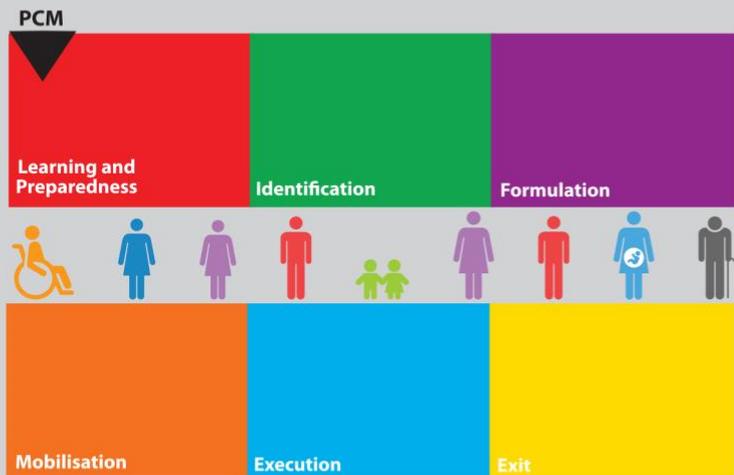
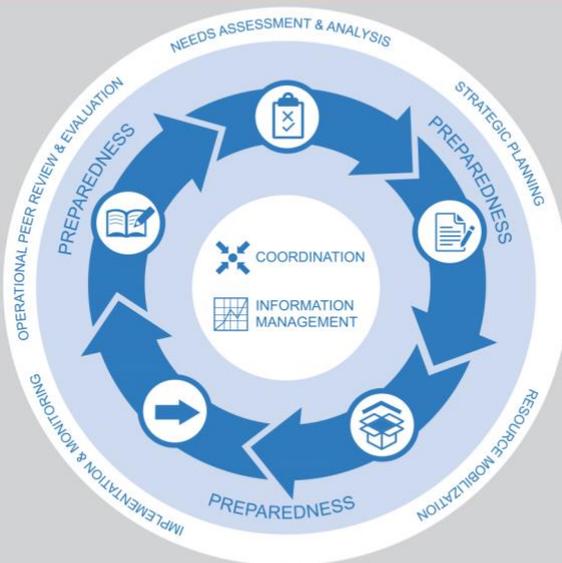


3-Day Training
Quality and Accountability
for
Project Cycle Management

RESOURCES TO PRINT

January 2020

Core Humanitarian
STANDARD



In Partnership with:



Passport Introductions

Instructions

Find people in the group who meet one of the following statements. Once you have found this person, ask them to write their name in the space provided. You will have to meet one person per square in order to fill in your passport!

<p>I am wearing something blue</p> <p>Name:</p>	<p>I have children</p> <p>Name:</p>
<p>I drink coffee in the morning</p> <p>Name:</p>	<p>I like watching football</p> <p>Name:</p>
<p>I was born in April</p> <p>Name:</p>	<p>I have had more than one career in my life.</p> <p>Name:</p>
<p>I can speak three or more languages</p> <p>Name:</p>	<p>I have worked in two or more different countries</p> <p>Name:</p>
<p>I have a nickname (write the nickname here)</p> <p>Name:</p>	<p>I have shaken the hand of a government minister</p> <p>Name:</p>
<p>---</p> <p>Name:</p>	<p>---</p> <p>Name:</p>

Pre-TEST

*This will be one of your own personal learning tools,
you won't have to share it ;)*

Test your knowledge and be ready to upgrade!

1) Humanitarian action is guided by four widely accepted principles (as outlined in the CHS):

-
-
-
-

2) It is impossible to apply all of them: we need to choose!

- Right
- Wrong
- Yes and No

3) Principles, rights and standards apply:

- Only in humanitarian contexts
- Only in development contexts
- In both humanitarian and development
- In both humanitarian and development, as well as peace-building

4) Sphere Handbook define the principles, rights and standards that should be applied to:

- All humanitarian work
- Humanitarian work when that is possible
- Situations where those can be achieved

5) Name the 9 CHS Commitments with key words

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |
| | 9. |

6) The CHS applies to:

- Organisations
- Individuals
- Both

7) To whom are we accountable?

- People and communities
- Our management
- Donors
- All

8) Name the four Sphere technical chapters

-
-
-
-

9) What does PSEA stand for?

- Prevention of Sexual Exploitation and Abuse
- Prevention of and Protection from Sexual Exploitation and Abuse
- Prevention of, Protection from and Response to Sexual Exploitation and Abuse

10) What does HSP stand for?

11) How many Standards does the HSP regroup?

Please name all of them or the sector they consider

-
-
-
-
-
-
-
-

12) Name three themes and approaches that are key to Q&A globally?

-
-
-

13) What means Q&A in full letters?

14) What means HPC in full letters?

15) What means PCM in full letters?

Definitions Cards – Quality & Accountability

Quality	Relevant	The activity is suited to the priorities and needs of the target group.
	Effective	The activity attains its objectives.
	Efficient	The activity uses the least costly resources possible in order to achieve the desired results.
	Impactful	The activity results in social, economic, environmental or other changes.
	Sustainable	The benefits of the activity are likely to continue into the future.
Accountability Use power responsibly	Taking account of the community	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
	Giving account to the community	Transparently and effectively sharing information with communities
	Being held to account by the community	Giving communities the opportunity to assess and if appropriate sanction your actions.

Humanitarian Fundamental Instruments

Code of Conduct

Ethical Principles

Legal Rights

International Humanitarian Law

Humanitarian Charter

Commitments

Core Humanitarian Standard

Quality & Accountability

Roles

Humanitarian Standards Partnership (including Sphere)

Beliefs

Standards Cards





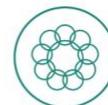
Humanitarian Standards Partnership



The Sphere Handbook

Humanitarian Charter
and Minimum Standards
in Humanitarian Response

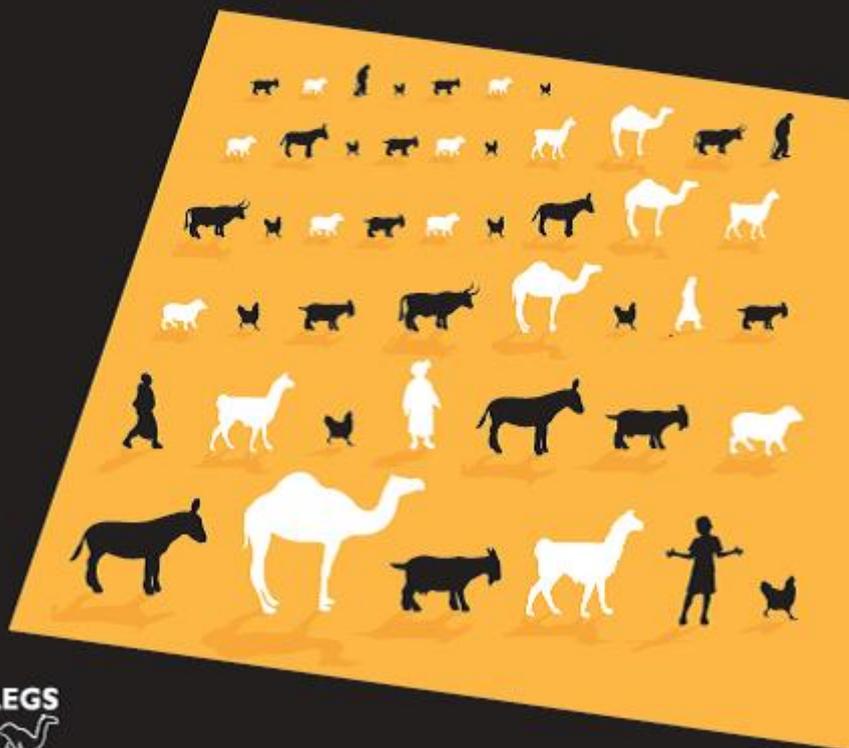
 Sphere
2018 Edition



LEGS

Livestock Emergency Guidelines and Standards

Second Edition





Minimum Economic Recovery Standards

Third Edition



The SEEP Network



THE ALLIANCE
for Child Protection in Humanitarian Action

MINIMUM STANDARDS FOR **CHILD PROTECTION** IN HUMANITARIAN ACTION



2019 Edition

INEE

An international network for education in emergencies
Un réseau international pour l'éducation en situations d'urgence
Una red internacional para la educación en situaciones de emergencia
Uma rede internacional para a educação em situações de emergência
الشبكة العالمية لوكالات التعليم في حالات الطوارئ

MINIMUM STANDARDS FOR EDUCATION:

Preparedness, Response, Recovery



MINIMUM STANDARD FOR MARKET ANALYSIS (MISMA)



Humanitarian inclusion standards for older people and people with disabilities



HPC and PCM Cards

HPC

Needs Assessment
& Analysis

Strategic Planning

Resource Mobilization

Implementation
& Monitoring

Operational Peer Review
& Evaluation

A coordinated approach to the assessment of an emergency and to the prioritisation of the needs of affected people lays the foundation for a coherent and efficient humanitarian response.

Humanitarian response plans (HRPs) are required for any humanitarian crisis requiring the support of more than one agency, and are prepared by humanitarian country teams (HCTs) based on a humanitarian needs overview.

Fundraising for the humanitarian response, as outlined in the flash appeal and/or humanitarian response plans. Using pooled funding mechanisms strategically to fund in line with the priorities set in the humanitarian response plans.

Monitoring tracks the inputs, and the outputs resulting from interventions to affected populations, charts the outcomes of cluster activities, and measures progress towards the strategic objectives of the HRP, while considering the diversity of the affected population and their perspectives of the response.

An independent assessment of results of the collective humanitarian response by member organizations of the IASC. Evaluate the extent to which planned collective results have been achieved and how humanitarian reform efforts have contributed to that achievement.

PCM

**Learning and
Preparedness**

Identification

Formulation

Mobilisation

Execution

Exit

Organisations review and incorporate lessons learned from previous evaluations and reviews.

Capacity building and learning is happening in this phase.

The humanitarian organization conducts several data collections and analysis. The situation in the crisis area is screened and analyzed, to select the strategies that will be applied to improve it and address the problems faced by target groups / beneficiaries as well as their needs and interests.

The intervention strategy is further developed into a practical, operational plan ready to be implemented. All knowledge and insights obtained during analysis are integrated in the planning.

The agreed resources are used to achieve the operation purpose (= the target group(s) receive the planned benefits) and to support the achievement of the overall objectives. Advocacy and coordination is also considered here.

Implementation happens here with ongoing monitoring. Monitoring consists of progress assessment to solve problems, enable adjustment to changing circumstances and make improvement to the project.

The withdrawal of externally provided project resources from a project area. The end of a program funding cycle, with an extension through a follow-on extended recovery program, or a longer-term development program. A combination of withdrawal, program extension or transition. Evaluation happens in this phase.

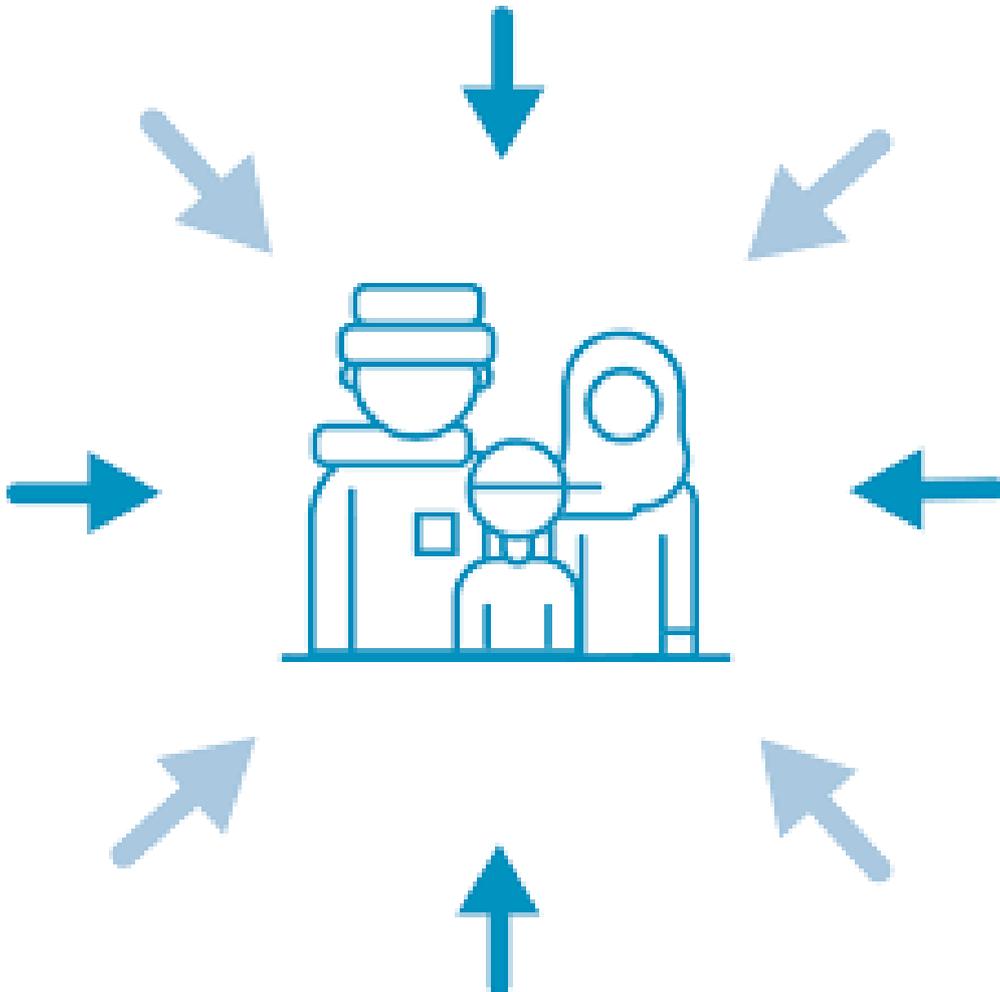


Reference Material for Research Exercise

Transversal Themes & Approach	Reference Material
Community Capacity Strengthening Community Engagement (CE)	<ul style="list-style-type: none"> • CHS Commitment 3 and 4 • Good Enough Guide Section 2 and section 6/ Tool 3
Staff Capacity Building Organisational Capacities	<ul style="list-style-type: none"> • CHS Commitment 7 and 8 • Good Enough Guide • Competency Framework
Participation of all Stakeholders	<ul style="list-style-type: none"> • CHS Commitment 4
Inclusion	<ul style="list-style-type: none"> • Sphere Handbook – Understanding Vulnerabilities and Capacities (pages 10-16) • Inclusion Standards
Coordination (incl. data/information management)	<ul style="list-style-type: none"> • CHS Commitment 6 • Sphere Handbook – Understanding the Operational Setting (pages 16 – 19) • IASC Guidance Note on using the Cluster approach
Gender Based Violence (GBV) Sexual Exploitation and Abuse (SEA)	<ul style="list-style-type: none"> • IASC Guidelines on GBV – Introduction – Part 2 and Part 3
Staff Management (incl. remote management, security)	<ul style="list-style-type: none"> • CHS Commitments 2 and 8
Communication Feedback Mechanisms Complaints Mechanisms	<ul style="list-style-type: none"> • CHS Commitment 5 • IASC Guidelines on PSEA CBCM – Introduction ‘What to Expect from an Interagency PSEA CBCM’
Do No Harm	<ul style="list-style-type: none"> • CHS Commitment 3 • Sphere Handbook – Protection Principle 1

Theme / Approach Cards

Community Participation



unocha.org

Communication



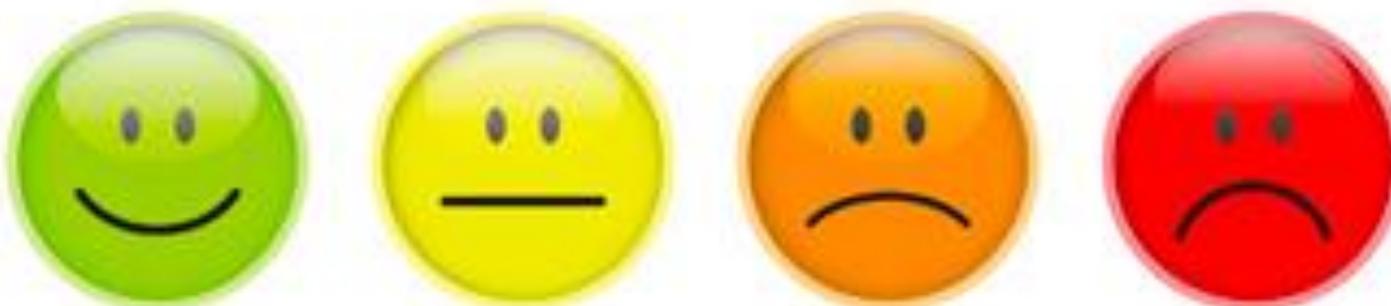
skillsportal.co.za

Inclusion



rondpointdelitinerance.ca

Feedback and Complaints Mechanisms



Learning and Improving



towardsmaturity.org

Gender Based Violence (GBV)



privacyinternational.org

Sexual Exploitation and Abuse (SEA)



unaids.org

Do No Harm



(free icon) [pngtree.com](https://www.pngtree.com)

Roleplay Scripts

Background

A project team are visiting a community.

A community meeting has been organised and various members of the community are in attendance along with representatives of the local civil administration entity. The project team are going to explain what they will do during the project, how people will be involved and how they will be updated.

NGO Team - Brothers for Peace

You were delayed getting here. You don't have much time and you have to be back before dark. So, make your points quickly:

1. You will be distributing Food and non -food items.
2. You have selected several locations where distributions will take place.
3. These have been revised to try to increase coverage.
4. The distributions will take place in each location once a week.
5. You will work closely with the civil administration entity to ensure distributions meet community needs.
6. You will update the community by holding meetings like this one every 2 weeks.
7. You will monitor the project by holding focus groups – 1 for men, 1 for women.
8. You will also be visiting individual households to ask for feedback

Background

A project team are visiting a community.

A community meeting has been organised and various members of the community are in attendance along with representatives of the local civil administration entity. The project team are going to explain what they will do during the project, how people will be involved and how they will be updated.

Community Group 1 - CASH

You don't understand why they are distributing items that you are able to buy. You heard about a CASH project in another community. It would be much better if they distributed cash or vouchers.

If the NGO had asked anybody in the community, they would have known.

Background

A project team are visiting a community. A community meeting has been organised and various members of the community are in attendance along with representatives of the local civil administration entity. The project team are going to explain what they will do during the project, how people will be involved and how they will be updated.

Community Group 2 - Corruption

You are very concerned about the project. You are certain that the civil administration entity members will try to take money from the project or items from the community. You want to tell the NGO, but you cannot explain the details in front of the civil administration entity members who are here.

Background

A project team are visiting a community. A community meeting has been organised and various members of the community are in attendance along with representatives of the local civil administration entity. The project team are going to explain what they will do during the project, how people will be involved and how they will be updated.

Community Group 3 - Women

You are nervous to speak up in the meeting, but you are concerned. The NGO says it will hold focus groups with women - but most of the NGO workers are men. The location of the meetings means they will be very unsafe for women to attend. Many will not be able to attend alone.

Background

A project team are visiting a community. A community meeting has been organised and various members of the community are in attendance along with representatives of the local civil administration entity. The project team are going to explain what they will do during the project, how people will be involved and how they will be updated.

Community Group 4 - Perceptions

You are supportive of the project, but are worried about what information the NGO will ask you for. You don't like attending meetings because the civil administration entity will think you are gathering to criticise them. There is no way you can speak to the NGO directly without the civil administration entity becoming suspicious.

Background

A project team are visiting a community. A community meeting has been organised and various members of the community are in attendance along with representatives of the local civil administration entity. The project team are going to explain what they will do during the project, how people will be involved and how they will be updated.

Community Group 5 - Inclusion

You are a child attending because your father cannot – he is an amputee. Your mother and sister are not allowed to travel alone. You cannot carry heavy items all the way from the distribution point. You are worried that your family will not get what they need. You are nervous to speak up in the meeting.

Background

A project team are visiting a community. A community meeting has been organised and various members of the community are in attendance along with representatives of the local civil administration entity. The project team are going to explain what they will do during the project, how people will be involved and how they will be updated.

Community Group 6 - Identity

You don't trust the NGO. You have seen and heard of bad things done by some of these NGOs. How do you know who they are or why they are here? They may well be working for the government or armed groups. You want assurances about who they are and why they are doing the project.

Background

A project team are visiting a community. A community meeting has been organised and various members of the community are in attendance along with representatives of the local civil administration entity. The project team are going to explain what they will do during the project, how people will be involved and how they will be updated.

Civil Administration Entity

You are glad the NGO is undertaking the project and have seen the plans. However the locations have changed and you have not authorised the change. You want the NGO to deliver aid in the locations agreed. You are also concerned that the NGO is meeting community members without the civil administration entity present.

Formulation Definition Cards

ACTION PLAN	MONITORING PLAN	OPERATIONAL PLAN
Goals	Indicators	Financial Requirements
Objectives	Means of Verification	Human Resources Requirements
Strategies	Methods of data collection	Risk Assessment & Mitigation Strategy
Activities		Exit Strategy

Inclusion Exercise – Badges

<p>1. Man, 62. Lost one leg as a result of an explosion.</p>	<p>6. Girl, aged 12. Parents died. Lives with her grandparents.</p>
<p>2. Woman, 23. Married, has one child. 7 months pregnant. Iraqi refugee.</p>	<p>7. Man, 48. Engineer. Lives with wife. From Eastern Ghouta.</p>
<p>3. Woman, 38. Teacher in a local school.</p>	<p>8. Man, 50. Works at civil administrative entity.</p>
<p>4. Man, 32. Married, 2 children. Signs of psychological distress.</p>	<p>9. Woman, 78. Husband died before the war. Lives with her extended family.</p>
<p>5. Boy, 4. Chronic respiratory problems caused by dust.</p>	<p>10. Boy, 17. Lost his sight due to explosion. Lives with parents.</p>

BUDGET

Staff and Other Personnel Costs (please itemize costs of staff, consultants and other personnel to be recruited directly by the implementing partner for project implementation)								
Code	Budget Line Description	D / S	Quantity	Unit Cost (USD)	Duration Recurrence / month	% Cost	Total Cost (USD)	Total Cost (GBP)
Turkey Staff								
1,1	Program S. Officer	S	1	\$ 3 000	5	80%	\$ 12 000,00	£ 9 411,76
1,2	Supply Chian Officer	S	1	\$ 2 700	5	10%	\$ 1 350,00	£ 1 058,82
1,3	Finance Office	S	1	\$ 2 700	5	10%	\$ 1 350,00	£ 1 058,82
1,4	M&E Officer	S	1	\$ 2 700	5	10%	\$ 1 350,00	£ 1 058,82
1,5	Program Coordinator	S	1	\$ 2 400	5	25%	\$ 3 000,00	£ 2 352,94
1,6	Programs Manager	S	1	\$ 5 000	5	15%	\$ 3 750,00	£ 2 941,18
1,7	HR Officer	S	1	\$ 2 700	5	15%	\$ 2 025,00	£ 1 588,24
Total Cost staff in Turkey							\$ 24 825,00	£ 19 470,59
Syria Staff								
1,8	WASH Engineer	D	2	\$ 800	5	100%	\$ 8 000	£ 6 274,51
1,9	Site engineer	D	2	\$ 650	5	100%	\$ 6 500	£ 5 098,04
1,1	Media Officer	D	1	\$ 500	5	100%	\$ 2 500	£ 1 960,78
1,11	Supply Chian Officer	D	1	\$ 500	5	100%	\$ 2 500	£ 1 960,78
1,12	Field Officer	D	2	\$ 600	5	200%	\$ 12 000	£ 9 411,76
1,13	M&E Officer	D	1	\$ 500	5	100%	\$ 2 500	£ 1 960,78
Total Cost staff in Syria							\$ 34 000,00	£ 26 666,67
Sub Total							\$ 58 825,00	£ 46 137,25
Supplies, Commodities, Materials (please itemize direct and indirect costs of consumables to be purchased under the project, including associated transportation, freight, storage and distribution costs)								
Code	Budget Line Description	D / S	Quantity	Unit Cost	Duration Recurrence	% Cost	Total Cost (USD)	Total Cost (GBP)
Materials - Goods								
2,1	Rehabilitation Ar-Ra'ee water station (see the BOQ Act 2.1)	D	1	\$ 54 780,00	1	100%	\$ 54 780	£ 42 964,71
2,2	Rehabilitation Bab Laymun water station (see the BOQ Act 2.2)	D	1	\$ 92 656,25	1	100%	\$ 92 656	£ 72 671,57
2,3	Rehabilitation Sandi water station (see the BOQ Act 2.3)	D	1	\$ 115 766,00	1	100%	\$ 115 766	£ 90 796,86
2,4	Support operating process of Ar-Ra'ee water station (see the BOQ Act 2.4)	D	1	\$ 3 218,20	1	100%	\$ 3 218	£ 2 524,08
2,5	Support operating process of Bab Laymun water station (see the BOQ Act 2.5)	D	1	\$ 1 367,00	1	100%	\$ 1 367	£ 1 072,16
2,6	Support operating process of Sandi water station (see the BOQ Act 2.6)	D	1	\$ 1 151,80	1	100%	\$ 1 152	£ 903,37
2,7	Maintenance Kits (see the BOQ Act 2.7)	D	1	\$ 3 104,00	1	100%	\$ 3 104	£ 2 434,51
2,8	Spare Parts (see the BOQ Act 2.8)	D	1	\$ 1 850,00	1	100%	\$ 1 850	£ 1 450,98
2,9	Providing of the drinking water for IDP's in in both camps and off camps	D	1	\$ 348,00	90	100%	\$ 31 320	£ 24 564,71
Total Materials							\$ 305 213,25	£ 239 382,94
Transportation for Goods								
Total Transportation								
Sub Total							\$ 305 213,25	£ 239 382,94

Equipment (please itemize costs of non-consumables to be purchased under the project)								
Code	Budget Line Description	D / S	Quantity	Unit Cost	Duration Recurrence	% Cost	Total Cost (USD)	Total Cost (GBP)
3.1	Laptops Syria	D	2	\$ 800,00	1	100%	\$ 1 600,00	£ 1 254,90
3.2	Laptops Turkey	D	2	\$ 1 000,00	1	100%	\$ 2 000,00	£ 1 568,63
	Sub Total						\$ 3 600,00	£ 2 823,53
Contractual Services (please list works and services to be contracted under the project)								
Code	Budget Line Description	D / S	Quantity	Unit Cost	Duration Recurrence	% Cost	Total Cost (USD)	Total Cost (GBP)
4.1	Operation and maintenance training	D	1	\$ 2 000	1	100%	\$ 2 000	£ 1 568,63
4.2	Cost-recovery system Training	D	1	\$ 2 500	1	100%	\$ 2 500,00	£ 1 960,78
	Sub Total						\$ 4 500,00	£ 3 529,41
Travel (please itemize travel costs of staff, consultants and other personnel for project implementation)								
Code	Budget Line Description	D / S	Quantity	Unit Cost	Duration Recurrence	% Cost	Total Cost (USD)	Total Cost (GBP)
5,1	Transport allowance for field team	D	7	\$ 100,00	5	100%	\$ 3 500	£ 2 745,10
5,4							-	
5,5							-	
	Sub Total						\$ 3 500,00	£ 2 745,10
Offices and Warehouse Costs (Please include Rent cost and other cost for any warehouse or office that related to this project)								
Code	Budget Line Description	D / S	Quantity	Unit Cost	Duration Recurrence	% Cost	Total Cost (USD)	Total Cost (GBP)
6,1	Office Rent (Syria)	D	1	\$ 750,00	5	75%	\$ 2 812,50	£ 2 205,88
6,2	Office running Cost (Syria)	D	1	\$ 500,00	5	26%	\$ 656,75	£ 515,10
	Total cost of warehouse						\$ 3 469	£ 2 720,98
	Sub Total						\$ 3 469	£ 2 720,98
General Operating and Other Costs (please include general operating expenses and other direct costs for project implementation)								
Code	Budget Line Description	D / S	Quantity	Unit Cost	Duration Recurrence	% Cost	Total Cost (USD)	Total Cost (GBP)
7,1	Legal fees	D	1	5000	5	5%	\$ 1 142,50	£ 896,08
7,2	Hawala Fees	D	1	225000	1	1%	\$ 2 250,00	£ 1 764,71
	Sub Total						\$ 3 393	£ 2 660,78
Total Budget							\$ 382 500,00	£ 300 000,00

SEA and GBV Definitions Cards

<h3>Gender Based Violence (GBV)</h3>	<p>Any harmful act perpetrated against a person's will and that is based on socially ascribed (gender) differences. e.g.</p> <ul style="list-style-type: none"> • sexual violence: sexual exploitation/abuse, forced prostitution, forced/child marriage; • domestic/family violence: physical, emotional/psychological and sexual violence in the family/home; and • harmful cultural/traditional practices such as female genital mutilation, honour killings, widow inheritance, and others.
<h3>Sexual Gender Based Violence (SGBV)</h3>	<p>GBV acts of a sexual nature.</p>
<h3>Sexual Exploitation (SE)</h3>	<p>Any actual or attempted abuse of a position of:</p> <ol style="list-style-type: none"> (a) Vulnerability; (b) Differential power; or (c) Trust <p>for sexual purposes, including but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.</p>

Sexual Abuse (SA)

The **actual or threatened** physical intrusion of a sexual nature which can occur:

- (a) By force; or
- (b) Under unequal conditions; or
- (c) Under coercive conditions.

Sexual Harassment (SH)

Unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature.

e.g.

- Staring at someone
- Telling sexual jokes
- Making unwanted comments

12 Steps to Develop a Complaint and Response Mechanism – Overview Text

(This exercise is taken from the CHS Alliance CRM training course handouts)

1. Senior management and resources – It is important to have consensus on what are the purpose and objectives of a CRM. Senior management must be committed, staff designated with adequate time and resources. If necessary, trainings need to build appropriate awareness, capacity, and attitudes among staff members in charge of developing the CRM.

2. Affected people are consulted – It is important for the organisation to know what are the possible barriers to complain and how to address them in order to make the mechanism safe and accessible. Several entry points are important to ensure it meets all community subgroups specific needs and concerns, and can receive both sensitive and non-sensitive complaints. Entry points should include a combination of verbal and written ways, face-to-face and remote. Distance must not be a barrier to most vulnerables. Traditional mechanisms need to be taken into account. In order to include all these parameters, communities need to be consulted, preferably through focus group discussion supplemented by individual interviews.

3. Complaints handling policy and procedures finalized – Key elements of the policy and procedure include: who are the stakeholders, what is the scope of the mechanism (complaints that can be taken or which needs to be referred to another institution), how are the complaints registered, who is in charge of their process (different categories of complaints can involve different processing, from simple answer to top management referral in case of sensitive complaint), how and how much time to complainant will get a response, procedures and persons if complaints need to be investigating, how to respect confidentiality and safety of the parties involved, procedure for appealing the decision.

4. Staff members are trained – If possible all staff, not only those directly involved, need to be aware of the CRM and its functioning and have a positive attitude toward receiving and transferring complaints. Staff specifically involved in the running of the CRM need to receive training and be very clear on the procedures. This is even more crucial in the case of sensitive complaints such as sexual abuse and corruption. Ensure that awareness raising and training is repeated with time and during induction for new staff members.

5. Affected people are informed as to how to go about making a complaint – The organisation needs to ensure that intended users understand how to submit a complaint and are comfortable to use the suggested means. It is important to inform not only once but ensure information is given repeatedly (for instance, through project activities, monitoring visits, via community committees etc.) If no complaints arrive, it means intended users either do not know or do not feel comfortable with the system, in which case a revision is required.

6. Complaints are received – Through the designated means but perhaps also through other means, hence the importance for all staff to be aware of the CRM. Ensure proper forms are designed and complaints are registered. It is important to assess the channels for submitting complaints as part of any CRM review.

7. Complaints are acknowledged – The procedure must tell how, and it might be wise to consult community members on how they would like the complaints to be acknowledged. Sensitive complaints must be acknowledged in a safe and confidential manner. Information to give when acknowledging a complaint includes: fact that it has been received, that it will be reviewed, how long it will take. It might be an opportunity to ask the complainant what outcome he/she expects if it is not clear from the actual complaint. A receipt, token or rip off from the complaint form can be given. If the complaint is not within the scope of the organisation, indications should be given by the policy on how and where to refer the complaint and the complainant informed accordingly.

8. Complaints are reviewed and investigated – The procedure should assign clear roles and responsibilities within the organisation, if possible in agreement with various categories of complaints received (it can range from two simple categories, such as non-sensitive & sensitive, to more, such as programmatic feedback which can be quickly answered, programmatic complaint which needs to be referred and possibly investigated, staff behaviour which only includes HR and supervisor, staff behaviour which needs to be referred higher up). The review and investigation should not take longer than 30 days, unless it is a particularly complex case. Sensitive issues needs to be referred to the country director, headquarter desk officer or as high as a board member if the top management is involved in the abuse. The investigation management and operations need to be included in the CRM procedures. Cases of sexual exploitation and abuse need to be investigated with extreme caution. Please refer to the CHS Alliance Investigation Guideline¹ for more information on investigation of allegations of SEA.

9. Response is given to the complainant – Again, ask the community members and the complainants on how they would prefer the response to be given (collectively, individually, how they should be contacted in particular in the case of a sensitive complaint). Ideally the response should be given both verbally and in writing. Ensure that the response is understood by the complainant and that he/she is informed of the possibility of appealing the decision and the time frame for doing so.

10. The complainant may appeal the decision – Ensure that the intended users and complainants know they can appeal a decision (usually once only), how they can do it and within which time frame. Ensure that the complaint mechanism procedure gives clear indications on how the appeal process functions.

11. Information from complaints is continuously fed into project improvement – Feed-back and complaints are periodically reviewed and reported to appropriate decision-making authorities within the organisation. This can be done through CRM specific staff, reports and meetings, or can be done within existing monitoring and evaluation procedures. In any case it is important that the categories of complaints, issues identified and recommendations are appropriately recorded so that the information can be reliable and accessible when reviewing projects, programmes, human resources or financial policies and procedures.

12. The CRM is evaluated and adjusted according to lessons learnt – What to assess: users satisfaction (are people using the mechanism? Are they satisfied with the outcomes? How are the different entry points being used?); effectiveness (has it led to programme adjustment and strengthening?); efficiency (time and resources involved versus benefits); sustainability (can it be maintained, replicated, institutionalized?). The organisation must see if the CRM fits the original purpose it was built for. Means of assessing the CRM include: beneficiary consultation, intended user survey, number of complaints received, type of complaints received, time taken to respond, documentation about the process, consultation with staff etc. Assessments and evaluations of the CRM should take place on a regular basis to ensure that any problem is addressed on a timely manner and do not affect the longer term effectiveness and the mechanism.

¹ https://www.chsalliance.org/files/files/Investigation-Guidelines-2015_English.pdf

12 Steps to Develop a Complaint and Response Mechanism – Cards

The organisation finalizes its complaints handling policy and procedures

Complaints are reviewed

The CRM is evaluated and adjusted according to lessons learnt

Establishment of a CRM is supported by senior management, and appropriate resources, including human, are devoted to this purpose

Response is given to the complainant

Staff are trained in the processes and procedures

Complaints are received

**Affected people, host communities
and other stakeholders are
consulted regarding appropriate
ways to make complaints**

**The complainant may appeal the
decision**

**Information from complaints is
continuously fed into project
improvement**

**Affected people, host communities
and other stakeholders are
informed as to how to go about
making a complaint**

Complaints are acknowledged