legal responsibility with regards to this and recognize their responsibilities towards children and adults with disabilities? Has a contact been established between the organizations for children's rights and organizations for disabled people? Do they cooperate and coordinate their efforts? What are the local authorities responsible for disabled children? Have they been contacted?

• Media: How are disability issues reflected in the media? Are there any gender-based prejudices? Are there any prejudices based on stereotypes? Are efforts made to actively influence the media and common prejudices? What contacts do you have in the media and editorial teams? Do you have contacts with journalists who could help raise awareness and promote the rights of children with disabilities? Do disabled children have access to the media? Can they participate in media production?

Module containing a critical topic: children with disabilities, ARC Sourcebook (2009)
http://resourcecentre.savethechildren.se/library/arc-module-contenant-un-sujet-critique-3-enfants-handicapes

Chapter 5
Child participation

1. What are we talking about ?



The walk against child begging on March 3rd, 2016

1.1 Definition

Participation refers to the opportunity to express an opinion, to influence decision-making and change behaviors and practices. Child participation is the informed and voluntary involvement of children of all ages and with different abilities, including the most marginalized children, in all matters that affect them directly or indirectly. Child participation is a working method and a common value for all programs; it applies to all levels, from the household to the government, and from the local to international level passing through the national level.

1.2 Nine (9) standards relative to child participation

In 2005, Save the Children had developed seven (7) practice standards on child participation. In 2011, the organization supported the broad consensus that the participation of the child must actually meet nine (9) basic requirements. These were adopted in General Comment No. 12 of the Children's Rights Committee.

The 9 requirements indicate that all processes within which the opinion and participation of one or more children are sought must be:

a) Transparent and instructive – Children must have information that is exhaustive and accessible, taking into account diversity but also age-appropriate, on their right to freely express their opinion and to see that their opinion is given due consideration and on modalities of their participation, its scope, its purpose and its potential impact;

b) Voluntary – Children should never be asked to express an opinion against their will and should be informed that they can terminate their participation at any time;

c) Respectful – The views of children should be treated with respect and children should have the opportunity to put forth ideas and to launch activities. Adults working with children should acknowledge, respect and exploit existing forms of child participation, for example their contribution to family dynamics, to school, to culture and to the workplace. They also need to understand the socio-economic, environmental and cultural context in which the lives of children fit. Individuals and organizations working for and with children should also respect children's views with regard to their participation in public events;

d) Relevant – Issues in which children are invited to express their opinion must in fact be relevant to their lives and enable them to benefit from their knowledge, skills and abilities. Space must also be created to enable children to identify and address the problems they identify themselves as being relevant and important;

e) Suitable for children – Environments and working methods should be adapted to children's capacities. Time and resources should be made available to prepare children and give them the confidence and adequate opportunity to express their opinion. We must consider the fact that the level of support needed by children and the modalities of their participation vary according to their age and evolving capacities;

f) Inclusive – Participation must be inclusive, avoid discrimination and provide marginalized children, boys and girls the opportunity to participate (see also paragraph 88 above). Children are not a homogenous group and participation needs to ensure equal opportunities for all without discrimination on any ground whatsoever. It must also ensure that programs are culturally appropriate for children of all communities;

g) Supported by training program – To effectively facilitate the participation of children, adults need to be prepared, to have qualifications and receive support, for example acquiring the skills necessary to listen to children, to work with children and to establish effective participation of children with regard to their evolving capacities. Children can on their own compete as trainers or facilitators to raise awareness of how to promote effective participation. Children need to strengthen their ability to participate effectively, for example, by developing a greater awareness of their rights, and be trained in organizing meetings, fundraising, relations with the media, public speaking and advocacy;

h) Safe and mindful of risks – In some situations, the expression an opinion may carry risks. Adults have a responsibility towards the children with whom they work and must take every precaution to minimize the risk for a child to be, because of his/her participation, exposed to violence, exploitation or any another negative consequence. Among the actions required to ensure adequate protection figures the definition of a clear strategy for child protection that takes into account the particular risks faced by some groups of children and additional barriers they face to get help.

Children should be aware of their right to be protected against harm and know where to get help if needed. It is important to work with families and communities in order to promote the value and implications of participation and to minimize the risks that children may incur;

i) Responsible – It is essential to monitor and evaluate the participation of children. For example, in any process of research and consultation, the children should be informed about how their views were interpreted and used. If necessary, they must have the opportunity to challenge and influence the analysis results. Children also have the right to obtain accurate information about how their participation has influenced any outcomes. Children should, as appropriate, have the opportunity to participate in processes or monitoring activities. It is important to monitor and evaluate the participation of children by contacting the children themselves if possible.

1.3 The 3 levels of commitment and power sharing

A chaque stade du cycle de projet, il existe trois options essentielles de participation des enfants.

At each stage of the project cycle, there are three essential options for children's participation.

• **Consultation with children:** At this level of commitment, adults seek the views of children to know and understand their life and experiences. Consultation is often initiated, conducted or managed by adults. It may or may not cause the sharing or transfer of decision-making to the children themselves, but its central idea is that children have the expertise and perspectives necessary to enlighten decisions made by adults.

• **Collaboration with children:** This level of commitment provides a greater degree of partnership between adults and children, with active commitment opportunities at every stage of decision, initiative, project or service. The collaboration:

- is initiated by adults, although it can be initiated by children;
- involves partnership with children;
- gives children the opportunity to influence or challenge processes and results;
- Allows children to lead autonomous action after a given period.

• **The autonomous conduct of activities by children:** At this level of commitment, children and youth have the space and opportunity to initiate activities and advocate for their own causes. This usually means that:

- children and young people identify on their own their concerns;
- adults serve as facilitators rather than leaders;
- children and young people control the process.

2. Why is it important ?

• Child participation is a right.
• Child participation is an integral part of the vision, theory of change and approach based on the rights of the child.
• Child participation in the early stages of the program enables planning and design that are more relevant to the needs and rights of girls and boys - which results in more effective programs with greater accountability.
• Improves decision making and brings about more informed interventions and results.

For children and youth, participation:
• contributes to personal development
• offers children the opportunity to contribute to positive change in their communities
• can lead to greater empowerment and motivation
• protects children - with a greater awareness of their rights, children and youth are more likely to express their concerns
• encourages the capacities of children when it comes to civic engagement, tolerance, respect for others and inclusion of marginalized children
• can allow access to training and development
• can help provide children with more targeted and relevant services.



Demonstration at the March 3rd walk against child begging

3. How should this be addressed?

3.1 3.1 Ensure effective participation in the early stages of the project cycle

	Child Rights Situation Analysis (CRSA)	Development of the country's strategic plan	Development of the country's yearly plan	Program design
Consultation	o Are girls and boys (especially the most marginalized) _ consulted in the ASCR and / or other initial assess-	o Are girls and boys (in particular the most marginalized) consulted in the development of the country's strategic plan? o Do the opinions and priorities of children taken from the ASCR influence the strategic plan?	o Are girls and boys (in particular the most marginalized) they are consulted in the development of the country's yearly plan? o Do the opinions and ideas shared by children in the monitoring and evaluation processes shape or influence the yearly plan?	o Are girls and boys (especially the most marginalized - talibés, disabled, etc.) consulted in the design of programs (Child Protection, CRG, Health, etc.)? o Are children consulted in the development of relevant indicators?
Collaboration	o Are partnerships involving representatives of children and youth (from networks, groups or advisory boards, etc.) supported to increase child participation in planning, implementation and analysis of the ASCR?	o Are the representatives of children and youth (from networks, groups or advisory boards, etc.) encouraged and effectively involved in the strategic planning process to inform and influence the strategic plan?	o Are the representatives of children and youth (from networks, groups or advisory boards, etc.) effectively encouraged and involved in the annual planning process to inform and influence the yearly plan of the country?	o Are the representatives of children and youth (from networks, groups or advisory boards, etc.) effectively involved in the design of new projects (plans, budgets, indicators) when it comes to issues that concern them? o Are the initiatives to work with children in infancy supported to enable them to inform and influence the design of centers/of early childhood development initiatives?
Autonomous conduct	o Are research/initial assessment initiatives carried out by children on issues relative to rights supported?	o Are the results of research led by children used to inform the country's strategic plans?	o Are the results of research led by children used to inform yearly plans?	o Are the projects realized by children, projects in which girls and boys lead the design, planning, implementation and monitoring of initiatives concerning them?

	o Are children and youth involved in planning, information gathering, analysis and reporting? o Are the results of research led by children used to enlighten the CRSA?	o Does the country's strategic plan strategically emphasizes the importance of supporting groups led by children or the research, action or advocacy initiatives carried out by children?	o Do the yearly plans include support to groups led by children or to research, action or advocacy initiatives carried out by children?	o Are the results of research led by children used to inform the design of projects?

3.2 3.2 Facilitating participation in implementation and monitoring, accountability and evaluation learning

	ACTIONS NECESSARY TO FACILITATE PARTICIPATION
Implementation of the program	1. Make it easy for children, particularly those from marginalized groups, to participate in the project - think about the site activities, timetables and formats.
	2. Involve children in making decisions by working in consultation and/or in collaboration with children's groups/clubs.
	3. Listen regularly to children: - Monitor the program - ask children and adults what they think about the progress and impact of the project. - Facilitate child participation in monitoring. - Take time to reflect on the implementation of the program with partners and staff. - On the basis of your consultation, make the necessary changes.
	4. Set up a feedback and complaints management mechanism (FCM) on the basis of children's preferences. - See Guidebook on accountability for the implementation of an FCM in 10 steps, pages 36-40.
Monitoring, evaluation, accountability and learning	1. Monitor the program regularly - ask the children and adults involved in the program what their impressions are on the progress and impact of the project. Make sure to ask children if they feel safe in the program and if the behavior of staff, other adults and even other children constitutes a source of concern for them.
	2. Invite the children and community members to participate in monitoring the project.
	3. Take time to reflect on the implementation of the program with partners and staff.
	4. Based on community feedback, make the necessary changes.
	5. Provide communities with regular reports on the performance and financial position of the project.
	6. Communicate the results of project evaluations to the community in accessible formats.

3.3 Ensuring the quality of participation

STANDARDS	Questions on key indicators
1. Participation is transparent and informative	• Do the children have enough information on the program to make an informed decision on whether to participate or not and how to participate? • Is the information shared with children in formats and languages they understand? • Are the roles and responsibilities of those involved clearly explained and understood?
2. Participation is voluntary	• Is the participation of children voluntary? • Did the children receive enough information and time to decide whether to participate or not? • Can the child withdraw (stop participating) whenever s/he wants?
3. Participation is respectful	• Are the children's schedules (study time, work time, play time, for example) respected and taken into account? • Does the work method with children take into account and integrates local cultural practices? • Has support from key adults in children's lives (parents, guardians, teachers, for instance) been obtained to ensure respect for children's participation?
4. Participation is relevant	• Are the issues brought up really relevant to children's lives? • Do children feel pressure from adults to participate in activities that are not relevant to them?
5. Participation is child-appropriate	• Are child-appropriate methods and approaches employed? • Do the working methods reinforce self-confidence in girls and boys of different ages and abilities? • Are child-appropriate meeting places used? Are these places accessible to children with disabilities?
6. Participation is inclusive	• Do girls and boys of various ages and backgrounds - including toddlers, children with disabilities, children from different ethnic groups, etc. - have the opportunity to participate? • Is the process inclusive and non-discriminatory? • Are children encouraged to address the problem of discrimination through their participation?
7. Participation is supported by training program	• Is the staff of Save the Children and NGO partners qualified to work with children or not? • Is the staff confident in facilitating the participation of children? • Is the staff able to effectively support the participation of children in your community?
8. Participation is safe and takes risks into account	• Do children feel safe when participating? • Have risks been identified? Have ways to preserve the children from them been identified? • Do the children know where to get help if they feel in danger when participating in the project?
9. Participation is responsible	• Are children supported to participate in the monitoring and evaluation processes? • Do adults take the opinions and suggestions of children seriously and do they apply them? • Do the children receive feedback from Save the Children when it comes to support and monitoring requests?

Children's Participation in the Analysis, Planning, and Design of Programs, Save the Children (2013
http://www.savethechildren.org.uk/sites/default/files/docs/Children_Participation_in_Programming_Cycle.pdf
Dossier guide sur la redevabilité des programmes, pages 54 à 66, The Save the Children Fund (2013)
http://resourcecentre.savethechildren.se/sites/default/files/documents/dossier-guide_sur_la_redevabilite_des_programmes.pdf

Chapter 6
Monitoring, evaluation, accountability, learning



Workshop on lessons learned with partners at the Teranga hotel – Saly

1. What are we talking about ?

The monitoring-evaluation-accountability-learning approach (MEAL) completes and goes beyond just Monitoring and Evaluation. It aims to put an emphasis on the collection and use of data to support decision-making, accountability and continuous improvement of learning.

This way, programs are not only monitored and evaluated but in addition, the views of interested parties are actively sought, the quality of activities is measured on the basis of minimum standards, the results are shared with the relevant parties involved and explicitly incorporated into programmatic decision making with accountability and learning.

The components of MEAL are defined as follows.

1.1. Monitoring

Monitoring is a continuous process of systematic collection of information on specified indicators to provide management and parties involved with an ongoing development action. It measures the elements of progress, the objectives achieved and the use of allocated funds. Monitoring involves:

- The development and use of a monitoring plan.
- The identification of appropriate indicators.
- The collection of adequate information.
- Taking measurements from the issues raised during the monitoring phase.

1.2. Evaluation:

Evaluation essentially aims to make judgments on an ongoing or completed project or program following the criteria of relevance, effectiveness, efficiency, impact and sustainability. (What works in a child protection project for instance; what does not work and why?)

N°	Component	Quality standard
1	**Objectives and indicators**	Projects and programs have clearly defined objectives on the basis of logical frameworks, results framework or other appropriate frameworks. All the global indicators are included in the program design.
2	**M&E plan and budget**	Projects and programs have an M&E Plan that complies with the procedure and adequate resources are budgeted to implement this plan.
3	**Baseline study**	Projects and programs constitute a benchmark study (or an equivalent) as a basis for comparison and planning for monitoring and evaluation.
4	**Evaluation**	Projects and programs that meet the criteria of the assessment procedure are assessed with action plans developed and approved by the appropriate manager.
5	**Learning**	The evidence is there to demonstrate that the MEAL data is used to inform management decisions and share lessons learned within programs and between programs and/or departments.
6	**Accountability**	The monitoring process includes systems that collect, document and respond to feedback, suggestions and complaints of the beneficiaries. Information relative to the project is shared with beneficiaries.

1.3. Accountability

The state, organizations or projects, as responsible entities, are accountable for their actions and may be required to explain them and give an account to all stakeholders. Accountability is essential to ensure an environment that is conducive to sustainable development.

Accountability was present in the S & E system but is further strengthened in the MEAL approach. It now focuses on the implementation of formal systems in order to share information with recipients and collect their feedback to improve the quality of the design and implementation of programs, strengthening relationships with communities and their approval, reducing the risk of fraud and waste and the risk of harming children and other beneficiaries.

1.4. Learning:

The letter «L» in MEAL stresses the importance of intentional efforts in the areas of evaluation and research in order to reflect the operational and technical challenges and the accomplishments so as to use what has been learned to further improve quality. Just as continuous monitoring, learning does not happen by accident. It requires sustained commitment.

1.5. Quality standards

The MEAL approach also emphasizes the use of quality standards to ensure that program activities are carried out according to the agreed process and that they lead to quality products and results.

1.6. MEAL Plan

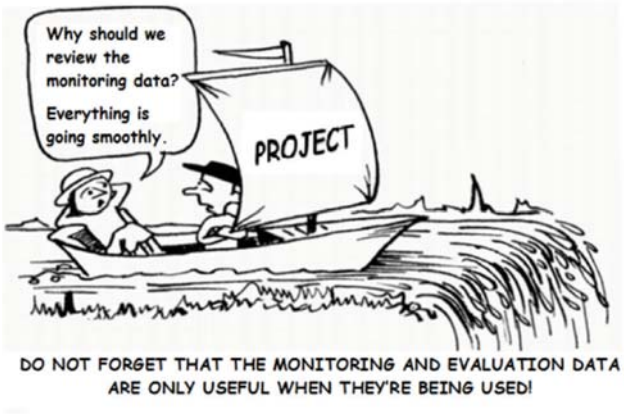
A MEAL plan is the overall framework in which are grouped the issues related to performance and critical thinking, data collection needs, indicators, activities/meetings for reflection and discussion with parties involved, evaluations and resources needed to finance activities in said plan.

The budget of the MEAL typically represents 3 to 10% of the programs' total budget.

1. Why is it important?

The MEAL approach makes the following possible:

- improve the management and efficiency of the project,
- give account and communicate effectively,
- generate knowledge and learning,
- capitalize good practices.





Ndeye Fatou Diop's message, MEAL at Save the Children in Senegal for the Global Day of Action

It establishes the quality of programs through:
• the use of data to support decision-making, accountability and continuous learning,
• systematic information to parties involved and encouraging their participation throughout the project cycle,
• clear, specific and explicit quality standards that make it possible to objectively evaluate programs,
• research avenues for program improvement and innovation,
• developing a culture of learning in the management of programs, processes and systems.

3. How should it be addressed ?

In this section, we will address the capacity assessment for MEAL, the MEAL strategy, the development of a culture of quality and the operational implementation of MEAL.
Unlike other themes of this manual, MEAL has a dedicated team within the Save the Children country office in Senegal. It can be directly put to use by the staff and partners in areas not covered by the handbook.

3.1 Evaluating MEAL's capacity

To effectively conduct MEAL, it is important to assess the capacity of the organization in terms of MEAL. This allows for the identification of needs in capacity building and taking steps to bridge the identified gaps.
This preliminary work will help you identify strategic priorities (MEAL strategy) on which you will work towards consolidating a quality MEAL.

3.2 Developing the MEAL strategy

The MEAL strategy allows for:
• the definition of priorities and needs of an organization in terms of monitoring, evaluation, accountability and learning,
• showing the way to results/good performance of the organization and
• the improvement of MEAL for both the organization and its partners.
The MEAL strategy is developed in accordance with quality standards. As a result, it meets the needs of an effective project cycle from design, planning, monitoring, evaluation and accountability to learning and knowledge creation through the reporting of results that are evidence-based.

3.3 Developing a culture of quality

Quality reflects the performance of the project. However, the quality of activities often remains unknown because:
• It is not being observed;
• And when it is being observed, there's no reference point for comparison;
• And when there are reference points, they are vague.

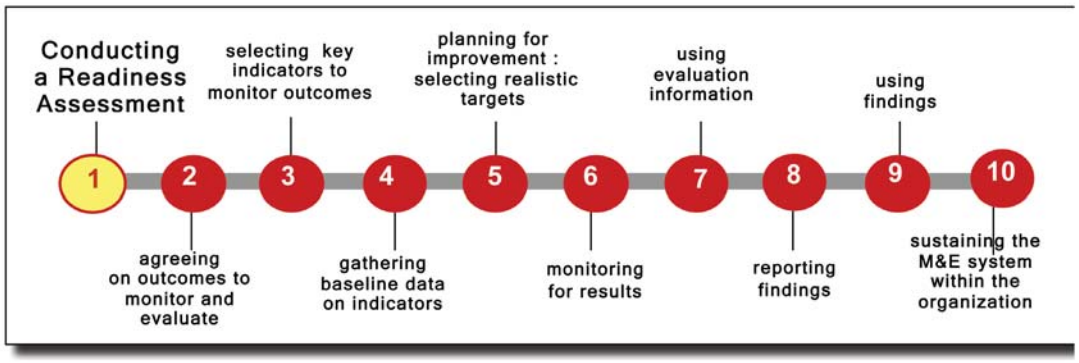
At times, the quality of the work may be observed but might not constitute a topic of discussion when it is not too good. In this context, it is necessary to develop a culture of quality in the project or in the team from the start. To do this, one must:

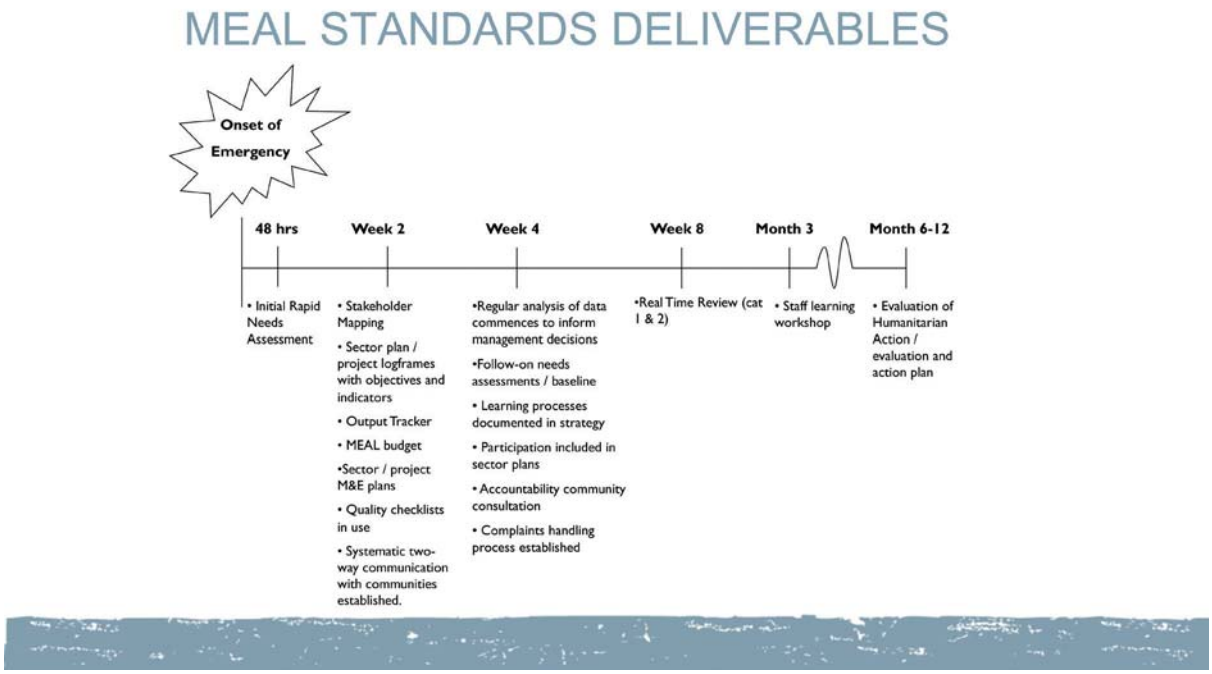
- gain the support or commitment of your project team;
- identify critical activities (key activities);
- develop quality criteria for critical activities (i.e., if raising awareness is identified as a critical activity, what are the quality standards and elements that allow you to say that raising awareness on a given cause/topic is good or not?);

• develop simple data collection tools with instructions to follow the quality standards;
• follow these quality standards and make decisions to improve interventions.

3.4 Implementing MEAL at the operational level

The first chart below describes the main steps of implementing a MEAL system. The second one presents the MEAL deliverables during humanitarian emergencies (meaning in situations affected by armed conflict, natural disasters or epidemics such as Ebola).





MEAL team training modules, Save the Children in Senegal
Save the Children - Monitoring, Evaluation, Accountability and Learning (MEAL) course
http://www.open.edu/openlearnworks/course/view.php?id=1641

Conclusion

The handbook's true value is that it addresses a critical need. Programming based on children's rights (PCR), accountability, gender, disability, child participation and monitoring-evaluation-accountability-learning – all discussed in this Handbook on cross-cutting issues – are essential themes in the work of Save the Children and its partners in Senegal. Their systematic integration into the project cycle is imperative to ensure the quality of programs. The work which led to this tool is thus a welcome initiative.

The added value of this handbook resides in the fact that it addresses cross-cutting issues in a total of fifty pages and in three practical questions per chapter. Indeed, reference documents for each topic usually have more than 50 pages and the most recent ones are not even translated in French.

In addition, this document is a collaborative effort between Save the Children staff and staff members of its partners in Senegal. Therefore, there is no distance between them and the handbook that implies actions for the purpose of ownership ("It's their/our thing") by one or the other. In the handbook, for each topic, they determined what is meant by the topic, why it is important to talk about it and work on it and how to address its integration in the work and more specifically in the project cycle. All that remains then is to hope that designers and authors of the tool can use it and refine it in the course of practical experience in order to contribute effectively to the realization of children's rights in Senegal and beyond.

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