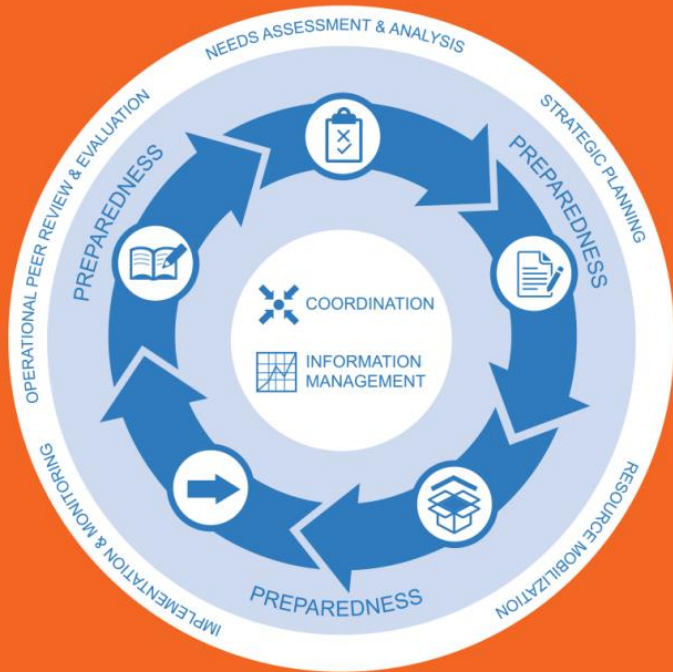


Core Humanitarian  
STANDARD

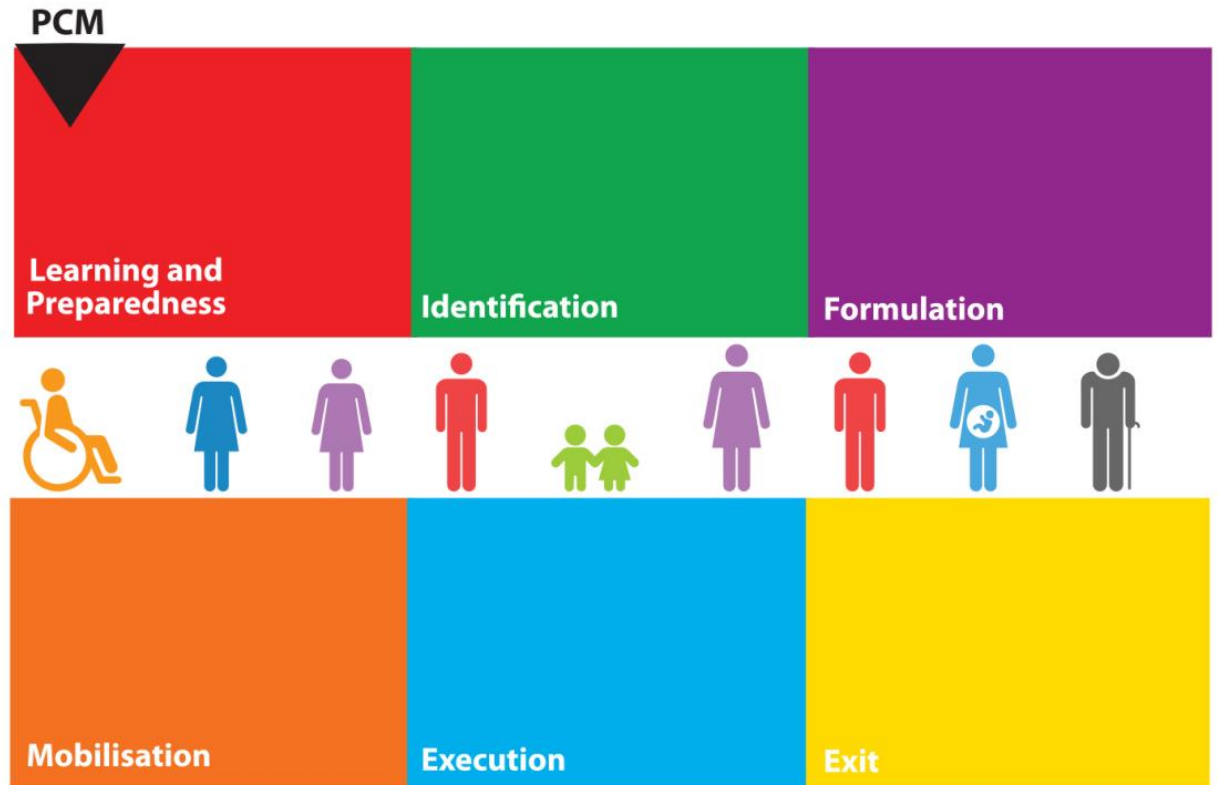


In Partnership with:



# Quality and Accountability for Project Cycle Management

## A Holistic Approach for Field Practitioners



Third Edition: January 2020

Author: *Sylvie Robert*

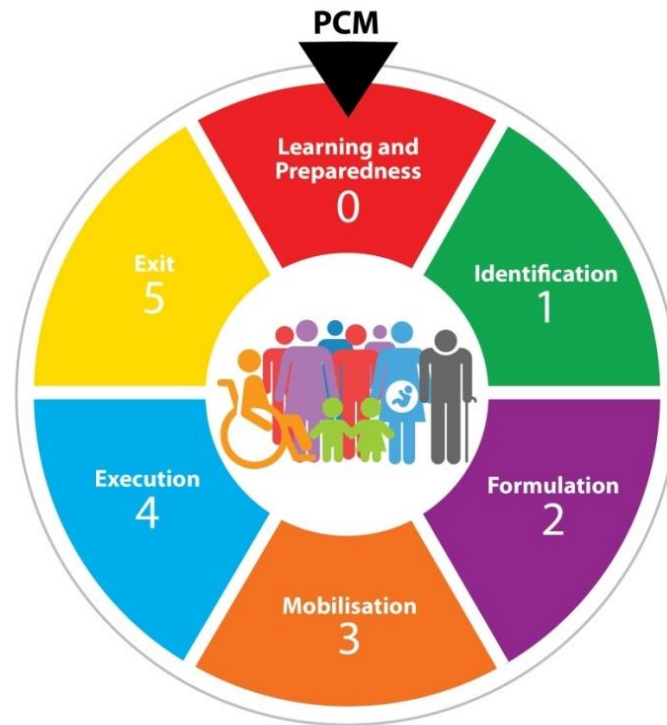
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# Quality and Accountability for Project Cycle Management



## Quality and Accountability for Project Cycle Management

**Humanitarian standards related to Quality and Accountability to Affected Populations (AAP)** have brought humanitarian actors one step forward in terms of principles and commitments towards the people they seek to assist. However, humanitarian field practitioners acknowledge confusion in the knowledge and the application of standards, and the sector recognizes the **need for cultural and systemic changes** to enhance Quality and AAP, including **Protection from Sexual Exploitation and Abuse (PSEA)**.

As we shift towards a **collective inter-agency approach to Quality and AAP – including PSEA**, with common frameworks and more systematic measurement and verification at national or response-levels, it needs to be integrated into **programming cycles, at both inter-agency and organizational levels**, through a people-centered lens.

**This Booklet is designed for field practitioners.** It is providing an easy access to information and tools to apply Quality and AAP, including PSEA., for the sake of enforcing people's Rights through a people-centered approach enabling functional two-ways communication relevant to people's languages, styles and culture.

**This Booklet promotes shared decision making at all phases of the programming cycles** which however cannot happen without a thorough review of the humanitarian organisations' way of thinking and working.



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## An Interactive Edition:

Click on grey links or on [images](#) to navigate and explore more resources

### A 3-day Training Package

A 3-day Training Package on Quality and Accountability for Project Cycle Management composed of 10 training modules is available. It accompanies this Booklet to support awareness raising and capacity building. It is presented in a format that allows adaptation to specific audiences and contextualization, which is crucial.

### Share your feedback on this third Edition: Consultation is opened on an ongoing basis!

This third Edition is opened to a wide audience for use and for ongoing consultation through various platforms. We welcome any comments and inputs on an ongoing basis. **Updates will be uploaded regularly on a needs basis throughout 2020.** Check out the date on the front page indicating the latest review!

We greatly appreciate any contribution in the format of stories or case studies related to the implementation of Quality and Accountability throughout the Project Cycle Management/ Humanitarian Programme Cycle.

Please share your feedback and contributions to both:

- [Sylvie Robert](#), Booklet Author, Independent Consultant: [sylvierobertconsulting@yahoo.fr](mailto:sylvierobertconsulting@yahoo.fr)
- [Shama Mall](#), Booklet Publisher, Community World Service Asia: [shaprograms@communityworldservice.asia](mailto:shaprograms@communityworldservice.asia)

Thank you in advance!

# Introduction

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## 1. Acknowledgements

As part of its active involvement on Quality and Accountability since 2005, **Community World Service Asia (CWSA)** initiated and supported the publication of this Booklet in 2013 which was written jointly by *Astrid de Valon* and *Sylvie Robert*.

CWSA acknowledges **Sylvie Robert** (Independent Consultant, Quality and Accountability Specialist) as the author of this booklet on ‘Quality and Accountability for Project Cycle Management’. CWSA team led the management and editing of this third edition which builds on the previous edition from December 2014.

**CHS Alliance** provided some support to this process through its global learning strategy on Quality and Accountability, as well as **Sphere** who actively contributed to the review, and **ICVA** who authorized the use of a briefing paper prepared in November 2018 on a similar topic. Various individuals and organisations provided feedback and inputs during the consultation held in November 2019 – with special thanks to **Rizwan Iqbal**, ACT Alliance Global Quality and Accountability Officer. Participants to the **Training of Trainers on Quality and Accountability to Affected Populations** organized in Bangkok in November 2019 also contributed actively to the revision of this edition.

### **Disclaimer**

Since the positions of standards’ initiatives, projects, organisations, agencies and individuals vary, this Booklet should not be taken as a comprehensive position on the topic but rather as one of the tools that help understand how all can fit together.

The logos of standards on the front page show that those are being referenced in this publication and do not reflect global endorsement.

## About Community World Service Asia

Community World Service Asia (CWSA) is a humanitarian and development organization, registered in Pakistan, head-quartered in Karachi and implementing initiatives throughout Asia.



CWSA aims to address factors that divide people by promoting inclusiveness, shared values, diversity, and interdependence. Marginalized communities are assisted Irrespective of race, faith, color, age, sex, economic status, or political opinion. Respecting the right to choose how to live, CWSA works with marginalized communities to overcome the impacts of inequalities and lead peaceful, dignified and resilient lives.

CWSA focus areas include: Emergencies; Climate Action and Risk Reduction; Education; Health; Livelihoods; Water, Sanitation & Hygiene; Equality, Inclusion and Participation; and Quality and Accountability. CWSA engages in the self-implementation of projects, cooperation through partners, and the provision of capacity building trainings and resources at the national, regional and global levels.

To strengthen and extend the reach of CWSA commitments to promoting quality and accountability in humanitarian response, CWSA is a member of the Core Humanitarian Standard (CHS) Alliance and Sphere. CWSA is the Sphere Country Focal Point in Pakistan and the Sphere Regional Partner in Asia.

CWSA is ISO 9001:2015 certified and has also received the USAID management standards certification. CWSA has also been certified as a Gender Friendly Organization (GFO) in Pakistan and have undergone the CHS self-assessment.

CWSA's commitment and capacities enables the organization to collaborate with key partners on advocating, building capacity, and enhancing quality and accountability of humanitarian action both within Pakistan and the wider region.

## 2. Background on Quality and Accountability

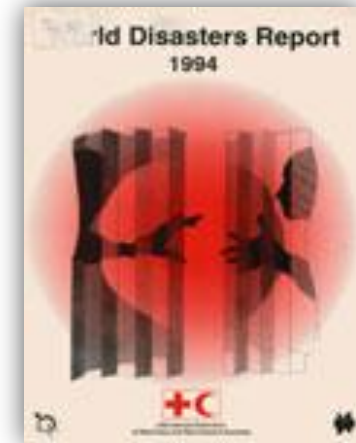
### A brief history

Our story of humanitarian standards begins far back, maybe at the **Battle of Solferino (1859)**, or throughout the response to the **Biafran war (1967-70)**. However, the 1990s are a decisive turning point with a number of historical events and key initiatives leading to the current set of Quality and Accountability Standards.

In 1991, the French Red Cross Society proposed to develop common standards for relief agencies.

IFRC's **World Disasters Report 1994**, specifically its first section 'Knowledge, Power and Need in Disasters' - which should absolutely be read again in the light of today's world! - explained the rationale:

There was no accepted body of professional standards to guide humanitarian work at a time when the number of disaster-affected people was steadily increasing, disaster relief was becoming a big business, humanitarian agencies were increasingly the only agencies working with the poor and marginalized, and NGOs were coming under pressure to act as agents of donor policy, seeking only easy tasks or those with high media profile.



World Disasters Report 1994

#### SECTION ONE: KNOWLEDGE, POWER AND NEED IN DISASTERS

<b>Part I:</b>	<b>How the misuse of power creates vulnerability</b>	<b>13</b>
	<i>Focus 1 Universal Declaration of Human Rights</i>	<b>19</b>
<b>Part II:</b>	<b>A professional code for disaster-response agencies</b>	<b>21</b>
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<b>Part III:</b>	<b>Information and vulnerability: how secrecy kills</b>	<b>33</b>
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## The 'Code of Conduct'

The result of a collaboration between the IFRC, the ICRC and the Steering Committee for Humanitarian Response (SCHR) was the 1994 'Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organisations (NGOs) in Disaster Relief' setting 10 ethical principles as well as 3 annexes with recommendations to governments of affected states, donor governments and intergovernmental organizations. which all humanitarian actors should adhere to in their disaster response work.

The Code of Conduct was inserted as a primary foundation in all editions of the Sphere Handbook, starting from 2000.



Sphere, page 6

**Purpose**  
This Code of Conduct seeks to guard our standards of behaviour. It is not about operational details, such as how one should calculate food rations or set up a refugee camp. Rather, it seeks to maintain the high standards of independence, effectiveness and impact to which disaster response NGOs and the International Red Cross and Red Crescent Movement aspires. It is a voluntary code, enforced by the will of the organisation accepting it to maintain the standards laid down in the Code. In the event of armed conflict, the present Code of Conduct will be interpreted and applied in conformity with international humanitarian law. The Code of Conduct is presented first. Attached to it are three annexes, describing the working environment that we would like to see created by Host Governments, Donor Governments and Intergovernmental Organisations in order to facilitate the effective delivery of humanitarian assistance.

## The Code of Conduct

### Principles of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Response Programmes

1. The humanitarian imperative comes first
2. Aid is given regardless of the race, creed or nationality of the recipients and without adverse distinction of any kind.  
Aid priorities are calculated on the basis of need alone
3. Aid will not be used to further a particular political or religious standpoint
4. We shall endeavour not to act as instruments of government foreign policy
5. We shall respect culture and custom
6. We shall attempt to build disaster response on local capacities
7. Ways shall be found to involve programme beneficiaries in the management of relief aid
8. Relief aid must strive to reduce future vulnerabilities to disaster as well as meeting basic needs
9. We hold ourselves accountable to both those we seek to assist and those from whom we accept resources
10. In our information, publicity and advertising activities, we shall recognise disaster victims as dignified humans, not hopeless objects

#### The Working Environment

##### Annex I: Recommendations to the governments of disaster affected countries

1. Governments should recognise and respect the independent, humanitarian and impartial actions of NGHAs
2. Host governments should facilitate rapid access to disaster victims for NGHAs
3. Governments should facilitate the timely flow of relief goods and information during disasters
4. Governments should seek to provide a coordinated disaster information and planning service
5. Disaster relief in the event of armed conflict

##### Annex II: Recommendations to donor governments

1. Donor governments should recognise and respect the independent, humanitarian and impartial actions of NGHAs
2. Donor governments should provide funding with a guarantee of operational independence
3. Donor governments should use their good offices to assist NGHAs in obtaining access to disaster victims

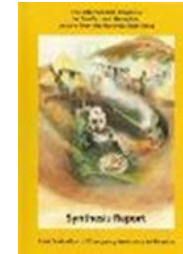
##### Annex III: Recommendations to inter-governmental organisations

1. IGOs should recognise NGHAs, local and foreign, as valuable partners
2. IGOs should assist host governments in providing an overall coordinating framework for international and local disaster relief
3. IGOs should extend security protection provided for UN organisations, to NGHAs
4. IGOs should provide NGHAs with the same access to relevant information as is granted to UN organisations

## Lessons from the Emergency Assistance to Rwanda in 1994

From 1994, the response to the Rwandan genocide compelled the humanitarian community as a whole to reflect on its emergency management and response effectiveness.

The 1996 Joint Evaluation of Emergency Assistance to Rwanda (JEEAR) found that while ‘the performance of many NGOs was highly impressive... there were numerous examples where this was not the case... Some NGOs sent inadequately trained and equipped personnel... [and] some undertook to cover a particular sector or need and failed.’



The study conclusion was that ‘the current mechanisms for ensuring NGOs adhere to certain professional standards are inadequate.’

### Recommendation II

Some form of regulation or enforcement is needed to ensure improvements in performance by NGOs. Two options are formulated below:

- (i) Self-managed regulation. Under this option, NGO networks could be assisted in acquiring greater capacity to monitor member compliance with the Code and standards.
- (ii) An international accreditation system. Under this option, core criteria for accreditation would be developed jointly by official agencies and NGOs. These criteria would need to be adapted and supplemented for a specific complex emergency. This is the option recommended by Study III.

*JEEAR 1996 (page 29)*

The study recommended that ‘a set of standards being developed by several NGO networks should be widely disseminated and promoted among NGOs, official agencies and governments.’ A debate was launched within the humanitarian community on the appropriateness of having a ‘self-managed regulation’ *versus* an ‘international accreditation system’. Ideas such as an **ombudsman** were discussed.

Finally, a self-managed regulation, implying an internally-led verification mechanism, was designated as a preferred option by the INGOs.

**As a follow up, several initiatives** have emerged at the end of the 90s/beginning of the 2000s, aiming at improving the quality and accountability of humanitarian response: **ALNAP** was established to support learning and accountability in the humanitarian sector; The Sphere Project, now **Sphere**, was launched to improve the quality of humanitarian work during disaster response, and it created a **Humanitarian Charter** and identified a set of humanitarian standards to be applied in humanitarian response; The **Humanitarian /Accountability Partnership International (HAPI)** Project was launched in response to concerns about the lack of accountability towards crisis-affected communities; The **People In Aid Code of Good Practice** was published, as well as the **Participation Handbook** from Groupe URD and ALNAP.

## Communities and people at the center

Simultaneously, concepts such as ‘Do No Harm’ which aimed to prevent the inadvertent and unintentional negative impacts of aid on conflict, as well as ‘Listen to People’, contributed to positioning communities and people at the center and advocating for power balance and accountability to affected populations.

## The humanitarian standards history was underway

The following two decades saw significant energy and resources dedicated to ensure that the people we serve are given the best possible care through the application of Quality and Accountability standards, codes, principles and commitments. Many more initiatives, projects and sets of standards were launched, the common starting point for most of those quality and accountability initiatives being ‘the Code of Conduct’.

**A move towards greater coherence of the standards** began from 2005 at field level where actors would search for logical and coherent ways to use and implement jointly the codes and standards.

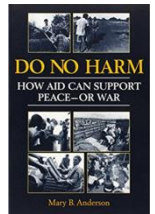
For example, as a response to the Earthquake in South East Asia, **Community World Service Asia** hosted the first **Sphere Focal Point** and implemented in Northern Pakistan joint trainings on Sphere, HAP International and People in Aid, for both humanitarian workers and the Pakistani Army which had access to the affected areas.

A group formed by the precursor quality and accountability initiatives - The Humanitarian Accountability Partnership (HAP), People In Aid and Sphere - came together in 2012 under the **Joint Standards Initiative (JSI)** with the common goal of identifying links and making it simpler and easier for aid workers to implement standards. The **Joint Standards Initiative, JSI** study launched in 2013 recommended the initiation of a core standard process.

### The Six Lessons of Do No Harm

The Do No Harm Project was a collaborative learning effort led by *CDA Collaborative Learning Projects*. Thousands of aid workers, donors and communities shared their experiences of aid in conflict. Based on collective experience, the following six lessons were seen to be universal:

1. When an intervention of any kind enters a context, it becomes part of that context.
2. All contexts are characterized by Dividers and Connectors.
3. All interventions will interact with both Dividers and Connectors, making them better or worse.
4. Interventions interact with Dividers and Connectors through their organizational Actions and the Behavior of staff.
5. The details of an intervention are the source of its impacts.
6. There are always Options.



The **Core Humanitarian Standard (CHS)** on Quality and Accountability is a direct result of this global move in which the Humanitarian Accountability Partnership (HAP) International, People In Aid and the Sphere Project joined forces in 2015 to seek greater coherence for users of humanitarian standards.



The CHS is co-owned by three organisations: the CHS Alliance focuses on **self-assessments** using the CHS as a benchmark, Sphere has incorporated the CHS into the **2018 Sphere Handbook**, and the Groupe URD refers to the CHS within its **Compass** method.

The **Humanitarian Standards Partnership (HSP)** was also initiated, supporting through the coordination of seven sets of standards, including Sphere.



**Another move towards the measurement of the achievements of Quality and Accountability** led to third party verification and certification and the set-up of the **Humanitarian Quality Assurance Initiative (HQAI)** in order to provide independent verification and certification on NGOs performance against the CHS.



The **Grand Bargain** was launched during the **World Humanitarian Summit (WHS)** in Istanbul in May 2016. It was a shared commitment between some of the largest donors and humanitarian organisations who have committed to get more means into the hands of people in need and to improve the effectiveness and efficiency of the humanitarian action. The **Grand Bargain Participation Revolution Recommendations (GBPRR)** promoted effective participation of people affected by crisis in humanitarian decisions.

Finally, as an integral part to the UN Transformative Agenda, Accountability to Affected Populations (AAP) is now omnipresent in the humanitarian space. The main focus is on standards, codes of conduct, and commitments like those from the **Inter-Agency Steering Committee (IASC)**, promoted through the **Results Group 2 on Accountability and Inclusion**.

There is currently a move to design and enforce collective accountability frameworks and explore AAP mainstreaming in the Country Based Pooled Funds. This is work in progress.

### 3. Rationale for Quality and Accountability to Affected Populations

#### A Rights-Based Approach

Quality and Accountability to Affected Populations directly links to rights and responsibilities. Humanitarian action is framed by a set of international laws underpinning the right of beneficiaries. These laws have been translated into principles that are easier to understand and apply in the field. Improving the quality and accountability of projects actually contributes to enforce the rights of the projects' targeted people and communities.



The most well-known Quality and Accountability initiatives have adopted a **Right-Based Approach** and have put humanitarian principles at their core. They refer to two main texts when framing their principles and standards:

- The 'Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organisations (NGOs) in Disaster Relief'
- Sphere Humanitarian Charter

Both texts are underpinned by 3 bodies of international law that frame humanitarian action:

- International Human Rights Law
- International Humanitarian Law (IHL)
- Refugee Law



---

The CHS acknowledges four widely accepted humanitarian principles:

- **Humanity**
- **Impartiality**
- **Independence**
- **Neutrality**

---

Sphere recognizes the rights of all people affected by disasters or conflict:

- **The right to life with dignity**
  - **The right to receive humanitarian assistance**
  - **The right to protection and security**
-



“We commit ourselves to attempting consistently to achieve standards and we expect to be held to account accordingly.”

The Humanitarian Charter,  
Sphere Handbook

[spherestandards.org](http://spherestandards.org)

# The Humanitarian Charter

A rock-solid foundation for humanitarian response

Learn more at [spherestandards.org/humanitarian-charter](http://spherestandards.org/humanitarian-charter)

CARTOON MOVEMENT



## A people-centered approach

One of the direct translations from the Rights Based Approach is a people-centered approach. The sector as a whole agrees that this approach is crucial and that efforts towards enhanced quality and accountability should focus on affected populations as the primary target.



‘Putting people at the center’ is a commitment quoted by all humanitarian Standards for Quality and Accountability and it remains a strong principle for action.

However, as shown through our history, applying this commitment is challenging and there is a need to:

- Define better who are the ‘people’ in the people-centered approach
- Measure and verify more systematically and collectively the involvement of the people and communities
- Balance power dynamics
- Have flexible funding and reporting options
- ‘Shift around’: Adopt a mind shift that still has not happened

Therefore **shifting power** and minds is one of the key upcoming challenge requiring systemic changes and fundamental adaptations.

### Scope:

#### The Nexus Humanitarian-Development-Peace (HDP) and Disaster Risk Management and Response

The scope for the Quality and Accountability standards’ application is emergencies and protracted situations, with a consideration of the link between emergency and development which is reflected in the **Nexus Humanitarian-Development-Peace Building (HDP)** and the **Disaster Risk Reduction (DRR)** and Disaster Risk Management (DRM).





## 4. Defining Quality and Accountability

### **Accountability to Affected Populations (AAP) is at the core of overall humanitarian accountability**

Accountability to Affected Populations and to communities is often discussed as a separate issue while it should be seen as the overarching accountability, under which all others should fall, i.e. Governments, host countries, donors, partners, peer organisations, and, not least, the organisations' own staff.

AAP expresses the relationship between aid organisations and the people and communities: we are there to support them and to respond to their expressed needs. In the endeavor to provide aid, organisations will be held to account to other stakeholders as well.

### **Humanitarian organisations are firstly accountable to the people they work with**

Without meaningful and effective AAP, the humanitarian sector loses its overall legitimacy and '*raison d'être*'. This is reflected through the people-centered approach.



Each initiative and organisation has its own way of defining those terms, although all share common values and principles which are fundamental to humanitarian action. Those common values and principles have been translated in many ways: Codes of Conduct, a Humanitarian Charter, ethical frameworks, guidelines, rights-based approaches, and so on.

While there is no single agreed definition for Quality and Accountability, with both quality and accountability being intimately linked, the following are the most well-known and accepted definitions.

<p><b>Quality</b> is about doing work well. In the humanitarian sector, this means effectiveness (impact), efficiency (timeliness and cost of a response or service) and appropriateness (taking account of needs and context) of elements of a humanitarian response. It requires assessments and feedback from stakeholders on what an agency is doing well and how it can learn how to do better. It means measuring outcomes against recognised mechanisms and/or standards.</p> <p>The term <b>Quality</b> is also used to refer to goods provided to affected populations that suit their purpose and are appropriate.</p> <p style="text-align: right;"><i>Sphere (glossary)</i></p>	<p><b>Accountability</b> is the process of using power responsibly, taking account of, and being held accountable by, different stakeholders, and primarily those who are affected by the exercise of such power.</p> <p><b>Quality</b> is the totality of features and characteristics of humanitarian assistance that support its ability to, in time, satisfy stated or implied needs and expectations, and respect the dignity of the people it aims to assist.</p> <p style="text-align: right;"><i>CHS-Core Humanitarian Standard</i></p>
<p><b>Quality assurance...</b> is a systematic process to determine the extent to which an organisation applies an agreed set of requirements (also called a standard). There are three types of quality assurance processes:</p> <ul style="list-style-type: none"> <li>• <b>First-party</b> – when the organisation undertakes a self-assessment, either through its own staff or consultants.</li> <li>• <b>Second-party</b> – when an organisation that is somehow related to the one that is assessed (e.g. a donor assessing one of its partners) undertakes the assessment.</li> <li>• <b>Third-party</b> – when an independent party carries out the assessment.</li> </ul> <p style="text-align: right;"><i>Humanitarian Quality Assurance Initiative (HQAI)</i></p>	<p><b>Accountability to Affected Populations (AAP)</b> is an active commitment to use power responsibly by:</p> <ul style="list-style-type: none"> <li>• <b>Taking account of the community</b> - Giving communities influence over decision making in a way that accounts for their diversity, and allows the views of the most at-risk to be equally considered</li> <li>• <b>Giving account to the community</b> - Transparently and effectively sharing information with communities</li> <li>• <b>Being held to account by the community</b> – Giving communities the opportunity to assess and if appropriate sanction your actions.</li> </ul> <p style="text-align: right;"><i>IASC-Inter-Agency Standing Committee</i></p>

# PART A - Quality and Accountability to Affected Populations

## 1. Global Commitments on Quality and Accountability

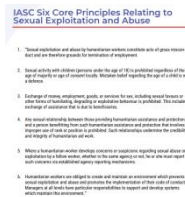
The Inter-Agency Steering Committee (IASC) has defined overarching Commitments on Accountability to Affected Populations (AAP) and Core Principles relating to Sexual Exploitation and Abuse (SEA).

IASC 4 Commitments on Accountability to Affected populations (CAAP) and Protection from Sexual Exploitation and Abuse (PSEA), 2017

- Commitment 1: **Leadership**
- Commitment 2: **Participation and partnership**
- Commitment 3: **Information, feedback and action**
- Commitment 4: **Results**



IASC 6 Core Principles Relating to Sexual Exploitation and Abuse (SEA), 2019



Rules on sexual conduct for humanitarian workers:

A plain-language version of the PSEA principles in more than 100 languages is available.

## IASC Six Core Principles Relating to Sexual Exploitation and Abuse

---

1. "Sexual exploitation and abuse by humanitarian workers constitute acts of gross misconduct and are therefore grounds for termination of employment.
2. Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief regarding the age of a child is not a defence.
3. Exchange of money, employment, goods, or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour is prohibited. This includes exchange of assistance that is due to beneficiaries.
4. Any sexual relationship between those providing humanitarian assistance and protection and a person benefitting from such humanitarian assistance and protection that involves improper use of rank or position is prohibited. Such relationships undermine the credibility and integrity of humanitarian aid work.
5. Where a humanitarian worker develops concerns or suspicions regarding sexual abuse or exploitation by a fellow worker, whether in the same agency or not, he or she must report such concerns via established agency reporting mechanisms.
6. Humanitarian workers are obliged to create and maintain an environment which prevents sexual exploitation and abuse and promotes the implementation of their code of conduct. Managers at all levels have particular responsibilities to support and develop systems which maintain this environment."

## 2. Humanitarian Standards for Quality and Accountability

The humanitarian standards related to quality and accountability have been designed following consultative processes and are based on evidence and research. They compile best practices and sometimes also highlight challenges for the sake of learning.

The standards are general and qualitative in nature, stating the minimum to be achieved in any crisis, and need to be applied equally across all humanitarian programming. Humanitarian standards are practical expressions of rights and principles.

The following sets of standards for Quality and Accountability are the most well-known:

- The Core Humanitarian Standard (CHS)
- Sphere Standards, which include the CHS as one of their foundation chapters
- The Humanitarian Standards Partnership (HSP), including Sphere
  - Humanitarian Inclusion Standards for Older People and People with Disabilities
  - Livestock Emergency Guidelines and Standards (LEGS)
  - Minimum Economic Recovery Standards (MERS)
  - Minimum Standards for Child Protection in Humanitarian Action (CPMS)
  - Minimum Standards for Education: Preparedness, Response, Recovery (INEE)
  - Minimum Standard for Market Analysis (MISMA)
  - Sphere

There are more sets of standards related to quality and accountability designed for different actors, such as:

- The Global Standard for CSO Accountability from the Australian Council For International Development (ACFID)
- HPass for individual humanitarian workers and organisations on humanitarian learning and assessment
- The International Child Safeguarding Standards by Keeping Children Safe
- The Minimum Operating Standards (MOS-PSEA)
- The Professional Standards for ICRC for Protection Work

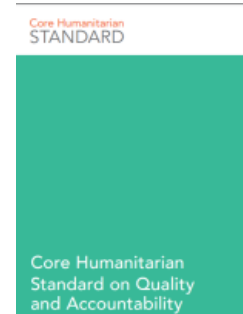
## The Core Humanitarian Standard (CHS)

**Core Humanitarian STANDARD** The Core Humanitarian Standard on Quality and Accountability (CHS) is the Standard owned by CHS Alliance, Sphere and Groupe URD.

The CHS is the result of a global consultation process. It draws together key elements of existing humanitarian standards and commitments.

The CHS sets out 9 Commitments that organisations and individuals involved in humanitarian response can use to improve the quality and effectiveness of the assistance they provide.

The CHS places communities and people affected by crisis at the centre of humanitarian action. As a core standard, the CHS describes the essential elements of principled, accountable and high-quality humanitarian aid. It is a voluntary and verifiable standard.



# THE NINE COMMITMENTS

Core Humanitarian  
STANDARD

Communities and people affected by crisis can expect:

One



Assistance appropriate and relevant to their needs

Two



Access to the humanitarian assistance they need at the right time

Three



That they are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action

Four



To know their rights and entitlements, have access to information and participate in decisions that affect them

Five



Access to safe and responsive mechanisms to handle complaints

Six



Coordinated, complementary assistance

Seven



Delivery of improved assistance as organisations learn from experience and reflection

Eight



Assistance from competent and well-managed staff and volunteers

Nine



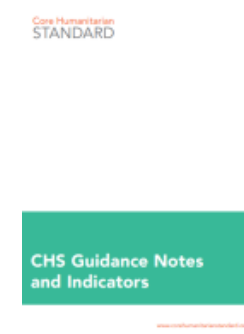
That the organisations assisting them are managing resources effectively, efficiently and ethically

## CHS Guidance Notes and Indicators

The CHS Guidance Notes and Indicators supplement the CHS. They are aimed at all humanitarian actors and organisations involved in planning, managing or implementing a humanitarian response.

This document provides clarification on the Key Actions to be undertaken in order to fulfil the Commitments and Organisational Responsibilities to support the consistent and systematic implementation of the Key Actions throughout the organization - laid out in the CHS and examines some of the practical challenges that may arise when applying the Standard.

The CHS Guidance Notes and Indicators provides indicators and guiding questions to promote measurement of progress towards meeting the Standard as well as drive continuous learning and improvement.



## CHS PSEA Index

Protection from Sexual Exploitation and Abuse (PSEA) is mainstreamed throughout the CHS and referenced in several Commitments of the Standard. As such, and due to the critical importance of organisations' ability to assess their performance on PSEA, the relevant indicators were combined into a CHS PSEA Index which comprises selected indicators.

The CHS self-assessment tool also proposes a [CHS Gender and Diversity Index](#), as well as a [CHS Localisation Index](#), which are detailed in the [CHS Self-Assessment tool](#).



## Sphere

The 2018 Sphere Handbook – Humanitarian Charter and Minimum Standards in Humanitarian Response has four foundation chapters and four technical chapters. The Handbook reflects Sphere’s commitment to a principled and rights-based humanitarian response. It is based on fundamental respect for people’s right to be fully involved in decisions regarding their recovery.

The four foundation chapters include ‘What is Sphere?’, the Humanitarian Charter, the Protection Principles and the Core Humanitarian Standard. These foundation chapters outline the ethical, legal and practical basis for humanitarian response. They underpin all technical sectors and programmes. They describe commitments and processes to ensure a good quality humanitarian response, and encourage responders to be accountable to those affected by their actions.



Reading a technical chapter without also reading the foundation chapters risks missing essential elements of the standards.

The foundation chapters are:

- **What is Sphere?**  
Outlines the Handbook structure, its use and underlying principles. Importantly, it illustrates how to use the Handbook in practice.
- **The Humanitarian Charter**  
The cornerstone of The Sphere Handbook, expressing the shared conviction of humanitarian actors that all people affected by crisis have a right to receive protection and assistance. This right ensures the basic conditions for life with dignity. The Charter provides the ethical and legal backdrop to the Protection Principles, the Core Humanitarian Standard and the Minimum Standards. It builds on the 1994 Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organisations (NGOs) in Disaster Relief. The Code of Conduct remains an integral component of The Sphere Handbook.



- **Protection Principles**

A practical translation of the legal principles and rights outlined in the Humanitarian Charter into four principles that inform all humanitarian response.

- Enhance the safety, dignity and rights of people, and avoid exposing them to harm.
- Ensure people's access to assistance according to need and without discrimination.
- Assist people to recover from the physical and psychological effects of threatened or actual violence, coercion or deliberate deprivation.
- Help people claim their rights.

- **The Core Humanitarian Standard**

Nine commitments that describe essential processes and organisational responsibilities to enable quality and accountability in achieving the Minimum Standards.

Note: Sphere is co-copyright holder of the CHS.

The **four technical chapters** include Minimum Standards in key response sectors:

- **Water Supply, Sanitation and Hygiene Promotion (WASH)**
- **Food Security and Nutrition**
- **Shelter and Settlement**
- **Health**

These standards translate people's rights and organisations' commitments into practice. They spell out in concrete terms what needs to be in place in these various sectors in order for people to survive with dignity.

**Together the Sphere foundation and technical chapters help people understand what to do and when.**



## The Humanitarian Standards Partnership (HSP) Fostering greater coherence among humanitarian standards

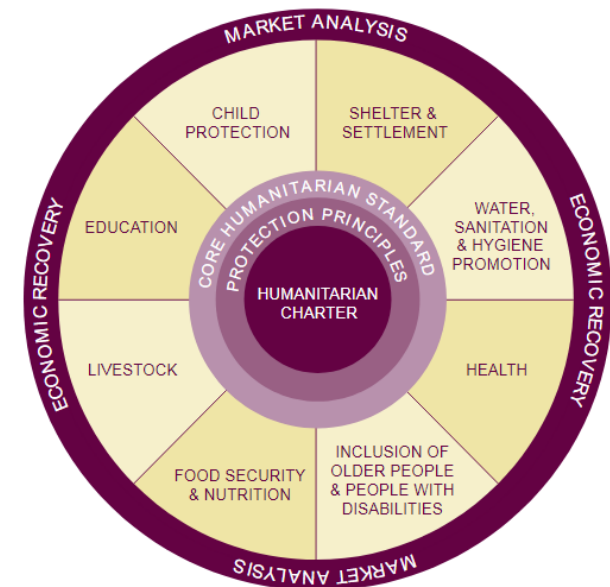


Sphere standards have from the outset focused on key life-saving areas of humanitarian response: Water supply, sanitation and hygiene promotion; Food security and nutrition; Shelter and settlement; and health. However crucial these areas are, they do not exhaust the components of the humanitarian response to disaster or conflict.

Sphere has therefore recognised specific standards produced by other organisations and networks as companion standards to its own. In 2016, Sphere and its then-companions created the **Humanitarian Standards Partnership**. These Standards' Handbooks share three foundation chapters: the Humanitarian Charter, the Protection Principles and the Core Humanitarian Standard (CHS).

The HSP has seven members and includes seven sets of standards:

- **Humanitarian Inclusion Standards for Older People and People with Disabilities**
- **Livestock Emergency Guidelines and Standards (LEGS)**
- **Minimum Economic Recovery Standards (MERS)**
- **Minimum Standards for Child Protection in Humanitarian Action**
- **Minimum Standards for Education: Preparedness, Response, Recovery**
- **Minimum Standard for Market Analysis (MISMA)**
- **Sphere**



## Seven sets of standards

HSP standards share a similar rights-based approach and are developed in a broad consultative and consensus-based manner. They provide humanitarian professionals with a pool of harmonised sets of quality standards that are easy to refer to and to use. They are available as handbooks, online as PDFs or as **interactive handbooks**, and on mobile devices through the **HSP mobile application**.



The Humanitarian Standards Partnership aims to further develop coherence and complementarity among the standards involved, so that humanitarian practitioners are able to move easily between them. To achieve this, it works to improve links between standards, increase cross-references and eliminate inconsistencies. The ultimate goal of this humanitarian standards ecosystem is to help humanitarians deliver higher quality protection and assistance in a more accountable manner.



***CLICK on the Handbook of your choice and flip through!***

### 3. Tools for Quality and Accountability

This section provides information and links about some helpful tools and resources aiming at supporting the analysis and guiding humanitarian workers and organisations in the implementation of some of the quality and accountability standards. This is not an exhaustive list but rather a starting point.

#### Methods

- The CHS Compass
- The CHS Self-Assessment

#### Frameworks

- The Core Humanitarian Competency Framework (CHCF)

#### Guides

- The Evaluation of Humanitarian Action Guide
- The Good Enough Guide (GEG)
- The Good Enough Guide (GEG) – Humanitarian Needs Assessment
- The Participation Handbook
- The Best Practice Guide Inter-Agency Community-Based Complaint Mechanisms (CBCM)

#### Reports and publications

- The 2018 Humanitarian Accountability Report, CHS Alliance
- The 2018 State of the Humanitarian System (SOHS) Report, ALNAP
- Peer 2 Peer

## 4. A Collective Framework for Quality and Accountability to Affected Populations, including PSEA

Quality and Accountability frameworks aim at translating internal global commitments on Quality and Accountability to Affected Populations, and strategy-ies to reach those, into operational steps to ensure practical implementation and institutionalisation.

Those frameworks are the main and best opportunity for an organization – especially at national or local level - to merge and streamline various principles, commitments, standards and tools. It is easing the whole process for the staff and allowing for harmonization across the organization as well as collective approaches. Having it formalized is also a good practice to review potential gaps and be able to share an organization or group involvement and commitments in terms of Quality and Accountability, with an opportunity to highlight at all points that the standards are not solely technical and are embedded into a strong ethical basis.

The frameworks for Quality and Accountability are also a tool allowing transparent communication with all stakeholders, including partners, people affected by crisis, communities and national authorities.

**At global and inter-agency levels they fit naturally with the current interest to have country-based collective frameworks for Accountability to Affected Populations, including PSEA which would be referred to for collective measurement and verification.**

The Implementation Step 3 of a framework for Quality and Accountability – as defined on next page - links to the HPC and the PCM. It therefore enables institutionalizing Quality and Accountability through cascading policies at the programme and project level.

### **A 5-steps process for Humanitarian – Development – Peace Contexts**

The 5-steps process described hereafter is a proposed generic model to guide the design or the review of an organizational and/or inter-agency Quality and Accountability framework(s). There are many ways to describe such a process but the most important is to ensure that all aspects are covered in a holistic manner for Humanitarian – Development – Peace contexts.

**Protection from Sexual exploitation and Abuse (PSEA)**, as a mean to anticipate a potential breach of Rights and AAP, is embedded into this Framework for Quality and Accountability.

**Collective Framework for Quality and Accountability to Affected Populations - including PSEA**  
**A 5-steps process for Humanitarian – Development - Peace Contexts**

Steps	Key Areas	Codes-Standards	Purpose	Key Actions	
STEP 1	<b>Ethics</b>	<b>RIGHTS PRINCIPLES VALUES</b>	Code of Conduct Humanitarian Charter IASC CAAP/PSEA Protection Principles	Reaffirm the organization(s)' ethical values and principles. Acknowledge affiliations to specific Codes and Standards.	State the organization(s) principles and values. State the organization(s) Q&A commitments. Communicate those formally to all stakeholders, incl. communities, affected populations and national authorities, in appropriate language, format, cultural style, channels. Reflect and cascade those in steps 2-5.
STEP 2	<b>Policy</b>	<b>STRATEGY PROCEDURES ROLES &amp; RESPONSIBILITIES RESOURCES</b>	CHS Sphere/HSP COMPASS	Have a specific overarching policy for Q&A and adequate procedures. Assign Roles and Responsibilities for Q&A. Enforce ownership and buy-in. Allocate specific resources for Q&A.	Review, update or design a policy for Q&A. Design specific ToRs for Q&A and designate a Q&A focal point. Position Q&A Roles and Responsibilities in the organization(s)' organogram. Have blended learning and capacity building strategies on Q&A in place. Dialogue with donors to allocate specific funds/earmarked budgets for Q&A; If needed make it specific within MEL (Monitoring-Evaluation-Learning).
STEP 3	<b>Implementation</b>	<b>HPC/PCM MEASUREMENT</b>	Technical Standards (Sphere/HSP, etc.) COMPASS, Evaluation (DAC criteria)	Enhanced collective Q&A. Implement a people-centered approach. Promote and support the use of standards through the Programme/Project Cycles. Select, adapt and contextualise approaches.	Raise awareness on Q&A with the communities and people affected by crisis. Select and contextualize Q&A tools with communities and affected people. Adopt collective approaches at national level or at a response level. Apply the Q&A standards throughout the Programme/Project Cycles. Have a joint feedback and complaints mechanism. Capacity building: ensure cascading and mitigate turn over. Establish a peer to peer coaching/mentoring mechanism and a Help Desk on Q&A for specific contexts/responses.
STEP 4	<b>Compliance</b>	<b>ADHERENCE VERIFICATION</b>	CHS, HQAI, HPASS, ALNAP Evaluation (DAC criteria)	Demonstrate organizational and collective compliance with the Codes and Standards the organization(s) abide to. Consider context and national requirements.	Consider/Involve communities and people affected by crisis. Describe and share with the communities/affected populations the organization(s)' adherence and verification mechanisms to be held accountable. Support both self and external verification mechanisms. Support and give preference to collective approaches at national or at response levels. Share outcomes with all stakeholders in appropriate language, format, style, channels.
STEP 5	<b>Leverage</b>	<b>SHARING LEARNING</b>	ALNAP CHS	Support internal and global sharing and learning with all stakeholders. Promote change and innovation. Shift mind(s).	Promote continuous improvement towards achieving Q&A standards. Connect departments within the organization to support learning. Share and learn with communities and people by closing the feedback loopage Shift minds towards a more inclusive approach.

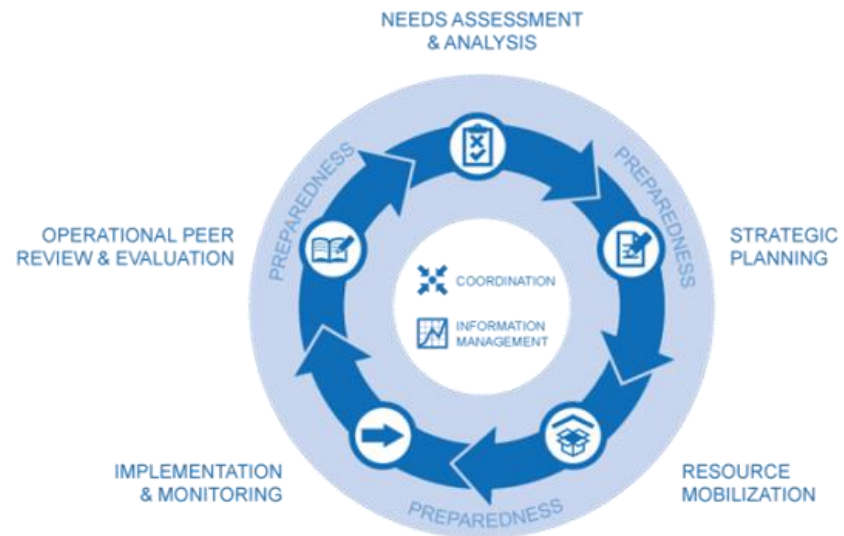
# PART B - Quality & Accountability for Project Cycle Management

## 1. The PCM versus the HPC



**The Project Management Cycle (PCM)**

*Organisational level*



**The Humanitarian Programme Cycle (HPC)**

*Inter-agency level*



### Aligned phases between the PCM and the HPC

There could be many different ways to distinguish the Project Management Cycle (PCM) phases, but the most important is that they are here aligned with the Humanitarian Programme Cycle (HPC) to ease the exploration of linkages between both levels, organizational and inter-agency.

<b>PCM Phases</b> <i>Organisational level</i>	<b>Phases #</b>	<b>HPC Phases</b> <i>Inter-Agency level</i>
Learning and Preparedness	0	Preparedness
Identification	1	Needs Assessment & Analysis
Formulation	2	Strategic Planning
Mobilisation	3	Resource Mobilisation
Execution	4	Implementation & Monitoring
Exit	5	Operational Peer Review & Evaluation

This is crucial work in progress as the use of Standards for Quality and Accountability by all actors is the mean to ensure effective global Accountability to Affected Populations through a consistent measurement of collective achievements at national level or response level.

## 2. The 6 PCM Phases

### Phase 0 + Phase 3 + 4 Operational Phases

The PCM is here comprised of six phases: Phase 0 is applying at all stages and is linked to **preparedness** and Phase 3 is enabling awareness raising and advocacy based on the humanitarian foundations, i.e. the **Rights Based Approach**. The other phases are the 'classical' operational ones.



- **Phase 0: Learning and Preparedness**

Phase 0 relates to preparedness and continuous learning, with a focus on the use of evaluations' findings, including testing the recommendations. This phase covers a compulsory set of ongoing activities to enable proper understanding of the context and ensure adequate analysis and Do no Harm. Advocacy, learning and capacity building on Q&A are crucial for this phase.

- **Phase 1: Identification**

Phase 1 covers both the needs assessment and the analysis. People/Communities' engagement is crucial here as it will enable participation from the beginning and throughout the project life. It is an effective way to ensure protection and Do no Harm.

- **Phase 2: Formulation**

Phase 2 gives the strategy and initiates the planning and set-up of a project. It encompasses the proposal writing and the design of a logical framework which describes the causal pathway and defines objectives and indicators. It is a kick off phase.

- **Phase 3: Mobilisation**

Phase 3 is a key opportunity to recall the humanitarian foundations through advocacy and share formally information about the project. It also enables mobilising other actors to ensure that gaps or overlaps identified will be addressed properly and that projects will be complementary and coordinated. Phase 3 is also about mobilising all aspects for the project execution while emphasizing localisation: professional and prepared human resources, finance, logistics, administration etc.

- **Phase 4: Execution**

Phase 4 embeds both the implementation of the project as well as the technical ongoing monitoring and should allow for course correction based on communities' feedback. It includes data and information protection management.

- **Phase 5: Exit**



Phase 5 is important as it links with the sustainability part of the project strategy. It also feeds back into the learning aspects from Phase 0. This happens through various types of evaluation processes, internal, external or mixed.

### Attitudes & Soft skills required for each PCM phase, Key Actions and Q&A Products

PCM Phases		Attitudes & Soft skills	Key Actions		Q&A Products
0	Learning and Preparedness	Critical Constructive Open to change Learner Forward thinking	Prepare Anticipate Capitalise, share experiences and knowledge	Learn Test Improve Innovate Change	Lessons Learned with case studies Capacity building/Training Roster - Surge capacity Knowledge Management (platform) Community of Practice
1	Identification	Empathy & Engagement Observer & Listener- Local language Open-minded towards needs' analysis Contextual and holistic understanding Protection-oriented	Use learning Global analysis Needs' perception and assessment	Initiate Inception Induct Introduce	People/Community engagement strategies and tools Participatory diagnostic Actors/Stakeholders & Risks mapping Needs analysis
2	Formulation	People centered & Rights-oriented Holistic & Coordinated Participatory-Local language Inclusive-Gender-sensitive Pragmatic thinking	Design Strategise Estimate Submit	Plan Set-up Kick off Launch	Logical Framework (causal pathway) Objectives & Indicators Plan & Proposal Communication/Engagement strategy
3	Mobilisation	Ethical & Rights-oriented Communication-Local language Collective & Coordinated Joint approaches Inter-agency sensitiveness Rights and Protection-oriented	Advocate Mobilise Communicate Manage human resources	Lobby Fundraise Coordinate	Messaging & Communication Campaign Advocacy Coordination-Networks Roster & Budget
4	Execution	Iterative/Adaptation/Context sensitive Decision-making Do No Harm-Local language Power balance Environment-friendly	Implement Manage Coordinate Complement	Monitor After Action Review Do-Act-React	Help Desk for Q&A Safeguarding procedures incl. PSEA/SH/ GBV, anti-corruption, etc. Common Feedback & Complaints mechanisms
5	Exit	Reflective Prone to change Forward looking Global and collective	Close Complete Reflect Measure	Evaluate Peer Review Audit Learn	Communication Exit strategy Best & Worst practices Lessons learned

### 3. Q&A throughout the PCM/HPC

Overview of the standards and tools for Q&A available for each of the PCM/HPC phases

Learning and Preparedness	
PCM Phase 0	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Is there a learning strategy within your organization?</li> <li><input checked="" type="checkbox"/> Is learning enabling continuous improvement, change and innovation?</li> <li><input checked="" type="checkbox"/> What capacity building and training activities on Q&amp;A are in place?</li> <li><input checked="" type="checkbox"/> Is practical support on Q&amp;A provided upon needs?</li> <li><input checked="" type="checkbox"/> Are accessible platforms in place for learning and preparedness activities?</li> <li><input checked="" type="checkbox"/> Are achievements on Q&amp;A analyzed and documented?</li> <li><input checked="" type="checkbox"/> Are achievements on Q&amp;A shared within and outside your organisation?</li> <li><input checked="" type="checkbox"/> Is time allocated for learning and preparedness activities?</li> <li><input checked="" type="checkbox"/> Is Q&amp;A highlighted in your terms of reference?</li> </ul> </div> </div>
HPC	<div style="display: flex; align-items: center;"> <div style="flex: 1;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coordination               <ul style="list-style-type: none"> <li>○ Humanitarian Leadership</li> <li>○ Clusters</li> <li>○ GenCap</li> <li>○ ProCap</li> <li>○ Preparedness                   <ul style="list-style-type: none"> <li>▪ IASC Emergency Response Preparedness Guidelines</li> </ul> </li> </ul> </li> </ul> </div> <div style="flex: 1; text-align: center;">  </div> </div>

## STANDARDS



### **Core Humanitarian Standard (CHS)**

**Commitment 3:** Communities and people affected by crisis are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action. **Quality Criterion:** Humanitarian response strengthens local capacities and avoids negative effects.

**Commitment 7:** Communities and people affected by crisis can expect delivery of improved assistance as organisations learn from experience and reflection. **Quality Criterion:** Humanitarian actors continuously learn and improve.



### **Humanitarian Standards Partnership (HSP) – including the CHS**

The nature and rationale for the HSP are grounded into the need to capitalize, learn, and change. Minimum standards, key actions / and or key indicators and guidance notes are drawn from this approach. Learning and preparedness means thorough capacity building on the existing set of standards and themes ahead of any project or programme being set up.



### **Sphere Handbook**

#### **Using the standards in context:**

The standards apply throughout the programme cycle: Monitoring, Evaluation, Accountability and Learning (pages 9-11).



### **Humanitarian Inclusion Standards for Older People and People with Disabilities Handbook**

#### **Key inclusion standard 7: Learning (page 74):**

Organisations collect and apply learning to deliver more inclusive assistance.








### **Livestock Emergency Guidelines and Standards (LEGS) Handbook**

**Chapter 2 - Core standard 2: Preparedness (page 22)** – Emergency responses are based on the principles of disaster risk reduction (DRR), including preparedness, contingency planning, and early response.

**Chapter 2 - Core standard 6: Monitoring, evaluation, and livelihoods impact (page 31)** – Monitoring, evaluation, and livelihoods impact analysis is conducted to check and refine implementation as necessary, as well as to draw lessons for future programming.

#### **Chapter 3 - Initial assessment and identifying responses (page 45) – Assessment approaches and methods:**

Reviewing existing information (page 51)

	<p><b>Minimum Economic Recovery Standards (MERS) Handbook</b></p> <p><b>Assessment and Analysis Standards - Standard 1 Prepare in advance of assessments</b> (page 40): Key elements are in place to conduct an assessment. When an emergency occurs, preparation for the assessment can build quickly on previous planning and existing resources.</p>
	<p><b>Minimum Standards for Child Protection in Humanitarian Action Handbook</b></p> <p><b>Pillar 1: Standards to ensure a quality child protection response</b></p> <ul style="list-style-type: none"> <li>• Standard 4: Programme cycle management (page 79)</li> </ul>
	<p><b>Minimum Standards for Education: Preparedness, Response, Recovery Handbook</b></p> <p><b>INEE tools</b> (in the INEE toolkit)</p>
	<p><b>Minimum Standard for Market Analysis (MISMA)</b></p> <p><b>Key action 4: Analysis</b> (page 23): Use market analysis to adequately inform programme design and achieve programme objectives.</p> <p><b>Annex 1:</b> Market analysis checklist.</p> <p><b>Annex 2:</b> Existing market analysis and assessment tools in emergencies.</p>
<p><b>TOOLS</b></p>	
	<p><b>The Active Learning Network for Accountability and Performance (ALNAP)</b></p> <p><b>The sector's largest library of resources on humanitarian evaluation, learning and performance</b></p> <p><b>HELP Library picks:</b> to share resources on lessons learned from similar disasters.</p> <ul style="list-style-type: none"> <li>• Lessons for response</li> <li>• <b>The State of the Humanitarian System (SoHS)</b></li> </ul>
<p><b>CBCM</b> <b>PSEA</b></p>	<p><b>Best Practice Guide - Inter-Agency Community Based Complaint Mechanisms (CBCM)</b></p> <p>This Best Practice Guide is operational guidance on how to set up and run an inter-agency community-based complaint mechanism to handle reports of sexual abuse and exploitation by aid workers. It provides a compilation of lessons learned, examples, and case studies.</p>



### **Core Humanitarian Standard (CHS) - Guidance Notes and Indicators**

- Guidance questions on page 45
- Guidance notes on page 46-47
- Guiding questions for checking organizational responsibilities on page 47
- Guidance notes for checking organizational responsibilities on page 48-49



### **Quality and Accountability COMPASS**

**Quality and Accountability COMPASS booklet - Section Improving:** Practices and tools that can help to translate the quality and accountability demands of the Core Humanitarian Standard into a Monitoring, Evaluation, Accountability and Learning (MEAL) system that is adapted to the specific needs, demands and resources of an organisation, consortium or programme.

Quality and Accountability COMPASS toolbox:

- CHS MEAL assessment framework (PAGE 7)
- Quality & Accountability operational framework (page 7)



### **The Good Enough Guide (GEG)**

**Section 1: Involve people at every stage** (page 9)

#### **Suggested tools**

- Tool 1 How to introduce your agency: a need-to-know checklist (page 30)
- Tool 2 How accountable are you? Checking public information (page 32)
- Tool 3 How to involve people throughout the project (page 34)
- Tool 14 How to say goodbye (page 53)

**Section 2: Profile the people affected by the emergency** (page 13)

#### **Suggested tools**

- Tool 4 How to profile the affected community and assess initial needs (page 36)
- Tool 5 How to conduct an individual interview (page 38)
- Tool 6 How to conduct a focus group (page 40)
- Tool 7 How to decide whether to do a survey (page 42)
- Tool 8 How to assess child-protection needs (page 43)



**The Participation Handbook for humanitarian field workers**

**Chapter 1 The basics** – What is participation and what are the benefits of participation

**Chapter 2 The factors that will affect how people participate**

**From lessons learning to lessons using** (page 242): It highlights the importance of using the lessons learned from a participatory evaluation.



**And More...**

- IFRC Community Engagement and Accountability toolkit
- The Humanitarian Innovation Guide
- Charter 4 Change: Localisation of Humanitarian Aid
- Peer2Peer Support: Collective Accountability to Affected People: Practical steps for Humanitarian Coordinators and Humanitarian Country Teams

**E-learning platforms**

- Disaster Ready
- Kaya Connect
- Specific Q&A courses short-listed by CWSA
- CWSA Q&A Hub & support available for in-house/country/regional level trainings & technical support on Q&A mainstreaming



<h2>Identification</h2>	
<b>PCM Phase 1</b>	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Are mechanisms and resources in place for continuous and unbiased assessments?</li> <li><input checked="" type="checkbox"/> Are both contextual and technical aspects analysed?</li> <li><input checked="" type="checkbox"/> Are cross-cutting issues considered throughout assessments?</li> <li><input checked="" type="checkbox"/> Is learning from practices used when analyzing possible interventions?</li> <li><input checked="" type="checkbox"/> How is the decision made between communities' needs/requests and your organization mandate/resources?</li> <li><input checked="" type="checkbox"/> Is community participation effective for both needs assessment and analysis?</li> <li><input checked="" type="checkbox"/> Is communication with communities happening in relevant and accessible languages, formats, cultural styles and channels</li> </ul> </div> </div>
<b>HPC</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> REACH and IASC: Menu of AAP Questions for Needs Assessments</li> <li><input type="checkbox"/> Needs Assessment: Overview</li> <li><input type="checkbox"/> Needs Assessment: Guidance and Templates <ul style="list-style-type: none"> <li><input type="checkbox"/> Multi-Cluster/Sector Initial Rapid Assessment (MIRA)</li> <li><input type="checkbox"/> Humanitarian Needs Overview (HNO)</li> <li><input type="checkbox"/> Situational analysis</li> <li><input type="checkbox"/> Operational Guidance on Coordinated Assessments in Humanitarian Crises</li> </ul> </li> <li><input type="checkbox"/> Humanitarian Needs Comparison Tool Guidance</li> <li><input type="checkbox"/> Response monitoring: Toolbox</li> <li><input type="checkbox"/> Sectoral Assessments</li> </ul> <div style="text-align: right; margin-top: 20px;">  </div>

## STANDARDS



### **Core Humanitarian Standard (CHS)**

**Commitment 1:** Communities and people affected by crisis receive assistance appropriate and relevant to their needs. **Quality Criterion:** Humanitarian response is appropriate and relevant.

**Commitment 4:** Communities and people affected by crisis know their rights and entitlements, have access to information and participate in decisions that affect them. **Quality Criterion:** Humanitarian response is based on communication, participation and feedback.

**Commitment 5:** Communities and people affected by crisis have access to safe and responsive mechanisms to handle complaints. **Quality Criterion:** Complaints are welcomed and addressed.



### **Humanitarian Standards Partnership (HSP) – including the CHS**

The HSP Minimum standards, key actions / and or key indicators and guidance notes are tools for the assessments. Each set of standards from the HSP provides assessments checklists which should be studies, adapted and compiled in advance for specific contexts and organisations.



### **Sphere Handbook**

The Sphere Protection Principles help carry out rights-based and participatory assessments. From this starting point, Sphere can provide a foundation for the entire project/programme cycle. Using Sphere indicators in assessments will help monitor key issues over time and enable course correction. The Sphere Handbook also provides guidance notes on aspects to consider in order to carry out a quality assessment which respects the capacities, voices and safety of the affected populations.

**Using the standards in context** - the standards apply throughout the programme cycle: Assessment and analysis (page 9).

**Needs assessment checklists** are available as Appendix for each sector of intervention. They offer practical support for designing assessments.

**Decision trees** are available as Appendix for some sector of intervention.

**Sphere for Assessments:** This guide indicates the relevant parts of the Sphere Handbook at different moments of the project/ programme cycle and should therefore be used together with the Handbook for assessments.



### **Humanitarian Inclusion Standards for Older People and People with Disabilities Handbook**

**Key inclusion standard 1: Identification (page 18):** Older people and people with disabilities are identified to ensure they access humanitarian assistance and protection that is participative, appropriate and relevant to their needs.

**Protection inclusion standards – 1 (page 94):** Identification of protection concerns Older people and people with disabilities have their protection concerns and capacities identified and monitored.



### Livestock Emergency Guidelines and Standards (LEGS) Handbook

**Chapter 2 - Core standard 4: Initial assessment and response identification** (page 26) – Initial assessment provides an understanding of the role of livestock in livelihoods, an analysis of the nature and extent of the emergency, and an appraisal of the operational and policy context. It also feeds into a participatory process to identify the most appropriate, timely and feasible interventions.

**Chapter 2 - Core standard 5: Technical analysis and intervention** (page 29) – Livestock interventions are based on sound technical analysis and are implemented fairly, based on transparent and participatory targeting.

**Chapter 3 - Initial assessment and identifying responses** (page 45)

#### Examples of LEGS tools

- Assessment questions (page 47) and checklists for each LEGS intervention
- PRIM, Participatory Response Identification Matrix (page 57)
- Table summarizing the advantages and disadvantages of technical options
- Decision making trees



### Minimum Economic Recovery Standards (MERS) Handbook

**Core Standard 1 - Humanitarian programs are market aware** (page 11): Program design and implementation decisions consider context, market system dynamics, and communities. Market systems programming begins with the needs of the targeted groups.

**Assessment and Analysis Standards - Standard 2 Scope of assessment is determined by how data will be used** (page 45): Decisions on how to use data are based on the specific situation and bring together critical information from key stakeholders.

**Assessment and Analysis Standard 3 Fieldwork processes are inclusive, ethical, and objective** (page 51): Assessments gather data from a wide range of stakeholders using ethical, objective, transparent and inclusive methods, with special attention to vulnerability and coping mechanisms. Participatory methods are preferred when possible.

Reference to technical guidelines like **EMMA**.








### Minimum Standards for Child Protection in Humanitarian Action Handbook

#### Pillar 1: Standards to ensure a quality child protection response

- Standard 5: Information management (page 88)

#### Pillar 2: Standards on child protection risks

	<p><b>Minimum Standards for Education: Preparedness, Response, Recovery Handbook</b></p> <p><b>Foundational Standard-Analysis/ Standard 1: Assessment</b> (page 35) - Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.</p> <p><b>Examples of INEE tools</b> (in the INEE toolkit)</p> <ul style="list-style-type: none"> <li>• The immediately, sooner, later matrix of response activities for emergency education response</li> <li>• The Short Guide to Rapid Joint Education Needs Assessments</li> <li>• What to do in an emergency: education in emergencies activities/timeline</li> </ul>
	<p><b>Minimum Standard for Market Analysis (MISMA)</b></p> <p><b>Key action 1: Scope</b> (page 13): Define the analytical and geographic scope of the assessment.</p> <p><b>Key action 2: Market analysis</b> (page 16): Team build a competent and knowledgeable team for data collection and analysis.</p> <p><b>Key action 3: Data collection</b> (page 17): Use data collection methods and information sources of sufficient quality.</p> <p><b>Annex 1:</b> Market analysis checklist.</p> <p><b>Annex 2:</b> Existing market analysis and assessment tools in emergencies.</p> <p><b>Annex 3:</b> Programme decisions and guiding questions.</p>
<p><b>TOOLS</b></p>	
	<p><b>The Active Learning Network for Accountability and Performance (ALNAP)</b></p> <p><b>HELP Library picks:</b> to share resources on lessons learned from similar disasters.</p>
	<p><b>Core Humanitarian Standard (CHS) - Guidance Notes and Indicators</b></p> <p><b>Guide</b> to design assessment questions</p> <p>Specific information under Commitment 1, Commitment 4 and Commitment 5</p>
	<p><b>Quality and Accountability COMPASS</b></p> <p><b>Booklet - Section Implementing:</b> List of questions to help you prepare for an initial assessment (page 41) and roll it out (page 42).</p> <p><b>Quality and Accountability COMPASS toolbox:</b></p> <ul style="list-style-type: none"> <li>• Quality checklists to review the data collection method and the assessment report (page 4)</li> <li>• Possible structure for your assessment report (page 5)</li> </ul>

## **The Good Enough Guide (GEG)**

### **Section 1: Involve people at every stage (page 9) - Suggested tools:**

- Tool 1 How to introduce your agency: a need-to-know checklist (page 30)
- Tool 2 How accountable are you? Checking public information (page 32)
- Tool 3 How to involve people throughout the project (page 34)
- Tool 14 How to say goodbye (page 53)

### **Section 2: Profile the people affected by the emergency (page 13) - Suggested tools:**

- Tool 4 How to profile the affected community and assess initial needs (page 36)
- Tool 5 How to conduct an individual interview (page 38)
- Tool 6 How to conduct a focus group (page 40)
- Tool 7 How to decide whether to do a survey (page 42)
- Tool 8 How to assess child-protection needs (page 43)

### **Section 3: Identify the changes people want to see (page 17) - Suggested tools:**

- Tool 3 How to involve people throughout the project (page 34)
- Tool 5 How to conduct an individual interview (page 38)
- Tool 6 How to conduct a focus group (page 40)
- Tool 10 How to start using indicators (page 45)
- Tool 11 How to hold a lessons-learned meeting (page 48)








## **Humanitarian Needs Assessment - The Good Enough Guide (GEG)**




### **Chapter 2 - Steps to a good enough needs assessment (page 11)**





- Step 1: Preparing for an assessment (page 12)
- Step 2: Designing your assessment (page 14)
- Step 3: Implementing your assessment (page 17)
- Step 4: Analysing your data (page 25)
- Step 5: Sharing your findings (page 29)

### **Chapter 3 – Tools (page 33)**







	<p>IASC Gender with Age Marker (GAM), 2018</p>
	<p>IASC Guidelines, Inclusion of Persons with Disabilities in Humanitarian Action</p>
	<p><b>The Participation Handbook for humanitarian field workers</b>  <b>Chapter 3</b> Building mutual respect  <b>Chapter 7 Participatory assessment</b> – Understanding the context of the crisis (historical, geographical, economic, cultural and time-scale) of the crisis and its effects, who is who, local capacities and strategies and the needs of people who have been affected by the crisis</p> <ul style="list-style-type: none"> <li>• Checklist of questions to assess if the participation of the affected population during the assessment was successful (page 157)</li> </ul> <p><b>Part 8 on design</b> includes a step-by-step approach to participatory prioritization of responses (page 164)</p> <ul style="list-style-type: none"> <li>• Problem and solution tree to deepen your analysis, such as the (page 165)</li> <li>• Examples of good and poor practices</li> </ul>
	<p><b>ACAPS</b>  <b>Examples of resources</b></p> <ul style="list-style-type: none"> <li>• Technical brief to estimate affected population figures</li> <li>• Disaster summary sheet</li> <li>• Disaster Needs Analysis based on desk review of secondary data helping to estimate the scale, severity, risks, and likely impact of a specific crisis</li> </ul>
	<p>IFRC Community Engagement and Accountability toolkit</p>

Formulation	
PCM Phase 2	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Are assistance and protection balanced?</li> <li><input checked="" type="checkbox"/> Is the approach tested through a 'Do no Harm' lens?</li> <li><input checked="" type="checkbox"/> Are technical guidance/standards used to design the response?</li> <li><input checked="" type="checkbox"/> Are communities and partners actively involved in the formulation phase?</li> <li><input checked="" type="checkbox"/> Is the community involved to define targeting?</li> <li><input checked="" type="checkbox"/> Is the project/programme building on local capacities?</li> <li><input checked="" type="checkbox"/> Does the project aim to transfer capacities or assets in a sustainable manner to communities?</li> </ul> </div> </div>
HPC	<div style="display: flex; align-items: center;"> <div style="flex: 1;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Strategic Response Planning : Overview</li> <li><input type="checkbox"/> Strategic Response Planning : Guidance and Templates</li> <li><input type="checkbox"/> Strategic response planning: Toolbox <ul style="list-style-type: none"> <li><input type="radio"/> Humanitarian Response Plans (HRPs)</li> <li><input type="radio"/> Country Strategy</li> <li><input type="radio"/> Cluster Plans</li> </ul> </li> </ul> </div> <div style="flex: 1; text-align: center;">  </div> </div>
STANDARDS	
	<p><b>Core Humanitarian Standard (CHS)</b></p> <p><b>Commitment 2:</b> Communities and people affected by crisis have access to the humanitarian assistance they need at the right time. <b>Quality Criterion:</b> Humanitarian response is effective and timely.</p> <p><b>Commitment 3:</b> Communities and people affected by crisis are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action. <b>Quality Criterion:</b> Humanitarian response strengthens local capacities and avoids negative effects.</p> <p><b>Commitment 4:</b> Communities and people affected by crisis know their rights and entitlements, have access to information and participate in decisions that affect them. <b>Quality Criterion:</b> Humanitarian response is based on communication, participation and feedback.</p>

	<p><b>Humanitarian Standards Partnership (HSP) – including the CHS</b></p> <p>The HSP Minimum standards, key actions and key indicators and guidance notes are tools for the project/programme formulation. They can easily be referred to at both the global objective level and the activities level in a Logframe.</p>
	<p><b>Sphere Handbook</b></p> <p><b>Using the standards in context</b> - the standards apply throughout the programme cycle: Strategy development and programme design (page 9)</p> <p><b>Overview of all the standards</b> for each technical chapter.</p> <p>The <b>minimum standards, key actions, key indicators, and guidance notes</b> for each technical chapter.</p>
	<p><b>Humanitarian Inclusion Standards for Older People and People with Disabilities Handbook</b></p> <p><b>Key inclusion standard 2: Safe and equitable access</b> (page 32): Older people and people with disabilities have safe and equitable access to humanitarian assistance.</p> <p><b>Key inclusion standard 3: Resilience</b> (page 42): Older people and people with disabilities are not negatively affected, are more prepared and resilient, and are less at risk as a result of humanitarian action.</p>
	<p><b>Livestock Emergency Guidelines and Standards (LEGS) Handbook</b></p> <p><b>Chapter 2 - Core standard 4: Initial assessment and response identification</b> (page 26) – Initial assessment provides an understanding of the role of livestock in livelihoods, an analysis of the nature and extent of the emergency, and an appraisal of the operational and policy context. It also feeds into a participatory process to identify the most appropriate, timely and feasible interventions.</p> <p><b>Chapter 2 - Core standard 5: Technical analysis and intervention</b> (page 29) – Livestock interventions are based on sound technical analysis and are implemented fairly, based on transparent and participatory targeting.</p> <p><b>Chapter 3 - Initial assessment and identifying responses</b> (page 45)</p> <p><b>Examples of LEGS tools</b></p> <ul style="list-style-type: none"> <li>• PRIM, Participatory Response Identification Matrix (page 57)</li> <li>• Table summarizing the advantages and disadvantages of technical options</li> <li>• Table highlighting the possible timing for the various interventions</li> <li>• Decision making trees</li> </ul>



	<p><b>Minimum Economic Recovery Standards (MERS) Handbook</b></p> <p><b>Core Standard 4 – Do no harm</b> (page 24): The design, implementation, outputs, and environmental impacts of economic recovery interventions address or minimize potential harm, and do not exacerbate economic disparity, conflict, or protection risk, or undermine rights.</p> <p><b>Core Standard 5 – Intervention strategies for target populations are well defined</b> (page 32): The intervention strategy is based on solid household and market analysis, and promotes the use of local resources and structures whenever possible, to help targeted households or enterprises reach the desired economic outcomes.</p> <p><b>Assessment and Analysis Standard 4 Analysis is useful and relevant</b> (page 55): Analysis of data and information is timely, transparent, inclusive, participatory, objective, and relevant for programming decisions.</p> <p><b>Assessment and Analysis Standard 5 Immediate use of results</b> (page 58): Immediate steps are taken to ensure that assessment results are shared and used in programming, policy, advocacy, and communication decisions.</p>
	<p><b>Minimum Standards for Child Protection in Humanitarian Action Handbook</b></p> <p><b>Pillar 1: Standards to ensure a quality child protection response</b> - Standard 5: Information management (page 88)</p> <p><b>Pillar 3: Standards to develop adequate strategies</b></p> <p><b>Pillar 4: Standards to work across sectors</b></p>
	<p><b>Minimum Standards for Education: Preparedness, Response, Recovery Handbook</b></p> <p><b>Foundational Standard-Analysis/ Standard 2: Response strategies</b> (page 41) - Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.</p> <p><b>Examples of INEE tools</b> (in the INEE toolkit)</p> <ul style="list-style-type: none"> <li>• For each of the standards, selected tools to download from the INEE toolkit to support implementation</li> </ul>
	<p><b>Minimum Standard for Market Analysis (MISMA)</b></p> <p><b>Key action 4: Analysis</b> (page 23): Use market analysis to adequately inform programme design and achieve programme objectives.</p> <p><b>Key action 5: Market monitoring</b> (page 26): Use market monitoring to review assessment findings and enable programme adaptation when needed.</p> <p><b>Annex 1:</b> Market analysis checklist.</p> <p><b>Annex 2:</b> Existing market analysis and assessment tools in emergencies.</p> <p><b>Annex 3:</b> Programme decisions and guiding questions.</p>

## TOOLS



**The Active Learning Network for Accountability and Performance (ALNAP)**  
**The sector's largest library of resources on humanitarian evaluation, learning and performance**  
**HELP Library picks:** to share resources on lessons learned from similar disasters.  
 Engagement with affected people



**Core Humanitarian Standard (CHS) - Guidance Notes and Indicators**  
**A guide** for design  
 specifically to information under [Commitment 3 & Commitment 4](#)



**Quality and Accountability COMPASS**  
**Booklet - Section Implementing:** List of questions to help you prepare for formulation (page 46).  
 Quality and Accountability COMPASS toolbox:

- Quality checklists to review the proposed intervention (page 4)
- A template for project design document (page 5)








**The Good Enough Guide (GEG)**  
**Section 1: Involve people at every stage** (page 9) - **Suggested tools:**






- Tool 1 How to introduce your agency: a need-to-know checklist (page 30)
- Tool 2 How accountable are you? Checking public information (page 32)
- Tool 3 How to involve people throughout the project (page 34)
- Tool 14 How to say goodbye (page 53)





**Section 2: Profile the people affected by the emergency** (page 13) - **Suggested tools:**






- Tool 4 How to profile the affected community and assess initial needs (page 36)
- Tool 5 How to conduct an individual interview (page 38)
- Tool 6 How to conduct a focus group (page 40)
- Tool 7 How to decide whether to do a survey (page 42)
- Tool 8 How to assess child-protection needs (page 43)




	<p><b>Section 3: Identify the changes people want to see (page 17) - Suggested tools:</b></p> <ul style="list-style-type: none"> <li>• Tool 3 How to involve people throughout the project (page 34)</li> <li>• Tool 5 How to conduct an individual interview (page 38)</li> <li>• Tool 6 How to conduct a focus group (page 40)</li> <li>• Tool 10 How to start using indicators (page 45)</li> <li>• Tool 11 How to hold a lessons-learned meeting (page 48)</li> </ul>
	<p><b>The Participation Handbook for humanitarian field workers</b></p> <p><b>Chapter 4 Developing and using different communication techniques, both informal and formal</b></p> <p><b>Chapter 8 Participatory project design</b> – defining the project strategy; setting objectives; deciding on the target group; and designing activities</p> <p>It describes a step-by-step approach to project design in a participatory manner and includes :</p> <ul style="list-style-type: none"> <li>• Problem and solution tree to deepen your analysis, such as the (page 165)</li> <li>• Tips, short examples/ case studies to learn from good or poor practices</li> <li>• Chart you can fill to track how far your design process has been participative</li> <li>• List of questions to check the quality of the participation during the design phase</li> </ul>
	<p>IFRC Community Engagement and Accountability toolkit</p>

Mobilisation	
PCM Phase 3	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Does your organization advocate for people’s Rights?</li> <li><input checked="" type="checkbox"/> Do you have an advocacy strategy?</li> <li><input checked="" type="checkbox"/> Do you have a strategy to mobilise all actors inclusively and coordinate?</li> <li><input checked="" type="checkbox"/> Are communities fully aware of their rights and responsibilities?</li> <li><input checked="" type="checkbox"/> Have you tested your project/programme with others’ interventions?</li> <li><input checked="" type="checkbox"/> How are gaps and overlaps tackled?</li> <li><input checked="" type="checkbox"/> What is your organisation’s human resources capacity? Are they mobilized?</li> </ul> </div> </div>
HPC	<div style="display: flex; align-items: center;"> <div style="flex: 1;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coordination <ul style="list-style-type: none"> <li>○ Humanitarian Leadership</li> <li>○ Clusters</li> <li>○ GenCap</li> <li>○ ProCap</li> <li>○ Preparedness <ul style="list-style-type: none"> <li>▪ IASC Emergency Response Preparedness Guidelines</li> </ul> </li> </ul> </li> </ul> </div> <div style="flex: 1; text-align: center;">  </div> </div>
STANDARDS	
	<p><b>Core Humanitarian Standard (CHS)</b></p> <p><b>Commitment 6:</b> Communities and people affected by crisis receive coordinated, complementary assistance. <b>Quality Criterion:</b> Humanitarian response is coordinated and complementary.</p> <p><b>Commitment 8:</b> Communities and people affected by crisis receive the assistance they require from competent and well-managed staff and volunteers. <b>Quality Criterion:</b> Staff are supported to do their job effectively, and are treated fairly and equitably.</p>





	<p><b>Humanitarian Standards Partnership (HSP) – including the CHS</b></p> <p>The HSP common <b>Rights-based approach</b> can be very useful at this stage for advocacy purposes. <b>Minimum standards</b> for specific topics can be referred to as a common goal. The HSP is by nature a call for <b>complementarity</b>. It should be used to ensure a <b>holistic approach</b> to the response.</p>
	<p><b>Sphere Handbook</b></p> <p>The <b>Sphere Humanitarian Charter</b> (page 28) and <b>Protection Principles</b> (page 34) are a strong support to advocate towards people/communities' Rights. Reference can also be made here to the <b>Code of Conduct</b>.</p> <p><b>Using the standards in context</b> - the standards apply throughout the programme cycle: Strategy development and programme design (page 9).</p>
	<p><b>Humanitarian Inclusion Standards for Older People and People with Disabilities Handbook</b></p> <p><b>Key inclusion standard 4: Knowledge and participation</b> (page 51): Older people and people with disabilities know their rights and entitlements, and participate in decisions that affect their lives.</p> <p><b>Key inclusion standard 6: Coordination</b> (page 66): Older people and people with disabilities access and participate in humanitarian assistance that is coordinated and complementary.</p> <p><b>Key inclusion standard 8: Human resources</b> (page 80): Staff and volunteers have the appropriate skills and attitudes to implement inclusive humanitarian action, and older people and people with disabilities have equal opportunities for employment and volunteering in humanitarian organisations.</p>
	<p><b>Livestock Emergency Guidelines and Standards (LEGS) Handbook</b></p> <p><b>Chapter 2 - Core standard 7: Policy and advocacy</b> (page 33) – Where possible, policy obstacles to the effective implementation of emergency response and support to the livelihoods of affected communities are identified and addressed.</p> <p><b>Chapter 2 - Core standard 8: Coordination</b> (page 35) – Different livestock interventions are harmonized and are complementary to humanitarian interventions intended to save lives and livelihoods; they do not interfere with immediate activities to save human lives.</p>
	<p><b>Minimum Economic Recovery Standards (MERS) Handbook</b></p> <p><b>Core Standard 2 - Efforts are coordinated to improve effectiveness</b> (page 16): For maximum efficiency, coverage, and effectiveness, interventions are planned and implemented in coordination with the relevant authorities, humanitarian agencies, civil society organizations, and private-sector actors. Coordination is internal and external.</p> <p><b>Core Standard 3 - Staff have relevant skills</b> (page 21): Programs are staffed by individuals who understand economic recovery principles and/or have access to technical assistance. Programs include capacity-building components to improve the relevant economic skills of staff.</p>








	<p><b>Minimum Standards for Child Protection in Humanitarian Action Handbook</b>  <b>Principles (page 37)</b></p> <p><b>Pillar 1: Standards to ensure a quality child protection response</b></p> <ul style="list-style-type: none"> <li>• Standard 1: Coordination (page 53)</li> <li>• Standard 2: Human resources (page 62)</li> <li>• Standard 3: Communications and advocacy (page 71)</li> </ul> <p><b>Pillar 4: Standards to work across sectors</b></p>
	<p><b>Minimum Standards for Education: Preparedness, Response, Recovery Handbook</b></p> <p><b>Foundational Standard-Coordination/ Standard 1: Coordination</b> (page 31) – Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.</p> <p><b>Foundational Standard-Community Participation/ Standard 2: Resources</b> (page 28) – Community resources are identified, mobilized and used to implement age-appropriate learning opportunities.</p> <p><b>Examples of INEE tools</b> (in the INEE toolkit)</p> <ul style="list-style-type: none"> <li>• The immediately, sooner, later matrix of response activities for emergency education response</li> <li>• What to do in an emergency: education in emergencies activities/timeline</li> <li>• For each of the standards, selected tools to download from the INEE toolkit to support implementation.</li> </ul>
	<p><b>Minimum Standard for Market Analysis (MISMA)</b></p> <p><b>Key action 2: Market analysis</b> (page 16): Team build a competent and knowledgeable team for data collection and analysis.</p>
<b>TOOLS</b>	
	<p><b>The Active Learning Network for Accountability and Performance (ALNAP)</b></p> <p><b>The sector's largest library of resources on humanitarian evaluation, learning and performance</b></p> <p><b>HELP Library picks:</b> to share resources on lessons learned from similar disasters.</p> <p>National actors - Coordination - Leadership</p>

	<p><b>Quality and Accountability COMPASS</b></p> <p><b>Booklet - Section Implementing:</b> List of questions to help you prepare for mobilisation (page 49).</p> <p>Quality and Accountability COMPASS toolbox:</p> <ul style="list-style-type: none"> <li>• Quality checklists to review the 1. MEAL (Monitoring, Evaluation, Accountability &amp; Learning) framework; 2. The resource mobilisation and communication (page 4)</li> <li>• A template for planning and monitoring tool (Source Handicap International) (page 5)</li> </ul>
	<p><b>The Good Enough Guide (GEG)</b></p> <p><b>Section 1: Involve people at every stage (page 9) - Suggested tools:</b></p> <ul style="list-style-type: none"> <li>• Tool 1 How to introduce your agency: a need-to-know checklist (page 30)</li> <li>• Tool 2 How accountable are you? Checking public information (page 32)</li> <li>• Tool 3 How to involve people throughout the project (page 34)</li> <li>• Tool 14 How to say goodbye (page 53)</li> </ul>
	<p><b>The Participation Handbook for humanitarian field workers</b></p> <p><b>Chapter 4 Developing and using different communication techniques, both informal and formal</b></p> <p><b>Chapter 5 Making partnerships work</b></p>
	<p><b>Core Humanitarian Competency Framework</b></p> <p>Supporting Humanitarians to work effectively</p> <p>The Core Humanitarian Competency Framework (CHCF) serves as a guidance tool and resource, especially for those that do not have, or have only limited, resources and capacity to develop their own competency frameworks.</p>
	<p>IFRC Community Engagement and Accountability toolkit</p>

Execution	
PCM Phase 4	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Are communities, partners and local authorities involved in the direct delivery of the project/programme?</li> <li><input checked="" type="checkbox"/> Does the project manage the communities' perceptions and expectations?</li> <li><input checked="" type="checkbox"/> Is there an appropriate feedback and complaints mechanisms, in relevant languages, format, cultural style and channels</li> <li><input checked="" type="checkbox"/> Is there an effective monitoring system in place building on feedback and complaints and enabling course correction</li> <li><input checked="" type="checkbox"/> Are communities involved in the monitoring and in ongoing decisions?</li> <li><input checked="" type="checkbox"/> Are internal project monitoring processes and tools (operational, technical, programmatic) reviewed and adapted to reflect the changing context.</li> <li><input checked="" type="checkbox"/> Are funding allocations/donors flexible enough towards course correction?</li> </ul> </div> </div>
HPC	<ul style="list-style-type: none"> <li><input type="checkbox"/> Response Monitoring: Overview <ul style="list-style-type: none"> <li>o Periodic monitoring report guidance</li> <li>o Humanitarian Dashboard Toolkit</li> </ul> </li> <li><input type="checkbox"/> Response monitoring: Guidance &amp; templates</li> <li><input type="checkbox"/> Response monitoring: Toolbox</li> </ul> <div style="text-align: right; margin-top: 20px;">  </div>
STANDARDS	
	<p><b>Core Humanitarian Standard (CHS)</b></p> <p><b>Commitment 1:</b> Communities and people affected by crisis receive assistance appropriate and relevant to their needs. <b>Quality Criterion:</b> Humanitarian response is appropriate and relevant.</p> <p><b>Commitment 2:</b> Communities and people affected by crisis have access to the humanitarian assistance they need at the right time. <b>Quality Criterion:</b> Humanitarian response is effective and timely.</p> <p><b>Commitment 4:</b> Communities and people affected by crisis know their rights and entitlements, have access to information and participate in decisions that affect them. <b>Quality Criterion:</b> Humanitarian response is based on communication, participation and feedback.</p>



	<p><b>Commitment 5:</b> Communities and people affected by crisis have access to safe and responsive mechanisms to handle complaints. <b>Quality Criterion:</b> Complaints are welcomed and addressed.</p> <p><b>Commitment 6:</b> Communities and people affected by crisis receive coordinated, complementary assistance. <b>Quality Criterion:</b> Humanitarian response is coordinated and complementary.</p> <p><b>Commitment 8:</b> Communities and people affected by crisis receive the assistance they require from competent and well-managed staff and volunteers. <b>Quality Criterion:</b> Staff are supported to do their job effectively, and are treated fairly and equitably.</p> <p><b>Commitment 9:</b> Communities and people affected by crisis can expect that the organisations assisting them are managing resources effectively, efficiently and ethically. <b>Quality Criterion:</b> Resources are managed and used responsibly for their intended purpose.</p>
	<p><b>Humanitarian Standards Partnership (HSP) – including the CHS</b></p> <p>The HSP Minimum standards, key actions and key indicators and guidance notes which were used for the Formulation Phase 2 of the PCM are monitoring benchmarks and tools for this Execution Phase 4 of the PCM.</p>
	<p><b>Sphere Handbook</b></p> <p>The <b>minimum standards, key actions, key indicators, and guidance notes</b> for each technical chapter used for the Formulation Phase 2 of the PCM are monitoring benchmarks and tools for this Execution Phase 4 of the PCM.</p> <p><b>Sphere for Monitoring and Evaluation:</b> This guide indicates the relevant parts of the Sphere Handbook at different moments of the project cycle and should therefore be used together with the Handbook.</p>
	<p><b>Humanitarian Inclusion Standards for Older People and People with Disabilities Handbook</b></p> <p><b>Key inclusion standard 5: Feedback and complaints</b> (page 60): Older people and people with disabilities have access to safe and responsive feedback and complaints mechanisms.</p> <p><b>Key inclusion standard 9: Resources management</b> (page 86): Older people and people with disabilities can expect that humanitarian organisations are managing resources in a way that promotes inclusion.</p>
	<p><b>Livestock Emergency Guidelines and Standards (LEGS) Handbook</b></p> <p><b>Chapter 2 - Core standard 6: Monitoring, evaluation, and livelihoods impact</b> (page 31) – Monitoring, evaluation, and livelihoods impact analysis is conducted to check and refine implementation as necessary, as well as to draw lessons for future programming.</p>

	<p><b>Minimum Economic Recovery Standards (MERS) Handbook</b></p> <p><b>Assessment and Analysis Standard 6 M&amp;E occurs throughout the program cycle</b> (page 61): Program performance and impact is assessed throughout the program cycle, in an ongoing and iterative manner.</p>
	<p><b>Minimum Standards for Child Protection in Humanitarian Action Handbook</b></p> <p><b>Pillar 1: Standards to ensure a quality child protection response</b></p> <ul style="list-style-type: none"> <li>• Standard 5: Information management (page 88)</li> <li>• Standard 6: Child protection monitoring (page 95)</li> </ul>
	<p><b>Minimum Standards for Education: Preparedness, Response, Recovery Handbook</b></p> <p><b>Foundational Standard-Analysis/ Standard 2: Monitoring</b> (page 45) – Regular monitoring of education response strategies activities and the evolving learning needs of the affected population is carried out.</p> <p><b>Examples of INEE tools</b> (in the INEE toolkit)</p> <ul style="list-style-type: none"> <li>• For each of the standards, selected tools to download from the INEE toolkit to support implementation</li> </ul>
	<p><b>Minimum Standard for Market Analysis (MISMA)</b></p> <p><b>Key action 5: Market monitoring</b> (page 26): Use market monitoring to review assessment findings and enable programme adaptation when needed.</p> <p><b>Annex 3:</b> Programme decisions and guiding questions.</p>
<p><b>TOOLS</b></p>	
	<p><b>The Active Learning Network for Accountability and Performance (ALNAP)</b></p> <p>Monitoring and evaluation</p> <p>Improving monitoring in humanitarian action</p>
	<p><b>Core Humanitarian Standard (CHS) - Guidance Notes and Indicators</b></p> <p><b>Under each commitment:</b> There is specific guidance notes for staff and organizations engaged in humanitarian action on what actions &amp; policies, process, organizations systems need to be put in place for delivering high quality programmes consistently; and there is a set of guiding questions to monitoring key actions and organizational responsibilities.</p>
	<p>IASC Gender with Age Marker (GAM), 2018</p>



## Quality and Accountability COMPASS

**Booklet - Section Implementing:** List of questions to help you prepare for execution (page 52).

### Quality and Accountability COMPASS toolbox:

- Quality checklists to review the 1. Project information need MEAL; 2. Project decision making (page 4)
- Templates for activity & monitoring reporting (Source Handicap International) (page 5)
- Template for Exit/continuity plan (page 5)
- Project Health check tool to compare (page 8)
- CHS sentinel indicators (page 8)



## The Good Enough Guide (GEG)

### Section 1: Involve people at every stage (page 9) - Suggested tools:

- Tool 1 How to introduce your agency: a need-to-know checklist (page 30)
- Tool 2 How accountable are you? Checking public information (page 32)
- Tool 3 How to involve people throughout the project (page 34)
- Tool 14 How to say goodbye (page 53)

### Section 4: Track changes and make feedback a two-way process (page 21)

- Tool 6 How to conduct a focus group (page 40)
- Tool 9 How to observe (page 44)
- Tool 10 How to start using indicators (page 45)
- Tool 11 How to hold a lessons-learned meeting (page 48)
- Tool 12 How to set up a complaints and response mechanism (page 49)
- Tool 13 How to give a verbal report (page 52)

### Section 5: Use feedback to improve project impact (page 25) - Suggested tools:

- Tool 1: How to introduce your agency: a need-to-know checklist (page 30)
- Tool 11 How to hold a lessons-learned meeting (page 48)
- Tool 12 How to set up a complaints and response mechanism (page 49)
- Tool 13 How to give a verbal report (page 52)
- Tool 14 How to say goodbye (page 53)



**The Participation Handbook for humanitarian field workers**

**Chapter 4 Developing and using different communication techniques, both informal and formal**




**Chapter 5 Making partnerships work**







**Chapter 6 Reviewing your participation strategy**





**Chapter 9 Participatory implementation and monitoring** – mobilizing and managing resources; implementing specific activities; monitoring the project







IFRC Community Engagement and Accountability toolkit

<b>Exit</b>	
<b>PCM Phase 5</b>	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Does your organization have a transparent evaluation strategy?</li> <li><input checked="" type="checkbox"/> Does your organization have a Quality assurance system?</li> <li><input checked="" type="checkbox"/> Are resources allocated specifically to evaluation?</li> <li><input checked="" type="checkbox"/> Is the evaluation system considering feedback from communities and all stakeholders involved?</li> <li><input checked="" type="checkbox"/> Does your organisation have an exit/transition plan designed with communities and relevant stakeholders and clearly communicated?</li> <li><input checked="" type="checkbox"/> Is sustainability analysed and considered thoroughly?</li> </ul> </div> </div>
<b>HPC</b>	<div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Operational Peer Review</li> <li><input type="checkbox"/> Inter-Agency Humanitarian Evaluations: <ul style="list-style-type: none"> <li><input type="checkbox"/> Process Guidelines</li> </ul> </li> </ul>  </div>
<b>STANDARDS</b>	
	<p><b>Core Humanitarian Standard (CHS)</b></p> <p><b>Commitment 3:</b> Communities and people affected by crisis are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action. <b>Quality Criterion:</b> Humanitarian response strengthens local capacities and avoids negative effects.</p> <p><b>Commitment 4:</b> Communities and people affected by crisis know their rights and entitlements, have access to information and participate in decisions that affect them. <b>Quality Criterion:</b> Humanitarian response is based on communication, participation and feedback.</p> <p><b>Commitment 5:</b> Communities and people affected by crisis have access to safe and responsive mechanisms to handle complaints. <b>Quality Criterion:</b> Complaints are welcomed and addressed.</p> <p><b>Commitment 6:</b> Communities and people affected by crisis receive coordinated, complementary assistance. <b>Quality Criterion:</b> Humanitarian response is coordinated and complementary.</p> <p><b>Commitment 7:</b> Communities and people affected by crisis can expect delivery of improved assistance as organisations learn from experience and reflection. <b>Quality Criterion:</b> Humanitarian actors continuously learn and improve.</p>

	<p><b>Humanitarian Standards Partnership (HSP) – including the CHS</b></p> <p>The HSP Minimum standards, key actions and key indicators and guidance notes which were used for the Formulation Phase 2 of the PCM are evaluation benchmarks and tools for this Exit Phase 5 of the PCM.</p>
	<p><b>Sphere Handbook</b></p> <p>The minimum standards, key actions, key indicators, and guidance notes for each technical chapter used for the Formulation Phase 2 of the PCM are evaluation benchmarks and tools for this Exit Phase 5 of the PCM.</p> <p><b>Using the standards in context</b> - the standards apply throughout the programme cycle: Monitoring, evaluation, accountability and learning (page 10).</p> <p>For the evaluation, Sphere refers to the <b>eight DAC criteria</b>: relevance, appropriateness, connectedness, coherence, coverage, efficiency, effectiveness, and impact.</p> <p><b>Sphere for Monitoring and Evaluation</b>: This guide indicates the relevant parts of the Sphere Handbook at different moments of the project/ programme cycle and should therefore be used together with the Handbook for Monitoring and Evaluation.</p>
	<p><b>Humanitarian Inclusion Standards for Older People and People with Disabilities Handbook</b></p> <p><b>Key inclusion standard 7: Learning</b> (page 74): Organisations collect and apply learning to deliver more inclusive assistance.</p>
	<p><b>Livestock Emergency Guidelines and Standards (LEGS) Handbook</b></p> <p><b>Chapter 2 - Core standard 6: Monitoring, evaluation, and livelihoods impact</b> (page 31) – Monitoring, evaluation, and livelihoods impact analysis is conducted to check and refine implementation as necessary, as well as to draw lessons for future programming.</p>
	<p><b>Minimum Economic Recovery Standards (MERS) Handbook</b></p> <p><b>Assessment and Analysis Standard 6 M&amp;E occurs throughout the program cycle</b> (page 61): Program performance and impact is assessed throughout the program cycle, in an ongoing and iterative manner.</p>
	<p><b>Minimum Standards for Child Protection in Humanitarian Action Handbook</b></p> <p><b>Standards to ensure a quality response/ Standard 6: Child protection monitoring</b>: objective and timely information on child protection concerns is collected in an ethical manner and systematically triggers or informs prevention and response activities.</p>

	<p><b>Minimum Standards for Education: Preparedness, Response, Recovery Handbook</b></p> <p><b>Foundational Standard-Analysis/ Standard 2: Evaluation</b> (page 48) – Systematic and impartial evaluations improve education response activities and enhance accountability.</p> <p><b>Examples of INEE tools</b> (in the INEE toolkit)</p> <ul style="list-style-type: none"> <li>• For each of the standards, selected tools to download from the INEE toolkit to support implementation</li> </ul>
	<p><b>Minimum Standard for Market Analysis (MISMA)</b></p> <p><b>Key action 4: Analysis</b> (page 23): Use market analysis to adequately inform programme design and achieve programme objectives.</p> <p><b>Key action 5: Market monitoring</b> (page 26): Use market monitoring to review assessment findings and enable programme adaptation when needed.</p> <p><b>Annex 3:</b> Programme decisions and guiding questions.</p>
<p><b>TOOLS</b></p>	
	<p><b>The Active Learning Network for Accountability and Performance (ALNAP)</b></p> <p><b>The sector's largest library of resources on humanitarian evaluation, learning and performance</b></p> <p><b>Strengthening humanitarian action through evaluation and learning</b></p> <p>Evaluation of Humanitarian Action Guide</p> <p>Monitoring and evaluation</p> <p><b>Humanitarian Evaluation Community of Practice</b></p> <ul style="list-style-type: none"> <li>• ALNAP interactive evaluation guide includes real-life examples, practical tips, definitions, and step-by-step advice.</li> <li>• Evaluative report database contains thousands of evaluations, case studies, and learning papers, to facilitate lesson-learning and sharing among humanitarian organizations.</li> </ul>
	<p><b>Core Humanitarian Standard (CHS) - Guidance Notes and Indicators</b></p> <p><b>A guide</b> for evaluation</p>

	<p><b>Quality and Accountability COMPASS</b></p> <p><b>Booklet - Section Implementing:</b> List of questions to help you prepare for closure (page 55).</p> <p>Quality and Accountability COMPASS toolbox:</p> <ul style="list-style-type: none"> <li>• Quality checklists to review the 1. Operational closure; 2. Administrative closure (page 4)</li> <li>• Templates for lessons learned (Source Handicap International) (page 6)</li> </ul>
	<p><b>The Good Enough Guide (GEG)</b></p> <p><b>Section 1: Involve people at every stage (page 9) - Suggested tools:</b></p> <ul style="list-style-type: none"> <li>• Tool 1 How to introduce your agency: a need-to-know checklist (page 30)</li> <li>• Tool 2 How accountable are you? Checking public information (page 32)</li> <li>• Tool 3 How to involve people throughout the project (page 34)</li> <li>• Tool 14 How to say goodbye (page 53)</li> </ul>
	<p><b>The Participation Handbook for humanitarian field workers</b></p> <p><b>Chapter 10 Participatory project evaluation</b></p>
	<p>IFRC Community Engagement and Accountability toolkit</p>



## 4. Cross-Cutting Themes and Approaches throughout the PCM/HPC

Some key cross-cutting themes and approaches should be considered at every stage of the project/programme cycle (PCM/HPC).

It is important to review and select what is a priority in a specific context and complement as needed, e.g.: remote management for cross border operations, security and access in volatile environments, etc.

It also crucial to draw interconnections between the cross-cutting themes and approaches, e.g.: participation in the design of feedback and complaints mechanisms, with data and information management, with PSEA, etc.

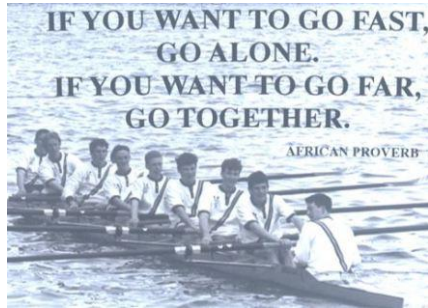
### Cross-Cutting Themes

- Participation & Community Engagement
- Communication & Information sharing, including 2-ways communication
- Feedback and Complaints Mechanisms
- Inclusion (age, gender, persons with disabilities, mental health and psychosocial support, etc.)
- Do No Harm
- Protection
- Gender sensitiveness, considering Gender Based Violence (GBV), Sexual Exploitation and Abuse (SEA), Sexual Exploitation (SH)
- Security & Access

### Cross-Cutting Approaches

- Capacity Building and Strengthening
- Staff management, including remote management
- Coordination
- Data and information management
- Security Management
- Environment, including climate change
- Risk reduction, including Disaster Risk Reduction/ Management (DRR/ DRRM)
- Link between Relief, Rehabilitation, and Development (LRRD)

## Participation & Community Engagement (CE) to enforce decision making and shift power



‘Nothing about us without us’ – ‘Nihil de nobis, sine nobis’

While a people-centered approach has been endorsed, participation of communities from the onset of a project/ programme and true empowerment leading to a transfer of decision making is often reduced to consultation and *ad hoc* communication.

The shift still needs to happen. Highlighting activities to enforce participation of the communities at each phase of the project/ programme is one way to not bypass them.

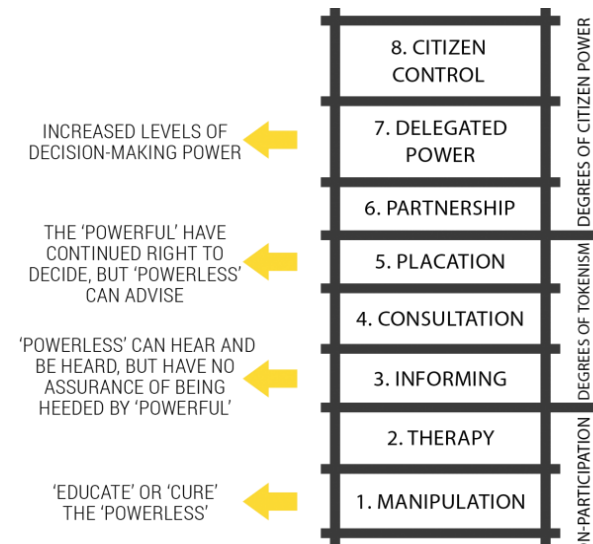
### 2-ways & Collective Feedback and Complaints Mechanisms

Feedback and Complaints Mechanisms are crucial to receive people and communities’ views, ideas and complaints.

Using the information received and providing feedback to the people and communities about how it was used and how the issues were solved, or not - and why - is the other side of the coin to enforce 2-ways communication.

Collective inter-agency mechanisms and referral systems should be the preferred options. By clarifying the channels of communication for the people and communities, a collective approach is supporting their Right to access information and share feedback, views and complaints.

Participation – 参加 - Ka qaybgalka – ڪو ڀون - Participación - Učešće  
 መከራከሪያ - مشاركة - Beteiligung – Ushiriki – Patisipasyon – Pjesëmarrje



‘Ladder of Citizen Participation’

# PART C - Way forward for Field-Level Implementation

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## 1. Potential Breaches of the Accountability Foundations

The main areas for potential fault lines or breaches of accountability are those that would most affect people and communities and do harm. The following list gives an idea of what could be some of those areas:

### Potential fault lines or breaches of Accountability

- Power Abuse: human resources recruitment, management, administration, etc.
- Communication and Information sharing
- Non-inclusion of people with special needs
- Confidentiality and data protection/privacy
- Do Harm
- Protection failures
- Sexual Exploitation and Abuse (SEA), Sexual Harassment (SH), Gender Based Violence (GBV)
- Corruption
- Targeting and selection
- Mismanaged perceptions and expectations
- Cash management
- Environment

**Protecting from and responding to fault lines or breaches of accountability:** Holistic approaches and mechanisms can both help in protecting from and responding to those breaches of accountability.

### Holistic approaches

- Rights Based Approach (RBA)- Duties/Responsibilities
- Participation-Localisation-Empowerment
- Contextualisation
- Nexus Humanitarian Development Peace (HDP)-Learning
- Participation-Community Engagement (CE)
- Coordination - Collective AAP frameworks
- Confidence and trust building

### Mechanisms

- Feedback and Complaints Mechanisms, incl. PSEA Community-Based Complaints Mechanisms (CBCM)
- Risks' analysis and mapping
- Protection frameworks, incl. safeguarding and confidentiality
- Monitoring, incl. course correction
- Verification Mechanisms (self-assessment, audit, etc.)
- Investigation-Neutral and independent entity-ies
- Duty of care-Referral pathways

**Contextualisation together with joint and collective use of the standards for Quality and Accountability** are powerful and constructive ways to mitigate fault lines and breaches of accountability at field-level. Those approaches are explored in the next sections.

## 2. Contextualisation

Contextualization has often been seen as a challenge, with the question of ‘what needs to be contextualized?’ at the heart of the debate. The universal nature of the standards suggests that they should be applied equally across all humanitarian programming. However, deciding the best way to achieve these standards in a particular situation requires careful analysis of circumstances, capacities and other parameters.

Therefore, the contextualisation of the standards related to Quality and Accountability involves prioritizing, selecting and adapting tools such as the sets of key actions, indicators, guidance notes and guidelines to specific contexts, needs and actors, including firstly the people the organisation(s) seek to assist.



- Some initiatives such as INEE have been involved in formal contextual and geographic contextualisation of their standards and provide **guidance and field examples**. For INEE, the key actions in the handbook must be adapted to each specific local situation. The **Iraq Minimum Standards for Education in Emergencies** are an example of adaptation to a specific country and context.
- Standards’ selection can also be made based on topics or cross-cutting issues.
- Incorporation of national standards, country specifics, and consideration of the State regulatory role where applicable, e.g. **LEGS in Ethiopia**
- Specific topics/areas of work (e.g. livestock, education, shelter, health etc.)
- Cultural adaptation is also key: as an example, Latin American networks contextualized Sphere culturally, developing visuals and friendly versions of the Standards for illiterate communities.

The key to successful contextualization depends on how you engage with the community, other humanitarian actors, the government, and donors. Ultimately, it is the ability of an organization to select transversal elements from various standards and predigest the sections of interest for its actions. Most of the time this remains the task of the organisation and dedicated staff, calling upon their knowledge and experience of the standards and associated tools to do so.

## The (too) famous example of a key indicator of the Sphere Standard for Water Quantity

**What should be contextualized?** Sphere Handbook (pages 105-106)

Humanitarian workers sometimes state that they cannot reach the standard because ‘*they cannot distribute 15 litres of water per person per day*’, in a specific context. However, 15 liters of water per person per day is **not** a minimum standard but a **suggested value of a key indicator** that need to be contextualized, using the **Guidance notes** which provide support.

	<p><b>DO NOT ADAPT Standards</b></p> <p>➔ <i>They are universal</i></p>	<p><b>DO SELECT AND ADAPT TO CONTEXT</b></p> <p><b>Key actions and Key indicators</b></p> <p>➔ <i>They should be SMART</i></p>	
<b>READ and USE the Guidance notes</b>			
<p><b>Standards</b> are generic and qualitative in nature. As such they are universal and applicable to all contexts and cannot be modified or adjusted.</p>		<p><b>Key indicators</b> for each standard are both of qualitative and quantitative nature and their value should be – nearly most of the time – adjusted to fit the context.</p>	
<p><b>Water Supply Standard 2.1: Access and Water Quantity:</b> <i>People have equitable and affordable access to a sufficient quantity of safe water to meet their drinking and domestic needs.</i></p>		<p><b>Key Indicator 1:</b> <i>Average volume of water used for drinking and domestic hygiene per household</i></p> <p>The indicator is directly followed by further guidance:</p> <ul style="list-style-type: none"> <li>• <i>Minimum of 15 litres per person per day</i></li> <li>• <i>Determine quantity based on context and phase of response</i></li> <li>• The <b>Guidance notes</b> explain how to break down the 15 litres for various uses</li> </ul>	
<p><b>Example of adaptation to the Pakistan context 2010</b></p> <p>WASH Cluster</p>	<p>During the floods in Pakistan in 2010, the WASH cluster technical working group agreed on how the Sphere minimum standards translated in the local context.</p> <ul style="list-style-type: none"> <li>▪ For water supply they agreed that 3 liters was the survival need.</li> <li>▪ For the latrines, they agreed about 50 persons per latrine in the initial stage of the emergency instead of the 20 suggested in the handbook.</li> </ul>		

### 3. Joint and Collective Use

#### **Joint application of the standards**

The move towards more coherence and complementarity between the different sets of standards related to Quality and Accountability, codes, principles and commitments makes the environment very dynamic. While some actors express concerns about a proliferation of standards and tools putting at stake their application, others advocate for their richness and the opportunities provided by the wide coverage of topics and methodologies.

Joint application of the standards through an institutionalized process in the organisation and across organisations is key to a successful approach. In this sense the CHS, Sphere and the HSP are fully supportive to a joint application. Therefore, applying the standards in complex contexts requires well prepared organisations and individuals through appropriate capacity building, and a thorough understanding of the standards and their accompanying tools in order to select, adapt and apply those properly in a joint manner.

#### **A collective approach to Quality and Accountability to Affected Populations**

Collective application happens when an organisation and the stakeholders' it works with select and apply the same standards, indicators and other related tools to enhance a qualitative coordinated action, by:

- Compiling and combining standards relevant to a specific location and for all actors, including all service providers
- Developing coordinated key messages for all stakeholders in relevant languages, formats, cultural style and channels
- Gathering data and analysing information relevant to those standards in a coordinated manner at field level, e.g. joint assessment teams, and having systematic joint systems for data/information collection in order to measure the achievement of the standards
- Initiating and/or reinforcing joint feedback and complaints mechanisms
- Jointly completing the feedback loop with the communities in relevant languages, formats, cultural styles and channels
- Adopting a collective approach to measurement and verification at national level or response level

## 4. Measurement and Verification

While the humanitarian Quality and Accountability Standards are voluntary, demonstrating adherence and conformity with the standards is a logical path towards transparency and AAP: it is showing that *'you are doing what you said you would do'*.

Various options are available to do so, involving various levels of resources (financial, human, time, etc.) and having different type of implication. In fact all standards, be they voluntary or abiding ones, are measurable and verifiable, i.e. can be measured against through a verification process, mostly divided between self/internal verification and external verification, with some mixed ways in between.

For the CHS Alliance, verification is a structured, systematic process to assess the degree to which an organisation is working to achieve the CHS. The CHS Alliance Verification framework allows organisations to measure the extent to which they have successfully applied the CHS requirements, and allows them to demonstrate that they have done so.

The CHS Alliance Verification Scheme sets out the policies and rules of the verification process to ensure it is conducted in a fair and consistent manner for all participating organisations. The Scheme offers four verification options with different degrees of rigour and confidence in the results: self-assessment, peer review, independent verification and certification. The indicators used in the self-assessment are common to all four options.

### Internal verification

Internally-led mechanisms rely on the organisations' own monitoring and evaluation systems. If the system allows, the results can then be shared within and outside the organization for transparency and learning purposes.

For example, the CHS Alliance self-assessment tool can be used by an organization to self-assess its level of compliance with the CHS 9 commitments. An organisation can therefore opt for using this self-assessment tool and sharing results with all stakeholders involved. However all sets of standards do not have this type of tool in place.

The **COMPASS** is a quality and accountability management method for aid projects that has been specifically designed to help apply and evaluate the CHS in the field for all intervention zones, sectors and contexts.

On another note, most evaluations consider the **Organisation for Economic Co-operation and Development (OECD)/Development Assistance Committee (DAC) Evaluation Criteria** when evaluating programmes and projects. These evaluation criteria are a guide for organisations to self-evaluate their programmes and projects. Those can be used for both internally and externally-led evaluations. OECD/DAC evaluation criteria for humanitarian aid, as suggested by **ALNAP**, are: Relevance-Appropriateness, Coherence, Effectiveness, Coordination, Efficiency, Impact, Coverage, and Connectedness-Sustainability.

#### **External or third party verification**

Externally-led mechanisms or third party verifications call upon external bodies to check conformity with pre-agreed standards, as for example **Humanitarian Quality Assurance Initiative (HQAI)**.

HQAI provides organisations with independent quality assurance services grounded in the feedback from vulnerable and at-risk people and communities. HQAI services aim to provide an objective and independent assessment of where an organisation stands in the application of the CHS. **HQAI offers three core services**: benchmarking, independent verification and certification against the CHS. Of specific interest is **the subsidy fund** made available by HQAI for organisations encountering financial issues to seek their independent quality assurance services.

Other auditing companies are able to provide third-party verification services, although those companies should be recognised or accredited against relevant standards of operation, such as **ISO standards** for certification bodies. It is also of interest to weight the capacity of an auditing company to understand the need to reach the affected populations and have the means to do so.

The OECD-DAC Evaluation Criteria are also used in the context of externally-led evaluations as described above.

On another note, the newly developed **HPass Standards** for Learning and Assessment of competencies providers are offering a set of quality assurance mechanisms and tools, from self-evaluation to external quality audits.



## Acronyms

Acronym	Full Language	Acronym	Full Language
<b>AAP</b>	Accountability to Affected Populations	<b>IFRC</b>	International Federation of Red Cross and Red Crescent Societies
<b>ACAPS</b>	Assessment Capacities Project	<b>INEE</b>	Inter-Agency Network for Education in Emergencies
<b>ALNAP</b>	Active Learning Network for Accountability and Performance	<b>JEEAR</b>	Joint Evaluation of Emergency Assistance to Rwanda
<b>CALP</b>	Cash Learning Partnership	<b>JSI</b>	Joint Standards Initiative
<b>CBCM</b>	Community-Based Complaint Mechanism	<b>LEGS</b>	Livestock Emergency Guidelines and Standards
<b>CBHA</b>	Consortium of British Humanitarian Agencies	<b>M&amp;E</b>	Monitoring and Evaluation
<b>CDA</b>	Collaborative Learning Projects	<b>MEAL</b>	Monitoring Evaluation Accountability Learning
<b>CHS</b>	Core Humanitarian Standard	<b>MEL</b>	Monitoring Evaluation Learning
<b>COC</b>	Code of Conduct	<b>MERS</b>	Minimum Economic Recovery Standards
<b>CPMS</b>	Minimum Standards for Child Protection in Humanitarian Action	<b>MISMA</b>	Minimum Standard for Market Analysis
<b>CPWG</b>	Child Protection Working Group	<b>MOS</b>	Minimum Operating Standards
<b>CWSA</b>	Community World Service Asia	<b>NGO</b>	Non-Governmental Organization
<b>DAC</b>	Development Assistance Committee	<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>DRR</b>	Disaster Risk Reduction	<b>PCM</b>	Project Cycle Management
<b>DRR/M</b>	Disaster Risk Reduction/ Management	<b>P-FIM</b>	People First Impact Method
<b>ECB</b>	Emergency Capacity Building Project	<b>PSEA</b>	Protection from Sexual Exploitation and Abuse
<b>GEG</b>	Good Enough Guide	<b>Q&amp;A</b>	Quality and Accountability
<b>Group URD</b>	Groupe Urgence Réhabilitation Développement	<b>SEA</b>	Sexual Exploitation and Abuse
<b>HAP</b>	Humanitarian Accountability Partnership	<b>SEEP</b>	The Small Enterprise Education and Promotion Network
<b>HPC</b>	Humanitarian Programme Cycle	<b>SH</b>	Sexual Harassment
<b>HQAI</b>	Humanitarian Quality Assurance Initiative	<b>SHA</b>	Sexual Harassment and Abuse
<b>HSP</b>	Humanitarian Standards Partnership	<b>SOPs</b>	Standard Operating Procedures
<b>IASC</b>	Inter-Agency Standing Committee	<b>TI</b>	Transparency International
<b>IASC CAAP</b>	Inter-Agency Standing Committee Commitments on Accountability to Affected Populations	<b>TORs</b>	Terms of Reference
<b>ICRC</b>	International Committee of the Red Cross	<b>UN</b>	United Nations
<b>ICVA</b>	International Council of Voluntary Agencies		