Information Sharing, Participation, and Feedback and Response Mechanisms (FRMs) Training

YMCA, Yangon, Myanmar
May 25-29, 2015
Training Objectives

• Enhance the **knowledge** and **skills** of 3MDG's Implementing Partners on information sharing, participation and Feedback and Response Mechanisms (FRMs)

• **Share** experiences and **learn from peers** about information sharing, participation and feedback and response mechanisms
<table>
<thead>
<tr>
<th>Day</th>
<th>Focus on information sharing</th>
<th>Focus on participation</th>
<th>Focus on FRMs</th>
<th>Focus on experience sharing on FRMs</th>
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<td>Day 1</td>
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• **Day 1: Focus on Information Sharing**
  – Information sharing 101
  – Exploring current practices on information sharing
  – Methods to share information
  – Challenges and solutions in sharing information
  – Information sharing planning
Training Agenda

• **Day 2: Focus on Participation**
  
  – Participation 101
  – Levels of participation
  – Current and improved practices on participation
  – Participation tools
Day 3: Focus on Feedback and Response Mechanisms (FRMs)

- FRMs 101
- Challenges and opportunities in setting up FRMs
- How to receive feedback: a portrait of the ideal staff who welcomes feedback
Training Agenda

• Day 4: Focus on FRMs (cont.)
  – How to set-up and effective FRM: a step-by-step approach
  – Evening: dinner (offered by HAP!)
Training Agenda

• **Day 5: Focus on Experience Sharing on FRMs**
  
  – Presentation from Mercy Malaysia
  – Presentation from Ratana Metta Organisation
  – Introduction to 3MDG’s Training Attendance Tracking Sheet
Information sharing 101
What is Information Sharing?

- In international development, information sharing is the **provision of information** by an organisation to all its **stakeholders**, including communities and beneficiaries.
What is Information Sharing?

• Effective information sharing is **key** to meeting the principle of **transparency**.

• This is why 3MDG has selected “Information Sharing and Transparency” as one of its eight AEI&CS standards.
What are the benefits of sharing information to communities?

Video: Importance of information sharing in World Vision’s humanitarian response to the typhoon Haiyan
What are the benefits of sharing information to communities?

- The sharing of accurate, timely and accessible information:
  - Strengthens trust
  - Increases understanding
  - Encourages participation
  - Builds community ownership
  - Improves the impact of projects
  - Reduces corruption and fraud
What can happen when there is no or little information sharing?

• Confusion and delays:
  – A lack of understanding on the process of identifying and selecting beneficiaries can lead to misunderstandings.
  – This can cause setbacks during various stages of the project cycle.
What can happen when there is no or little information sharing?

- **Waste:** if an organization does not share information with those it seeks to assist before implementing a project, it can result in inappropriate projects.
What can happen when there is no or little information sharing?

• **Increased insecurity:**

  – A lack of information sharing, or providing inaccurate or incomplete information, can result in negative perceptions of the organisation, which can lead to frustration and anger.

  – This can create security issues and could result in organisations not being able to operate effectively.
What can happen when there is no or little information sharing?

- **Sexual exploitation and abuse:**
  - A lack of knowledge of:
    - Basic rights
    - The staff code of conduct
    - Complaints procedures
  
  can leave beneficiaries and communities vulnerable to the misuse of power and to exploitation and abuse, including that of a sexual nature.
Principles of Good Information Sharing

• Accessible
• Engaging
• Timely
• Safe
• Verified
• Accountable
## Basic Information

1. Background information on the NGO
2. Details of the current project
3. Project contact information

Which Information Should Be Shared?

Reports on Project Implementation

4. Regular reports on project performance
5. Regular financial reports
6. Information about significant project changes

Which Information Should Be Shared?

Opportunities for Involvement

7. Dates and locations of key participation events
8. Specific contact details for making comments or suggestions
9. Details on how to make complaints about the NGO’s activities

Let’s Have a Look at Some Good Practices...

- Mobile information sharing with cart:
Let’s Have a Look at Some Good Practices...

• Information, Education and Communication (IEC) on malaria:
Let’s Have a Look at Some Good Practices...

• Information at screening points:
Which Information Should Not Be Shared?

- Depending on the context, it may be necessary to keep the following types of information confidential:
  - Names and details of supporters, donors, partners or staff;
  - Anything that could compromise the safety and security of project staff and beneficiaries;
  - Information that could damage the organisation’s reputation or that could be used maliciously against them.
How advanced is your organisation in terms of information sharing?

- Oxfam GB has created a nice “accountability starter pack” in which it included four levels of practice related to information sharing:

**Level 1**

- Limited project information is shared in an ad hoc manner with stakeholders.
- Most information is provided verbally and/or informally.
- Information is generally provided at the beginning of the project and may not be updated.
How advanced is your organisation in terms of information sharing?

Level 2

- Detailed project information is made publicly available: basic information about who your organisation is, what you do, how you do it, who you work with, you fund you and basic information about project budget and activities.
- Methods for sharing information are chosen by project staff and/or partners.
How advanced is your organisation in terms of information sharing?

Level 3

- Detailed project information the organisation, the partner and the project, including budgetary information and M&E reports are made available in appropriate local languages using methods that are easy for stakeholders to access: this information is regularly updated.

- A public annual report of the organisation’s work in country is available in hard copies in all country offices.
How advanced is your organisation in terms of information sharing?

Level 4

- Full project and financial information is made available in ways that are easily accessible for all stakeholders.
- Project staff negotiate how best to share project information about objectives, budget, progress and complaints-handling procedures with stakeholders in ways that are relevant, accessible and appropriate to them.
- Monitoring, evaluation and learning findings are fed back and reviewed with stakeholders.
Questions?
References

- Guide to the 2010 HAP Standard in Accountability and Quality Management
- CAFOD Accountability Briefing: Information sharing with communities
- Good Enough Guide - Impact measurement and accountability in emergency (Good Enough Guide)
- Oxfam GB Accountability Starter Pack
Thank you!
Exploring Current Practices on Information Sharing
Exploring Current Practices on Information Sharing

Let’s play a game!
Methods to Share Information
Methods to Share Information

Group Work!
Challenges and Solutions in Sharing Information
Methods to Share Information

Group Work!
Information Sharing Planning
Information Sharing Planning

• Suggested steps for information sharing planning:
  1. Develop an information sharing policy
  2. Stakeholder mapping and analysis:
     ▪ WHO do you want to communicate with?
     ▪ WHAT information do they need?
  3. Identify with communities the most appropriate formats for communicating the right information to the people who need it.
  4. Make a communication plan and ensure it is included within your project work plan and budget.
  5. Develop appropriate communication material as required.
  6. Deliver your plan and continually check that it is working – is the right information getting to people who need it?
## Communication Plan

<table>
<thead>
<tr>
<th>#</th>
<th>WHO (Stakeholder)</th>
<th>WHAT (Which information)</th>
<th>HOW (Method)</th>
<th>WHEN (Frequency)</th>
<th>Responsibility (Name of position)</th>
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<td>Communities</td>
<td>Information 1</td>
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Key points to keep in mind in developing your communication plan:

1. **Risks**: Consider the potential impact of sharing information on the security of both the deliverer and the receiver.

2. **Women and Girls**: Ensure that your communication plan includes strategies for information to reach women and girls.

3. **Vulnerable groups**: Ensure that your communication plan includes strategies for information to reach vulnerable groups.
Information Sharing Planning

Individual Work!
Participation 101
What is Participation?

- Participation in the development context is a process through which all members of a community or organization are involved in and have influence on decisions related to development activities that will affect them\(^1\).

- Community: A group of people who share an interest, a neighborhood or a common set of circumstances\(^2\).

\(^1\) [http://www.adf.gov/Training/documents/Participatory%20Development/Participatory%20Development%20Handout_Definitions.pdf](http://www.adf.gov/Training/documents/Participatory%20Development/Participatory%20Development%20Handout_Definitions.pdf)

\(^2\) [Community Participation in Local Health and Sustainable Development, WHO 2002](http://www.adf.gov/Training/documents/Participatory%20Development/Participatory%20Development%20Handout_Definitions.pdf)
Current Practice

• Which level do you feel your organization operates at?
# Levels of Participation

## IMPACT ON DECISION-MAKING

<table>
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<tr>
<th><strong>INFORM</strong></th>
<th><strong>CONSULT</strong></th>
<th><strong>INVOLVE</strong></th>
<th><strong>COLLABORATE</strong></th>
<th><strong>EMPOWER</strong></th>
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<td>To provide communities with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.</td>
<td>To obtain community feedback on analysis, alternatives and/or decisions.</td>
<td>To work directly with communities throughout the process to ensure that public concerns and aspirations are consistently understood and considered.</td>
<td>To partner with communities in each aspect of the decision including the development of alternatives and the identification of the preferred solution.</td>
<td>To place final decision making in the hands of the community.</td>
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*Adapted from IAP2’s public participation spectrum [https://www.iap2.org.au/resources/iap2s-public-participation-spectrum]*
Why is Participation Important?

• Meaningful participation has several benefits:
  – Rights-based issue: the right of communities to influence decisions that affect their lives
  – More localized and responsive services e.g. account for community needs, resources & capacities
  – More effective and equitable services
  – Improved quality and access
Why is Participation Important?

• Meaningful participation has several benefits (cont.):
  – Mobilization of additional resources
  – Greater ownership and sustainability
  – Capacity development and community empowerment
  – Improved health
Benefits of Participation

• In your experience, what are the benefits of participation? Why it is particularly important in health?
Participation & Healthcare

- Information Sharing
- Participation
- FRM
- Improved access to Quality Health care
- Improved Health
3MDG AEI Conceptual Framework

Overarching 3MDGF Goal

National progress towards the health MDGs through a rights-based approach

Improved maternal, newborn and child health and a reduction in communicable disease burden in areas supported by the 3MDG Fund

Programme Output Goal

Enhanced health services accountability and responsiveness

Constituent Elements

- Enabling Environment
- Platform(s) for Accountability, Equity and Inclusion Integration
- Empowered Citizens and Civil Society
- Health Accountability and Equity Systems
How is Participation Achieved?

• **Project Cycle:** We should create opportunities for participation at every stage of the project cycle.
Project Design Phase

- Consider how the project will include the most vulnerable & marginalized
- Share with local authorities & community the findings of assessments
- Invite representatives of local people to participate in project design
- Enable community representatives to take part in project budgeting
- Explain to people their rights as beneficiaries
- Check project design with different beneficiary groups
Project Implementation Phase

• Invite the local community, village committee & local authorities to take part in developing beneficiary selection criteria
• Announce the criteria & display them in a public place
• Invite local community and village committee to participate in selecting beneficiaries
• Announce the beneficiaries and post the list in a public place
• Announce the complaints and response mechanisms and forum for beneficiaries to raise complaints
• If recruiting additional staff advertise openly, e.g. in newspaper

• Give the local community information on when and where services can be accessed

• In order to include people living further away from the service, consider giving them transport costs

• Ensure people know how to register complaints
Monitoring Phase

• Invite community or their representatives to take part in the monitoring process

• Share findings with the village committee and community
What does a community need to be able to participate effectively?

- Information & knowledge
- Skills & capacities
- Organization & representation
- Resources
- Motivation
- Enabling environment
Whose responsibility is participation?

- Target beneficiaries, wider community
- CBOs, CSOs & other community leaders/representatives
- Service providers & implementers: INGOs, LNGOs, government health providers, private sector providers
- Local government authorities: THD, TMOs etc.
- Central government: policy & planning level
- Donors
How advanced is your organisation in terms of participation?

- Oxfam GB Accountability Matrix for participation:

**Level 1**

- Stakeholders are informed
- Plans are discussed with community representatives
- Limited analysis of who holds authority in community and how
How advanced is your organisation in terms of participation?

Level 2

- Stakeholders are consulted
- That information is used to make key decisions at all stages of project cycle
- Main social groups including most marginalized groups are identified.
- Women and men are consulted separately
How advanced is your organisation in terms of participation?

Level 2

- Stakeholders are consulted
- That information is used to make key decisions at all stages of project cycle
- Main social groups including most marginalized groups are identified.
- Women and men are consulted separately
How advanced is your organisation in terms of participation?

Level 3

- Stakeholders are consulted & regularly provide information used to make key decisions at all stages
- Decisions made jointly with project staff
- Women & men are consulted separately
- Main social groups are identified & their voices heard.
How advanced is your organisation in terms of participation?

Level 4

- Decisions made jointly
- Stakeholders contribute equally in making key decisions about the project, including planning & budget.
- Project staff make sure they work with individuals who truly represent interests of different social groups.
Thank You!

THANK YOU FOR YOUR KIND ATTENTION!
FRMs 101
What is a Complaint?

Please explain in your own words.
What is a Complaint?

A complaint is a specific grievance of anyone who has been negatively affected by an organisation’s action or who believes that an organisation has failed to meet a stated commitment.

A complaint can be about:

- Our project activities;
- A standard of technical performance;
- An organization value;
- Legal requirement;
- Staff performance or behaviour;
- Or any other point.
What is a Complaint?
What is Feedback?

Please explain in your own words.
What is Feedback?

• Feedback is to highlight and convey information to the organisation with respect to its actions.

• Feedback can be both positive and negative.

• The purpose of giving feedback is to help an organisation or individual to understand and be aware of the impact of their actions/behaviours on the community and people.

• It intends to promote or improve the performance of the organisation or individual.
What is Feedback?
What is Feedback?
What is Feedback?
Difference between feedback and complaints

Exercise: It is a complaint or it is feedback?
What is a Feedback and Response Mechanism (FRM)?

- Simple **procedures** and **mechanisms** that give users access to **safe means** of voicing **feedback and complaints** on areas relevant and within the control of 3MDG’s IPs.
What is a Feedback and Response Mechanism (FRM)?

- FRMs have many different names:
  - Complaints and Response Mechanism (CRM)
  - Complaint Handling & Response Mechanism (CHRM)
  - Community Feedback Mechanism (CFM)
  - Community Feedback Response Mechanism (CFRM)
  - Feedback Mechanism/System (FM)
  - Feedback and Response Mechanism (FARM)
  - Accountability Response Mechanism (ARM)
  - Feedback and Response Mechanism (FRM)
Why Have a FRM?

• A formal FRM is an essential component of accountability:
  
  – It’s about addressing the power imbalance between 3MDG IPs and communities through ensuring that communities can assert their right to receive what was promised and express satisfaction or dissatisfaction with services;
  
  – FRMs also allow beneficiaries to enforce organisations’ claims about quality and accountability;
  
  – On the other hand, mishandled complaints can undermine community confidence in organisations and even compromise security.
Why Have a FRM?

• This is likely to do more harm than good...
What Are the Benefits of FRMs?

• Enable us to capture and respond to the views and concerns of the women and men and communities we work with and for;

• Increase trust and communication between ourselves and the communities where we work;

• Enable us to correct our mistakes and better target our resources;
What Are the Benefits of FRMs?

• Take steps towards improving the effectiveness and therefore the impact of our programs;

• Enable us to identify problems and issues early on and resolves misunderstandings that could become bigger problems;

• Deter fraud;

• Lead to increased community ownership of programs.
What Does a FRM Look Like in Practice?

• **Beneficiary reference group**: community members who receive feedback during meetings

• **Help desks**: desks attended by either staff or community members at specific times to receive feedback

• **Suggestion Box**: locked box for receiving feedback

• **Logbooks completed by staff**: completed by staff on field visits
• **Logbooks used by community**: left in a central place for community members to fill in

• **Office days**: a regular time e.g. 1 day per week is allocated for communities to give feedback

• **Telephone or SMS**: a free telephone number for receiving complaints

• **Mail**: feedback/complaints sent in by post
Myth: the FRM will be inundated with complaints that 3MDG IPs are unable to address because they relate to issues outside of their responsibility

Fact: 3MDG IPs can address this concern by improving communication with communities on a) their program commitments and b) the scope of their mechanism – what a valid complaint is and what they can and cannot respond to.
**Myth:** the FRM is about checking on staff performance and will increase my workload

**Fact:** FRMs are not about ‘spying’ on staff or judging staff performance by identifying problems - all programs have issues! FRMs are about identifying problems so that we can resolve them and deliver on our commitments to the best of our ability. FRMs can bring greater job satisfaction and strengthen relationships with community.
Principles of Effective FRMs

• FRMs have common elements, but each one is adapted to its context
• Staff and beneficiaries should be involved in the development (how to submit and handle)
• Be clear on why you are committed (purpose)
• Be clear on who it is for (parameters)
• Be clear on what it deals with (limitations)
Principles of Effective FRMs (cont.)

• **Clear** and **simple** procedures required
• Ensure **appropriate** process for handling (effective)
• Ensure it is **user friendly** and try to **actively** solicit complaints (accessible)
• Make sure it is super **safe**
Principles of Effective FRMs

• Have a clear **referral** policy
• **Always** provide a response, whether individual or collective.
• Include an appeal process
• Keep checking that people understand the procedures
• **Always follow the procedures** strictly
• **CARE Peru Reconstruction Project**

  – A community member complained that “the houses being built in the community are deteriorating very quickly with the plaster falling off” using a toll-free telephone line.

  – CARE project team called a meeting with the local authorities, community members and the partner organisation working on construction and decided to formally investigate the complaint.
Case Study: Improvements on the Ground

- **CARE Peru Reconstruction Project**
  
  It was found that small cracks could be seen because there was not enough sand in the plaster mix – CARE promised to repair these immediately. The mayor agreed to provide transport for the fine sand. CARE consulted with the community to develop a timetable to reach all beneficiaries equally. The community watch-dog committee agreed to monitor quality of repairs and construction.
Case Study: A Cautionary Tale…

- A mechanism not implemented properly can be worse than no mechanism at all...
- In World Vision Zimbabwe a mechanism was established before proper systems and support were in place to respond to the complaints received.
  - “they have put the mechanism in place to keep us quiet...they just want us to complain directly to them and take our complaints so that we will not complain to others…”
- This was not the intention but when responses to feedback and complaints were not timely this was the perception of beneficiaries.
Lessons Learned from Other Organisations

- Implement as early as possible
- Dedicate resources
- The process involved in setting up a FRM will greatly influence its success
- Integration – with other accountability activities
- Different means to submit
- Senior manager commitment is needed
How advanced is your organisation in terms of FRMs?

- Oxfam GB Accountability Matrix for feedback:

  **Level 1**

  - No formal feedback and complaints mechanisms in place.
How advanced is your organisation in terms of FRMs?

Level 2

- Stakeholders are informed of their right to give feedback about projects, to make complaints and are offered at least one way to do both.
- Project staff ask for information feedback from stakeholders.
How advanced is your organisation in terms of FRMs?

Level 3

- Project has formal feedback and complaints mechanisms in place
- Project actively encourages stakeholders to give feedback and make complaints
- Feedback and complaints always receive a response
- Project demonstrably seeks continuous improvement in the quality and use of the complaints mechanisms
How advanced is your organisation in terms of FRMs?

Level 4

- Feedback and complaints systems are designed with stakeholders, building on respected local ways of giving feedback.
- Systems encourage the most marginalised to give feedback and are comprehensive.
- Feedback and complaints always receive a response.
- Trends are monitored and learning is fed to the wider organisation.
- Project demonstrably seeks continuous improvement in the quality and use of the complaints mechanisms.
• Comments/questions?
Challenges and opportunities in setting up FRMS
Challenges and opportunities in setting up FRMs

Hot Air Balloon Exercise
How to receive feedback
How to Receive Feedback

Exercise: a portrait of the ideal staff who welcomes feedback
How to setup an effective FRM: a step-by-step approach
First Things First

- You need to secure **organisational commitment** to setup a FRM.

- It is **not possible/advisable** for an AEI Focal Point to do this alone.

- Several departments of the organisation **must be involved** in the design and setup of the FRM (SMT, HR, Program, field staff directly affected by the FRM).

- **Do not rush the design/creation process**: it is better to take 3 months to have a functional FRM than to take 1 month and have a dysfunctional FRM. **Remember, dysfunctional FRMs can cause more harm than no FRMs at all.**
How to Setup a FRM: Overview

• Save the Children video on how to setup a FRM
HAP Suggested Steps to set up Feedback and Response Mechanisms (FRMs) for Communities

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<tr>
<th>Step</th>
<th>Description</th>
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<tr>
<td>Step 1</td>
<td>Consult with beneficiaries and communities from project areas on how and when they would like to provide feedback.</td>
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<tr>
<td>Step 2</td>
<td>Analyse information from the consultations and identify communities’ preferred ways to providing feedback.</td>
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<tr>
<td>Step 3</td>
<td>Develop a procedure for receiving, processing and responding to feedback.</td>
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<tr>
<td>Step 4</td>
<td>Develop tools to document feedback received and responses given (feedback form/log, mini-database, etc.).</td>
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HAP Suggested Steps to set up Feedback and Response Mechanisms (FRMs) for Communities

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<tr>
<td>Step 5</td>
<td>Develop relevant and contextualized Information Education and Communication (IEC) materials to promote communities' awareness on FRMs.</td>
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<td>Step 6</td>
<td>Communicate about FRMs to all staff which includes providing training to staff to manage and respond to feedback.</td>
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<td>Step 7</td>
<td>Set up and run FRMs.</td>
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<td>Step 8</td>
<td>Communicate about FRMs to beneficiaries and communities, including women and vulnerable groups. Clearly explain the scope of the FRMs, the right to provide feedback, the expected time to receive a response and how the whole mechanism works.</td>
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<tr>
<td>Step 9</td>
<td>Monitor feedback received and provide responses according to your procedure.</td>
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Step 1: Consulting with community on how and when they would like to provide feedback
Step 1: Consulting with community on how and when they would like to provide feedback

• Consulting with communities about how they would like to provide feedback is a crucial but often overlooked step

• Otherwise, we risk to create FRMs that won’t be used!
Step 1: Consulting with community on how and when they would like to provide feedback

- Consult with men and women *separately*.
- Ensure that *every* voice is heard.
- Tell FGD participants that their choices will inform the design of the FRM but that it also depends on the resources that your organisation has.
- Don’t make promises at this stage about which channel(s) will be used.
- **BUT** do tell FGD participants that will you keep them updated about the FRM (and do it!).
Step 1: Consulting with community on how and when they would like to provide feedback
**Step 1:** Consult with beneficiaries and communities from project areas on how and when they would like to provide feedback.
Step 1: Consult with beneficiaries and communities from project areas on how and when they would like to provide feedback.
Step 2: Analyse information from the consultations and identify communities’ preferred ways to providing feedback.
Step 2: Analyse information from the consultations and identify communities’ preferred ways to providing feedback.

- Consider **community preferences** and **program resources** to choose channels to provide feedback.

- Also ensure to involve the **staff most impacted by the FRM (field staff)** when choosing the channels your organisation will use.
Step 2: Analyse information from the consultations and identify communities’ preferred ways to providing feedback.

- There are several channels to provide feedback and each one has its pros and cons:

<table>
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<th>Channels to provide feedback</th>
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<tr>
<td>3. Logbook completed by staff</td>
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<tr>
<td>6. Telephone (call)</td>
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<td>9. Partner</td>
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- Consult “Setting Up Complaints Response Mechanisms – A Guideline” from Save the Children (2011) for the pros and cons of each of the channels above.
Step 3: Develop a procedure for receiving, processing and responding to feedback
Step 3: Develop a procedure for receiving, processing and responding to feedback

FRM Procedure: Learning by Evaluating!
Step 4: Develop tools to document feedback received and responses given
Step 4: Develop tools to document feedback received and responses given

- Once the procedure is developed (or at the same time the procedure is developed), tools to receive and record feedback should be created.

- The tools depend on the channels you choose for communities to provide feedback.
LWF’s Complaint Form

CONFIDENTIAL

This form should be completed by the person wishing to lodge a complaint or documented by a third party. All information must be held securely and confidentiality must be maintained at all times.

File Number: _______

A: General data

1. Room No: _______
2. Date of incident: _______
3. Time of incident: _______
4. Place of incident: _______
5. Date of reporting: _______
6. Time of reporting: _______

B: What is the complaint? (State the nature and key issue of the Complaint)

C. State what kind of a response you expect from LWF and how you wish to see the matter resolved.
Save the Children’s Suggestion Letter
Step 4: Develop tools to document feedback received and responses given

- You should however *always* develop a database to document all feedback received. You can use a simple Excel sheet to do that.
Step 4: Develop tools to document feedback received and responses given

Group work: Which fields should be in my FRM database?
Step 4: Develop tools to document feedback received and responses given

- Suggested fields to be included in FRM database:
  1. No.
  2. Status of feedback
  3. Date of feedback received
  4. Method used to provide feedback
  5. Name of feedback provider
  6. Sex of feedback provider
  7. Age of feedback provider
  8. Phone number of feedback provider (if available)
  9. Region/State
 10. Township
 11. Village
 12. Project feedback is related to
 13. Description of feedback received
 14. Category of feedback received
 15. Preferred method of feedback provider to receive a response
 16. Date when feedback is formally acknowledged to feedback provider
 17. Body/Staff who handled the feedback
 18. Description of investigation (if investigation required)
 19. Response given
 20. Date of response given
 21. Did feedback provider appeal response given?
 22. Date when consultation after appeal is conducted
 23. Date case closed
Step 5: Develop relevant and contextualized IEC materials to promote community awareness on FRMs
Step 5: Develop relevant and contextualized IEC materials to promote community awareness on FRMs

• Key principles to develop IEC materials to promote your FRM:
  – Engaging and inviting
  – Ideally including both text and images to help reaching illiterate community members
  – Clearly presenting key information:
    • How to provide feedback
    • Stages of the process
    • Frequency of collection (if applicable)
    • How long will the response take
    • The appeal process
    • Contact information
IEC Material Examples: Save the Children
IEC Material Examples: LWF
IEC Material Examples: LWF
IEC Material Examples: LWF
Step 6: Communicate about FRMs to all staff which includes providing training to staff to manage and respond to feedback
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• Staff commitment to manage and use a complaints mechanism is a critical factor for its success.

• It is important to build staff understanding and appreciation of the importance of feedback.

• Some staff may feel that the FRM is there to spy on them or that they might lose their jobs. Clearly communicate it is not the case.
Step 6: Communicate about FRMs to all staff which includes providing training to staff to manage and respond to feedback
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- Ensure the staff who will be managing the FRM know:
  - The FRM procedure
  - How to practically implement the mechanism
  - The staff Code of Conduct and other key policies of the organisation
Step 7: Set up and run FRMs
Step 8: Communicate about FRMs to beneficiaries and communities
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Role Play!
Step 7: Set up and run FRMs
Step 8: Communicate about FRMs to beneficiaries and communities

• Example of a Myanmar Government announcement in a newspaper to encourage citizens to report corruption and get a response
Step 9: Monitor feedback received and provide responses according to your procedure
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• Once you start receiving feedback, you must:
  – Ensure to manage feedback according to your procedure
  – Respond within the timeframe stated – it is especially important for building the trust of communities in your FRM
  – HAP’s recommendation is to respond to all feedback received (feedback and complaints)
  – All feedback received must be confidentially filed and registered in a database.
Step 9: Monitor feedback received and provide responses according to your procedure

- Not to do!
Step 9: Monitor feedback received and provide responses according to your procedure

• Not to do!
Step 9: Monitor feedback received and provide responses according to your procedure

- You must have a system in place to periodically review the feedback received and responses provided (this is usually described in the FRM procedure).

- For example, in CARE Myanmar, the M&E Unit reviews the database once every quarter to ensure that complaints are properly addressed.
Step 9: Monitor feedback received and provide responses according to your procedure

- It is also good to formally review the feedback received in your periodic learning events.
- This will help you to use the feedback/lessons learned in your current and future activities.
Step 9: Monitor feedback received and provide responses according to your procedure
Experience sharing on FRMs: presentations from Mercy Malaysia and RMO
Introduction to 3MDG's Training Attendance Tracking Sheet
It’s time to say goodbye: let’s remember this when we work really hard to advance AEI&CS...
Step 9: Monitor feedback received and provide responses according to your procedure.