Quality and Accountability for Project Cycle Management

A Guide to the Guides

A Pocket Booklet for Field Practitioners

Second Edition - December 2014

Minimum Economic Recovery Standards

LEGS

MINIMUM STANDARDS FOR EDUCATION: Preparedness, Response, Recovery

MINIMUM STANDARDS FOR CHILD PROTECTION IN HUMANITARIAN ACTION

Sphere Project and Companions

LEGS

MERS

CPMS

INEE

acaps — Better Assessments Better Aid

P-FIM

IASC — Inter-Agency Standing Committee

More Initiatives

DARA — IMPACT MATTERS

HRI

The Sphere Project — Humanitarian Charter and Minimum Standards in Humanitarian Response

Sphere

Guide to the 2010 HAP Standard in Accountability and Quality Management

HAP

Quality & Accountability

Core Humanitarian Standard

People in Aid

Code of good practice in the management and support of aid personnel

ALNAP

ECB Project — Impact Measurement and Accountability in Emergencies — The Good Enough Guide

Guide Synergie Qualité

Synergie Qualité

Quality COMPAS

QUALITY COMPAS

sigmah

ASSESS
ANALYZE
DESIGN & IMPLEMENT
CONTEXT
QUALITY & ACCOUNTABILITY
MONITOR & EVALUATE
CAPITALIZE, LEARN & CHANGE

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community
WORLD service
ASIA
peace resilience dignity

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Sylvie Robert and Astrid de Valon

comm**unity**
WORLD service ASIA
peace
resilience
dignity

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ACRONYMS

ACAPS	Assessment Capacities Project
ALNAP	Active Learning Network for Accountability and Performance
CBHA	Consortium of British Humanitarian Agencies
CHS	Core Humanitarian Standard
CPMS	Child Protection Minimum Standard
CPWG	Child Protection Working Group
DRR	Disaster Risk Reduction
ECB	Emergency Capacity Building Project
GEG	Good Enough Guide
Groupe URD	Groupe Urgence Réhabilitation Développement
HAP	Humanitarian Accountability Partnership
HI	Handicap International
HPN	The Humanitarian Practice Network
IASC CAAP	Inter-Agency Standing Committee Commitments on Accountability to Affected Populations
ICVA	International Council for Voluntary Agencies

INEE	Inter-Agency Network for Education in Emergencies
LEGS	Livestock Emergency Guidelines and Standards
MERS	Minimum Economic Recovery Standards
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organisation
P-FIM	People First Impact Method
PCM	Project Cycle Management
Q&A	Quality and Accountability
DRR/M	Disaster Risk Reduction/ Management
TI	Transparency International

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ACKNOWLEDGEMENT

About Community World Service Asia

Community World Service Asia, formerly Church World Service-Pakistan/Afghanistan, is a regional non-governmental organization which implements humanitarian and development activities in Asia. We aim to address factors that set people apart by celebrating inclusiveness, shared values, diversity, and interdependence. Marginalized communities are assisted irrespective of race, faith, color, sex, economic status, or political opinion. Respecting the right to choose how to live, we work with marginalized communities in order for them to overcome inequality and lead dignified, peaceful, and resilient lives.

Our focus areas include: disaster management; education; health; livelihoods; peace and governance; water, sanitation, and the environment; and quality and accountability. We are actively engaged in self-implementation, implementation through partners, and the provision of capacity building at the local and regional levels.

Community World Service Asia has been present in the region since 1954 and is registered with the governments of Pakistan and Afghanistan, where the majority of our projects are implemented. The organization comprises a committed advisory board, diverse national staff, and strong linkages with local/regional networks and partnerships.

Community World Service Asia and Quality & Accountability

In line with our commitments to quality and accountability, we are members of the Humanitarian Accountability Partnership (HAP), People In Aid, and the International Council of Voluntary Agencies (ICVA). We were certified in HAP in 2011 and achieved the first Quality Mark from People In Aid in 2013. Our organization is the Country Focal Point in Pakistan and the Regional Partner in Asia for the Sphere Project and the lead agency for HAP in Pakistan. Our commitment and role enable us to collaborate with key partners on advocating, building capacity, and enhancing quality and accountability of humanitarian action throughout the region.

Community World Service Asia is ISO 9001:2008 accredited and certified in USAID management standards. We are members of the Asian Disaster Risk Reduction and Response Network (ADRRN), Agency Coordination Body for Afghan Relief (ACBAR), and the REAT Network. We are signatories to the Red Cross/Red Crescent Code of Conduct for NGOs in Disaster Relief and also adhere to other policies including a Code of Conduct for Child Protection.

Project Team

Management and Coordination
- **Shama Mall,** Deputy Director, Community World Service Asia
- **Sylvie Robert,** Independent Consultant

Editing and Formatting
- **Kelli Siddiqui,** Head of Communications, Community World Service Asia
- **Zubia Zubair,** Consultant
- **Shahzad A. Fayyaz,** Consultant

Authors

Astrid de Valon	Sylvie Robert
Astrid is an independent consultant with 12 years of management experience in complex humanitarian environments and in the private sector. Her field experience over the last 10 years covers conflict and complex emergencies in the Great Lakes and the Horn of Africa, in coordination and advisory positions with the United Nations, International NGOs and the European Union. She has delivered multiple trainings to various stakeholders, on Quality and Accountability initiatives (Sphere, LEGS, Good Enough Guide, Quality Compas) and on leadership, management and conflict resolution. She co-chaired the Quality and Accountability Working Group in East Africa and hosted the first global training on Q&A. Besides facilitation, she provides consultancy services on coordination, performance, management and technical advice on humanitarian operations, drawing best practices from both the private and the humanitarian sectors.	Sylvie is an independent consultant with over 20 years of experience, specializing in quality and accountability, and more specifically in evaluation and learning. Her field experience since 1992 is with complex emergencies in the Balkans, the Great Lakes of Africa, Central America, and South Asia, with specific work on the link between emergencies and development. Involved with Sphere training since 1999, Sylvie is one of the principal authors of the Sphere training module 'the project cycle' and she was involved as the Sphere focal point for the response to the South Asia earthquake. Sylvie is now building her work on a global approach to quality and accountability, working with field practitioners to identify lessons from the implementation as well as the best possible ways to work in specific complex environments. She designed a global training on quality and accountability and conducted it in various regions (East Africa, Europe, Asia).

Reviewers

Most of the quality and accountability initiatives as well as resource persons and a sample of field practitioners working worldwide have been given the opportunity to provide inputs on a draft version of this booklet. We endorse the responsibility of having selected the suggestions and made some final choices.
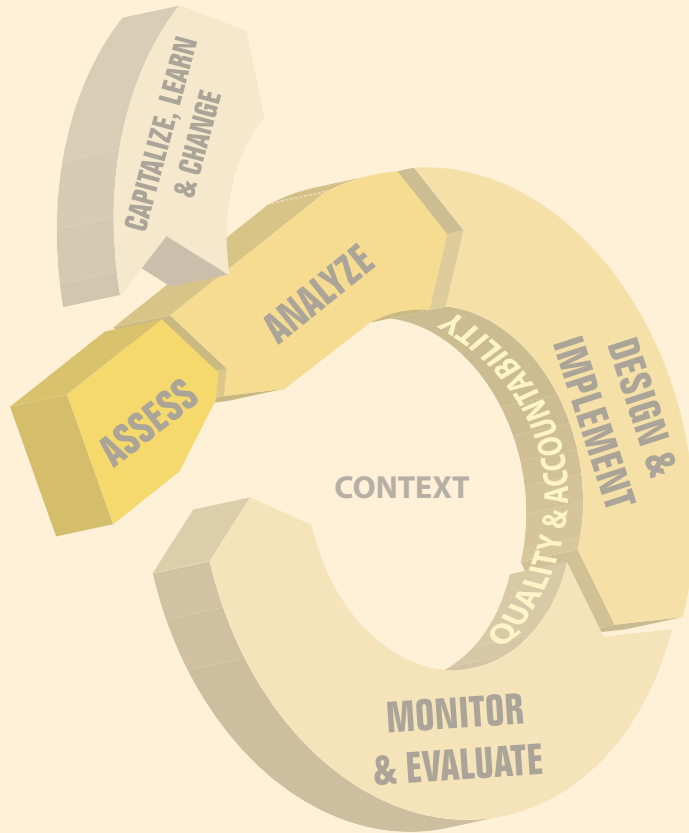
INTRODUCTION

Background

As field practitioners involved in humanitarian action or in the development sector, our first priority is to enhance the quality and accountability of our projects to enable better work and services provided to the communities.

Over the last two decades we have gone from having little or no tools to a profusion of those which do not necessarily always make the life of field practitioners easier. It easily becomes a challenge to implement them, especially when there is little time to react and turnover of staff is high: *Which tool should we use; when and how should they be selected and adapted to the context we work in?*

In a series of trainings on Q&A conducted between 2012 and 2013 in various regional hubs (Nairobi, Paris, Bangkok, and Tokyo), field practitioners reiterated the value of the variety of tools but suggested to develop a guide to navigate through them.

Joint work is currently being conducted at various levels – mostly headquarters - to explore ways to harmonize and combine more formally some of the quality and accountability initiatives. This booklet offers a complementary approach and tool which we hope can contribute to inform the current debates and projects in the sector. Recent history shows that the path towards enhanced quality and accountability lies ahead of us, and all efforts to achieve it should be valued.

About this booklet

This user-friendly booklet is designed specifically for field practitioners who work in the humanitarian or development sector and are keen to improve the quality and accountability of their projects towards communities. It highlights which tools are available at each stage of the project cycle in order to support practical implementation of quality and accountability.

It is composed of three main parts, including synthesized explanations and concrete examples of tools.

Part A – Operating Context highlights three fundamental aspects that field practitioners need to take into account**:** key humanitarian principles, the need to adapt the quality and accountability tools to the local context where the interventions take place, and the crucial opportunity to strengthen the resilience of affected communities.

Part B - Common Quality and Accountability Tools suggest key questions that field practitioners should ask themselves to guide projects' implementation and mainstream two main sets of transversal tools throughout their projects: core quality and accountability standards and cross-cutting issues.

Part C - Quality and Accountability Tools for Project Cycle Management provide concrete and straightforward guidance with specific examples of tools to implement quality and accountability at each phase of the project.

A section titled '**More Resources'** provides additional content to explore further some tools.

Note from the authors

This booklet does not claim to be comprehensive, neither in terms of the tools described, nor in terms of their content and use for the project cycle. The examples chosen by the authors do not express any priorities or value but are there to encourage field practitioners to check out the tools and find out what they offer.

Terminology
- While there are many types of structures working on quality and accountability, i.e. initiatives, projects, organizations, etc., the term initiative has been chosen for the purpose of this booklet.
- The five selected project cycle phases highlighted in Part C are traditional ones. The objective is to identify the available tools for each of them without getting into any polemic about those phases, their definition, and coverage.
- We chose to use the term 'project' which could be understood as activity or program by some organizations.

PART A
Operating Context

CAPITALIZE, LEARN & CHANGE

ANALYZE

ASSESS

DESIGN & IMPLEMENT

QUALITY & ACCOUNTABILITY

CONTEXT

MONITOR & EVALUATE
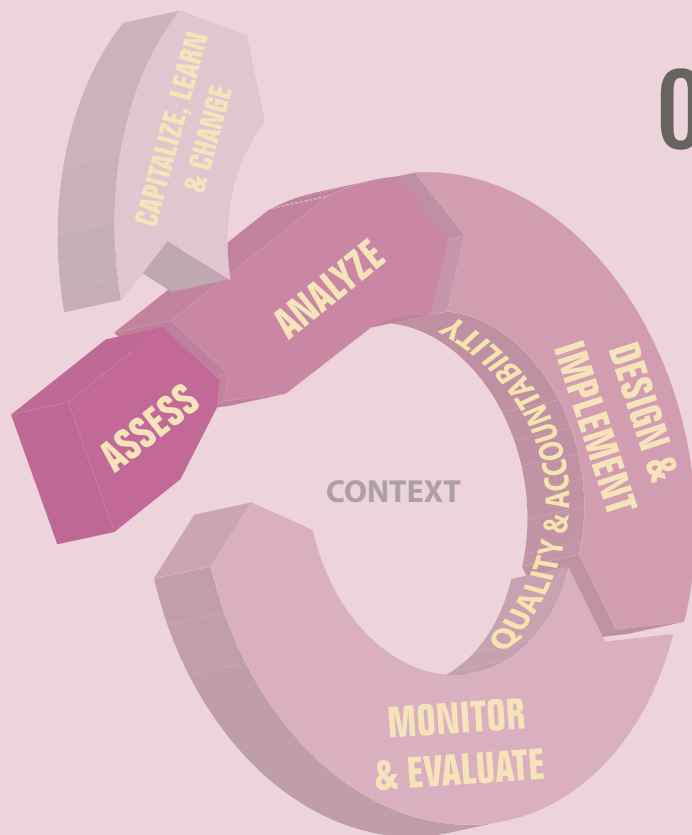
Here are 3 key considerations if you want to improve the quality and accountability of your projects!

- Are you taking into consideration key humanitarian principles?

- Are you adapting to the local context where you work?

- Do you contribute to strengthening the resilience of communities?

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1. Rationale for Quality and Accountability

What do we mean by quality and accountability?

There is no one sector-wide definition of quality and accountability (Q&A) in the humanitarian sector. Each initiative 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, which are described in *2. The Rights-Based Approach*.

Quality is about doing work well.	**Accountability: the means through which power is used responsibly.**
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). 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 recognized mechanisms and/or standards. *(Sphere Project)*	*(HAP-Humanitarian Accountability Partnership)* It is a process of taking account of, and being held accountable by, different stakeholders, and primarily those who are affected by the exercise of power.
	Accountability is the responsible use by humanitarian agencies of the resources at their disposal. *(Sphere Project)* To achieve this, agencies need to: • Explain how their programmes conform with best practice and commonly agreed commitments (for example, evidence-based standards accepted across the sector) by sharing results and reasons for action and non-action in a particular context in a transparent way. • Involve stakeholders in their work. With regard to affected populations, this means taking into account their needs, concerns and capacities at all stages of humanitarian response, respecting their right to be heard and to be involved in decisions affecting their lives, and providing them with the means to challenge agencies' decisions.

Setting the global context on quality and accountability: A bit of history

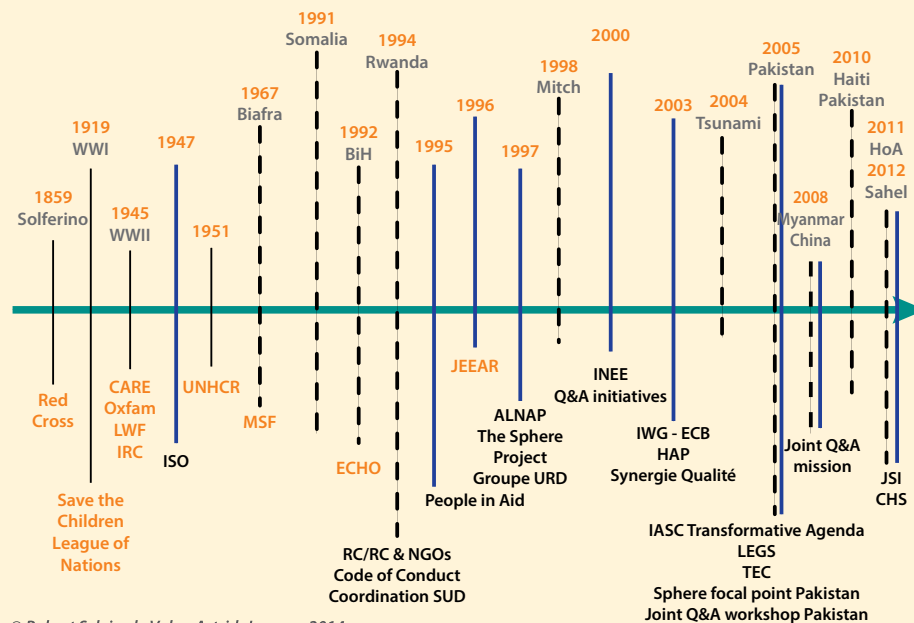**Milestones and major emergencies - Launch of the main Q&A initiatives**

Let's remember the recent history and major emergencies over the past 20 years:

*… Somalia (1991), the Balkans (1992)
Rwanda (1994),
Central America/Hurricane Mitch (1998),
the tsunami in Asia (2004),
Pakistan earthquake (2005), Haïti (2010),
Pakistan floods (2011-2012),
the Horn of Africa
and the Sahel crisis (2011 and 2012)…*

The quality and accountability initiatives have been launched within this 20 years' timeframe.
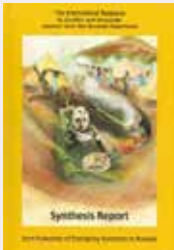
Most of the issues raised over this period are still valid.

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Timeline entries:

- 1859 Solferino — Red Cross / Save the Children League of Nations
- 1919 WWI
- 1945 WWII — CARE Oxfam LWF IRC
- 1947 — ISO
- 1951 — UNHCR
- 1967 Biafra — MSF
- 1991 Somalia
- 1992 BiH — ECHO / RC/RC & NGOs Code of Conduct Coordination SUD
- 1994 Rwanda
- 1995 — People in Aid
- 1996 — JEEAR / ALNAP The Sphere Project Groupe URD
- 1997
- 1998 Mitch — INEE Q&A initiatives
- 2000
- 2003 — IWG - ECB HAP Synergie Qualité
- 2004 Tsunami
- 2005 Pakistan — IASC Transformative Agenda LEGS TEC Sphere focal point Pakistan Joint Q&A workshop Pakistan
- 2008 Myanmar China — Joint Q&A mission
- 2010 Haiti Pakistan
- 2011 HoA
- 2012 Sahel — JSI CHS

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Each of these major emergencies has led to evaluations in which recommendations and lessons are almost copied-pasted from one to another. Lessons learned exercises are precious if they lead to change. One of the key aspects identified to achieve change is the implementation itself of the recommendations as well as the use of the available tools to improve quality and accountability.

From the 'Joint Evaluation of Emergency Assistance to Rwanda' (1995) … to the 'State of the Humanitarian System' (2012)		
The **'Joint Evaluation of Emergency Assistance to Rwanda'** (JEEAR-1995) highlights the need to improve accountability by monitoring performance of humanitarian action and the need for sector-wide learning.		The recent **'State of the Humanitarian System'** (SOHS-2012) confirms the need to pursue efforts towards improvement and accountability. *'This report represents the first attempt by the international humanitarian system to systematically monitor and report on its progress and performance.'*

Protection   Assistance

People's Dignity

© Robert Sylvie, de Valon Astrid, January 2014
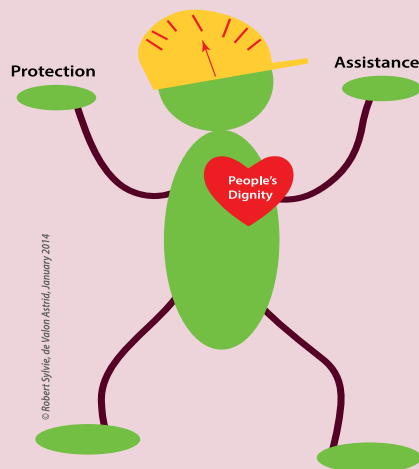
Balancing assistance and protection remains a challenge!

The Rwandese genocide is considered a milestone in the history as it required all stakeholders to consider protection, security, and access as key issues.

Field practitioners are operating in complex contexts and faced with the challenge to always balance their commitment to provide humanitarian assistance with their responsibility to protect the rights of the people they seek to assist.

This provides humanitarian workers with a specificity that makes them unique amongst all actors.

Why does quality and accountability matter?

Let's imagine that your body hosts the fundamentals for quality and accountability as well as the various initiatives' tools:

- Your spine corresponds to **the Rights-Based Approach**, expressed through the Code of Conduct and the Humanitarian Charter, as well as the Do No Harm and protection principles
- Your head represents **core quality and accountability standards** and **cross-cutting issues**
- Your arms are **various tools and standards** offered to field practitioners by the quality and accountability initiatives
- Your legs allow you to firstly consider the specificities of **your operating local context** and then bounce on **your agency, government, clusters, and donors' guidelines and requirements**
- **Last but not least: your heart beats for people's dignity!**

You could surely not live without heart, backbone, or head!

Drawing on the analogy, if you consider only the technical aspect 'water supply, sanitation, and hygiene promotion' to tend to achieve a minimum quality level related to it for your water project, it means that you consider only your arms but disregard your vital organs as well as the ground where you are walking, i.e. the fundamentals of your action.

When you use quality and accountability tools…

Refer back to the International Legal Framework

Remember to consider the core quality and accountability standards and the cross-cutting issues

Ensure that you are firmly grounded in your specific context

Bounce on your agency, government, clusters, and donors' guidelines and requirements!

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'You are this Quality and Accountability person'

Gender, Children, Elderly, Disabilities, Disaster, Psychosocial, Protection, Risk Reduction, Environment
Cross-Cutting Issues

Core Q&A Standards

Core Quality and Accountability Standards:
Participation, Human Resources, Coordination,
Risk Reduction, Advocacy,
Project Cycle Management

People's Dignity

International Legal Framework
Code of Conduct, Do No Harm,
Humanitarian Charter,
Protection Principles

Quality and Accountability Minimum Standards
- Sphere and Companions: CPMS, INEE, LEGS, MERS
- HAP
- People in Aid

Tools
from other initiatives
ACAPS, ALNAP, ECB,
Groupe URD, IASC, etc.

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Your Agency's Policies & Guidelines
Government Policies
Clusters' Guidelines
Donors' Requirements

Your Operating Local Context

Your responsibility is to know those tools, select and adapt them properly to the context and needs
in order to ensure full respect of people's dignity

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Overview of some quality and accountability initiatives

The following section provides an overview of some quality and accountability initiatives as well as a matrix summarizing their theme, approach, nature, and specific tools (detailed references about the tools are provided in **Annex 1**). We selected the following initiatives for their specific relevance to the content of this booklet. This is a subjective choice and you could also consider other tools as for example from the 71 initiatives listed in a recent study from the Joint Standard Initiative (JSI)[1].

A selection of quality and accountability initiatives

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The Sphere Project and its companions
- The Sphere Project
- Minimum Standards for Child Protection in Humanitarian Action (CPMS)
- INEE Minimum Standards for Education
- Livestock Emergency Guidelines and Standards (LEGS)
- Minimum Economic Recovery Standards (MERS)

Initiatives from the Core Humanitarian Standard
- Humanitarian Accountability Partnership (HAP)
- People In Aid
- The Sphere Project

Additional initiatives
- The Assessment Capacities Project (ACAPS)
- The Active Learning Network for Accountability and Performance (ALNAP)
- The Emergency Capacity Building Project (ECB)
- Groupe Urgence Réhabilitation Développement (URD)
- Inter-Agency Standing Committee - Commitments on Accountability to Affected Populations (IASC CAAP)

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1   The Joint Standard Initiative (JSI), an initiative of HAP, People In Aid and the Sphere Project seeking greater coherence amongst quality and accountability standards in humanitarian assistance, began in December 2011 and ended in July 2013. Building on the findings that resulted from the JSI consultation, boards of HAP, People In Aid and the Sphere Project agreed to develop a Core Humanitarian Standard (CHS) using what was common in their existing standards. This is to be considered work in progress as it will evolve within the coming months. More updated information is available on the CHS website: www.corehumanitarianstandard.org

Initiatives	Main theme	Key handbook or tool		Approach	Nature	Suggested Additional Tools
The Sphere Project and its companions						
The Sphere Project	Water supply, sanitation and hygiene promotion, Food security and nutrition, Shelter, settlement and non- food items, Health action	The Sphere Project : 'Humanitarian Charter and Minimum Standards in Humanitarian Response'		Right-Based Approach, Minimum standards	Voluntary uptake	• Sphere e- learning course • Video 'Humanitarian standards in context' • Training materials
CPMS Child Protection Minimum Standards	Child protection	'Minimum Standards for Child Protection in Humanitarian Action'		Right-Based Approach, Minimum standards	Voluntary uptake	• Tool box • Video 'Child protection in humanitarian action' • Training materials
INEE The Inter-Agency Network for Education in Emergencies	Education in emergencies	'Minimum standards for Education: Preparedness, Response, Recovery'		Right-Based Approach, Minimum standards	Voluntary uptake	• INEE online toolkit • Video 'Education can't wait' • Training materials
LEGS The Livestock Emergency Guidelines and Standards	Livestock, Livelihoods	'Livestock Emergency Guidelines and Standards'		Right-Based Approach, Minimum standards	Voluntary uptake	• 'The use of cash transfers in livestock emergencies' • Video introducing LEGS • Training materials
MERS Minimum Economic Recovery Standards	Market development and financial inclusion	'Minimum Economic Recovery Standards'		Right-Based Approach, Minimum standards	Membership and voluntary uptake	• Training materials

Initiatives	Main theme	Key handbook or tool		Approach	Nature	Suggested Additional Tools
Initiatives from the Core Humanitarian Standard						
HAP Humanitarian Accountability Partnership	Complaints mechanism, participation, Information sharing, Learning, Protection from sexual exploitation and abuse, Staff competencies, Learning and continuous improvement	• The 2010 HAP standard • The Guide to the 2010 HAP standard		Accountability framework including benchmarks, requirements and means of verification	Membership initiative	• The 2013 Humanitarian Accountability Report • Case studies per benchmark • Prevention of sexual exploitation and abuse by aid workers
People In Aid	Human resources and people management	• People In Aid Code of Good Practice		Principles and indicators	Membership and certification	• Case studies • How to guides • Discussion forum
Additional initiatives						
ACAPS The Assessment Capacities Project	Coordinated assessment	• The Good Enough Guide on Assessment (to be published)		Use of secondary data	Voluntary uptake	Disaster needs analysis for major crisis
ALNAP The Active Learning Network for Accountability and Performance	Evaluation and learning	• Evaluation of Humanitarian Action pilot guide • State of the Humanitarian System		Lessons learned, Evaluation review	Voluntary uptake, Sector wide sharing	• Lessons learned papers • Evaluation database • Forum

| Initiatives	Main Theme	Key Handbook or Tool		Approach	Nature	Suggested Additional Tools
ECB The Emergency Capacity Building Project	Quality, Accountability, Impact measurement, Staff capacity and DRR/Resilience	The Good Enough Guide		Sharing of Good practice	Voluntary uptake	• Guide towards resilience • Posters to be adapted to your projects
Groupe URD Groupe Urgence Réhabilitation Développement	Quality assurance method, Participation of affected population, Evaluation, Innovation	Quality Compas Companion Book Manual of Participation (with ALNAP)		Continuous improvement, Quality by questioning, Quality criteria and sentinel indicators	Voluntary uptake	• The Compas Board • The Quality Compas tutorial • Sigmah, software for the shared management of humanitarian projects
IASC CAAP Inter-Agency Standing Committee Commitments on Accountability to Affected Populations	Leadership and governance, Transparency, Feedback and complaints, Participation, Design, monitoring and evaluation	**Commitments on Accountability to Affected Population**		IASC operational framework including requirements and means of verification	IASC full members commitment	

2. The Rights-Based Approach

The link between quality and accountability and beneficiaries' rights

As a field practitioner, you are guided by the mission, vision, and strategy of your organization. Your actions are also 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. When you improve the quality and accountability of your project, you are actually contributing to enforce the rights of your projects' beneficiaries.

Many 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 (see Annex 2)**
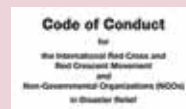
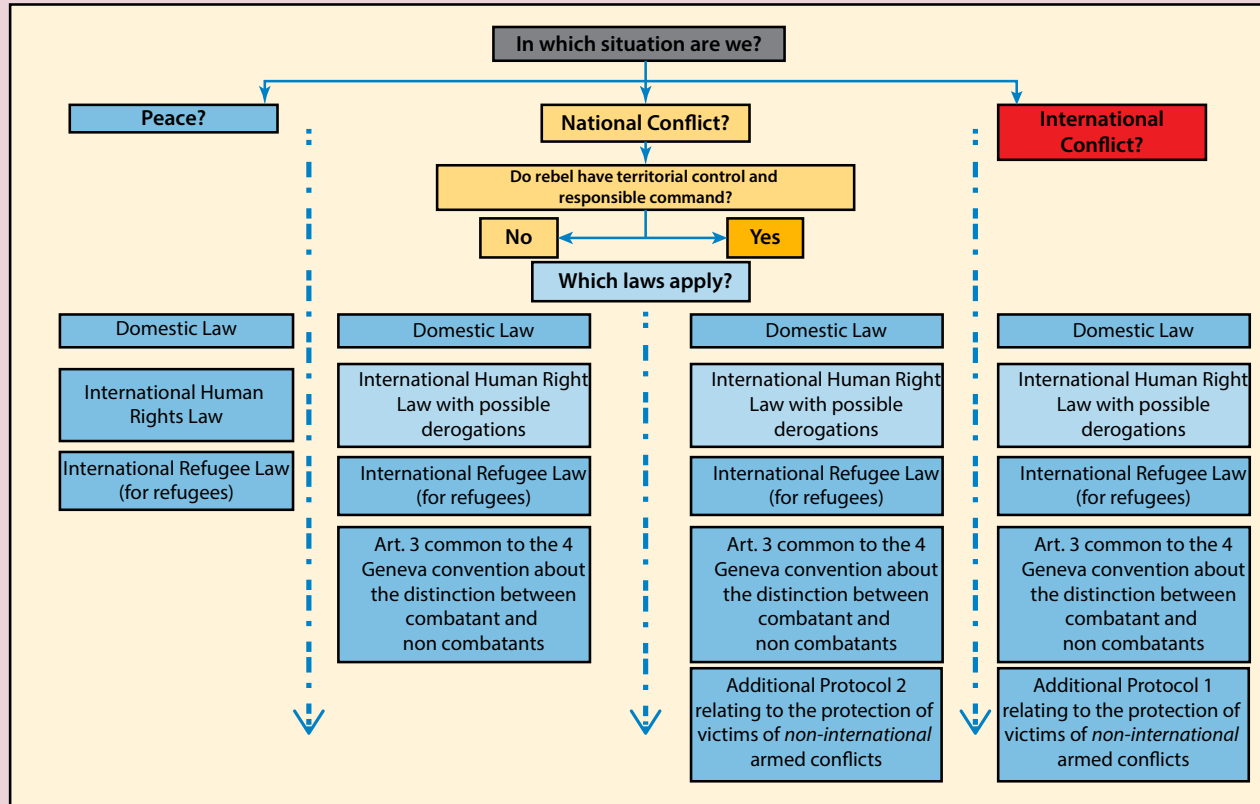- **The Sphere Humanitarian Charter (see Annex 2)**

Both texts are underpinned by:

- **International Legal Instruments**
  - ❏ Human Rights Law,
  - ❏ International Humanitarian Law, and
  - ❏ Refugee Law.

These are the three bodies of international law that frame our action as humanitarian workers. They apply specifically according to the context, as summarized in the diagram hereafter.

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When do Human Rights Law, International Humanitarian Law, and Refugee Law apply?

	In which situation are we?	

Peace?　　　　**National Conflict?**　　　　**International Conflict?**

Do rebel have territorial control and responsible command?

No　　　　**Yes**

Which laws apply?

Domestic Law	Domestic Law	Domestic Law	Domestic Law
International Human Rights Law	International Human Right Law with possible derogations	International Human Right Law with possible derogations	International Human Right Law with possible derogations
International Refugee Law (for refugees)	International Refugee Law (for refugees)	International Refugee Law (for refugees)	International Refugee Law (for refugees)
	Art. 3 common to the 4 Geneva convention about the distinction between combatant and non combatants	Art. 3 common to the 4 Geneva convention about the distinction between combatant and non combatants	Art. 3 common to the 4 Geneva convention about the distinction between combatant and non combatants
		Additional Protocol 2 relating to the protection of victims of *non-international* armed conflicts	Additional Protocol 1 relating to the protection of victims of *non-international* armed conflicts

Source: Adapted from ICRC course on International Humanitarian Law

3. Adapting to the Local Context

Adaptation to the local context is a key aspect highlighted by the Q&A initiatives. As a field practitioner, you are responsible to adapt your Q&A tools to the specific context in which you work, after consultation with the affected community and in coordination with other humanitarian agencies and the government.

What should you contextualize?

The example of the Sphere minimum standards and key indicators

DON'T TOUCH the minimum standards! ➡ They are universal	**DO TOUCH the key indicators!** ➡ They should be SMART[2]
The minimum standards are generic and qualitative in nature. As such they are universal and applicable to all contexts and should in no way be modified or adjusted.	**The key indicators** for each minimum standard are both of qualitative and quantitative nature and their value should be – nearly most of the time – adjusted to fit the context.
'All people have safe and equitable access to a sufficient quantity of water for drinking, cooking and personal and domestic hygiene. Public water points are sufficiently close to households to enable use of minimum water requirement.'	*'Average water use for drinking, cooking and personal hygiene in any household is at least 15 litres per person per day.'*
Sphere Water supply minimum standard 1, and key indicator, handbook p.97	

How do you contextualise?

The guidance notes support you to contextualize and determine the value of your indicator in order to measure how far you are from reaching the minimum standard. For this specific example, it explains for instance that the average water required per person per day depends on the local context, the needs (climate, individual physiology, social and cultural norms, food type), the stage of the emergency, people's vulnerability, as well as access aspects. Other factors such as the communities' capacities or the available resources can influence the indicators' value. *(Sphere guidance notes 1-8, handbook p.97)*

The key to successful contextualization depends on how you engage with the community, other humanitarian actors, the government, and donors.

2   *SMART: Specific, Measurable, Achievable, Realistic, Time-bound*

The famous indicator's example of the '15 liters per person per day': cases of adaptation in the field

Field practitioners often state that they cannot reach the minimum 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 you have to contextualize, as shown through examples hereafter.

Sphere Project minimum standard	*Water supply standard 1 (p.97): 'All people have safe and equitable access to a sufficient quantity of water for drinking, cooking and personal and domestic hygiene. Public water points are sufficiently close to households to enable use of minimum water requirement.'*
Sphere Project suggested value of indicator	'Average water use for drinking, cooking and personal hygiene in any household is at least 15 litres per person per day.' (p.97)
Adaptation to the Somalia context, 2012 WASH Cluster Somalia *'Guide to WASH Cluster Strategy and Standards' 2012*	Specific indicator for 'sufficient' quantity of water • Drought - 6 litres per person per day of chlorinated (0.5mg/l FRC) water. This should be sufficient for 5 litres per person, with additional water for 6 shoats per family to provide lifesaving milk and meat (Water requirement for shoats from Agriculture & Livelihood Cluster) • IDP settings - 7.5 litres per person per day of chlorinated (0.2 – 0.5mg/l FRC) water • AWD/Cholera response - 15 litres per person per day of chlorinated (0.5mg/l FRC) water • Non-emergency settings (eg urban/rural water scheme) – minimum 15 litres per person per day of water • Schools - 3 litres per student per day • Health Centre - 5 litres per out-patient; 40-60 litres per in-patient per day
Adaptation to the Pakistan context, 2010 WASH Cluster	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. 1. For water supply they agreed that 3 liters was the survival need. 2. 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.

Guidance provided by some quality and accountability initiatives on how to adapt to the local context

Initiatives	References on contextualization
The Sphere Project and companions	
The Sphere Project	The introduction to the Sphere handbook highlights the importance to take the context into account, 'What is appropriate and feasible will depend on the context'. The handbook is essentially designed as a tool to recognize different contexts and to adapt programmes accordingly. The need to take into account the context appears in the cross-cutting themes, the core standards as well as the technical standards. **In the Sphere handbook:** • How to use the standards? (p.7) • Conforming with Sphere minimum standards (p.8) • Understanding the context during humanitarian response (p.11) • **Sphere contextualisation video** examines four examples of contextualisation (two of which in Pakistan) and one example of institutionalisation: www.sphereproject.org
CPMS	The handbook dedicates a whole section on the use of standards in a specific context. **In the Child Protection handbook:** • What does each standard contain? (p.18, 20, 21) • How do I use standards in my context? (p.22)

INEE	INEE highlights the importance of analyzing the context and explains how to adapt the minimum standards to the context in its handbook. It also dedicates a whole section of its website on contextualization, including a brief, examples, a suggested step-by-step approach, and a kit. **In INEE handbook:** • Context analysis (p.9) • What is the difference between a standard, a key action, and a guidance note? (p10) • How do I adapt the INEE minimum standards to my local context? (p.11) • Examples of how the standards have been used in specific contexts (p.14) • Frequently asked questions about the INEE minimum standards (p.17) **INEE brief/kit on contextualization** **Contextualized INEE versions for Afghanistan, Somalia, South Sudan, Sri Lanka, Vietnam**
LEGS	LEGS insists on the importance to take into account the context. All the tools proposed by LEGS, including the Participatory Response Identification Matrix (PRIM), are based on a deep analysis of the context of the intervention. **In LEGS handbook:** • LEGS PRIM (p.23, p.38)
MERS	The introduction of the MERS handbook highlights that the indicators relating to the minimum standards depend greatly on the context: 'Users should adapt the indicators to their particular situation', 'Effective economic recovery programs must be based on a clear understanding of the context', 'Organizations must analyze the context and judge each situation based on the expected outcomes, etc. **In MERS handbook:** • How to read the MERS? (p.1) • Scope and limitations (p.15)

Initiatives from the Core Humanitarian Standard	
HAP	HAP highlights that an overarching accountability framework is adapted to specific contexts and that in some contexts an organization will not be able to reach all the requirements of the HAP standard, but that it should be able to explain why. Most HAP benchmarks specify the need to contextualize the tools and the means of verification. HAP provides specific guidance to contextualize the benchmarks when working through local implementing partners. **In HAP guide to the 2010 Standard:** • Overarching accountability framework (p. 17) • Specific guidance to contextualize the benchmarks when working through local implementing partners (after each benchmark)
People In Aid	People In Aid reinforces the fact that it is vital to ensure that policies take into account the local legal and cultural context. The ideal approach is to 'think globally, act locally'. Some case studies illustrate how recruitment and selection framework should allow for adaptation to the local legal and cultural contexts. **In People In Aid Code:** • Principle 2 on Staff Policies and Practice (p. 10) • Case studies for principle 5 on Recruitment and Selection (p. 17) • Case studies for principle 7 on Health Safety and Security (p.21)
Additional initiatives	
IASC CAAP	The operational framework for the IASC Commitment for Accountability to Affected Population encourages to adapt systematically communication with affected populations using relevant feedback and communication mechanisms adapted to the local context. **In the Operational Framework for the IASC CAAP** (p.4)
Groupe URD	The Compas companion book states, 'The various parties involved in providing assistance are responsible together for ensuring that the quality of aid is optimal and in accordance with the project context'. The Compas Methodology goes beyond and dedicates a full section and quality criteria on monitoring the context changes and adapting the project accordingly. **In the Compas companion book** • Introduction (p.6) **In the Compas methodology** • Quality criteria on monitoring the context changes and adapting the project accordingly (p.12)

# 4.   Strengthening Communities' Resilience

As a field practitioner, you are responsible to mind the gap between relief and development when carrying out your project. The quality and accountability initiatives provide some support on how to concretely achieve this and help you build the resilience of the affected communities.

Within which timeframe are the quality and accountability initiatives useful?

Most of the initiatives provide references and inputs on both the timeframe for the implementation of their tools and resilience as a whole. They define their scope as spanning from the preparedness to response and recovery phase, and even the longer-term development (see for instance MERS handbook, p.14). This is also applicable to protracted emergencies that can last years.

Most tools are, thus, considering Disaster Risk Reduction/Management activities, interventions, and strategies.

Disaster, risk and crisis management cycle

Sources: LEGS & FAO, http://www.fao.org/docrep/008/y5744e/y5744e04.htm
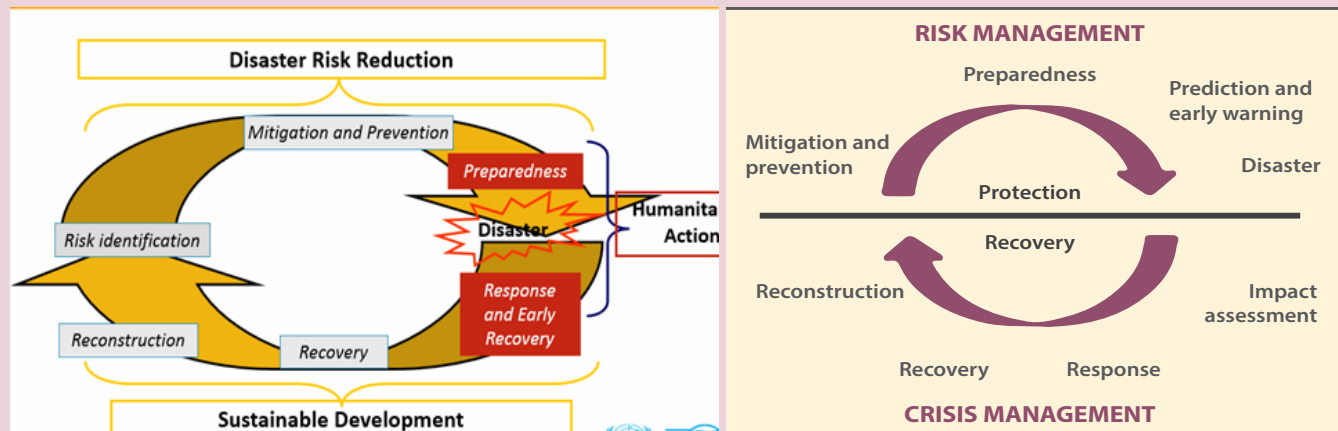
Disaster risk reduction

... is the concept and practice of reducing disaster risks through systematic efforts to analyze and manage the causal factors of disasters, including reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.

(Source: http://www.unisdr.org/we/inform/terminology)

How do the quality and accountability initiatives support strengthening communities' resilience?

Most initiatives refer to the Code of Conduct which highlights, 'Relief aid must strive to reduce future vulnerabilities to disaster as well as meeting basic needs' (Article 8).

Some initiatives have developed dedicated guidance to improve communities' resilience, such as the ECB sponsored guide 'Towards resilience'. Others like ALNAP promote lessons learned on resilience. The Groupe URD and its Compas Quality raise questions you need to ask yourself to ensure that your project is not jeopardizing local capacities in the long term.

A specific example: LEGS interventions in the drought cycle

- Veterinary inputs - emergency support e.g. voucher schemes
- Commercial destocking
- Slaughter destocking
- Feed supplementation
- Water supply
- Ongoing drought monitoring and

General livestock development:

- Early warning system with livestock indicators drought contingency planning
- Water supply
- Veterinary services
- Livestock marketing
- Natural resource management
- Capacity-building
- Policy reform

ALERT/ALARM PHASE

NO DROUGHT

Drought cycle

EMERGENCY PHASE

RECOVERY PHASE

- Veterinary inputs - emergency support e.g. voucher schemes
- Feed supplementation
- Water Supply
- Ongoing drought monitoring/early warning system

- Restocking
- Veterinary inputs - services provision
- Ongoing early warning system

Sources: *LEGS and resilience, LEGS discussion paper, December 2012, http://www.livestock-emergency.net/resources*

Others initiatives frame their approach within resilience frameworks: the LEGS approach supports, for instance, communities' resilience by focusing on a livelihoods-based approach for livestock interventions and advocating for longer-term solutions following the drought cycle management.

Guidance provided by some quality and accountability initiatives on communities' resilience

Initiatives	References on resilience
The Sphere Project and its companions	
The Sphere Project	The introduction from the Sphere handbook already mentions resilience: 'Relief and recovery efforts must also consider future hazards and vulnerabilities in order to build communities back safer and promote stronger resilience'. Resilience is also incorporated into the Core Standard 1-People Centered Humanitarian Response, and repeatedly throughout the handbook, including the technical chapters. **In the Sphere handbook:** • When to use this handbook? (p.9) • Understanding the context during humanitarian response (p.11) • Core Standard 1-People centered humanitarian response (p.55)
CPMS	The handbook allows you to explore specifically the aspects of strengthening children's resilience in humanitarian action. **In the Child Protection handbook:** • What is child protection in emergencies? (p.13) • How does child protection fit within humanitarian action? (p.16) • At what stage of humanitarian action do the standards apply? (p.23) • Principle 6: Strengthen children's resilience in humanitarian action (p. 31)
INEE	INEE insists on the links between 'emergency preparedness, emergency response, and long term development'. In its resources, it proposes a FAQ with concrete illustrations of what it means to apply resilience to work on education in contexts of adversity. **In INEE handbook:** • How does education fit within humanitarian response? (p.3) • **'FAQ':** www.ineesite.org/uploads/files/resources/FN_FAQ.pdf

LEGS	One of the three objectives considered in the LEGS livelihoods approach to livestock-based emergencies is to increase communities' long-term resilience and reduce their vulnerability to future shocks. LEGS also published a specific discussion paper on LEGS and resilience. **In LEGS handbook:** • Livelihoods and emergencies (p.8) • The impact of emergencies on livestock keepers (p.11) • **'Discussion paper on LEGS and resilience':** http://www.livestock-emergency.net/resources
MERS	Resilience is specifically highlighted in the productive asset section of the handbook: 'At a minimum, programs should seek to reduce beneficiary vulnerability to future crises, which will strengthen the impact of the initial post-crisis interventions. Beneficiaries should be able to protect their assets from the impact of future shocks. Depending on the livelihoods of targeted beneficiaries, these interventions can range from strengthening links to financial services (e.g., insurance or safe savings) to rehabilitating irrigation channels and installing soil conservation structures.' **In MERS handbook:** • 'Phased' approaches (p.3) • Framework and sequences (p.7) • Timeframe of the MERS (p.14) • Productive asset section (p.75)
Initiatives from the Core Humanitarian Standard	
HAP	All HAP standard benchmarks are relevant to resilience. Any resilience activities should be guided by the HAP standard benchmarks.
People In Aid	People In Aid focuses on the resilience of you, the aid worker, and your ability to do your work effectively. People In Aid published a specific document titled: **'Resilience: Building Resilient Managers in Humanitarian Organizations'** • www.peopleinaid.org/pool/files/pubs/resilience(2).pdf

Additional initiatives	
ALNAP	The ALNAP resources section includes key reports on resilience such as: **'Enhancing resilience in the Horn of Africa'** • www.alnap.org/resource/7518.aspx
ECB	The ECB supported guide 'Towards resilience' highlights the needs of key vulnerable groups such as women, children, and high-risk communities and explains how DRR and Climate Change Adaptation can be integrated into program cycle management. **Guide 'Towards resilience'** • www.ecbproject.org/new-practitioners-guide-to-disaster-risk-reduction-drr/practitioners-guide-to-drr--cca
Groupe URD	The Resilience toolkit includes a handbook, videos, and a game to provide insights and ideas about how to design well-integrated, step-by-step actions and strategies to foster resilience at the local level. **'Resilience toolkit'** • www.reachingresilience.org

CAPITALIZE, LEARN & CHANGE

ANALYZE

ASSESS

CONTEXT

QUALITY & ACCOUNTABILITY

DESIGN & IMPLEMENT

MONITOR & EVALUATE
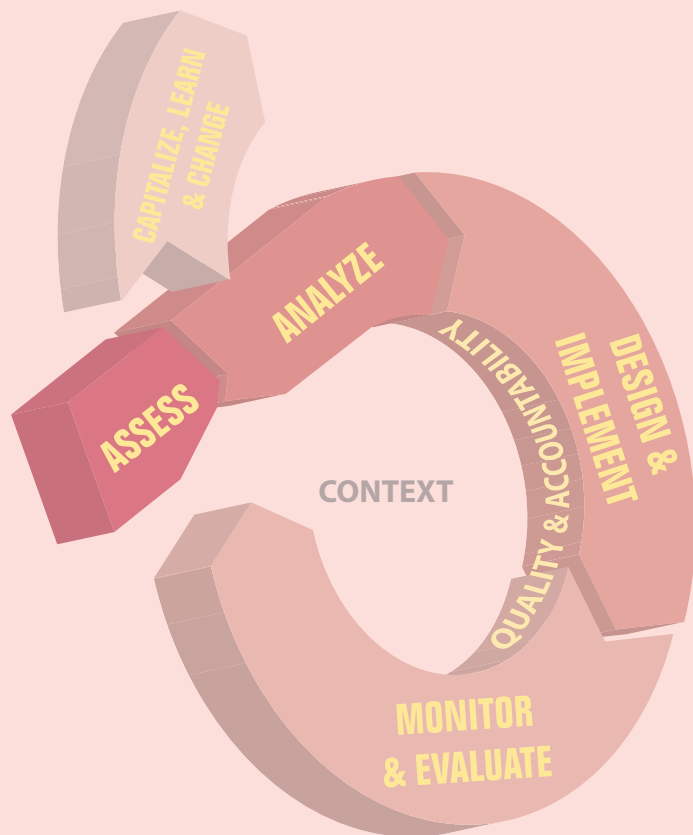
PART B
Common
Q&A Tools

Are you asking yourself
key transversal questions
to ensure your project's
quality and accountability?

The **core quality and accountability standards** and **the cross-cutting issues to be mainstreamed** from the Sphere Project and its companions are a fundamental and precious addition from the mid-2000s based on the findings from lessons learning exercises and action-research in the humanitarian sector. Depending on its own entry point and topic of interest - economic recovery, education, livestock and livelihoods, etc. - each companion has designed its own set of core quality and accountability standards. While very similar, their presentation, wording, and categorization differ from one to another.

1.   Core Quality and Accountability Standards

The core quality and accountability standards should be read first before getting into any specific, technical, or thematic chapters. They are not stand alone sections but rather the basis for any of the other specific and technical chapters. Their implementation contributes fully into achieving the technical standards.

Suggested core quality and accountability standards

Category	Core quality and accountability standards
PEOPLE	Participation (population)
	Human Resources (staff)
ORGANIZATIONS	Coordination / Harmonization / Complementarity
STRATEGY	Risk reduction / Timeframe /Resilience
	Advocacy / Policy
PROJECT CYCLE MANAGEMENT	Assessment
	Analysis
	Design & Implementation
	Monitoring & Evaluation (M&E)
	Capitalization, Learning & Changing

Overview:
Key questions to guide the implementation of the core quality and accountability standards

	Core Q&A standards	Key questions
PEOPLE	**Participation** (Population)	*Is the population effectively involved at all stages of your project, including decision making? Are the communities' resources and capacities identified and used?*
	Human Resources (Staff)	*Is your project staff competent as well as well-equipped and supervised?*
ORG°	**Coordination Complementarity**	*Are you coordinating effectively with stakeholders at global and technical levels?*
STRATEGY	**Risk Reduction Timeframe / Resilience**	*Is your project drawn into an iterative and dynamic cycle, considering risk reduction?*
	Advocacy / Policy	*Are you systematically communicating transparently with all stakeholders and advocating?*
PCM	**Assessment**	*Do you have mechanisms and resources in place to ensure continuous and unbiased assessments?*
	Analysis	*Are you analyzing both contextual and technical aspects linked to your project?*
	Design Implementation	*Is your project meeting the pre-identified needs?* *Are you constantly observing the balance between assistance and protection?*
	Monitoring & Evaluation	*Is a proper and transparent M&E system in place with appropriate resources to ensure a quality follow-up as well as potential adjustments of your project?*
	Capitalization, Learning & Changing	*Is learning happening in a way to enable change to happen?*

Links between the core quality and accountability standards

The following overview and the detailed matrixes highlight concrete links between the core quality and accountability standards from the Sphere Project and its companions, showing straight forward complementarity between them all.

Additional initiatives – as for example, ACAPS, ALNAP, those from the Core Humanitarian Standard, ECB, Groupe URD, IASC CAAP, etc. - would also contribute to the themes related to core quality and accountability standards but are not mentioned specifically here as their approach is different.

Contributions to the core quality and accountability standards

Sphere and companions core standards				
Sphere Project	CPMS	INEE	LEGS	MERS
6 core standards essential to achieving all the Sphere MS	6 standards to ensure a quality response	8 foundational standards to be applied across all domains	8 minimum standards common to all livestock interventions	5 core standards

Links between the Sphere Project and its companions core quality and accountability standards

Participation (Population)		PEOPLE	Human Resources (Staff)	
	Is the population effectively involved at all stages of your project, including decision making? Are the communities' resources and capacities identified and used?		*Is your project staff competent as well as well-equipped and supervised?*	
	Core Standard 1: People-centred humanitarian response People's capacity and strategies to survive with dignity are integral to the design and approach of humanitarian response.		**Core Standard 6: Aid worker performance** Humanitarian agencies provide appropriate management, supervisory and psychosocial support, enabling aid workers to have the knowledge, skills, behaviour and attitudes to plan and implement an effective humanitarian response with humanity and respect.	
	Foundational Standard-Community participation/ Standard 1: Participation Community members participate actively, transparently, and without discrimination in analysis, planning, design, implementation, monitoring and evaluation of education responses. **Foundational Standard-Community participation/ Standard 2: Resources** Community resources are identified, mobilised and used to implement age-appropriate learning opportunities.		**Standards to ensure a quality response/ Standard 2: Human resources** Child protection services are delivered by staff with proven competence in their area of work and recruitment processes and human resource (HR) policies include measures to protect girls and boys from exploitation and abuse by humanitarian workers.	
			Common Standard 6: Technical support and agency competencies Livestock aid workers possess appropriate qualifications, attitudes and experience to effectively plan, implement and assess livelihoods-based livestock programmes in emergency contexts.	
	Common Standard 1: Participation The disaster-affected population actively participates in the assessment, design, implementation, monitoring and evaluation of the livestock programme.		**Core Standard 3: Staff competencies** Programs are staffed by individuals well versed in economic recovery principles and/or who have access to technical assistance. Programs include capacity building components to improve the skills of field staff.	

Coordination / Complementarity	
Are you coordinating effectively with stakeholders at global and technical levels?	
	Core Standard 2: Coordination and collaboration Humanitarian response is planned and implemented in coordination with the relevant authorities, humanitarian agencies and civil society organisations engaged in impartial humanitarian action, working together for maximum efficiency, coverage and effectiveness.
	Standards to ensure a quality response/ Standard 1: Coordination Relevant and responsible authorities, humanitarian agencies, civil society organisations and representatives of affected populations coordinate their child protection efforts in order to ensure full, efficient and timely response.
	Foundational Standard-Coordination/ Standard 1: Coordination Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.
	Common Standard 3: Response and coordination Different livestock interventions are harmonized and are complementary to other humanitarian interventions intended to save people's lives and livelihoods, and do not interfere with immediate activities designed to save human lives.
	Core Standard 2: Coordination and effectiveness Economic recovery is planned and implemented in coordination with the relevant authorities, humanitarian agencies, and civil society organizations, working together for maximum efficiency, coverage, and effectiveness-in partnership with the private sector for greater leverage and impact.

ORGANIZATIONS

Risk Reduction / Timeframe / Resilience	S T R A T E G Y	Advocacy / Policy	
		Is your project drawn into an iterative and dynamic cycle, considering risk reduction?	*Are you systematically communicating transparently with all stakeholders and advocating?*	
	Common Standard 7: Preparedness Emergency responses are based on the principles of disaster risk reduction, including preparedness, contingency planning and early response.		**Standards to ensure a quality response/ Standard 3: Communication, advocacy and media** Child protection issues are communicated and advocated for with respect for girls' and boys' dignity, best interests and safety.	
	Core Standard 4: Do no harm The operations, products, and waste of economic recovery interventions address or minimize potential harm and do not exacerbate economic disparity.		**Common Standard 8: Advocacy and policy** Where possible, policy obstacles to the effective implementation of emergency response and support to the livelihoods of disaster-affected communities are identified and addressed.	

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Assessment		P C M	Analysis	
	Do you have mechanisms and resources in place to ensure continuous and unbiased assessments?		*Are you analyzing both contextual and technical aspects linked to your project?*	
	Core Standard 3: Assessment The priority needs of the disaster-affected population are identified through a systematic assessment of the context, risks to life with dignity and the capacity of the affected people and relevant authorities to respond..		**Standards to ensure a quality response/ Standard 4: Programme cycle management** All child protection programmes build on existing capacities, resources and structures and address the evolving child protection risks and needs identified by, girls, boys and adults affected by the emergency.	
	Standards to ensure a quality response/ Standard 5: Information management Up-to-date information necessary for effective child protection programming is collected, used, stored and shared, with full respect for confidentiality, and in accordance with the "do no harm" principle and the best interests of children.		**Foundational Standard-Analysis/ Standard 2: Response strategies** Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.	
	Foundational Standard-Analysis/ Standard 1: Assessment Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.		**Core Standard 5: Well-defining targeting and interventions strategy** Selection of the best intervention point is based on sound client and market analysis, and an understanding of the desired economic outcomes. These outcomes may be achieved through a variety of intervention points and partnerships, not only through direct intervention. **Analysis Standards**	
	Common Standard 2: Initial assessment Assessment provides an understanding of the role of livestock in the livelihoods of different socio-economic groups within a population, an analysis of the nature and extent of the emergency and an appraisal of appropriate interventions in relation to operational and policy context and existing service providers and systems.			

Design & Implementation		P C M	Monitoring & Evaluation	
	Is your project meeting the pre-identified needs? *Are you constantly observing the balance* *between assistance and protection?*		*Is a proper and transparent M&E system in place* *with appropriate resources to ensure a quality follow-up* *as well as potential adjustments of your project?*	
	Core Standard 4: Design and response The humanitarian response meets the assessed needs of the disaster-affected population in relation to context, the risks faced and the capacity of the affected people and state to cope and recover.		**Core Standard 5: Performance, transparency and learning** The performance of humanitarian agencies is continually examined and communicated to stakeholders; projects are adapted in response to performance.	
	Standards to ensure a quality response/ Standard 4: Programme cycle management All child protection programmes build on existing capacities, resources and structures and address the evolving child protection risks and needs identified by girls, boys and adults affected by the emergency.		**Standards to ensure a quality response/ Standard 6: Child protection monitoring:** Objective and timely information on child protection concerns is collected in an ethical manner and systematically triggers or informs prevention and response activities.	
	Common Standard 4: Targeting Livestock assistance is provided fairly and impartially, based on the uses and needs of different livestock users by socio-economic group.		**Foundational Standard-Analysis/ Standard 3: Monitoring** Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out. **Foundational Standard-Analysis/ Standard 4: Evaluation** Systematic and impartial evaluations improve education response activities and enhance accountability.	
	Foundational Standard-Analysis/ Standard 2: Response strategies Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.			
	Core Standard 1: Market-Oriented Programming Program design and implementation decisions consider economic and market dynamics.		**Common Standard 5: Monitoring and evaluation, and livelihoods impact** Monitoring, evaluation and livelihoods impact analysis are carried out to check and refine implementation as necessary and draw lessons for future programming.	

Capitalization, Learning and Changing	
Is learning happening in a way to enable change to happen?	
Core Standard 5: Performance, transparency and learning The performance of humanitarian agencies is continually examined and communicated to stakeholders; projects are adapted in response to performance.	P C M
Common Standard 5: Monitoring and evaluation, and livelihoods impact Monitoring, evaluation and livelihoods impact analysis are carried out to check and refine implementation as necessary and draw lessons for future programming.	

2.   Cross-Cutting Issues to be Mainstreamed

The cross-cutting issues highlight themes which should be read first and applied to any specific, technical, or thematic chapters. They allow us to recognize that certain groups of people can be particularly vulnerable during disasters and, thus, should be addressed very carefully.

The issues to be mainstreamed encompass the classical cross-cutting issues from some Q&A initiatives which have been merged and prioritized to provide the following list that you, as a field practitioner, should keep in mind at any time while developing projects.

Cross-cutting issues to be mainstreamed

Cross-cutting issues related to the **PEOPLE** themselves (vulnerable group)

- **Gender** (consistency of definition across agencies should be cross checked)
- **Children**
- **Elderly**
- **Disabilities**
- **Diseases** (Life threatening diseases, including HIV/AIDS, cancer, etc.)
- **Psychosocial**

Cross-cutting issues related to the **CONTEXT** where the people live

- **Protection** (including 'Do No Harm', security and access)
- **Risk reduction**, including Disaster Risk Reduction/and Management (DRR/DRRM) and the link between Relief, Rehabilitation, and Development (LRRD)
- **Environment**, including climate change

Overview: Key questions for cross-cutting issues to be mainstreamed

	Cross-cutting issues	Key questions
PEOPLE	**Gender**	*Have I mainstreamed gender issues throughout my project design?*
	Children	*Have I identified in a coordinated manner and with the active participation of the population who are the vulnerable groups as well as what are their capacities and needs?*
	Elderly	
	Disabilities	*Have I identified in a coordinated manner, with the active participation of the population who are the persons considered disabled, who would need specific attention as well as what are their capacities and needs?*
	Diseases	*Have I identified in a coordinated manner, with the active participation of the population who are the persons with chronic and life threatening disease, who have priority needs based on their health status?*
	Psychosocial	*Have I taken into account psychosocial needs throughout my project design?*
CONTEXT	**Protection**	*Have I ensured a proper balance between my project – i.e. assistance – and protection?* *Have I taken appropriate measures to ensure security throughout my project implementation?*
	Risk Reduction	*Is risk reduction embedded in my strategy and considered at all stages of my project?*
	Environment	*Have I taken into account environmental issues throughout my project design?*

Overview of some initiatives' direct contribution to the cross-cutting issues to be mainstreamed

Initiatives Cross-Cutting Issues	The Sphere Project and it companions					Other initiatives from the Core Humanitarian Standard		Additional initiatives			
	Sphere Project	CPMS	INEE	LEGS	MERS	HAP	People In Aid	ALNAP	Quality Compas	ECB GEG	IASC CAAP
PEOPLE											
Gender	X		X	X	X	X	X	X		X	X
Children	X	X	X	X	X	X				X	
Elderly	X			X	X	X					
Disabilities	X		X	X	X	X			X		
Diseases	X		X	X			X				
Psychosocial	X	X	X								
CONTEXT											
Protection	X	X	X	X				X	X	X	X
Risk Reduction	X	X	X	X	X			X	X	X	
Environment	X			X	X			X	X		

Source: adapted from participants' group work, Global Q&A training in Kenya, 2012

Specific references to the cross-cutting issues for the Sphere Project and its companions

Sphere Project handbook
- 8 Cross-cutting themes (p.14)
- Protection Principles (p.25)

CPMS handbook
The cross-cutting issues are integrated throughout the handbook.
- Children: Main theme of the initiative's handbook
- Psychosocial: Standard 10 (p.97)
- Protection: Principles and approaches (p.27)
- Risk reduction: Timeframe (p.16), DRR (p.23), Standard 7

INEE handbook
The cross-cutting issues are integrated throughout the handbook. Eleven are listed in the final map (handbook back cover).
- Children: Main target group
- Gender: INEE Pocket Guide to Gender 'Gender Equality in and through Education'
- Psychosocial: Foundational Standard-Access and learning environment/ Standard 2: Protection and well-being
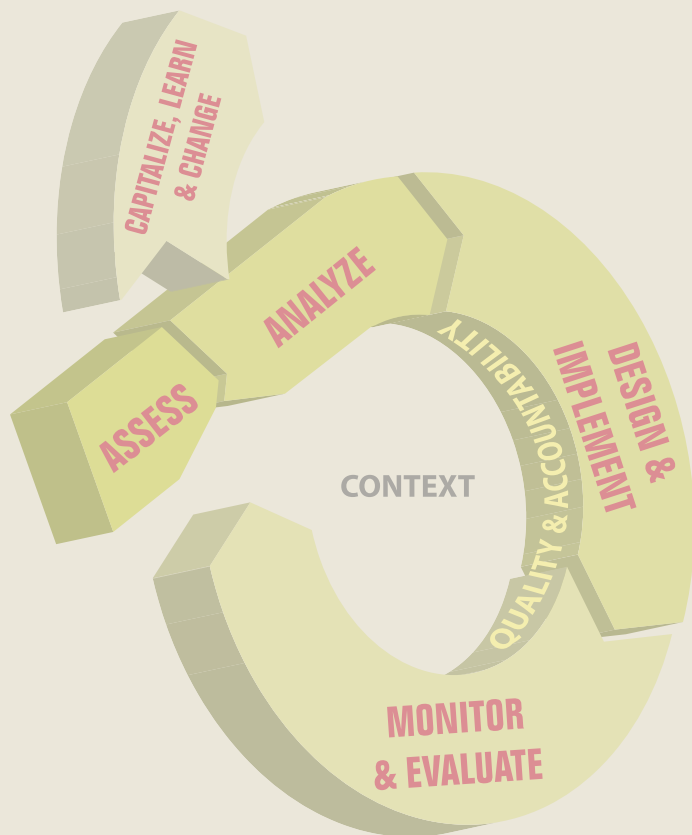- Risk reduction: LRRD (p.3)

LEGS handbook
- 4 Cross-cutting issues (p.14): Gender and social equity, HIV/AIDS, Security and protection, Environment
- Risk reduction: DRRM as a global framework, LRRD (p.2)
- Vulnerable social groups, including children, the elderly, and disabled people (p.14, p.45)

MERS handbook
- Cross-cutting issues (p.10): Gender, Children, Older people, Disabled people, Environment
- Risk reduction: LRRD (p.14)

PART C
Q&A Tools for Project Cycle Management

CAPITALIZE, LEARN & CHANGE

ANALYZE

ASSESS

DESIGN & IMPLEMENT

QUALITY & ACCOUNTABILITY

CONTEXT

MONITOR & EVALUATE

Are you using some of the tools designed to improve the quality and accountability at each phase of your project?

The five phases of the project cycle

There are many ways to view a project cycle and the wider context in which it takes place. The following inter-related phases and diagram were selected to ensure a simple and straightforward use. Each of these five phases contributes to the project life. It offers a roadmap to quality and accountability for project managers and implementers.

This section offers an overview of the tools made available by the selected quality and accountability initiatives for each of the project cycle phases. More detailed references are available in **Annex 3.**
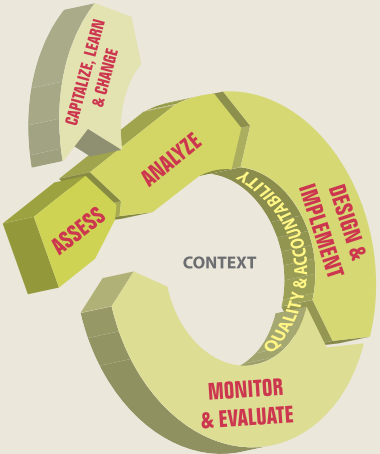
Project cycle 5 phases		Description of key actions
Assessment	**OBSERVE & LISTEN**	You collect technical rough data of direct interest to people's needs as well as on the local and global context.
Analysis	**THINK**	You analyze the data which then becomes usable information to make decisions about current and/or future projects.
Design & Implementation	**PLAN & DO**	You design your project, allocate means and resources, and run the activities as planned.
Monitoring & Evaluation	**REFLECT**	You collect data and periodically analyze it to value the results, effects, and possible impact of your project, allowing for reorientation.
Capitalization, Learning & Changing	**GROW**	You ensure you have time to compile analysis and knowledge, learn from it, and ensure that change can happen at all levels.

1.   You Assess

Which Q&A tools can support you to better OBSERVE and LISTEN?

Why does it matter?

'In accordance with fundamental humanitarian principles, and as endorsed by the Good Humanitarian Donorship Initiative, humanitarian aid should be based on a clear understanding of the needs of the affected population.

However, current approaches to humanitarian needs assessment often do not provide a sufficiently coherent picture of humanitarian requirements, especially not in the initial phases of an emergency. In spite of the importance of assessment, no commonly accepted methodology for assessment exists within the humanitarian system. Numerous methodologies have been developed by individual agencies and within sectors, making it difficult to compare the results from these different assessments. There is no consensus on how to carry out a common multi-sectoral assessment that would provide the humanitarian sector with a shared understanding of what the main needs are following a disaster.'

Source: http://www.acaps.org/en/pages/what-is-acaps

'How the assessment is conducted can make the difference between a meaningful program and one that is of little value to the affected population. Too often, this phase is carried out using an extractive approach, leading to an incomplete or biased analysis of the situation and associated problems. This can undermine the population's own strategies and damage the agency's relationship with the people the program is supposed to assist.'

Source: the participation handbook, Groupe URD with ALNAP (p.138)

Specific Q&A tools can help you answer the following questions about assessment

- How do I prepare for an assessment?
- How do I ensure my assessment is really participatory?
- How do I prevent corruption when organizing an assessment?
- How do I assess if and what type of livelihood support is needed?
- Which tools can I use to carry out assessments in specific sectors of interventions like health, shelter, etc.?

Assessment

Examples of Sphere Project tools • Sphere for assessment (guide to be published). • Core standard 3 includes key indicators (p.62) that will enable you to plan your assessment. • Assessment checklists for each sector of interventions.		**Examples of resources** • Technical brief to estimate affected population figures. • Disaster summary sheet. • Disaster Needs Analysis based on desk review of secondary data helping to estimate the scale, severity, risks, and likely impact of a specific crisis. • Good enough guide for assessment (to be published).
Examples of CPMS tools • Principle of the best interest of the child. • Standard on the need to involve children in assessment (p.57). • Reference to the Child Protection Rapid Assessment Toolkit.		**Examples of Good Enough Guide checklists** • How to introduce your agency? (p.30) • How to conduct an individual interview? (p.38) • How to conduct a focus group? (p.40)
Examples of INEE tools • Assessment session (p.35). • The Short Guide to Rapid Joint Education Needs Assessments in the INEE toolkit.	**YOU ASSESS** Which Q&A tools can support you to better OBSERVE and LISTEN?	**Examples of IASC CAAP tools** • The Objective 3 'Ensure that accountability to affected populations is effectively integrated within systems for planning needs assessment and response' suggest indicators, means of verification and tools. • Objective 4 "Ensure that accountability to affected populations is effectively integrated within needs assessment methodology, including joint needs assessments".
Examples of LEGS tools • Assessment checklists on the role of livestock in livelihoods, the nature and impact of the emergency, and situation analysis. • Checklists for each sector of interventions.		
Examples of MERS tools • Standard on Assessment scope, timing, and data/methods (p.43). • Examples of good and poor practice. • Reference to technical guidelines like EMMA.		**Examples of Participation Handbook tools** • Chapter 7 is dedicated to assessment. • Checklist of questions to assess if the participation of the affected population during the assessment was successful (p.157).
Examples of HAP benchmarks • Benchmark 3 on sharing information. • Benchmark 4 is focusing on participation.		**Examples of Quality Compas tools** • List of questions to help you prepare for an assessment (p.17) and roll it out (p.18). • Possible structure for your assessment report (p.22).

2.   You Analyze

Which Q&A tools can support you to better THINK?
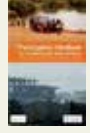
Why does it matter?

While the humanitarian sector has seen improvement in terms of early warning and situation analysis, there is a recognized gap between the early warning and the early action. Improvements in the processes by which various possible responses are analyzed, justified, and selected in a participatory manner is critical to good humanitarian and development practice. We need to better link relief and development and, therefore, ensure that programmatic decisions in emergencies contribute to the midterm and long-term improvement of affected populations' resilience.

Specific Q&A tools can help you answer the following questions about analysis

- How do I take into consideration cross-cutting issues when analyzing and prioritizing the various interventions?
- How do I ensure my response analysis is participatory and not only dictated by my agency's mandate?
- How do I learn from best practices and case studies when analyzing the possible intervention options?

ANALYSIS

	Examples of Minimum standards in child protection tools • Chapter on the various child protection strategies (p.135) that you can consider when you analyze possible responses. • Chapter on mainstreaming child protection in the various sectors of intervention (p.165).		***Examples of ALNAP tools*** • ALNAP new Innovations Case Studies showcases innovative solutions. • ALNAP Lessons papers summarize findings from the ALNAP evaluations database.	
	Examples of INEE tools • Dedicated standard on Response strategies (p.41). ***Tools from the toolkit such as :*** • *The immediately, sooner, later matrix of response activities for emergency education response.* • *What to do in an emergency: education in emergencies activities/timeline.*	**YOU ANALYZE** Which Q&A tools can support you to better THINK?	***Examples of IASC CAAP tools*** • The Objective 3 "Ensure that accountability to affected populations is effectively integrated within systems for planning needs assessment and response" suggest indicators, means of verification, and tools.	
	Examples of LEGS tools • PRIM, Participatory Response Identification Matrix. • Table summarizing the advantages and disadvantages of technical options. • Table highlighting the possible timing for the various interventions. • Decision making trees. • Dedicated standard on targeting (p.52) that highlights the need of participatory definition of targeting criteria. • Guidelines on possible target groups for specific interventions.		***Examples of Participation Handbook tools*** • Its part 8 on design includes a step-by-step approach to participatory prioritization of responses (p.164). • Problem and solution tree to deepen your analysis, such as the (p.165). • Examples of good and poor practices.	
			Examples of Quality Compas tools • List of questions relative to response analysis in its chapter on design (p.24).	

3.   You Design and Implement

Which Q&A tools can support you to better PLAN and DO?

Why does it matter?

'The foundation of *life with dignity* is the assurance of access to basic services, security and respect for human rights (see Humanitarian Charter on page 19). Equally, the way in which humanitarian response is implemented strongly affects the dignity and well-being of the disaster-affected population. Programme approaches that respect the intrinsic value of each individual, support their religious and cultural identity, promote community-based self-help and encourage positive social support networks all contribute to psychosocial well-being and are an essential element of people's right to life with dignity.'

Source: Sphere handbook (p.67)

Specific Q&A tools can help you answer the following questions when designing, targeting, and implementing

- *How do I involve the population to establish the list of beneficiaries?*
- *How do I use technical guidance to design my response?*
- *How do I avoid corruption risks when designing and implementing my response?*

DESIGN AND IMPLEMENTATION

	Examples of Sphere tools • The minimum standards, key actions, key indicators, and guidance notes for each standard. • Overview of all the standards for each chapter.		**Examples of Good Enough Guide checklists** • It dedicates a chapter on the need to identify the changes people want to see. • Example of poor practice (p.19). • Tool 3: 'How to involve people throughout the project' (p.34) details steps to ensure transparent targeting.	
	Examples of CPMS tools • The minimum standards, key actions, measurement and guidance notes for each technical standard.	**YOU DESIGN AND IMPLEMENT** Which Q&A tools can support you to better PLAN and DO?	**Examples of IASC CAAP tools** • The Objective 5 "Ensure that accountability to affected populations is effectively integrated within systems for project design and planning" suggests indicators, means of verification, and tools.	
	Examples of INEE tools • The minimum standards, key actions, and guidance notes. • Overview of all the standards at the end of the book. • For each of the standards, selected tools to download from the INEE toolkit to support implementation.		**Examples of the Participation Handbook tools** • The chapter 8 p.161 describes a step-by-step approach to project design in a participatory manner and includes : • Tips, short examples/ case studies to learn from good or poor practices. • Chart you can fill to track how far your design process has been participative. • List of questions to check the quality of the participation during the design phase.	
	Examples of LEGS tools • The key indicators and guidance notes of each minimum standard related to your chosen intervention help you design your project. • Case studies, highlighting good or poor practices.			
	Examples of MERS SEEP tools • Minimum standards, key actions, key indicators, and guidance notes. • Examples of good and poor practice.		**Examples of Quality Compas tools** • Questions in chapter 2 (p.23) on project design. • A template (p.28) proposes a structure for your project design document.	
	Examples of HAP benchmarks • HAP requirement 4.2 about feedback provision by crisis-affected people about project design, deliverables, criteria for selecting target groups, and selection process. • HAP requirement 4.4 if you are working with partners focusing on how target groups and selected communities will participate throughout the project, including the design and beneficiaries selection phase.		**Examples of People In Aid Principles** To inform your staffing and management plans when designing projects : • Principle 1 – HR strategy • Principle 3 – Managing People • Principle 5 - Recruitment and selection • Principle 7- Health, safety, and security	

4.   You Monitor and Evaluate

Which Q&A tools can support you to better REFLECT?

Why does it matter?

While humanitarian organizations agree on measuring the impact of their work, monitoring and evaluation systems do not facilitate impact measurement. There is a limited use of qualitative indicators and beneficiary input. 'What could be the incentive to involve beneficiaries more?'

Source: 'On the right track? A brief review of monitoring and evaluation in the humanitarian sector'

S.Guerrero, S.Woodhead, M.Hounjet p. 11, 2013

Specific Q&A tools can help you answer the following questions for monitoring and evaluation of your project

- *How can the technical standards available from Sphere and its companions help me monitor my projects?*
- *How do I ensure my monitoring and evaluation are participatory?*
- *How do I set up, implement, and use a beneficiary feedback and complaints mechanism?*

MONITORING AND EVALUATION

	For Sphere and its companions • Minimum standards, key actions / and or key indicators and guidance notes help you design your logical framework and, therefore, support your monitoring and evaluation process.	**YOU MONITOR AND EVALUATE** Which Q&A tools can support you to better REFLECT?

For Sphere and its companions
- Minimum standards, key actions / and or key indicators and guidance notes help you design your logical framework and, therefore, support your monitoring and evaluation process.

Examples of Sphere tools
- Core standard on monitoring (p.68).
- Standards on monitoring processes (for example HR, p.71) and results.
- For evaluation, Sphere refers to the eight DAC criteria (relevance, appropriateness, connectedness, coherence, coverage, efficiency, effectiveness, and impact) (p.71).
- Guide on how to use Sphere for Monitoring and Evaluation (to be published).

Examples of CPMS tools
- Minimum standard 6 about monitoring.

Examples of INEE tools
- INEE standard 3 (p.45) focuses on monitoring and standard 4 (p.48) on evaluation.

Examples of LEGS tools
- LEGS common standard 5 is on monitoring and evaluation. Besides the generic guidance, it provides some specifics to M&E related to livelihoods based livestock interventions.

Examples of HAP tools
- HAP Benchmark 5 is fully dedicated to handling complaints. HAP webpage includes policies, guidelines, and case studies to help you develop and run complaints handling mechanisms.

YOU MONITOR AND EVALUATE

Which Q&A tools can support you to better REFLECT?

Examples of ALNAP tools
- ALNAP interactive evaluation guide includes real-life examples, practical tips, definitions, and step-by-step advice.
- Evaluative report database contains thousands of evaluations, case studies, and learning papers, to facilitate lesson-learning and sharing among humanitarian organizations.
- Several resources from partner organizations to support you in monitoring such as 'The practitioner guide to monitoring, evaluation accountability and learning in emergencies' and 'The monitoring and accountability practices for remotely managed projects implemented in volatile operating environments'.

Examples of IASC CAAP tools
- Objective 8 'Ensure that accountability to affected populations is effectively integrated throughout the implementation of projects' suggests indicators, means of verification, and tools for monitoring and lessons learning.

Examples of Participation Handbook tools
- Chapters 9 and 10 describe a step-by-step approach in a participatory manner with tips on participatory evaluation.

Examples of Quality Compas tools
- Its chapter 3 (p.29) tackles implementation and monitoring and ends up with a suggested structure for your monitoring report to guide you to avoid forgetting any key area.
- Monitoring of critical events (p.41) to monitor systematically predetermined incidents which could take place while the project is running and which could have repercussions for the quality of the project.
- Specific section on evaluation (p.45) follows 12 quality criteria translated in key processes, key indicators, and critical events.

5.   You Capitalize, Learn, and Change

Why does it matter?

'Whereas aid workers come and go, population members remain and witness the same errors being made again and again. To learn lessons and change a project accordingly is to show respect for the affected population, and is extremely important in building an organisation's legitimacy and credibility.'

Source: the Participation Handbook published by Groupe URD with ALNAP (p.242)

'For over seven years ALNAP has been involved in research to find out how the humanitarian system can benefit from evaluations and how barriers to utilising evaluation findings can be overcome.

We have seen a significant increase in the quality and quantity of humanitarian evaluations and most major organisations in the sector now carry out their own evaluations. We have also seen a significant amount of learning that has taken place within organisations as to the best way to commission, carry-out and follow-up on evaluations.

However, despite this, it has become clear that opportunities to maximise benefit from evaluations are not always taken (The Utilisation of Evaluations by Peta Sandison, 2005).

Significant evaluation expertise resides within the organisations that make up ALNAP's Membership, and there is considerable untapped potential for cross-organisational learning in this area.'

Source: http://www.alnap.org/using-evaluation

Specific Q&A tools can help you answer the following questions about the capitalization, learning, and changing processes of your project

- *How do I plan lessons learning from the first phase of my project?*
- *How do I concretely carry it out to improve project quality?*
- *How do I best disseminate the lessons learned during my project, both within and outside my organization?*

CAPITALIZATION, LEARNING AND CHANGING

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For Sphere and its companions
The nature and rationale for the Sphere Project and its companions 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.

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YOU CAPITALIZE, LEARN and CHANGE

Which Q&A tools can support you to better GROW?

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Examples of ALNAP tools
• Learning opportunities on content (with ALNAP learning papers, innovative case studies).
• Learning opportunities on the process of learning itself (see ALNAP studies on process, learning and innovation).

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Examples of HAP tools
• HAP Benchmark 6 is entirely dedicated to learning and continual improvement.
• HAP also provides for each of its 6 benchmarks an annotated bibliography of references and tools you can use, in the Guide to the 2010 HAP standard (p.53).

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Examples of IASC CAAP tools
• Objective 8 "Ensure that accountability to affected populations is effectively integrated throughout the implementation of projects" suggests you hold an internal learning review.

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Examples of Participation Handbook tools
• 'From lessons learning to lessons using' (p.242) highlights the importance of using the lessons learned from a participatory evaluation.

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Examples of Quality Compas tools
• One of the twelve quality control criteria in the Compas methodology examines if the agency records, learns, and uses lessons drawn from experience (criteria L).
• The Compas methodology raises questions throughout the project cycle to ensure you consider lessons learning to improve project quality.
• It also suggests you monitor sentinel indicators such as "repeat of mistakes made in other projects or typical mistakes of the sectors".

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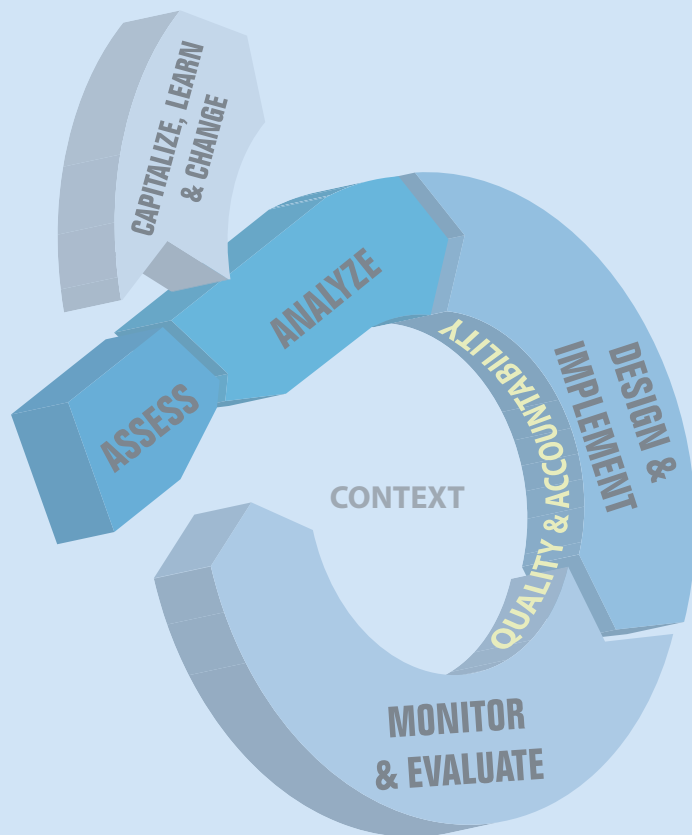
MORE RESOURCES

1. **Selected Resources on Quality and Accountability**
2. **Rights-Based Approach Tools**
3. **Project Cycle Management Tools**
4. **Feedback and Case Study**

1. Selected Resources on Quality and Accountability

Where can you find your preferred resources and tools?

The following matrix provides the links to the resources and tools which are quoted in this booklet. It is also available in electronic format on *http://www.cwspa.org/resources/publications* to ease its use, allowing chosen resources or tools to be accessed through links.

Initiatives	Suggested resources and tools for field practitioners	URL - Internet links
ACAPS	**The Good Enough Guide on Assessment** (to be published)	**www.acaps.org**
ACAPS	Profiling and Assess Resource KIT PARK providing resources on all stages of the IDP profiling and joint assessment processes.	http://www.parkdatabase.org/chaptershttp://www.parkdatabase.org/chapters
ACAPS	DNA: Disaster Needs Analysis is a desk study of crises, which presents estimates of scale, severity, risks, and (likely) impact of a disaster in a specific country or region.	http://www.acaps.org/en/disaster-needs-analysis
ALNAP	State of the Humanitarian System	www.alnap.org
ALNAP	Case studies such as 'We are committed to listen to you' on humanitarian feedback mechanism.	http://www.alnap.org/resource/8851.aspx
ALNAP	ERD Evaluative Report Database contains almost 1,000 evaluations from which to learn.	http://www.alnap.org/resources/results.aspx?type=22
ALNAP	Lessons learned papers published by ALNAP at the beginning of an emergency are a great tool for field practitioners, summarizing key lessons drawn from the evaluation database and other sources.	http://www.alnap.org/resources/lessons
ALNAP	ALNAP's new Innovations Case Studies series showcases innovative solutions to problems faced in humanitarian responses.	http://www.alnap.org/resources/innovations
ALNAP	Pilot Guide on Evaluation of Humanitarian Action	http://www.alnap.org/resource/8229
ALNAP	Practitioners' guide to monitoring, evaluation, accountability and learning in emergencies.	http://www.alnap.org/material/39.aspx

Initiatives	Suggested resources and tools for field practitioners	URL - Internet links
CPMS	**Minimum Standards for Child Protection in Humanitarian Action**	**http://cpwg.net**
CPMS	Tools and resources linked to the Minimum Standards for Child Protection in Humanitarian Action. Video presenting the handbook.	http://CPMS.net/resource http://www.youtube.com/watch?v=pEaNwDtQRwI#t=27
ECB	**The Good Enough Guide**	**www.ecbproject.org**
ECB	Towards Resilience	http://www.ecbproject.org/new-practitioners-guide-to-disaster-risk-reduction-drr/practitioners-guide-to-drr--cca
ECB	Download posters and a leaflet that you can adapt to your projects to communicate about accountability with your staff and the communities.	http://www.ecbproject.org/training-and-communication-materials/training-and-communication-materials
Groupe URD	Compas Quality board: overview of the key questions to ask yourself at each stage of the project cycle, towards continuous improvement of quality.	http://www.compasqualite.org/en/compas-method/supports-compas-method.php
Groupe URD	**The Participation handbook**	**http://www.urd.org/Participation-Handbook**
HAP	**The 2010 HAP standard** **The Guide to the 2010 HAP standard**	**www.hapinternational.org**
HAP	HAP Quality and Accountability resources database one of the most comprehensive online quality and accountability resource libraries for the humanitarian and development sectors.	http://www.hapinternational.org/resources/quality-and-accountability-resource-library.aspx
HAP	HAP 2013 accountability report reviews progress made over the past decade and presents innovations the sector has adopted to make itself more accountable to populations affected by crises.	http://www.hapinternational.org/pool/files/2013-har.pdf
HAP	Provide an overview to those networks and initiatives that are most active.	http://www.hapinternational.org/resources/quality-and-accountability-websites.aspx

Initiatives	Suggested resources and tools for field practitioners	URL - Internet links
HAP	Q&A resource library	http://www.hapinternational.org/resources/quality-and-accountability-websites.aspx
HAP	Video	http://www.youtube.com/watch?v=fvUur1NKTtQ&feature=youtu.be
HI	Disability checklist for emergency response	http://www.handicap-international.de/fileadmin/redaktion/pdf/disability_checklist_booklet_01.pdf
IASC AAP	**The IASC transformative agenda and the IASC AAP framework refers to various Q&A tools**	http://www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-template-default&bd=87 http://www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-search-fastsearch&query=AAP
INEE	**Minimum standards for education: preparedness, response, recovery**	**www.ineesite.org**
INEE	The Short Guide to Rapid Joint Education Needs Assessments is part of a larger toolkit produced by the Global Education Cluster in 2010 called The Joint Education Needs Assessment Toolkit.	http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1036/Short_Guide_to_Rapid_Joint_Needs_Assessment_EN.pdf
INEE	The INEE Toolkit contains a wide variety of practical, field-friendly tools and resources for the field of education in emergencies through recovery.	http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1001
INEE	The introductory video explains why education is key in emergencies.	https://www.youtube.com/watch?v=xeMb-nuhfuo
INEE	INEE Pocket Guide to Gender 'Gender Equality in and through Education'. The Gender handbook gives a series of concrete strategies and actions for putting gender equality into practice in and across all domains of education programming.	http://www.ineesite.org/en/materials/inee-pocket-guide-to-gender http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1009
INEE	Education in Emergencies: A resource toolkit	http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1037/What_To_Do_in_an_Emergency_Situation.pdf

Initiatives	Suggested resources and tools for field practitioners	URL - Internet links
INEE	INEE Thematic Issue Brief: Inter-Sectoral Linkages	http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1074/INEE_Thematic_Issue_Brief_Intersectoral.pdf
INEE	Contextualizing the Minimum Standards	http://www.ineesite.org/en/minimum-standards/contextualization
INEE	Contextualized INEE versions for Afghanistan, Somalia, South Sudan, Sri Lanka, and Vietnam.	http://www.ineesite.org/en/minimum-standards/contextualization
JSI Joint Standard Initiative	Mapping Exercise on Quality and Accountability Initiatives in the Humanitarian sector	http://www.jointstandards.org/resources
LEGS	**The LEGS handbook Livestock Guidelines and Standards**	**www.livestock-emergency.net**
LEGS	The LEGS resources section proposes selection of documents and a video to guide you through different phases of the project, or through technical interventions.	http://www.livestock-emergency.net/resources
LEGS	This short video provides an overview of what LEGS is and why it can help you as a field practitioner.	http://www.livestock-emergency.net/resources/videos
MERS	**The Minimum Economic Recovery Standards**	**www.seepnetwork.org**
People In Aid	**People In Aid Code of good practice**	**www.peopleinaid.org**
People In Aid	People In Aid presents case studies from various member organizations illustrating themes such as recruitment, retention, and rewards. You can continue the discussion on the various forums.	http://www.peopleinaid.org/resources/casestudies.aspx
People In Aid	People In Aid has a specific section on disaster response.	http://www.peopleinaid.org/disasterresponse
P-FIM	Toolkit	www.p-fim.org
Sphere Project	**The Sphere Project: Humanitarian Charter and Minimum Standards in Humanitarian Response**	**www.sphereproject.org/**

Initiatives	Suggested resources and tools for field practitioners	URL - Internet links
Sphere Project	**Sphere contextualisation video:** The Sphere Project proposes this excellent movie to illustrate the importance of contextualization and how Sphere standards are applied in the field.	http://www.sphereproject.org
Sphere Project	Sphere E-learning module for field practitioners' course brings the handbook to life through the use of scenarios, helping the learner to become acquainted with its core messages and to understand how to use it holistically.	http://www.sphereproject.org/sphere/en/learning/e-learning-course
Sphere Project	This glossary includes some key terms used on the Sphere Handbook 2011 edition.	http://www.sphereproject.org/handbook/glossary
TI	Preventing Corruption in Humanitarian Operation Corruption fighter's toolkit	http://www.transparency.org/whatwedo/tools/corruption_fighters_toolkits_introduction/2
World Health Organization	Guidance note on disability and emergency risk management for health	http://apps.who.int/iris/bitstream/10665/90369/1/9789241506243_eng.pdf;http://www.sphereproject.org/news/supporting-people-with-disabilities-in-emergencies

2.   Rights-Based Approach Tools

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

Prepared jointly by the International Federation of Red Cross and Red Crescent Societies and the International Committee of the Red Cross

Sphere handbook p. 368

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

The Seven Fundamental Principles

1. Humanity

The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.

2. Impartiality

It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

3. Neutrality

In order to continue to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

4. Independence

The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

5. Voluntary service

It is a voluntary relief movement not prompted in any manner by desire for gain.

6. Unity

There can be only one Red Cross or one Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

7. Universality

The International Red Cross and Red Crescent Movement, in which all Societies have equal status and share equal responsibilities and duties in helping each other, is worldwide. Read more about the principle of Universality.

Source: http://www.ifrc.org/vision-et-mission

The Sphere Humanitarian Charter (abstract)

The Humanitarian Charter provides the ethical and legal backdrop to the Protection Principles and the Core Standards and minimum standards that follow in the Handbook. It is in part a statement of established legal rights and obligations; in part a statement of shared belief. In terms of legal rights and obligations, it summarises the core legal principles that have most bearing on the welfare of those affected by disaster or conflict. With regard to shared belief, it attempts to capture a consensus among humanitarian agencies as to the principles which should govern the response to disaster or conflict, including the roles and responsibilities of the various actors involved. It forms the basis of a commitment by humanitarian agencies that endorse Sphere and an invitation to all those who engage in humanitarian action to adopt the same principles.

Our beliefs

The Humanitarian Charter expresses our shared conviction as humanitarian agencies that all people affected by disaster or conflict have a right to receive protection and assistance to ensure the basic conditions for life with dignity. We believe that the principles described in this Humanitarian Charter are universal, applying to all those affected by disaster or conflict wherever they may be, and to all those who seek to assist them or provide for their security. These principles are reflected in international law, but derive their force ultimately from the fundamental moral principle of humanity: that all human beings are born free and equal in dignity and rights. Based on this principle, we affirm the primacy of the humanitarian imperative: that action should be taken to prevent or alleviate human suffering arising out of disaster or conflict, and that nothing should override this principle.

Common principles, rights and duties

We offer our services as humanitarian agencies on the basis of the principle of humanity and the humanitarian imperative, recognising the rights of all people affected by disaster or conflict – women and men, boys and girls. These include the rights to protection and assistance reflected in the provisions of international humanitarian law, human rights and refugee law. For the purposes of this Charter, we summarise these rights as follows:
1. The right to life with dignity
2. The right to receive humanitarian assistance
3. The right to protection and security

The Sphere Humanitarian Charter and sources of International Law

Overview :	Sources of international law for the Sphere Humanitarian Charter

Examples of sources of law

Bodies of Public international law informing rights and principles

The UN charter (45)		4 Geneva conventions provide conditions for delivery of humanitarian assistance and protection	International Convention on the status of refugees 51
The Universal Declaration of Human Rights 48			
Covenant on Economic, Social and Cultural rights (76)			AU convention on refugees
400 treaties + regional treaties		Additional Protocol 1 or 2	International Refugee Law
International Human Right Laws- International Bill of Human Rights		Customary law	
		International Humanitarian Law : The Law of war	

Right to life, right to adequate standard of living, freedom from torture , freedom of conscience and religion	Right to adequate standard of living, including adequate food, water clothing shelter and requirements for good health +Impartiality Non discrimination	Distinction between combatants and non combatants, proportionality and Precaution	Principle of non-refoulement

Sphere Humanitarian Charter

1. The right to life with dignity	2. The right to receive humanitarian Assistance		3. The right to Protection and Security

Protection Principles

Avoid Exposing People to further harm as a result of your actions	Ensure People's access to impartial assistance		Protect People from Physical and Psychological harm arising from violence and coercion
Assist People to claim their rights, access available remedies and recover from the effects of abuse	Strengthen children resilience in humanitarian action		Strengthen child protection systems

Applies to Who has duty to respect it ?

everyone		Non combatants in conflict	Refugees (IDP Deng Guiding principles)
States legally, everyone morally		Warring parties	States where refugees reside

We can advocate for these 3 principles to be respected

Source: *Adapted from ICRC course on International Humanitarian Law*

3.   Project Cycle Management Tools

You ASSESS
Which Q&A tools can support you to better OBSERVE and LISTEN?

The Sphere Project and its companions

The Sphere Project

Sphere is in the process of publishing a guide on how to use Sphere for Assessment. Core standard 3 includes key indicators (p.62) that will enable you to plan your assessment in order to fulfill the minimum standards in humanitarian response. It also suggests key actions to reach the minimum standard. The minimum standard is universal, and applicable independently of your agency, the type of emergency, or your sector of intervention.

Example of key indicators:
- *Assessment reports contain data disaggregated by at the very least sex and age*
- *Rapid and in depth assessments contain views that are representative of all affected people*

Example of key actions:
- *Assess the response plan and capacity of the state*
- *Share assessment data in a timely manner and in a format accessible to other humanitarian agencies*

The Sphere handbook proposes assessment checklists for each sector of interventions covered.

Available assessment checklists per sector of intervention:
- *Water supply, sanitation and hygiene (p. 124)*
- *Food security and livelihoods (p.214)*
- *Nutrition (p.218)*
- *Shelter Settlement and Non Food Items (p.278)*
- *Health (p.338)*

The Minimum Standards for Child Protection (CPMS)

The handbook emphasizes the principle of the best interest of the child that should guide the design of humanitarian interventions (p.14). It has a specific standard for the project cycle (p.57) that highlight the need to involve children and make sure their views are being heard, respected, and given due weight. The guidance notes (p.59) advise you to adapt and use The Child Protection Rapid Assessment Toolkit and the more comprehensive Inter Agency Child Protection Assessment Toolkit. It develops standards including key actions, indicators, and guidance notes to address child protection needs in a full chapter (p.77).

> *Example of critical issues in child protection that needs to be assessed:*
> - *Physical violence and other harmful practices*
> - *Psychosocial distress and mental disorders*
> - *Child labor*

For agencies which do not specialize in child protection interventions, the handbook also translates standards to mainstream child protection in other humanitarian sectors, in order to comply with the Do No Harm principles.

> *List of the sectors of interventions in which child protection concerns needs to be reflected during the assessment, design, monitoring and evaluation phases:*
> - *Economic recovery p.167*
> - *Education p.173*
> - *health p.180*
> - *nutrition p.186*
> - *Wash p.193*
> - *Shelter p.198*
> - *Camp management p.203*
> - *Distribution p.208*

The Minimum Standards for Education (INEE)

The manual has a dedicated section on assessment (p.35).

On top of the key actions and guidance notes, INEE refers to its online toolkit that includes several practical tools from other initiatives such as IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings or IASC gender handbook in humanitarian action. One of these tools is a short guide, 'What do we need to know to design and implement gender responsive education in emergencies.' 'The Short Guide to Rapid Joint Education Needs Assessments' also proposes a matrix combining possible questions and indicators to guide your assessment (p.15). Explore the INEE toolkit to find the tools that will help during each phase of the project cycle.

> *Example of questions to be asked during the assessment:*
> * *Are the possible locations for the learning environment equally accessible to boys and girls?*
> * *Is the distance to be travelled to the learning environment acceptable?*
> * *Example of indicators to look at during the assessment*
> * *Percentage of schools/learning spaces that lost learning materials as a result of the emergency*

The Livestock Emergency Guidelines and Standards (LEGS)

To assess whether livelihoods based livestock interventions are appropriate, feasible, and necessary, LEGS proposes to carry out an assessment of three aspects: the role of livestock in livelihoods, the nature and impact of the emergency, and situation analysis. The first checklist in the handbook (p.32) helps to understand if livestock play a significant role in the livelihoods of the affected people and if a livestock related response is, therefore, appropriate. The second checklist (p.33) analyzes whether an emergency intervention is necessary, and the third assessment checklist (p.35) determines if anything in the context would prevent any form of livestock based intervention in the area.

> *Example of questions from the three checklists:*
> * *What are the key uses of livestock (food income social draught transport) and what % of food is derived from livestock in usual time?*
> * *Has there been significant migration of population and have they taken livestock with them?*
> * *What is the impact on the host community?*
> * *What are key protection issues facing livestock owner?*

If a specific livelihoods based livestock intervention looks appropriate, LEGS proposes additional checklists for each sector of interventions (Assessment checklist for destocking (p.81), veterinary services (p.108), feed (p.135), water provision (p.162), Livestock shelter (p.181), and Livestock provision-restocking (p.204).

LEGS also proposes a table (p.37) outlining how you can use various participatory methodologies to collect information during your assessment.

> *Example of information you can get from performing a proportional piling exercise during assessment:*
> * *Source of income and food*
> * *Changes in nutritional status*
> * *Changes in human disease*
> * *Livestock sales, price, productivity changes*

The Minimum Economic Recovery Standards (MERS)

"Assessment and analysis of market systems and household economies are a precondition to the implementation of economic recovery programming, fundamental to the dignity of individuals."

The handbook focuses on assessment scope, timing and data/ methods (p.43) and provides interesting examples of good and poor practice for each standard. It refers to other more specific technical tools such as EMMA (the Emergency Market Mapping and Analysis), a detailed guidance manual for relief agencies needing to understand market-systems in disaster zones. MERS also insists on the need to timely identify various internal and external audiences before publishing the assessment results in appropriate formats.

Initiatives from the Core Humanitarian Standard

Humanitarian Accountability Partnership (HAP)

HAP benchmark 3 on sharing information is translated into a set of requirements to ensure, "the people it aims to assist (…) have access to timely, relevant and clear information about the organization and its activities." The Guide to the 2010 HAP Standard in Accountability and Quality Management adds suggestions for good practices.

> *Example of requirements:*
> - *The organization shall ensure that staff identify themselves to people they aim to assist*
> - *The organization shall ensure that information is presented in languages formats and media appropriate for, accessible to and can be understood by the people it aims to assist (…)*

HAP benchmark 4 focuses on participation to ensure, "the organization listens to the people it aims to assist, incorporating their views and analysis in programme decision making." The first requirement for this benchmark focuses on participation during the assessment phase.

Additional Initiatives

The Assessment Capacities Project (ACAPS)

It proposes technical resources to support your assessment. ACAPS in collaboration with ECB is also currently finalizing a Good Enough Guide on Assessment.

Example of downloadable resources:
- *Technical brief to estimate affected population figures*
- *Disaster summary sheet highlighting areas of focus to be considered after certain type of disaster such as flood, cyclones, armed conflict, earthquake*
- *Disaster Needs Analysis based on desk review of secondary data helping to estimate the scale, severity, risks and likely impact of a specific crisis such as Syria, Mali, Horn of Africa.*

The Good Enough Guide (GEG), ECB

It proposes simple checklists to ensure that people affected by the emergency are profiled, that the changes they want to see are identified, and that they are involved in the assessment phase, in order to increase impact and accountability in emergency.

Example of tools:
- *How to introduce your agency? (p.30)*
- *How to conduct an individual interview? (p.38)*
- *How to conduct a focus group? (p.40)*

The Participation Handbook, Groupe URD & ALNAP

Its chapter 7 is dedicated to assessment and proposes amongst other tools a checklist of questions to assess if the participation of the affected population during the assessment was successful (p.157).

> **Example of questions:**
> - Were you able to gain access to minorities, hear unrepresented groups and work with them without stigmatizing them further or creating security problems for them?
> - Do people understand, who you are, what you have come to do and what you can and cannot do?
> - Have you reviewed or adapted your priorities in accordance with the perceptions and priorities of the population?
> - Was the assessment able to draw on lessons learned by the population and aid agency from previous aid projects?

The Quality Compas Companion Book, Groupe URD

The approach of the Quality Compas focuses on asking yourself a set of questions at each step of the project cycle in order to improve the quality. It proposes a list of questions to help you prepare for an assessment (p. 17) and roll it out (p.18). It also offers you a possible structure for your assessment report based on the information collected through the list of questions (p.22).

> **Example of questions:**
> - How can you exchange information with other humanitarian agencies in order to avoid doubling up on data collection exercise?
> - How do you ensure the diagnosis does not raise false expectations?

Transparency International (TI) - Pocket Guide of Good Practices: Preventing Corruption in Humanitarian Operations

It proposes two checklists (p.73) to avoid biased project location or resource allocation and to avoid inflated or distorted needs, costs, or beneficiaries' numbers.

> **Example of key actions:**
> - Watch out for assessment staff pushing hard for a particular region or group
> - Watch out for beneficiaries' numbers close or exceeding the total population

You ANALYZE
Which Q&A tools can support you to better THINK?

The Sphere Project and its companions

The Minimum Standards for Child Protection (CPMS)

The handbook dedicates a chapter on the various child protection strategies (p.135) that you can consider when you analyze possible responses.

If your agency does not directly implement child protection programs, the chapter on mainstreaming child protection in the various sectors of intervention (p.165) guides you to consider child protection issues during analysis and targeting.

> *Example of child protection consideration when targeting economic recovery interventions:*
> - *Ensure that economic recovery interventions can reach those households where child protection concerns are most pressing and keep children out of hazardous labour and other situation of exploitation*
> - *While most programs targets adults, older adolescents may also benefit directly from skills training, saving schemes and apprenticeship*s
>
> *Example of child protection consideration when targeting distribution:*
> - *Avoid targeted help based on blanket categories of children such as "separated children" or children formerly with armed forces or armed groups. Rather outline criteria for helping children based on vulnerability to abuse, exploitation and violence*

The Minimum Standards for Education (INEE)

The manual has a dedicated standard on response strategies (p.41). It insists on the fact that agencies should not fall in the bias of using assessment findings to confirm already formed ideas for program response but that participatory and thorough analysis of assessment findings is key. It highlights the importance to keep the Do No Harm approach when selecting intervention strategies.

> *Example of tools you can download to support you in prioritizing response strategies:*
> - *The immediately, sooner, later matrix of response activities for emergency education response*
> - *What to do in an emergency: education in emergencies activities/timeline*

The Livestock Emergency Guidelines and Standards (LEGS)

It proposes a step-by-step process to support participatory response analysis:

a. To facilitate discussions with local stakeholders in order to identify which type of interventions are most appropriate and feasible, LEGS suggests to use the PRIM, Participatory Response Identification Matrix. The matrix below is an example; however, you would use the empty template and obtain a participatory agreement from all stakeholders to prioritize the most relevant technical intervention according to your livelihoods objective and your emergency phase.

b. When a technical intervention is prioritized, a decision on which option is most appropriate should be made. If the PRIM discussion led you to decide that water provision was the most urgent intervention, you still have to determine: if you improve the management of existing water sources, if you rehabilitate existing water sources, if you establish new water sources, or if you do water trucking. To support your analysis, LEGS offers different tools.

Technical Interventions	Livelihoods Objectives			Emergency Phases			
	Rapid Assistance	Protect Assets	Rebuild Assets	Alert	Alarm	Emergency	Recovery
Destocking	*****	***	**				
Vet Services	(*)	*****	****				
Feed	(*)	***	****				
Water	(*)	***	****				
Shelter	n/a	n/a	n/a				
Provision of Livestock	n/a	n/a	*****				

Scoring against Livelihoods Objectives:
*****   Significant benefits/high appropriate   ****   benefits/appropriate
***   Some benefits   **   a few benefits
*   very little benefit/not very appropriate   n/a   not appropriate

Emergency Phase:
➜   appropriate timing for the intervention   © The LEGS Project

Example of tools proposed to help participatory decision making on water provision options:
- Table summarizing the advantages and disadvantages of each water provision option (p.147)
- Table highlighting the possible timing for the various type of water interventions (p.148)
- Decision making tree (p.150)

As far as targeting is concerned, LEGS has a dedicated standard on targeting (p.52) that highlights the need of participatory definition of targeting criteria and transparency in the actual selection of beneficiaries, while respecting cultures for which public selection might be inappropriate.
For each technical intervention, LEGS also details specific information that needs to be taken into account regarding the vulnerabilities and capacities of the disaster-affected communities

> *Example of target groups to considered when slaughter destocking:*
> - *Those eligible to sell animals for slaughter*
> - *Those eligible to receive meat*
> - *Those eligible for employment in case of dry meat preparation including men and women*
> - *Those contracted to purchase the animals*

Initiatives from the Core Humanitarian Standard

Humanitarian Accountability Partnership (HAP)

HAP benchmark 4 on participation highlights that incorporating the views and analysis of the people you aim to assist in targeting criteria and program decision contribute to more effective interventions based on sound understanding of the context.

> *Example of content:*
> - *For meaningful participation, particular attention needs to be given to groups or individuals traditionally excluded from power and decision making processes. These may include women, children, elderly persons, people with disabilities, landless or homeless and ethnic/ racial. Religious group, women headed households, child headed households (p.38, p.40)*
> - *The crisis affected community and the organization need to work together to agree on a set of criteria for the selection of the people the organization will seek to assist. Communication of these criteria is vital once they have been agreed.*

Additional Initiatives

The Active Learning Network for Accountability and Performance (ALNAP)

ALNAP promotes sector-wide learning between humanitarian organizations and improving the performance of humanitarian action based on previous experiences. ALNAP's new Innovations Case Studies series showcases innovative solutions to problems faced in humanitarian responses. ALNAP's lessons papers for specific types of humanitarian crises summarize findings from the ALNAP evaluations database. It is in a format that is adapted for field practitioners throughout the project cycle and particularly useful at the analysis stage.

> *Example of contents from the ALNAP lessons learned paper on humanitarian action in drought related emergencies:*
> - *The impact of drought on livelihoods can significantly decrease the ability of populations to survive the present and future drought episodes: saving livelihoods is a life-saving response*
> - *Beneficiaries, particularly women, need to be consulted on their preference for cash versus in-kind distributions, and for their advice on the most safe and effective ways of transfer.*

ALNAP's Innovations Case Studies showcase innovative solutions to problems faced in humanitarian responses. They support you during the design phase to choose the most appropriate modality for your intervention.

> *Example of innovation case studies:*
> - *Cash transfers through mobile phones: an innovative emergency response in Kenya*
> - *Supporting community-based emergency response at scale: innovations in the wake of cyclone Nargis*

The Participation Handbook, Groupe URD & ALNAP

Its part 8 on design includes a step-by-step approach to participatory prioritization of responses (p.164). It also includes tools that you can use to deepen your analysis such as the problem and solution tree (p.165) and illustrates the process with examples of good and poor practices.

> *Example of criteria to analyzing potential solutions and prioritize them:*
> - *Feasibility*
> - *Complementarity with local knowledge , practices and techniques*
> - *Sustainability of the solution*

The Quality Compas Companion Book, Groupe URD

It proposes questions relative to response analysis in its chapter on design (p.24).

> *Example of questions:*
> - *Which operational strategy carries the greatest and the least risk of manipulation?*
> - *How can your project respond to identified needs whilst also addressing the causes?*

Transparency International (TI) Pocket Guide of Good Practices: Preventing Corruption in Humanitarian Operations

It proposes a checklist (p.84) to avoid bias in targeting criteria. "Staff may have conflicts of interest that influence their targeting criteria. They may set criteria as a result of collusion with external actors to divert aid, or may deliberately set very complex criteria increasing opportunities for corruption."

> *Example of actions:*
> - *Watch out for criteria that are too general, vague, narrow or complex*
> - *Watch out for criteria that favour or exclude particular regions or groups*

You DESIGN and IMPLEMENT
Which Q&A tools can support you to better PLAN and DO?

The Sphere Project and its companions

The Sphere Project

The minimum standards, key actions, key indicators, and guidance notes for each technical standard supports the design and implementation phase of your project. At the beginning of each Sphere technical chapter, you find an overview of all the standards related to this chapter. For example, see (p.242) for an outline of the minimum standards related to shelter, settlement and non-food items.

> *Example of minimum standards, key action, key indicator, and guidance note for shelter interventions (p.259):*
> - *Minimum standard 3: People have sufficient covered living space providing thermal comfort, fresh air and protection from the climate ensuring their privacy, safety and health and enabling essential household and livelihood activities to be undertaken.*
> - *Key action: Ensure that each affected household has adequate covered living space*
> - *Key indicator 1: all affected individuals have an initial minimum covered floor area of 3.5m2 per person*
> - *Guidance note 2: In the immediate aftermath of a disaster (…) a covered area of less than 3.5m2 per person may be appropriate to save life and provide adequate short-term shelter (...) If 3.5 m2 per person cannot be achieved or is in excess of the typical space used by the affected or neighboring population, the impact on dignity health and privacy of a reduced covered area should be considered (...)*

Humanitarian Charter — Protection Principles — Core Standards

Shelter, settlement and non-food items

Shelter and settlement | Non-food items

Shelter and settlement:
Standard 1 Strategic planning
Standard 2 Settlement planning
Standard 3 Covered living space
Standard 4 Construction
Standard 5 Environmental impact

Non-food items:
Standard 1 Individual, general household and shelter support items
Standard 2 Clothing and bedding
Standard 3 Cooking and eating utensils
Standard 4 Stoves, fuel and lighting
Standard 5 Tools and fixings

Appendix 1: Shelter, settlement and non-food items assessment checklist

References and further reading

The Minimum Standards for Child Protection (CPMS)

The minimum standards, key actions, measurement, and guidance notes for each technical standard supports you in the design phase of your intervention. Interventions may include addressing child protection needs (p.79), developing adequate child protection strategies (p.134), or an intervention in another humanitarian sector but for which you should mainstream child protection (p.166).

> *Example of minimum standards, key action, key indicator, and guidance note for mainstreaming child protection in shelter interventions (p.198):*
> - *Minimum standard: Child protection concerns are reflected in the assessment, design, monitoring and evaluation of shelter programs. All girls and boys and their caregivers have appropriate shelter provided that meets their basic needs, including protection and disability access and which facilitates longer-term solutions.*
> - *Key action for shelter actors : Prevent overcrowding and review project design and implementation to ensure that shelter responses support and encourage families to stay together*
> - *Measurement: Action target should be 90% of constructed shelters are an accessible distance from one or more spaces for children activities (i.e. schools, Child Friendly spaces). " an accessible distance for children should be defined in country"*
> - *Guidance note on programming: (…) if polygamy is practiced, it is important to make sure that all the adult women are registered so that second wives and their children are not excluded.*

The Minimum Standards for Education (INEE)

When the selection of the intervention strategy has taken place, the technical standards and the related key actions and guidance notes help you design your program. On the last page of the handbook you find a map that provides an overview of all the standards. For each of the standards, you can find selected tools to support implementation, with a short description to guide your choice.

> *Example of tools you can download to support you in the design and implementation of education interventions:*
> - *Checklist for NGO for the implementation of INEE standards*
> - *INEE thematic issue on inter sectoral linkages*
> - *Budget and financial planning tool, including an overview of opportunities for corruption practices in education in emergencies*

The Livestock Emergency Guidelines and Standards (LEGS)

When you have determined the intervention in a participative manner following the different steps proposed by LEGS, you can use the key indicators and guidance notes of each minimum standard related to the intervention you choose to help you design your project.

> **Example of minimum standards, key indicator, and guidance note for water trucking (p.158):**
> - *Minimum standard 1 : Water for trucking is obtained from sources that can maintain an adequate supply of assured quality during the period over which the intervention will operate*
> - *Key indicator 6 for this standard : Tankers and other water containers are properly cleaned before use*
> - *Guidance note 6: Tankers may have been used for transporting other types of liquid including potentially toxic pesticides, herbicides, solvents fuel and sewage. Unless their previous history is reliably known, all vessels and distribution equipment should be thoroughly cleaned and disinfected before being released for use in a water trucking operation*

LEGS also proposes for each area of intervention a series of case studies, highlighting good or bad practices.

> **Example of case studies proposed for the chapter 7 on water provision (p.229):**
> - *Impact of watering stations in Borana Ethiopia*
> - *Water trucking for drought relief in Somalia*
> - *Strengthening water supply infrastructure in Pakistan*

Initiatives from the Core Humanitarian Standard

Humanitarian Accountability Partnership (HAP)

HAP requirement 4.2 states that the organization shall develop and put in place processes appropriate to the context so that the people it aims to assist and other crisis-affected people provide feedback and influence all steps of the project cycle, including the project design, deliverables, criteria for selecting target groups, and selection process. HAP also specifies in requirement 4.4 that if you are working with partners, you should make an agreement on how target groups and selected communities will participate throughout the project, including the design and beneficiaries selection phase.

People In Aid

While all 7 principles of the People In Aid Code of Good Pratice apply, Principle 1 – HR strategy, Principle 3 – Managing people, Principle 5 - Recruitment and selection, and Principle 7- Health, safety and security are of particular interest should inform your staffing and management plans when designing the projects. Each principle is translated in several indicators, and illustrated by short examples from different organizations.

Additional Initiatives

The Good Enough Guide (GEG), ECB

It dedicates a chapter on the need to identify the changes people want to see. Participation in the design phase ensures that the project actually corresponds to those people's needs and increases the sense of ownership and responsibility in the long term. The guide provides an example of poor practice (p.19).

STEP	WHO?	HOW?
Initiating the project design		
Transforming problems into objectives		
Prioritising solutions		
Defining the project		
Defining the monitoring system		
Closing the design phase		

To help you establish the actual list of beneficiaries, the Good Enough Guide proposes detailed steps to ensure transparent targeting in tool 3: "How to involve people throughout the project" (p.34).

Example steps:
- *Announce the targeting criteria and display them in a public place*
- *Invite the local community and the village committee to participate in selecting beneficiaries*

The Participation Handbook, Groupe URD & ALNAP

Chapter 8 describes a step-by-step approach to project design in a participatory manner. It provides tips as well as short examples/case studies to learn from good or poor practices. It proposes a chart you can fill to track how far your design process has been participative as well as a list of questions to check the quality of the participation during the design phase.

Example of questions regarding participation during the design phase:
- *Have you reviewed or adapted your priorities in accordance with the perceptions and priorities of the population?*
- *What measures are being taken in the project to avoid or reduce potential negative impacts? Did participation help address protection and security issues during the design phase? How will they be taken into consideration in the project?*

The Quality Compas Companion Book, Groupe URD

Following the approach of raising the appropriate questions at the appropriate time as a quality insurance method, the Quality Compas chapter 2 (p.23) is dedicated to project design. It lists questions regarding different aspects of this step of the project cycle: the preparation of the design phase, the targeting of needs and population groups, the definition of your agency position on the political and the legal context, the analysis of assumptions and alternative operational strategies, as well as the constraints. An additional set of questions guides your reflection on the definition of objectives, results, and indicators; the planning of project activities; the participation strategy; the partnerships; and your communication plan. Some questions specifically focus on identifying positive and potential negative impact in order to plan preventive actions. Finally, a set of questions focuses on a security plan for staff, goods and equipment, human resources strategy, budgeting and lessons learning, and record keeping strategies. A template (p.28) proposes a structure for your project design document.

> *Example of questions relative to human resources strategies at the design phase:*
> - *What skills need to be developed within the project team and what support can head office provide*
> - *How will reporting lines and decision making responsibilities adapt to reflect changes in the project and context*

Transparency International (TI)

The Pocket Guide of Good practices: Preventing Corruption in Humanitarian Operations offers 5 different checklists to minimize the risk of corruption during the targeting and registering of beneficiaries and the distribution and post distribution phases (p.86).

There are many ways in which exclusion or inclusion of beneficiaries can be subject to corruption. The following examples highlight how critical this phase is: local elites or staff can manipulate names, ask for bribes, and exclude groups or include unaffected people. There also can be multiple or ghost registrations with households borrowing children to inflate family size or staff or elite can register nonexistent families and divert their entitlements. During the distribution phase, the size or composition of the entitlement can also be modified or the goods can be diverted or subject to kickbacks on site. After the distribution, taxation of a percentage of relief goods received can take place.

> *Example of action to prevent corruption during the distribution and post distribution phase:*
> - *Watch out for rounding up of ration allocation numbers*
> - *Watch out for altered distribution records*
> - *Watch out for packages tampered with*
> - *Watch out for identical distribution list for every distribution*

You MONITOR and EVALUATE
Which Q&A tools can support you to better REFLECT?

The Sphere Project and its Companions

The Sphere Project

Sphere is in the process of publishing a guide on how to use Sphere on Monitoring and Evaluation. Besides the core standard on monitoring (p.68), Sphere provides both standards on monitoring processes (for example HR, p.71) and results (using the indicators from the technical sectors of the handbook that you would have contextualized during the design of your project). Sphere also insists on the fact that monitoring per se is not enough and that you need to "Establish systematic mechanisms for adapting program strategies in response to monitoring data, changing needs, and an evolving context" (p. 68).

For evaluation, Sphere refers to the eight DAC (Development Assistance Committee) criteria (relevance, appropriateness, connectedness, coherence, coverage, efficiency, effectiveness, and impact) (p.71).

> **Example of guidance note on monitoring and evaluation in technical chapter on food security/ food transfer (p.196):**
> - *Monitoring and evaluation should be carried out at all levels of the supply chain and the point of consumption. At distribution points, check that arrangements for distributions are in place before they take place (registration, security, dissemination of information. Random weighing should be carried out on rations collected by households to measure the accuracy and equity of distribution management with recipients interviewed. (..) The wider effect of food distribution should also be evaluated, such as implications of the agricultural cycle, agricultural act ivies, market conditions and availability of agricultural inputs.*

The Minimum Standards for Child Protection (CPMS)

Its minimum standard 6 handles child protection monitoring. "Objective and timely information on child protection concerns is collected in an ethical manner and systematically triggers or informs preventions and response activities" (p.69) . It is clear that this monitoring is a parallel process to the monitoring of the actual child protection intervention or to the actual intervention in another sector but for which you mainstream child protection. For this purpose, you may use the information contained in each of the technical standards since the guide is a Sphere handbook companion.

> ***Example of action targets for standard 6:***
> * *50% of female membership in monitoring team*
> * *100% of data collectors are trained on child protection including ethical considerations*

The Minimum Standards for Education (INEE)

INEE standard 3 (p.45) focuses on monitoring, and standard 4 (p.48) focuses on evaluation. They provide generic guidance on considerations you need to take into account when implementing monitoring and evaluation for education in emergencies interventions. As is the case with all Sphere companions' handbooks following a similar structure with Minimum standards, the information contained for each standard can help you design your logical framework and, therefore, support your monitoring and evaluation process.

The Livestock Emergency Guidelines and Standards (LEGS)

As well as the generic guidance on monitoring and evaluation in common standard 5, LEGS also contains monitoring and evaluation checklists at the end of each technical chapter with more specific questions relating to each intervention area. It provides some specifics to M&E related to livelihoods based livestock interventions. In addition and as explained above for INEE, the information contained in the technical standard is a key tool to inform your monitoring and evaluation process.

> ***Example of Guidance note for standard 5:***
> * *(…) if stated project objectives do not include changes to people's livelihoods, evaluations may overlook the impact of the project on livelihoods. (consumption of livestock-derived food by vulnerable groups, uses of income derived from the sale of livestock or their products, benefits derived from access to pack animals or social benefits such as livestock gifts and loans*

Initiatives from the Core Humanitarian Standard

Humanitarian Accountability Partnership (HAP)

HAP Benchmark 5 is fully dedicated to handling complaints: "the organization enables the people it aims to assist and other stakeholders to raise a complaint and receive a response through and effective, accessible, and safe process." While it is clear that setting a complaints' mechanism should take place at the beginning of the project cycle, its main use is for the purpose of monitoring. In its Guide to the 2010 HAP Standard, HAP provides some suggestions of good practice for the organizations implementing directly or through partners.

> *Example of requirement 5.1 for HAP Benchmark 1:*
> *The organization shall define and document a complaints procedure covering:*
> - *The people it aims to assist, staff and other stakeholders who have the right to raise a complaint and receive a response*
> - *The purpose and limitations of the procedure*
> - *How complaints can be raised*
> - *The steps taken to deal with the complaints, the procedure for investigating them and the response time frame*
> - *The process for fast-tracking allegations of exploitation and abuse, including those of sexual nature*
> - *Confidentiality, non-retaliation, appeal and support for people who complain and any witnesses*
> - *The process for safely referring to a third party people who complain if the complaint is about issues the organization cannot handle such as medical attention and psychological, social or legal support*

HAP's dedicated 'Q&A resource library' section provides a link to all tools and guidance, including selected tools from various organizations, for developing and running complaints handling mechanisms, for understanding existing complaints handling practice as well as policies, procedures, and guidelines in complaints handling. It also offers you case studies from several countries that can inspire you when setting up the modalities of complaints handling.

> *Example of case studies:*
> - *Communicating with aid recipients through a helpline in Haiti*
> - *Kenya: Suggestion boxes for community feedback*
> - *Zimbabwe: Child's feedback committees*

People In Aid

Principle 3 of the Code of Good Practice is particularly useful during this phase of the project cycle. "Our staff have a right to expect management which prepares them to do their job so we can, together, achieve our mission. Our management policies, procedures, and training equip our managers to prepare and support staff in carrying out their role effectively, to develop their potential and to encourage and recognize good performance".

> *Example of indicator for principle 3:*
> * *Staff have clear work objectives and performance standards, know whom they report to and what management support they will receive. A mechanism for reviewing staff performance exists and is clearly understood by all staff.*

Additional Initiatives

The Active Learning Network for Accountability and Performance (ALNAP)

ALNAP launched an interactive evaluation guide that you can use to improve the quality and use of your evaluation: "It consolidates much of the current knowledge about every stage of a humanitarian evaluation: from initial decision to final dissemination. The guide format is a user-friendly and accessible interactive PDF. It contains real-life examples, practical tips, definitions, and step-by-step advice on specific elements of evaluations at different stages of the process."

ALNAP's evaluative report database contains thousands of evaluations, case studies, and learning papers to facilitate lesson-learning and sharing among humanitarian organizations.

ALNAP references several resources from partner organizations to support you in monitoring including the Practitioner Guide to Monitoring, Evaluation Accountability and Learning in Emergencies and the Monitoring and accountability practices for remotely managed projects implemented in volatile operating environments.

Example of content included in the interactive evaluation guide for the step dedicated to implementing the evaluation:
- *Evaluation designs – 5.1*
- *Research approaches – 5.2*
- *Desk methods – 5.3*
- *Field methods – 5.4*
- *Learning methods – 5.5*
- *Remote evaluations – 6.1*
- *Joint evaluations – 6.2*
- *Real-time evaluations – 6.3*
- *Impact evaluations – 6.4*

The Core Humanitarian Competency Framework, CBHA

In order to keep crisis-affected people at the center of what we do, the Consortium of British Humanitarian agencies has developed a one-page competencies framework. Competencies are "the essential behaviours required by all staff, influenced by their skills and knowledge, in order to achieve high level of performance in their roles." This competencies framework is a tool that can guide you at the moment of developing job descriptions and recruiting during the design phase and also when monitoring staff performance during the project.

Example of competency and core behavior in the competency domain of "achieving results":
- *Working accountably :*
  Be answerable to crisis-affected people for your actions and decisions
  Collect analyze and disseminate relevant and useful information and feedback with crisis affected people and other stakeholders

- *Making decisions:*
  Demonstrate flexibility to adapt in situations of rapid change, always informed by a focus on crisis-affected people
  Consider the wider impact of your decisions in order to achieve results

The Good Enough Guide (GEG), ECB

Its chapter 5 (p.25) focuses on using feedback to improve project impact, to replicate good practice, and rectify not so good practice as soon as possible. Its tool 12 (p. 50) describes the various steps and considerations needed to set up a complaints and response mechanism.

Example of steps to consider when setting up a complaints/ feedback mechanism:
- *How will beneficiaries in remote locations be able to make complaints?*
- *Can complaints be received verbally or only in writing?*
- *How will you make sure each complaint receives a response and an appropriate action*

The Participation Handbook, Groupe URD & ALNAP

The guide approaches monitoring and evaluation in its chapters 9 and 10 under a participatory approach. How can both steps of the project cycle be implemented in a participatory manner, and how will participation improve the quality of both steps of the project cycle in terms of process and achievements? The guide suggests a step-by-step approach in which a feedback mechanism is one of the suggested methods for participatory monitoring.

Example of suggested methods for participatory monitoring:
- *Incorporating monitoring into existing decision-making and problem solving mechanism (e.g. traditional assemblies)*
- *Participatory tools and exercises*
- *One-to-one consultation (e.g. surveys, interviews, questionnaires, life story accounts)*

The guide also provides dozens on tips as far as participatory evaluation is concerned.

Example of tips:
- *If you carry out a participatory evaluation, you have to be ready to measure the program against criteria and indicators put forward by the population and local actors. They will not necessarily fit neatly with criteria and indicators set by the donor or agency headquarters, or with internationally recognized standards, but may reflect more adequately local realities and priorities.*
- *When composing your evaluation team, it is important to pay attention to the sensitive issues related to accessing different population groups (notably male and female roles) and local customs.*
- *The distinction between the evaluation team and the project team should be explained to the population. This is important to ensure they are comfortable pointing out project weaknesses with the evaluation team.*

The Quality Compas Companion Book, Groupe URD

Its chapter 3 (p.29) tackles both implementation and monitoring and ends up with a suggested structure for your monitoring report that can guide you to recall all key areas.

> *Example of questions you can ask yourself while monitoring your project:*
> - *Monitoring objectives, results and indicators: Given the way the context is changing, do alternative operational strategies exist that are more appropriate?*
> - *Monitoring of positive impact: How do you prepare for the final phase of your project and the withdrawal process so that your intervention has both a positive and sustainable impact on the population?*
> - *Monitoring negative impacts, preventative and corrective action: what impact is your project having on the environment? What action are you taking?*

The specificity of the Quality Compas tool is also in the monitoring of critical events. The Compas advises you (p.41) to monitor systematically predetermined incidents which could take place while the project is running and which could have repercussions for the quality of the project.

> *Example of critical events to systematically monitor:*
> - *People find alternative uses for project equipment or services (i.e. goods are sold, disposed of, exchanged)*
> - *Other projects, local initiatives, private enterprise, or interventions carried out by local authorities have been affected by the project*

The Compas tool dedicates a specific section on evaluation (p.45) that follows 12 quality criteria translated in key processes, key indicators, and critical events.

> *Example of Quality Criteria: The project responds to a demonstrated need:*
> - *Example of key processes : The decision not to address all of the basic needs can be justified*
> - *Example of results indicators : Conformity between target needs and projects objectives*
> - *Example of sentinel indicators : People repeatedly ask for help with other needs*

Transparency International (TI) - Pocket Guide of Good Practices: Preventing Corruption in Humanitarian Operations

It proposes a checklist (p.96) to avoid false, exaggerated, or incomplete reports. It highlights the corruption risks linked with this phase of the project cycle: manager wanting to bolster their career, or community leaders wanting to attract further aid. This is complemented by a checklist on the non-reporting of corruption (p.98).

> *Example of actions to prevent corruption during the monitoring and evaluation phase:*
> * *Watch out for unduly consistent reports or ones always indicating targets reached or exceeded*
> * *Watch out for inconsistent narrative and financial reports*
> * *Watch out for the same sites always being monitored and evaluated*
> * *Watch out for consistently glowing reports never mentioning implementation problems*

You CAPITALIZE, LEARN, and CHANGE
Which Q&A tools can support you to better GROW?

The Sphere Project and its Companions

The nature and rationale for the Sphere Project and its companions are grounded in the need to capitalize, learn, and change. Minimum standards, key actions / and or key indicators, and guidance notes are drawn from this approach.

Initiatives from the Core Humanitarian Standard

**Source:** Groupe URD, developed from the Learning Support Office from the original by Bhau & Reddick (2000).

Humanitarian Accountability Partnership (HAP)

HAP Benchmark 6 is entirely dedicated to learning and continual improvement: "The organization learns from experience to continually improve its performance." HAP insists on the fact that the learning process is not an objective per se but that the learning should be shared effectively and translated into improved actions.

> *Example of requirement 6.1 for HAP Benchmark 6:*
> * *The organization shall ensure that learning, including on accountability, is incorporated into work plans in a timely way*
> * *Means of verifications includes work plans for acting on findings from learning processes*

For each of its six benchmarks, HAP provides an annotated bibliography of references and tools you can use, in the Guide to the 2010 HAP standard (p.53).
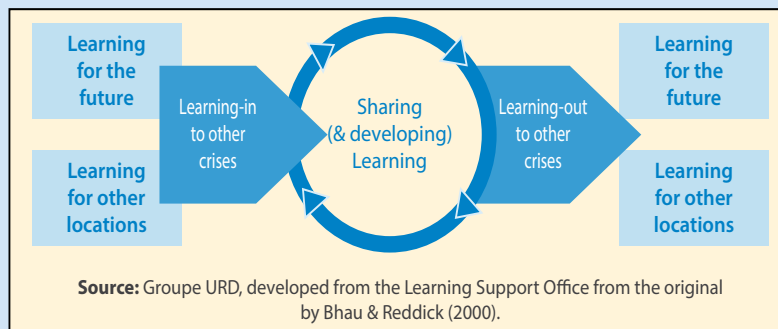
Additional Initiatives

The Active Learning Network for Accountability and Performance (ALNAP)

As its name mentions, ALNAP's mission is "dedicated to improving the quality and accountability of humanitarian action, by sharing lessons, identifying common problems and, where appropriate, building consensus on approaches." The tools included in the ALNAP resource section of its website provide you with learning opportunities on content (with ALNAP learning papers, innovative case studies) and also on the process of learning itself (see ALNAP studies on process, learning and innovation).

The Humanitarian Practice Network: Good Practice Reviews (HPN)

HPN is an independent forum for policy-makers, practitioners, and others working in or on the humanitarian sector to share and disseminate information, analysis and experience, and to learn from it. On its resources website you can find the Good Practices Reviews, which are major, peer-reviewed contributions to humanitarian practice on technical subjects.

> *Example of Good Practice Reviews:*
> - *Cash transfer programming in emergencies*
> - *Operational Security Management in Violent Environments*
> - *Emergency food security interventions*
> - *Disaster risk reduction: mitigation and preparedness in aid programming*
> - *Evaluating Humanitarian Assistance Programs in Complex Emergencies*

The Participation Handbook, Groupe URD & ALNAP

"From lessons learning to lessons using" (p.242) highlights the importance of using the lessons learned from participatory evaluation. To do so, the agency and the population should first prioritize the recommendations from the evaluation and then discuss how to put these recommendations into practice. The guide recognizes that this step is unfortunately rarely done.

> *Example of questions to ensure your lessons learning process is participatory:*
> - *Have members of the population contributed to the lesson-learning process and the building of project memory to avoid the repetition of errors?*
> - *Have members of the population been involved in the implementation of key recommendations?*

The Quality Compas Companion Book, Groupe URD

One of the twelve quality control criteria in the Compas methodology examines if the agency records, learns, and uses lessons drawn from experience, (criteria L). The Compas methodology raises questions throughout the project cycle to ensure you consider lessons learning to improve project quality. It also suggests you monitor sentinel indicators such as "repeat of mistakes made in other projects or typical mistakes of the sectors" or "project team partners and population displays signs of dissatisfaction or distrust as a result of failure to rectify mistakes or of mistakes continually repeated."

Example of questions related to the use of lessons learnt from experience throughout the project cycle:
- *How do you integrate the lessons learnt from other projects or the experience of other agencies into your project design (literature review, etc.)*
- *How do you disseminate information and use the lessons learnt from your project or other projects to avoid making the same mistakes*

4.   Feedback and Case Study

We welcome any **comments** or **inputs** for this publication, which will be beneficial for designing tools for quality and accountability in our future work.
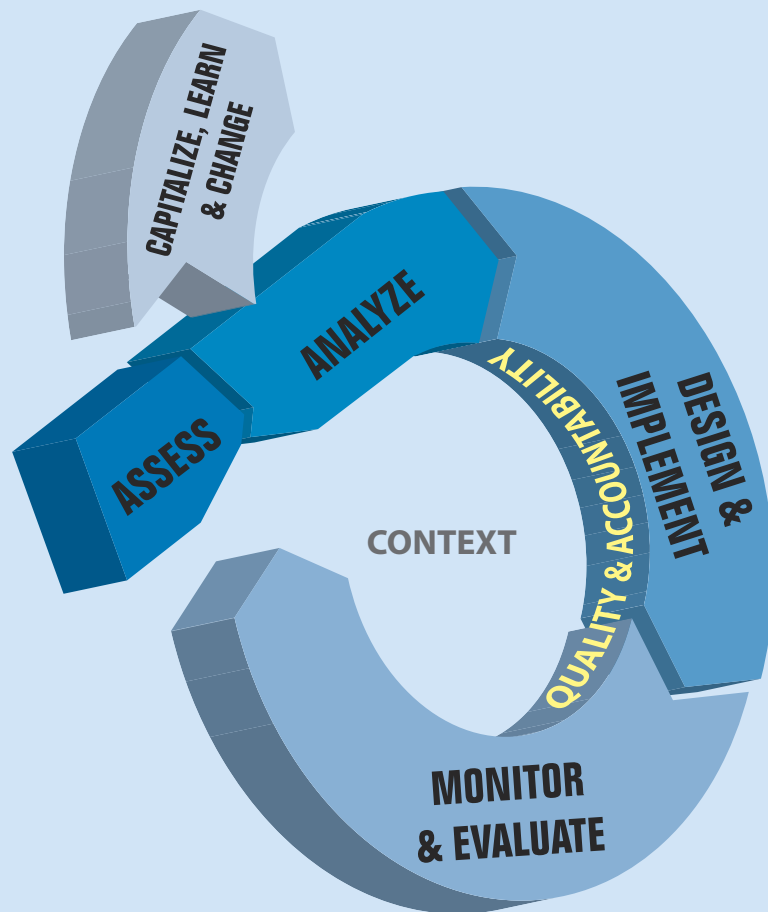
We would also greatly appreciate any contribution in the format of **stories** or **case studies** explaining how you used some of the tools suggested in this booklet as well as what have been the opportunities and challenges while doing so and the results achieved.

Please forward your feedback to:
shaprograms@communityworldservice.asia and
sylvierobertconsulting@yahoo.fr
Thank you in advance!

CAPITALIZE, LEARN & CHANGE

ANALYZE

ASSESS

QUALITY & ACCOUNTABILITY

DESIGN & IMPLEMENT

CONTEXT

MONITOR & EVALUATE

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