

Tool 15: Accountability Assessment Checklist

This Checklist helps the staff to assess how well they are doing in terms of putting accountability to communities into practice. Further, it assists in the development of plans to support the organisation to improve in weak areas. It can be used as a baseline tool, and can be repeated at the end of the year to measure improvements in areas identified as priority.

| S. N. | Indicators | Not in place/ not met/ never | Partially in place/partially met/sometimes | In place/ met/ always |
|---|---|------------------------------------|--|-----------------------------|
| 1. INFORMATION PROVISION | | | | |
| <i>Does the organisation keep communities/key stakeholders informed about their organisation and programme activities in ways that are accessible and appropriate to the context?</i> | | | | |
| | The organisation consults and agrees with communities/ key stakeholders on the best ways of making information available, appropriate to the programme context and situation. | | | ✓ |
| | The organisation ensures that communities/key stakeholders are informed about the organisation's background, mission and values, and about the conduct they can expect of its staff and representatives (in line with the code of conduct and child safeguarding Policy) and how to contact the organisation. | | | ✓ |
| | The organisation informs communities/key stakeholders about specific programme goals, activities, cost, beneficiary selection processes and reports on progress. | | | ✓ |
| | The organisation informs details on how to give feedback or make complaints related to the organisation or specific programme activities are made available to communities/key stakeholders. | | | ✓ |
| | The organisation monitors how well information is being disseminated, understood and received through consultation with communities/key stakeholders. | | | ✓ |
| 2. PARTICIPATION | | | | |
| <i>How much are communities/key stakeholders involved in decision-making processes of the organisation?</i> | | | | |
| | The organisation encourages and facilitates on-going participation from communities/key stakeholders throughout the programme especially in design and implementation. | | | ✓ |
| | The organisation achieves quality in its participation practice in line with its practice standards or the CHS requirements for effective participation (e.g. community participation is informative, voluntary, respectful, relevant, inclusive, supported by training, safe and accountable). | | | ✓ |
| | The organisation includes communities/key stakeholders in the identification and selection of appropriate representatives for specific programmes. | | | ✓ |
| | The organisation makes particular effort to identify community vulnerabilities and include groups less accessible or those facing additional risk or challenge. | | | ✓ |

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|----------|--|------------------------------------|--|-----------------------------|
| | The organisation encourages the involvement of communities/key stakeholders in regularly reviewing, monitoring and evaluating the performance of programme activities. | | | ✓ |
| | The organisation makes clear to its staff its expectations on community participation (i.e. that participation should happen across the project cycle and adhere to participation practice standards), and the organisation supports its partners in meeting these expectations. | | | ✓ |
| | 3. HANDLING FEEDBACK AND COMPLAINTS <i>Does the organisation have safe and accessible ways to ensure that children/ communities/key stakeholders can make suggestions, raise concerns or make a complaint about the decisions or actions of the organisation? does the organisation ensure that concerns/complaints are received, heard, reviewed and acted upon in a timely manner?</i> | | | |
| | The organisation or the programme has established an appropriate complaints and feedback mechanism, which has been agreed with communities/key stakeholders, which is impartial, timely, safe, confidential, and accessible for various groups. | | | ✓ |
| | Staff know how the complaints and feedback mechanism works and understand their responsibility to it, especially with regards to procedures for handling sensitive complaints (e.g. allegations of abuse and corruption are immediately referred/linked into the organisation's internal procedures for dealing with breaches of the PSEA Policy & code of conduct). | | | ✓ |
| | Communities/key stakeholders are aware of the complaints and feedback mechanism, how to access it, and what complaints can and can't be handled by the system. | | | ✓ |
| | 4. STAFF COMPETENCIES AND ATTITUDES <i>Does the organisation provide appropriate induction and training to ensure staff skills, attitudes and conduct are in accordance with the organisation's values and commitments? Does this induction and training support staff to interact with children/communities/key stakeholders in a respectful way?</i> | | | |
| | Relevant position advertisements and job descriptions encourage competencies in accountability to communities/ key stakeholders and their participation in the programme cycle. | | | ✓ |
| | Staff have clear job descriptions. | | | ✓ |
| | Staff know their responsibilities in upholding the commitments made by the organisation to communities/ key stakeholders with regards to the programme; further, staff know the code of conduct, PSEA Policy, and the principles of accountability and participation. | | | ✓ |
| | The organisation has a performance management process that ensures – through regular performance reviews, appraisals, etc. – that staff are performing well technically and behaviourally, including delivering on accountability to communities and in community participation. | | | ✓ |
| | Capacity-building support and training are provided to staff on technical | | | ✓ |

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| | issues related to their roles, as well as on accountability and participation. | | | |
| 5. LEARNING & ADAPTATION | | | | |
| <i>Does the organisation have systems in place that enable lessons to be captured and to be applied within the organisation and throughout the programme cycle?</i> | | | | |
| | The organisation actively seeks and includes the views of communities/key stakeholders in its monitoring and evaluation exercises, in relation to programme activities and to staff conduct. | | | ✓ |
| | The organisation regularly reviews monitoring and evaluation data, as well as data from feedback and complaints mechanisms, to draw and document learning from the programmes. | | | ✓ |
| | As a result of the findings of programme reviews and evaluations and feedback/complaints from communities, the organisation adapts and modifies the way it works accordingly. | | | ✓ |
| | The organisation documents and shares findings of monitoring and evaluations with all staff and partners and external forums where necessary/appropriate. | | | |
| | The organisation shares relevant programme learning and plans for improvement with communities/key stakeholders in an accessible manner. | | | |