Introduction to the Toolbox

What is the Toolbox?

The Toolbox is a set of practical tools that support the implementation of Child-friendly Accountability (CFA) activities in the field. The Toolbox complements two other documents:

- The CFA methodology, which provides readers with an overview of the CFA methodology and underpinning principles; and
- The Field Manual, which provides project managers with guidance in designing, managing and monitoring a Child-friendly Accountability project.

Who is the Toolbox for?

The Toolbox is for project staff responsible for implementing Child-friendly Accountability activities. As many of the activities will be realized through action-training workshops, most of the Modules in the Toolbox are meant for the facilitators running these workshops.

The impact of Child-friendly Accountability largely depends on the facilitators. Ensuring that facilitators have the necessary skills and tools, and take the time to carefully prepare workshops, will ultimately make the difference between a successful project and a mediocre one.

What is in the Toolbox?

The Toolbox is divided into 14 modules:

- Module 1 provides practical guidance and tools to implement preparatory activities.
- Module 2 contains practical guidance and tools to support facilitators in preparing action training, as well as templates for monitoring and reporting on action-workshops.
- Modules 3 -14 support facilitators in implementing specific Child-friendly Accountability activities. CFA activities will primarily be realized through ‘action-workshops’. As such, Modules 3 - 14 are essentially a series of training materials, with the exception of Module 5, which is focused on the Public Information Campaign.

How to use the Toolbox

If implemented sequentially, the modules will walk facilitators through the series of Child-friendly Accountability activities. Each module provides facilitators with the objective and target output for the activity. They contain practical recommendations and tools to implement the activity, including handouts, checklists, case studies, and examples. Each module also provides facilitators with an “Information Sheet” containing essential background information relevant to the activity.

Module 1 should be implemented first. It is divided into seven preparatory steps that should be taken before a CFA project begins. The module provides practical guidance and tools to implement each of the preparatory steps.

Module 2 should be used before and after each action-workshop to prepare for the workshop and to report on the results of the workshop. Modules 3 - 14 provide generic tools and activities that need to be modified and adapted to the local context and the specific structure of the CFA project in country. To this end, facilitators need to read the relevant module before each activity and use the tools in Module 2 to develop their Training Plan. Project managers should review each Training Plan before the action-workshop.

Module 14 provides facilitators with guidance and tools to develop and lead information-sharing sessions with persons that are not directly engaged in CFA activities, including adult stakeholders and youth. This Module should be repeated several times over the CFA cycle.

Module 1: Preparatory Activities

Objective of preparatory activities: These preparatory activities are both practical pre-requisites to Child-friendly Accountability, as well as risk mitigation measures.

Where does this fit in the CFA methodology?

The Preparatory Activities must be undertaken before Child-friendly Accountability activities begin.

What are you trying to achieve?

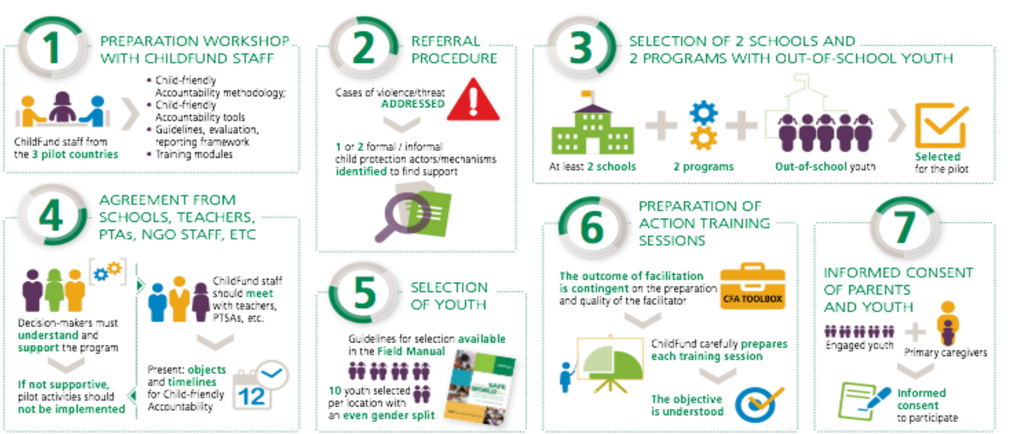
The Preparatory Activities are designed to achieve the following objectives: 1) to facilitate and prepare for practical implementation of Child-friendly Accountability activities; and 2) to reduce risks to engaged children and youth.

The Preparatory Activities should deliver the following results:

- **Step 1 - Context Assessment:** A completed Context Assessment enables the development of a holistic and context-specific CFA project and provides baseline data for impact evaluation;
- **Step 2 – Identification of site and partners:** Project site and local partners and stakeholders identified and briefed to ensure support for CFA activities;
- **Step 3 - Referral Network:** Referral network identified or established;
- **Step 4 - Psychosocial support**: Psychosocial support persons identified and engaged in CFA project;
- **Step 5 - Recruitment of children and youth participants:** Children and youth are identified to participate in CFA activities and, together with their parents, have given their informed consent to participate in the project;
- **Step 6 - CFA App:** CFA App adapted for use in-country (*to take place once App is developed*); and
- **Step 7 - Internal feedback and complaints mechanism:** Internal feedback and complaints mechanism established.

Overview: What needs to be done before you can begin CFA activities?

Of note: The sample below is for the CFA pilot phase. It is subject to revision.



STEP 1 – CONTEXT ASSESSMENT

Objective

The objective of a context assessment is for implementing actors to understand the social, cultural and political context in which they will implement child-friendly accountability projects. Therefore, context assessments generally aim to assess the following:

- The normative framework regarding violence, protection and accountability;
- The prevalence of violence;
- Existing formal and informal mechanisms to prevent, detect and respond to violence, and to hold duty bearers accountable for their obligations to realize child rights and end violence against children;
- Relevant sociocultural norms and practice related to violence, protection and accountability;
- Presence of key stakeholders and their potential reaction to child-friendly accountability programs.

Context assessment guidance points:

- To conduct an effective and efficient context assessment, implementing actors should consider the following guidance points:
- Program staff (rather than external actors) and partners should conduct the assessment.
- The local level at which the context is assessed should be defined (district, community, village).
- Data collection should only include necessary information to minimize the length and burden of the process.
- Research questions for interviewees should be tailored to the local context.
- Prioritize attention to the situation of children facing the most adversity, (e.g., girls, children with disabilities, children from minority groups, refugee or displaced children, separated children, child heads of households).
- Double check accuracy of data with secondary sources.
- Staff should circulate the context assessment internally within the organization. It should be in a format that is easily accessible (i.e., concise, focused on relevant information, etc.).
- All staff who will implement child-friendly accountability activities should engage in the context analysis process, debriefing session(s) and/or carefully read and analyze the final report. All relevant staff should discuss the findings of the context assessment during debriefing session(s).
- Data collected in the context assessment can be used to establish the baseline

Context assessment stages:

Most context assessment processes have two primary stages:

Stage 1: Understand the national-level context (approximately 2 weeks) – Implementing actors should undertake research and analysis regarding national-level laws, policies, mechanisms and trends related to violence, children and accountability.

Stage 2: Understand the local level context (approximately 1 week per location) – After they have identified the specific project site or potential project site for child-friendly accountability activities (see below), implementing actors should map sociocultural norms relevant to violence, protection and accountability; prevalence and perceptions of child protection mechanisms; formal and informal child protection laws and policies; and key stakeholders related to violence, protection and accountability.

To the extent possible, those conducting the context analysis should tailor research and analysis to the specific protection "setting" that the project will address (i.e., school, places of work, care institutions, etc.).

The Context Assessment report should be structured as follows:

Executive Summary
Introduction
II. Methodology
III. Normative framework regarding violence and protection
IV. Prevalence and type of violence
V. Mechanisms that prevent, detect, and respond to violence
A. Formal child protection system
B. Informal child protection system
VI. Local perceptions of violence and protection
A. Community members
B. Children and youth
VII. Socio-cultural norms and practice that encourage violence and protection
VIII. Stakeholders

<u>Context assessment data sources</u>:

Context assessments may include data from the following sources:

Desk Review: The context assessment should begin with a rapid desk review of credible sources, particularly comparing governmental, inter-governmental and nongovernmental sources (e.g., UN, donors, INGOs and local CSOs). Desk reviews can also help identify potential interviewees for further research and data triangulation (i.e., using more than one method to collect data on the. same topic).

Key interviewees: Key interviewees can confirm trends identified in the desk review and help complete missing information. Interviewees can include:

- Governmental child protection actors (national and local);
- Representatives of nongovernmental organizations/civil society (national and local), e.g., religious leaders, community leaders, civil society leaders;
- Representatives of inter-governmental organizations, e.g., donors, UN entities;
- Local stakeholders, e.g., members of the community, parents, teachers and children. Note that it can be effective to interview local stakeholders through focus group discussions.

Organizations already working in child protection may have existing reports, research knowledge and relationships that can be used in lieu of a context assessment.

Data Collection Tool 1: Children and Youth Perception of Violence and Protection

This tool evaluates children's perception of violence and protection. It should be used as part of the baseline/context assessment and should be repeated every year to evaluate progress.

A sample of 50 children (ages 12-17) should be interviewed using the tools below, in groups of 5-8. The sample should include both boys and girls, as well as particular minorities in the given setting. Ideally, the sample should include at least 3 groups of youth who have been in contact with CFA activities and at least 3 groups of youth who have not participated in CFA activities. If youth are illiterate, the facilitator should use symbols on the drawings instead of words.

It is essential that these activities be facilitated by two persons - one responsible for the facilitation and the other for note taking. At the end of the session, the two facilitators should go through the notes to ensure that they agree on the content.

Mapping Violence and Protection
Ask the participants to draw a map of their community. The participants should mark on the map areas that they consider safe and areas that they consider unsafe. As a group, discuss. In particular, ask participants if there has been a change in the last year.

Spider Diagram
Draw a spider in the middle of a big piece of paper. Ask the kids to label each leg with a type of violence that children and youth in their 'setting' experience. The participants should rank which forms of violence are the most common and which are the least common. For each leg, the participants should identify who or where a child/youth should go to for protection or help if they experienced that type of violence (never personalize, always talk about these in the third person) and write them next to the 'feet' of the spider. As a group, discuss the 'feet': Are they easy to contact? What happens after you reach out to them? Are they able to help children?

Focus Group Discussion
Lead the group in a discussion using the following three questions:
Do you think that children and youth are safe in [insert setting]? Why or why not?
Whom do you go to for help or protection? Are they able to help?
Do you think children and youth are safer now than they were [insert a time reference, i.e. last school year or before the planting season, etc.]?

Data Collection Tool 2: Adult Stakeholders

This tool should be used during the Context Assessment/baseline to interview community members about violence and protection. It should be repeated on an annual basis to monitor change in the community.

50 adult stakeholders should be interviewed using the tool below. 50% of the participants should be engaged in project activities. As possible, the sample should include both men and women. The following stakeholders should be included:
- Parents;
- Staff of institutions in the CFA setting (e.g. teachers, caregivers in an institution, prison guards, etc.);
- Members of the community, more generally.

If participants are illiterate, the activities below should be completed with symbols instead of written words.

It is essential that these activities be facilitated by two persons - one responsible for the facilitation and the other for note taking. At the end of the session, the two facilitators should go through the notes to ensure that they agree on the content.

A. Mapping Violence and Protection

Ask the participants to draw a map of their community/'setting' and to identify where children experience violence and which type of violence they experience. As a group, identify which types of violence are the most common and which areas are the most unsafe. Encourage the participants to analyze why these areas are unsafe and the causes of violence.

B. Spider Web

Draw a circle on a piece of paper with a child in the middle. As a group draw spokes around the child. Label each spoke with a type of violence experience by children. Draw lines, connecting the spokes (forming a spider's web). These lines represent the different levels of protection, starting with the child, at the center, and then the family, community, school, public institutions, etc. The participants should identify and label the layers in their context.

As a group, discuss how the different actors detect and respond to the types of violence identified (on the spokes), answering the following questions:
- How do these actors identify children at risk?
- Do you know what they are supposed to do to protection children? Do they do it?
- What can/do children and their families do if these actors do not do what they are supposed to do?
- Do they act in the best interest of the child?
- Do they discriminate between children? Are some children treated differently than others by the system?

C. Focus Group Discussion

Lead the group in a discussion around the following questions:
- Are some children more at risk of violence than others are? Which children and why are they more vulnerable?
- Are there children that are less vulnerable than others are? What are the factors that help protect them?

STEP 2 – IDENTIFYING SITE AND PARTNERS

Identifying a project site for child-friendly accountability activities is an important preparatory step. Different "settings" (e.g., schools, work sites, alternative care institutions, detention centers, refugee camps, urban settings) may be appropriate for different phases or activities. In most cases, implementing actors will need to identify a local institutional site partner or entry point so project activities can be implemented.

Selecting an institutional site partner*:* An institutional site partner is an organization or institution that acts as an entry point for child participation in project activities. Note that the most effective institutional site partners will allow access to a wide and representative sample of children. The following are points to consider related to the selection process:

- *Gender difference:* Ensure that girls and boys are represented in the institution. Give preference to organizations that provide safe space for transgendered children.
- *Rural/urban divide:* Ensure that the institution includes both rural and urban populations, to the extent possible.
- *Socioeconomic situation:* Ensure that the institution includes children of varied socioeconomic backgrounds.
- *Minority groups:* Ensure that the institutions reflect minority groups.
- *Public/private:* Consider if the institution is public (paid for and staffed by government) or private. Depending on the context, this may have important implications.
- *Transparency:* Conduct the selection process transparently and without discrimination.
- *Willingness:* Ensure that the institution has expressed interest and willingness to participate in child-friendly accountability activities and understands that the objective is to improve the wider protection system.

Selecting an implementing partner:
In most cases, implementing actors will conduct activities together with local partner(s) (e.g., local civil society organizations, religious institutions, schools, local government agencies). The following are possible criteria for selecting implementing partner(s):

- *Dedication to child protection and child rights:* Commitment to child protection and child rights, understanding of the child protection system and openness to hearing children's voices.
- *Knowledge of and experience in child protection:* Knowledge and experience in working with child protection actors/programs.
- *Experience working directly with children and child participation:* Experience working with children and youth and ability to engage and retain children and youth.
- *Local knowledge and language:* Capacity to work with children and communities in their local language and ability to establish comfortable and nuanced communication and collaboration.
- *Respect:* Respect by and credibility with the community, ability to build trust with key stakeholders (e.g., parents, local leaders, authorities, youth), demonstrated respect for the local community and youth.
- *Financial viability and capacity*: Capacity to manage sub-grants.
- *Available qualified staff*: Ability to commit adequate time of qualified staff.
- *Interest and ability to commit to long-term support to children and youth*: Expressed interest in supporting implementation and monitoring over at least a two-year period.

- *Conduct:* Knowledge and commitment to the relevant Code of Conduct and Child protection and participation protocols.[1]

In cases when a selected implementing partner does not meet the requisite criteria, the lead agency should provide capacity-strengthening support for the implementing partner in the needed areas.

In some cases, the institutional site partner and the implementing partner may be the same. This may create challenges, as the facilitators may also be the child protection actors that the children are monitoring. These instances require careful oversight and training to ensure that facilitators do not present bias and to ensure that children feel safe and confident in their ability to monitor and report on local protection mechanisms.

Tool for evaluating potential implementing partners

Criteria	Questions	Response	Assessment
	Projects		
Current projects	Number of current projects		
	Projects focused on child protection, child participation, or child rights		
	Projects implemented in targeted community		
	Do they have indicators that they measure at regular intervals?		
	Which donors are they working with?		
	Research and Publications		
Research	Do they do research? On which subjects?		
	How did they do the research?		
Publications	Do they produce publications? What have their publications focused on in the last year?		
	Physical Capacity		
Mobility/location	Ability to have work daily with youth in targeted area		
Access to Internet	Do they have good access to the Internet?		
Computer literacy	Computer literacy of staff?		
	Do their staff have regular access to a computer, tablet and/or smart phone?		
Reliability of communication	Do they have good access to a telephone, consistency of electricity access, reliability of telephone service, and availability of telephone credit?		
Infrastructure	Do they have a physical presence in the local community?		
	Do they have space to host local activities?		

1 If your organization does not have child safeguarding policies or a code of conduct, please contact ChildFund Alliance at info@childfundalliance.org

Human Resources			
Human Resources	Number of staff?		
	Staff that have particular experience in working with youth?		
	Staff with particular experience with training and facilitation?		
	Staff with experience in child protection?		
	Languages used by staff		
	Do they have a Code of Conduct or a Protection Protocol?		
Relationship with other Actors			
Relationship with government	How is their relationship with the government? How often do they meet government actors and in what context?		
Experience working with international org.	Have they been taking part in projects with international NGOs, EC, and UN Agencies? Which one?		
Local community	What is their relationship with the local community?		
Assessing Potential Relationship To ChildFund			
Staff for project	Should they become partners, would they appoint someone already in the organization or would they recruit someone?		
	What salary range is usually expected for full time staff?		
	Does the organization experience a high turnover of staff?		
Possibilities for the organization to continue the project on its own	Do they raise their own funds or do they rely mostly on external sources?		
Level of enthusiasm/interest in this project	Are they interested in participating?		

Identifying local adult stakeholders

The support and engagement of local adult stakeholders is critical to safeguarding children, ensuring long-term social change and addressing concrete protection gaps. Key adult stakeholders will vary from one context to another. They may include local governmental authorities, community leaders, staff of schools or health centers, members of civil society, parents/primary caregivers, etc.

The context assessment is a starting point for identifying key stakeholders. The next steps are to discuss the project and its objectives with the potential stakeholders and to discuss the parameters of their participation. It is essential that adult stakeholders understand that project activities involve creating partnerships with children and youth to strengthen child protection. All engaged adults should have knowledge of and commitment to the relevant Code of Conduct and Child protection and participation protocols.[2]

[2] If your organization does not have child safeguarding policies or a code of conduct, please contact ChildFund Alliance at info@childfundalliance.org

STEP 3 – ESTABLISHING A REFERRAL NETWORK

How to establish a referral network

A protection or referral network consists of a group of actors who agree to work together to ensure the protection of children, each in their own sector. The particular members of a network vary from one context to another. Networks are often made up of a mix of state (e.g., police, social workers, teachers) and non-state entities (e.g., NGOs, civil society groups, religious organizations, community-based structures).

In some contexts, a formal child protection system is sufficiently functional and can effectively handle referrals of child protection cases. Before making referrals, implementing actors should assess the capacity of the members and ensure that they are acting based on the best interest of the child.

If a formal child protection system does not exist or is not working well, a well-established community-based protection network may be able to handle referrals of child protection cases. When an existing network is not present, implementing actors may need to identify child protection actors and services that could respond to reported cases.

These actors/services could include civil society organizations, religious institutions and other local structures. If implementing actors develop a referral network specifically within the context of a child-friendly accountability project, they must provide network members with any needed training or guidance.

Guidance points for establishing an informal referral network:

Ensure that:

- All actors abide by international and national legal frameworks;
- All information related to child protection cases remains confidential;
- Data protection and management systems limit knowledge sharing to a “need to know” basis;
- All decisions are taken with consideration to the best interest of the child, age appropriate participation of the child, and without discrimination of any kind;
- All actions are taken to maintain the integrity, resilience and unity of the family, if possible;
- Oversight structures exist to ensure that all network members abide by national and international laws, child-safeguarding codes of conduct and other relevant protocols.

The members constituting the referral network will be somewhat specific to each context. The chart below provides an example of an informal referral network.

Sample Referral Network

	Labor and Social Services	Education	Health	Security	Justice and Human Rights
Provincial level	Ministry of Labor and Social Services	Ministry of Education	Ministry of Health	Ministry of Interior	Ministry of Justice and HR
District level	District office of social welfare and labor	District office of education	District office of health	District office of the Ministry of Interior	District office of the Ministry of Justice and HR
State institutions	Reformatories, juvenile care centers, mental health institutions and orphanages	Schools and education facilities	Hospitals and clinics	Police	Judges, attorneys and courts
CSOs	CSOs providing social welfare services	CSOs providing educational services	CSOs providing health care		Legal advocates and attorneys
Community/ Religious leaders	Community council or governing institutions	Religious education services	Local healers	Community-based security	Traditional legal services
Parents/Primary caregivers		Grandmothers or aunts	Mothers	Mothers and fathers	
Children	Child representatives	Child representatives	Child representatives	Child representatives	Child representatives

Tool for mapping and evaluating actors to handle referral

With input from local community members and key stakeholders, identify actors in each category (if they exist) that contribute to child protection:

	Formal/Informal	Actors	Type of protection activity	Contact person
Community	informal			
Civil society	informal			
Private institutions	informal and formal			
Institutions	informal and formal			
State institutions	formal			

Identified actors should be interviewed and the chart below completed for each actor.

Nature of intervention	Entities involved	Type of intervention	Coordinating authority (if any)	Referral	Geographic coverage	Comments
Detection						
Investigation						
Family support						
Psychosocial support						
Alternative care						
Rehabilitation						

The understanding of the following subjects by potential actors or organizations should be evaluated:

- best interest
- non-discrimination
- child participation in decisions that affect them
- understanding of child protection issues
- technical capacity
- perception of service or organization from children and adult stakeholders
- case management
- data protection
- code of conduct
- coordination and cooperation
- accountability mechanism
- laws, policies and standards

<u>Accessing the referral network</u>
Children and youth should be able to access the referral network through two mechanisms:
Engaged adults, including facilitators and supportive adults (e.g., teachers, engaged primary caregivers, community-based child protection mechanism members);

The CFA App - The CFA App will be linked to the referral network. Children should be able to directly contact services providers through the App.

The mapping component of the child-friendly accountability methodology and CFA App will also provide children and youth with information about child protection actors in their vicinity and the services that they provide. Engaged children and youth need to understand the referral network but should not be involved in referral unless they are recognized child representatives in the referral network.

STEP 4 – IDENTIFYING PSYCHOSOCIAL AND PSYCHOLOGICAL SUPPORT STAFF

Before implementing activities, implementing actors should identify local psychosocial support personnel and engage them in an agreement to provide support for adults, children and/or youth who may show signs of distress. The agreement should include the type and frequency of support that the personnel are willing and able to provide. If psychosocial support personnel are not present in the area, the implementing actor will need to hire or assign appropriately skilled/trained personnel to provide the needed support.

All adults directly engaged in the child-friendly accountability activities, including teachers, caregivers, local authorities and others, should have training to identify signs of distress, trauma or fear among children and youth and to provide immediate response actions, such as making referrals. Providing pre-emptive life skills training to children and youth can help mitigate potential distress by enabling them to better identify and deal with their emotions, as well as the distress of others.

STEP 6 – SAFELY RECRUITING CHILDREN AND YOUTH PARTICIPANTS AND OBTAINING INFORMED CONSENT

There are a number of ways to recruit participants including outreach through schools, youth clubs and radio programs. Implementing actors are encouraged to be creative. A particular effort should be made to involve excluded and vulnerable children.

From this process, the implementing actor can select 10 to 15 children and youth per location to participate. The following criteria may be used for the selection process.

Participant Selection Criteria

Criteria	Indicator
Preferably between the ages of 13 and 17	
Gender balance (50%/50%)	50% girls, 50% boys
Minority groups in setting are represented	At least 30% of participants should represent minority groups as identified in context
Interested in participating	Volunteered to participate; Statement of interest
Has time to participate regularly	Describe their availability and commitment to participate in activities
Agrees to abide by the Code of Conduct	Sign the Code of Conduct

Before children and youth agree to participate, the implementing actor should introduce potential participants to a child-friendly code of conduct and review other pertinent details, including possible risks and opportunities. Facilitation tools are available in the CFA Toolbox. (See Module 2 Preparing an Action-Training Workshop)

Potential participants should fully understand the roles, expectations and potential risks of participation. If they agree, each participant should sign an informed consent form and the Code of Conduct. Additionally, primary caregivers should sign a consent form regarding the child's participation.

Implementing actors should provide progress updates and invite the participation and contributions of children and youth who are interested in participating but are not selected to be part of a core group.

All children or youth have the right to stop participating, without consequences.

STEP 6 – ADAPTING THE CFA APP FOR US IN-COUNTRY

[TO BE COMPLETED WHEN CFA APP IS DEVELOPED]

STEP 7 – ESTABLISHING AN INTERNAL FEEDBACK/COMPLAINTS MECHANISM

Children and youth, as well as adults, who participate in child-friendly accountability activities, must be able to provide the implementing actor and partners with feedback and complaints when/if problems occur. A feedback and complaints mechanism also allows children, youth and communities to hold implementing agencies accountable.

Key features of a feedback/complaints mechanism include:

- *Children and youth have access to the mechanisms and can make anonymous submissions:* Access to a feedback and complaints mechanism is essential for all children and youth, including those who are illiterate and/or do not have access to the CFA App. Methods for ensuring broad access include:
    - *A complaints box* located in a secure but easily accessible location (e.g., school hallway).
    - *The CFA App* includes a "complaints and feedback" function.
    - *Focal points* are appointed individuals within institutional site partners (specific teachers or community leaders) who are trusted by the children and do not directly participate in the child-friendly accountability project. All focal points must abide by basic guidelines on confidentiality and their role.
    - *Periodic focus group discussions* at the end of each action-training module can engage participants to reflect on the activity, facilitation and other aspects and to provide feedback and recommendations. This feedback should be recorded and included in the facilitator's report.

- *Maintain a secure record of feedback and complaints:* A project manager should enter all data related to feedback and complaints into a format that allows easy tracking. S/he must safely store this document without names or personal details of any kind. S/he should regularly update the team (including staff of implementing partner agencies) on specific complaints/feedback that require immediate action, as well as on wider trends. Tracking complaints and feedback can contribute to monitoring and evaluation efforts as well. (See Annex 11 for a sample of a tracking table.)

- *Establish a rapid internal response process:* Program teams should agree to an internal decision-making process that enables rapid action and response for urgent cases. Cases that indicate immediate threat of violence against children require response within 24 hours.

- *Maintain a feedback loop:* Implementing actors must inform participating children, youth and adults about complaints, feedback and responses taken, such as project adjustments. For example, they may post information near the complaints box (as appropriate), make announcements during trainings and workshops or use other communication methods. If the complaint is personal in nature and concerns only one person, the implementing actor should follow up on an individual basis in the case that the feedback was not submitted anonymously. Implementing actors should not share personal details about any incidents or feedback under any circumstances.

- *Issue referrals when needed if* a participant reports any form of violence or abuse, the implementing actor should act swiftly to make a referral to the appropriate service providers.

Tool for tracking complaints and feedback

Date	Location	Age	Girl/boy	Engagement in project	Nature of complaint/feedback	Follow up action	Date of follow up action