# World Vision International

## Programme Accountability Framework (version 2.0)

## What is Programme Accountability?

World Vision seeks to be accountable to all of our stakeholders, because we exist to benefit others: *Our vision for every child, life in all its fullness; Our prayer for every heart, the will to make it so*. Our partnership strategy is framed as a 'promise' to vulnerable children that we maximise their well-being and to supporters that we are wise stewards of the resources they entrust to us. We also seek to be mutually accountable to all our partners as we collaborate together for greater impact.

*'Programme Accountability'* (sometimes referred to as 'accountability to affected populations' or 'downward accountability') **describes how we seek to be accountable to the children and communities that we serve.** They are often in a position of vulnerability, with their needs, rights, and ideas ignored by more powerful decision makers, including NGOs. Programme accountability covers how World Vision uses power responsibly and creates mechanisms that empower children and communities to hold us to account.
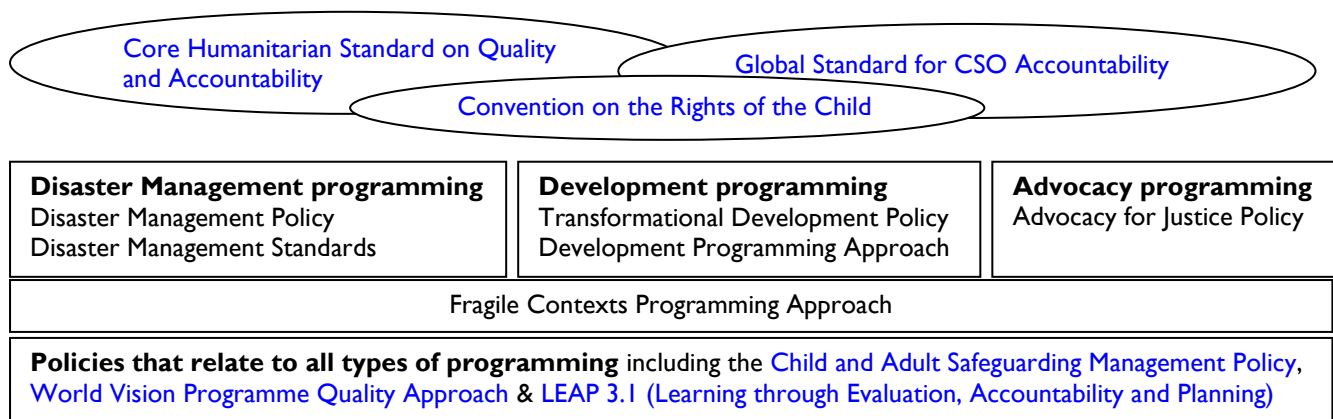
Programme Accountability includes four practices, sometimes referred to as 'pillars', that we commit to whenever we directly engage children and communities across all types of programming.

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| **1. Providing information** so children and communities can make informed decisions, knowing what to expect from World Vision | **2. Consulting with communities** including vulnerable children and marginalised groups, so they are aware of, understand and can influence key decisions related to our programming | **3. Promoting participation** so that children and communities are involved in, and take ownership of, the activities that affect their lives | **4. Collecting and acting on feedback and complaints** so children and communities can voice their ideas and concerns, enabling our work to be more relevant, effective and safe |

## What is the basis for these commitments?

The Programme Accountability Framework (PAF) summarises existing commitments expressed in:
a) International standards that World Vision has endorsed (some of which are illustrated in circles below)
b) World Vision policies, standards and approaches for our different types of programming (in boxes)

Core Humanitarian Standard on Quality and Accountability

Global Standard for CSO Accountability

Convention on the Rights of the Child

| **Disaster Management programming** Disaster Management Policy Disaster Management Standards | **Development programming** Transformational Development Policy Development Programming Approach | **Advocacy programming** Advocacy for Justice Policy |
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Fragile Contexts Programming Approach

**Policies that relate to all types of programming** including the Child and Adult Safeguarding Management Policy, World Vision Programme Quality Approach & LEAP 3.1 (Learning through Evaluation, Accountability and Planning)

## How do I use the Programme Accountability Framework?

The Programme Accountability Framework (PAF) is a practical tool to guide the implementation of World Vision's accountability commitments. The table on pages 2 to 3 is structured in the following way:

- Minimum standards – the outcomes of the four practices we have committed to in all programming
- Implementation levels – what is required for different types of programming and the timeline for moving through the levels. Each level builds on what has been achieved in the previous level(s).
- Resources to support implementation of the framework for different programming types.

| MINIMUM STANDARDS  These minimum standards cover World Vision's relationship with the children, families and communities with whom we work. Where contractors act directly on World Vision's behalf we expect them to meet the same standards. When collaborating with partners we use this as a basis for agreeing common standards with them. | | | | |
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| **Practice** | **Providing Information** | **Consulting with Communities** | **Promoting Participation** | **Collecting and Acting on Feedback and Complaints** |
| **What we are trying to achieve** | Communities (particularly vulnerable children and marginalised groups) and partners are provided with relevant, timely, accessible and accurate programme and context information. | Communities (particularly vulnerable children and marginalised groups) are aware of, understand and can influence key decisions related to our programming activities. | Communities (particularly vulnerable children and marginalised groups) meaningfully participate in programmes. | Communities (particularly vulnerable children and marginalised groups) are able to safely access feedback and complaints mechanisms that are effective and responsive. |
| **IMPLEMENTATION STEPS**  All programming using the Development Programme Approach should be operating at level 3 from the beginning of the programme. Disaster management, and fragile contexts, programming start at level 1 and progress towards level 3 as detailed below. | | | | |
| **Level 1**  **This is the starting level for Disaster Management and needs to be achieved in the first 90 days.** | • We inform communities about: - Our mandate, core values & role - Expected behaviours of our staff and affiliates and their right to complaint if we don't fulfil them - Planned activities including start and end dates - Targeted 'beneficiaries' (including targeting criteria) • We give communities important contextual information in a disaster. | • We tell communities about their right to be consulted about key project decisions. • We consult with communities on project activities through community meetings and programme assessments. • We inform communities about how their input will be used to shape our programmes. | • We ensure that communities participate in the development of targeting/ beneficiary selection criteria and process. • We identify community capacities through assessment and planning processes. • We enable communities to contribute project inputs, such as labour, skills or materials. | • We inform communities about their right to provide feedback and to complain. • We put feedback and complaints mechanisms in place. • We acknowledge, record, analyse and appropriately action feedback and complaints (in line with safeguarding and other relevant policies). • We inform communities of our response to their feedback and complaints. |
| **Level 2**  **(In addition to Level 1 activities)**  **This level should be achieved within the first 12 months of all Disaster Management programmes.** | • We inform communities about: - Project timeframe, goals and objectives - Our Code of Conduct and (in emergencies) the Red Cross/Crescent and NGO Code of Conduct - Summary financial information (subject to security considerations) - How complaints are handled • We adjust the methods used to share information based on community feedback. | • We consult communities on design and implementation, through focus group discussions, surveys, and other methods. • We document their input and inform them of key findings. • We work with community organisations or structures (such as programme committees) as a vehicle for community consultation, decision-making and information sharing to beneficiaries and communities. | • We establish or strengthen community organisations and structures (such as programme committees) to facilitate improved community participation and consultation. • We build the capacity of community organisations and structures so they can better participate in the programme. • We identify and put in place other avenues to enable children and communities to participate. | • We give communities the opportunity to identify their preferred methods for collecting and responding to feedback and complaints. • We have clear feedback and complaints response guidelines that appropriately deal with sensitive complaints and are accessible to communities. • We train staff and communities on the feedback and complaints handling guidelines. • We identify and address barriers to giving feedback and complaints. |

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| **Level 3**<br>**(In addition to Level 1 and Level 2 activities)**<br><br>**This should be attained in 24 months of an emergency response, food assistance, or Fragile Context Programme.**<br><br>**These are the minimum standards for all Area Programmes using the Development Programme Approach.** | • We inform communities about all plans, activities and relevant financial information throughout the entire project cycle through agreed, multiple methods.<br>• We provide communities with relevant progress reports, updates and key findings from monitoring and evaluation that are communicated in appropriate ways. | • We document consultation outcomes, use them to influence programme design and implementation, and regularly share them with communities.<br>• We jointly convene project meetings with community committees, with chairing taking place on a rotational basis.<br>• We identify and address barriers to equitable consultation. | • We ensure children and communities play a significant decision-making roles in the entire LEAP cycle (assessments, design, implementation, monitoring, evaluation, reflection and learning).<br>• We ensure participation is gender equal and actively incudes the vulnerable and marginalised. | • We integrate collecting and acting on feedback and complaints into overall office system, including consideration at senior management meetings.<br>• We use programme related feedback and complaints to adapt and improve programme delivery.<br>• We monitor our feedback and complaints mechanisms to ensure they are being used by a range of community members and to understand whether communities (particularly vulnerable children and marginalised groups) are satisfied with the system. |

## RESOURCES

| | For Disaster Management Programmes | For Development Programmes | For Advocacy Programmes |
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| **How to set up and maintain accountability practices** | • Humanitarian accountability assessment tool<br>• Information provision template<br>• Feedback and complaint handling process example<br>• Humanitarian accountability consultation overview<br>• Monthly humanitarian accountability report template | • Development Programming Approach<br>• Fragile Context Programme Approach<br>• Programme Quality Standards (especially standards 7-8), *LEAP 3.1* particularly the *TP Design Guidance* (section 5), *National CESP guidance* and *Area Programme Plan* (section A-5) and respective Quality Assurance Frameworks<br>• Community feedback and response system field guide<br>• Annual community review and planning tool | • Local advocacy approaches including CVA and CP&A are integral elements of WV's Development Programme Approach<br>• One Voice gives guidance on consultation in the development of local/national and international policy positions.<br>• Children's participation in policy processes<br>• Children's participation in advocacy (a set of reports on child participation in research, campaigning and global engagements) |
| **How to measure progress in establishing and effectiveness of accountability practices** | • PAF and CHS humanitarian accountability self-assessment<br>• Humanitarian accountability implementation tracking by sector & location<br>• Horizon compendium of indicators *(listed under Community Engagement/Accountability)* | • Programme quality self-review tool (Annex 1)<br>• Community feedback and response system field guide (phase 4)<br>• Horizon compendium of indicators *(listed under Community Engagement/Accountability)*<br>• Child friendly accountability tool (for measuring child consultation and participation) | • Advocacy Strategic Measure no. 2 (Number of programmes where World Vision is supporting communities to advocate). |
| **How to measure and build staff capacity for implementing accountability practices** | • E-learning modules on Humanitarian Accountability | • E-learning modules on Programme Accountability: Community Feedback and Response Systems | |