

TERMS OF REFERENCE

CHILD-FRIENDLY FEEDBACK MECHANISM TRAINING

Task	Training on Child-friendly Complaints and Feedback Mechanism
Purpose	To establish and strengthen child-friendly Complaint and Feedback Mechanisms
Target Group	Community Education Committees, Teachers and Learners
Locations	Jubaland, Hirshabelle and South-West States (Somalia)
Duration	TBD
Start Date	November 2022

Background Information

Engaging children and communities is a crucial undertaking for their protection, dignified survival and recovery. It helps to ensure programmes are of high quality as well as efficient use of resources. Feedback and complaint mechanisms are supported by the guiding principle of the UN Convention on the Rights of the Child on children's right to participation. Child-friendly feedback mechanisms are key to our accountability towards children, young people and their communities. These mechanisms provide them with critical information and opportunities to provide feedback. ADRA views child-friendly feedback mechanism as capturing and reporting the viewpoint of children, young people, community members and other partners about ADRA's work in order to improve it. Feedback mechanisms are often also referred to as 'feedback and complaints' mechanisms as they aim to capture different types of feedback, including complaints. Children have a fundamental right to participate. However, child participation also plays a key role in increasing the realization of other rights. When children are empowered with information about their rights, and when they have confidence and are given a space to express their views and to participate in decisions affecting them, they are more able to assert and defend their right to education, protection, health and others. Several provisions in the UNCRC reflect children's right to participate, including the right to freedom of association, information or to express their views and be heard in accordance with their age and maturity.

Feedback mechanisms are key to our accountability as they provide children, young people and communities with relevant information and the opportunity to provide feedback to us. Not only does this lead to a more effective humanitarian response; it also contributes to the empowerment of communities, including children and young people. Feedback mechanisms also play a critical role in safeguarding children and young people in the prevention of sexual exploitation and abuse. This includes preventative action and handling complaints about any breaches of our organisational safeguarding policy and codes of conduct for our staff, partners and associates. Feedback mechanisms are a key component of ADRA's broader work on accountability, which is an active commitment to use power responsibly by taking account of, giving account to, and being held to account by the people humanitarian organisations seek to assist. ADRA subscribes to accountability as: "Actively listening to people's views, providing information about who we are and what we are doing in accessible formats that all stakeholders can understand easily, responding to feedback [and sharing back information] about the decisions and actions taken, including how we are adapting our work in response to feedback and complaints received".

ADRA through Strengthening Equity, Access and Quality in Education and Together for Inclusion programmes which aim to *'increase education opportunities for poor and marginalized children and youth to contribute to thriving peaceful societies in Somalia'*, view inclusive and participatory activities to child wellbeing as effective interventions to build on the strengths of a child and their social networks. Limited opportunities and space for play, connecting with friends and peers and learning in an informal environment may undermine children's wellbeing and development. Involving children to participate in various school activities promotes cohesion not only at school but the community at large. Inclusive child clubs and welfare associations are important for awareness of particularly vulnerable or marginal groups who may need special consideration in order to participate fully. For instance, orphans, IDP children, children who head households, working children, children with disabilities, poor children, adolescents and children from minority groups, often documented challenges and some form of discrimination in schools. It is therefore important to engage and consult with children who are particularly vulnerable or who may be marginalized to make suitable programs and activities available. Some of the vehicles to accelerate such engagements and support are child clubs and child welfare associations that accommodate and link children to available support for their wellbeing.

Rationale

Child-friendly mechanisms promote gender and age-appropriate, inclusive, safe and confidential ways for children and young people to receive information, provide feedback and meaningfully participate in influencing humanitarian programming. Feedback mechanisms also play a key role in strengthening prevention and reporting mechanisms for the prevention of sexual exploitation and abuse (PSEA) and in safeguarding children and young people. Feedback mechanisms can assist known and potential survivors, facilitate reporting and referrals of child safeguarding breaches or SEA incidents and allegations and fulfil a prevention function through training and awareness-raising of staff members and the community. Emergency situations create circumstances in which threat and loss are common. However, people and communities often have capacities to cope with the distress caused by emergencies. What is always needed is assistance to reinforce such existing capacities as protective factors and promote resilience. The planned Child-friendly

Feedback Mechanism training aims to strengthen individuals' protective factors, minimize risks, and promote psychosocial well-being of learners.

Purpose and Objective of the Assignment

The purpose of the assignment is to establish and strengthen child-friendly complaint and feedback mechanisms by collecting and responding to feedback and complaints provided by children, young people and communities, and continuously improve programme activities based on feedback received.

The following objectives are to be achieved:

- i. Identify the feedback and complaint preferences and needs of all children.
- ii. Determine whether agency channels and mechanisms currently in use match these preferences and needs and identify where the differences lie.
- iii. Support establishment of contextually appropriate channels that are accessible to all children.
- iv. Document the impact of feedback and complaints from children on programme quality and how it is different from adult-exclusive feedback impact.

Scope of Work

- A child-friendly feedback mechanism should have a clear purpose and scope that define what types of feedback the mechanism will collect and respond to. Although feedback mechanisms may vary from setting to setting, it is recommended that the scope of this assignment be broad and all-inclusive of various types of issues, feedback and complaints. In specific terms, the scope of the feedback mechanism should include the following:
 - a) Feedback related to the educational support provided by ADRA and her partners including the Ministry of Education and Community Education Communities.
 - b) Concerns related to safeguarding children and young people including discrimination, exploitation, and abuse
 - c) Feedback related to staff misconduct, including fraud and corruption.
- The school shall be the locus for all activities regarding the assignment.
- The consultant shall be expected to identify organizational policies that link to the feedback mechanism. It is important that a feedback mechanism is well-connected to existing organizational policies to prevent and respond to staff misconduct, and that the existing reporting mechanisms are being followed, to avoid creating duplicative reporting protocols and focal person.
- The consultant shall also check the existence and implementation of policies on Child Protection and staff Code of Conduct.

Methodology

The ToT Training Guide will be required for facilitate simple and understandable training techniques that can easily be understood by the participants. Participatory training will be critical to stimulate learning and facilitate discussion. Relevant case analysis, lectures and presentations will be the main training methodologies. In overall, least cost but most effective approaches for delivering the assignment shall be employed. The viability of the proposed approaches and methodologies will be discussed by the project team prior to commencement of the assignment.

The following methodology is recommended:

- Identify the feedback and complaint preferences and needs of all children in varying contexts then integrate questions related to these on the assessment tools.
- Determine whether the current feedback channels and mechanisms within the schools match the preferences and needs of children.
- Identify where the differences lie and review community context for culture, tradition and community practice sensitivity.
- Design and support establishment of contextually appropriate channels that are accessible and safe to all children. Check if there is a need to design multi-channels based on the preferences of the children.
- Design relevant and appropriate feedback mechanism guidelines and flow chart that would be helpful for community sensitization. Inform children how and when to provide feedback.
- Prepare the communities and sensitize children on their rights and sense of entitlement in providing feedback.
- Track changes and make feedback a two-way process.
- Guide on documenting the impact of feedback and complaints from children on programme quality and how it is different from adult-exclusive feedback impact.
- Demonstrate trust and confidentiality in collecting feedback and complaints. Let the children know that their feedback and complaints are welcomed, recorded and analyzed.

Expected Deliverables

All deliverables will be completed with guidance, input and feedback from the Project Manager or designate. The following outputs are expected:

- i. Inception Report and detailed work plan for undertaking the assignment
- ii. Draft and Final Training Report including the training manual
- iii. Framework for Child-friendly Feedback Mechanism

Further Information

- Logistics: travel logistics for the assignment shall be inclusive of the facilitated funds.
- Fees: shall be payable to the extent of the jointly agreed and costed workplan for the assignment to be delivered.
- Tax and insurance: shall be the responsibility of the contracted party as appropriate during the assignment period.
- Code of conduct: the engaged party shall be bound by the principles and conditions of ADRA's Code of Conduct.

A contract will be signed by the engaged party prior to commencement of the assignment. The contract may detail additional terms and conditions of service, aspects on inputs and deliverables.

Qualifications of the Consultant

- i. Post-graduate or graduate studies in clinical psychology, protection or related topic
- ii. Good technical knowledge on child protection and child rights issues in line with UNICEF/INEE standards.
- iii. At least 3 years of experience in psychological and psychotherapeutic interventions, specifically working on MHPSS and protection system development.
- iv. At least 3 years of previous experience in providing protection services to displaced populations, migrants, refugees or conflict affected populations.
- v. Demonstrated experience in the development of training curricula and solid understanding of adult learning principles.
- vi. Fluency in Somali language is a mandatory requirement for this consultancy.

Application Requirements:

All expressions of interest should include:

- Cover letter, maximum three pages.
- Detailed curriculum vitae.
- Technical Proposal: maximum 5 pages interpreting the understanding of the TOR, detailed methodology of executing the task, as well as draft work plan.
- Financial Proposal: should provide cost estimates for services rendered including daily consultancy fees but to exclude accommodation and living costs; transport cost; stationeries, and supplies needed for the training as well as costs to be incurred by trainees.

Applications for this consultancy should be emailed to the Human Resource Manager using the email hr@adrasom.org not later than 12th November 2022, with “**Expression of Interest for Child-Friendly Complaints & Feedback Mechanism Training**” in the subject line.

Distribution of schools: https://adrasom.org/wp-content/uploads/2022/11/ToR_Child-Friendly-Feedback-Mechanism_Sch_Distribution.pdf