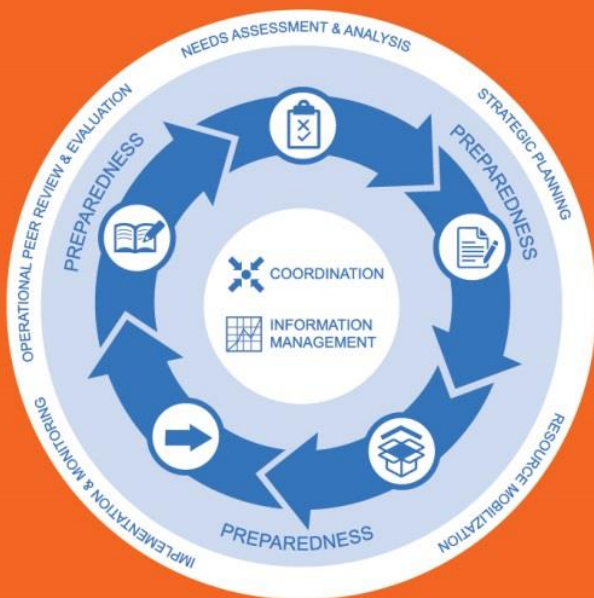




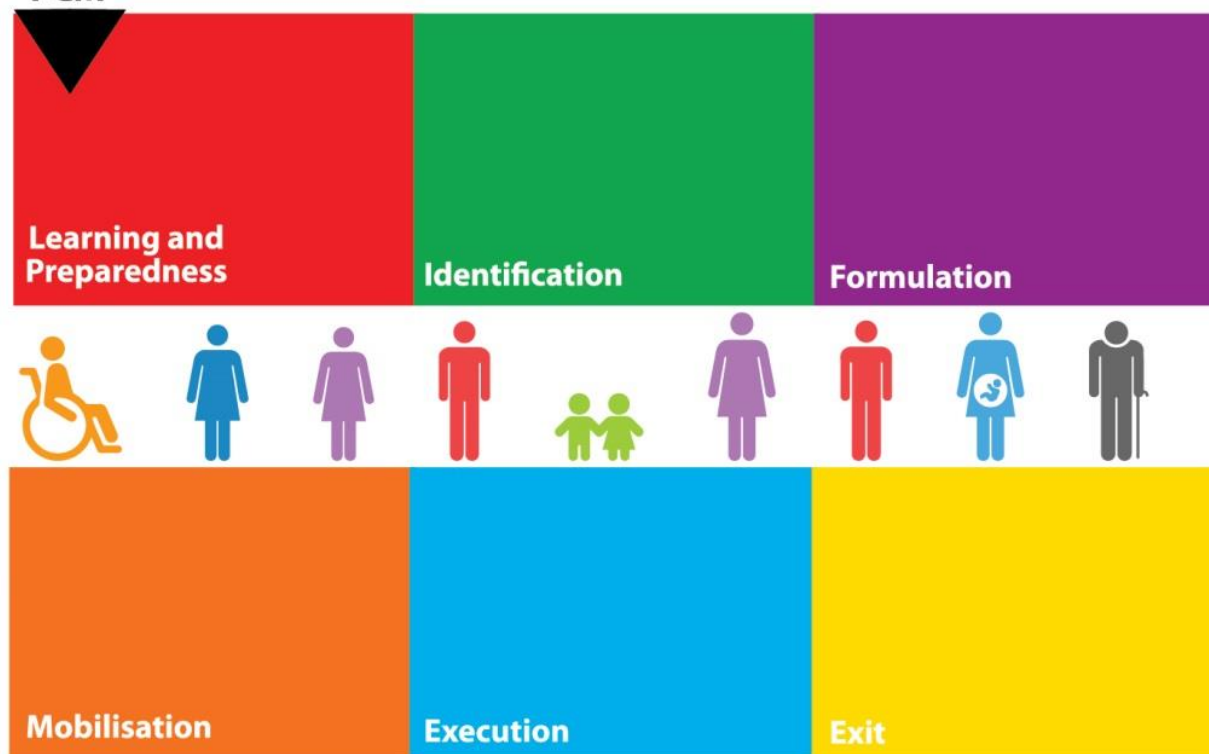
Core Humanitarian
STANDARD



Quality and Accountability for Project Cycle Management

A Holistic Approach for Field Practitioners

PCM



Third Edition for Consultation: November 2019

Available online: [‘Q&A for PCM’](#)

Author: Sylvie Robert

Published by:



Quality and Accountability for Project Cycle Management



Index

Introduction

1. Acknowledgements
2. Background on Quality and Accountability
3. Rationale for Quality and Accountability to Affected Populations
4. Defining Quality and Accountability

PART A - Quality & Accountability to Affected Populations

1. Global Commitments on Quality and Accountability
2. Humanitarian Standards for Quality and Accountability
3. Tools for Quality and Accountability
4. A Framework for Quality and Accountability

PART B - Quality & Accountability for Project Cycle Management

1. The PCM *versus* the HPC
2. The 6 PCM Phases
3. Quality and Accountability throughout the PCM/HPC
4. Cross-Cutting Themes and Approaches throughout the PCM/HPC

PART C - Way forward for Field-Level Implementation

1. Potential Breaches of Accountability
2. Contextualisation
3. Joint and Collective Use
4. Measurement and Verification

More Resources on Q&A

Share your Feedback on this third Edition: Consultation is opened until 4th December 2019!

This third Edition is opened to a wide audience for consultation through various platforms. We welcome any comments and inputs **until 4th December 2019**. This Edition will then be finalized, designed and published by end 2019. We would also greatly appreciate any contribution in the format of stories or case studies related to the implementation of Quality and Accountability throughout the Project Cycle Management/ Humanitarian Programme Cycle.

Please share your feedback and contributions to both:

- Sylvie Robert, Booklet Author, Independent Consultant, sylvierobertconsulting@yahoo.fr
- Shama Mall, Booklet Publisher, Community World Service Asia, shaprograms@communityworldservice.asia

Thank you in advance!

Note: a **3-day Training package on Quality and Accountability for Project Cycle Management** - composed of 10 training modules - is being tested and finalised to accompany this publication.

Introduction

1. Acknowledgements

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

CWSA team led the management and editing of this third edition. CWSA acknowledges **Sylvie Robert** (Independent Consultant, Quality and Accountability Specialist, sylvierobertconsulting@yahoo.fr) as the main author of this booklet on 'Quality and Accountability for Project Cycle Management'. It builds on the previous edition from December 2014. **CHS Alliance** provided some support within its global learning process on Quality and Accountability, and **ICVA** authorized the use of a briefing paper prepared in November 2018 on a similar topic.

Note: the logos of standards' owners, projects and agencies on the front page show that those are being referenced in this publication. They do not reflect specific endorsement or contribution at this stage.

About Community World Service Asia: CWSA is a humanitarian and development organization, registered in Pakistan, head-quartered in Karachi and implementing initiatives throughout Asia. CWSA aims to address factors that divide people by promoting inclusiveness, shared values, diversity, and interdependence. Marginalized communities are assisted Irrespective of race, faith, color, age, sex, economic status, or political opinion. Respecting the right to choose how to live, CWSA works with marginalized communities to overcome the impacts of inequalities and lead peaceful, dignified and resilient lives. CWSA focus areas include: Emergencies; Climate Action and Risk Reduction; Education; Health; Livelihoods; Water, Sanitation & Hygiene; Equality, Inclusion and Participation; and Quality and Accountability. CWSA engages in the self-implementation of projects, cooperation through partners, and the provision of capacity building trainings and resources at the national, regional and global levels.

To strengthen and extend the reach of CWSA commitments to promoting quality and accountability in humanitarian response, CWSA is a member of the Core Humanitarian Standard (CHS) Alliance and Sphere. CWSA is the Sphere Country Focal Point in Pakistan and its Regional Partner in Asia. CWSA is ISO 9001:2015 certified and has also received the USAID management standards certification. CWSA has also been certified as a Gender Friendly Organization (GFO) in Pakistan and have undergone the CHS self-assessment. CWSA's commitment and capacities enables the organization to collaborate with key partners on advocating, building capacity, and enhancing quality and accountability of humanitarian action both within Pakistan and the wider region.

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

2. Background on Quality and Accountability

A brief history

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

In 1991, the French Red Cross Society proposed to develop common standards for relief agencies. IFRC's World Disasters Report 1994 explained the rationale: there was no accepted body of professional standards to guide humanitarian work at a time when the number of disaster-affected people was steadily increasing, disaster relief was becoming a big business, humanitarian agencies were increasingly the only agencies working with the poor and marginalized, and NGOs were coming under pressure to act as agents of donor policy, seeking only easy tasks or those with high media profile.

The result of a collaboration between the IFRC, the ICRC and the Steering Committee for Humanitarian Response (SCHR) was the 1994 'Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief' giving ten ethical principles which all humanitarian actors should adhere to in their disaster response work.

From 1994, the response to the Rwandan genocide compelled the humanitarian community as a whole to reflect on its emergency management and response effectiveness. The 1996 Joint Evaluation of Emergency Assistance to Rwanda (JEEAR) found that while 'the performance of many NGOs was highly impressive...there were numerous examples where this was not the case...Some NGOs sent inadequately trained and equipped personnel...[and] some undertook to cover a particular sector or need and failed.' The conclusion drawn by the study was that 'the current mechanisms for ensuring NGOs adhere to certain professional standards are inadequate.' It recommended that 'a set of standards being developed by several NGO networks should be widely disseminated and promoted among NGOs, official agencies and governments.'

A debate was launched within the humanitarian community on the appropriateness of having a 'self-managed regulation' versus an 'international accreditation system'. Ideas such as an ombudsman were discussed. Finally, a self-managed regulation, implying an internally-led verification mechanism, was designated as a preferred option by the INGOs.

Several initiatives aimed at improving the quality and accountability of humanitarian response were born at the end of the 90s/beginning of the 2000s: ALNAP was established to support learning and accountability in the humanitarian sector; The Sphere Project was launched to improve the quality of humanitarian work during disaster response, it created a Humanitarian Charter and identified a set of humanitarian standards to be applied in humanitarian response; The Humanitarian Accountability Partnership (HAP) Project was launched in response to concerns about the lack of accountability towards crisis-affected communities; and the Groupe URD and ALNAP published the Participation handbook.

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

The humanitarian standards history was underway: the following two decades saw significant energy and resources dedicated to ensure that the people we serve are given the best possible care through the application of Quality and Accountability standards, codes, principles and commitments. Many more initiatives, projects and set of standards were launched.

A move towards greater coherence of the standards began in 2005 (see more in the JSI study) with a group formed by the precursor quality and accountability initiatives identifying links. At field level, as a response to the Earthquake in South East Asia, Community World Service Asia hosted the first Sphere Focal Point and implemented in Northern Pakistan joint trainings on Sphere, the Humanitarian Accountability Partnership (HAP) International and People in Aid for both humanitarian workers and the Pakistani Army staff having access to the affected areas.

The Core Humanitarian Standard (CHS) on Quality and Accountability is a direct result of this global move in which the Humanitarian Accountability Partnership (HAP) International, People In Aid and the Sphere Project joined forces in 2015 to seek greater coherence for users of humanitarian standards. The Humanitarian Standard Partnership (HSP) was also launched, supporting through coordination seven sets of standards, including Sphere. The latest step towards this inclusive process is the incorporation of the CHS into the 2018 Sphere Handbook.

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

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

Finally, as an integral part to the UN Transformative Agenda, Accountability to Affected Populations (AAP) is now omnipresent in the humanitarian space. The main focus is on standards, codes of conduct, and commitments like those from the Inter-Agency Steering Committee (IASC). There is currently a move to design and enforce collective Accountability to Affected Populations (AAP) frameworks and explore AAP mainstreaming in the Country Based Pooled Funds.

3. Rationale for Quality and Accountability to Affected Populations

A Rights-Based Approach

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

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

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

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

- The Human Rights Law
- The International Humanitarian Law
- The Refugee Law

A people-centered approach

One of the direct translations from the Rights Based Approach is a people-centered approach. The sector as a whole agrees that this approach is key and that efforts towards enhanced quality and accountability should focus on affected populations as the primary target. 'Putting people at the center' is a commitment quoted by all humanitarian Standards for Quality and Accountability and it remains a strong principle for action.

However, applying this commitment is challenging and the reasons vary from:

- A mind shift that still has not happened
- Power dynamics
- Funding barriers
- The need to define better who are the 'people' within the people-centered approach
- The need to measure more systematically and independently the involvement of the affected populations and communities

Scope: The Nexus HDP and the DRM & Response Cycle

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

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

*Prepared jointly by the International Federation of Red Cross and Red Crescent Societies and the International Committee of the Red Cross
Sphere handbook, page 6*

4. Defining Quality and Accountability

Each initiative and organisation has its own way of defining those terms, although all share common values and principles which are fundamental to humanitarian action. Those common values and principles have been translated in many ways: Codes of Conduct, a Humanitarian Charter, ethical frameworks, guidelines, rights-based approaches, and so on. While there is no single agreed definition for Quality and Accountability, with both quality and accountability being intimately linked, the following are the most well-known and accepted definitions:

<p>Quality...</p> <p>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.</p> <p style="text-align: right;"><i>(Sphere)</i></p>	<p>Accountability is the process of using power responsibly, taking account of, and being held accountable by, different stakeholders, and primarily those who are affected by the exercise of such power.</p> <p>Quality is the totality of features and characteristics of humanitarian assistance that support its ability to, in time, satisfy stated or implied needs and expectations, and respect the dignity of the people it aims to assist.</p> <p style="text-align: right;"><i>(CHS-Core Humanitarian Standard)</i></p> <hr/> <p>Accountability to Affected Populations (AAP) is an active commitment to use power responsibly by:</p> <ul style="list-style-type: none"> • Taking account of the community - Giving communities influence over decision making in a way that accounts for their diversity, and allows the views of the most at-risk to be equally considered • Giving account to the community - Transparently and effectively sharing information with communities • Being held to account by the community – Giving communities the opportunity to assess and if appropriate sanction your actions. <p style="text-align: right;"><i>(IASC-Inter-Agency Standing Committee)</i></p>
<p>Quality assurance... is a systematic process to determine the extent to which an organisation applies an agreed set of requirements (also called a standard). There are three types of quality assurance processes:</p> <ul style="list-style-type: none"> • First-party – when the organisation undertakes a self-assessment, either through its own staff or consultants. • Second-party – when an organisation that is somehow related to the one that is assessed (e.g. a donor assessing one of its partners) undertakes the assessment. • Third-party – when an independent party carries out the assessment. <p style="text-align: right;"><i>Humanitarian Quality Assurance Initiative (HQAI)</i></p>	

Accountability *versus* Accountability to Affected Populations (AAP)

Humanitarian organisations are accountable to all stakeholders, i.e. peers, donors, host countries and Governments, communities and people affected by crisis, etc. However, since the beginning of the 2000s the shift in paradigm towards a more people-centered approach with humanitarian organisations increasingly focused on accountability towards the people they seek to assist make them distinct from other actors involved in delivering aid. Therefore, humanitarian standards aim to enhance quality and accountability to all stakeholders with a particular focus on the people and communities they seek to assist. Quality and Accountability to Affected Populations is - or should be - the starting point for humanitarian actors.



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

The Humanitarian Charter,
Sphere Handbook

spherestandards.org

The Humanitarian Charter

A rock-solid foundation
for humanitarian response

Learn more at spherestandards.org/humanitarian-charter

CARTOON
MOVEMENT



PART A - Quality and Accountability to Affected Populations

1. Global Commitments on Quality and Accountability

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

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

<https://interagencystandingcommittee.org/accountability-affected-populations-including-protection-sexual-exploitation-and-abuse/documents-56>

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



IASC Core Principles Relating to Sexual Exploitation and Abuse (SEA), 2017

<https://interagencystandingcommittee.org/principals/documents-public/iasc-six-core-principles-relating-sexual-exploitation-and-abuse-2019>

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

2. Humanitarian Standards for Quality and Accountability

The humanitarian standards related to quality and accountability have been designed following consultative processes and are based on evidence and research. They compile best practices and sometimes also highlight failures for the sake of learning. The standards are general and qualitative in nature, stating the minimum to be achieved in any crisis, and need to be applied equally across all humanitarian programming. Humanitarian standards are derived from rights and principles.

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

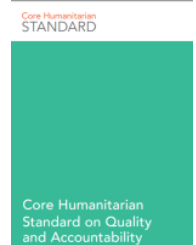
- **The Core Humanitarian Standard (CHS)**
<https://corehumanitarianstandard.org/the-standard>
- **Sphere Standards**, including the CHS
<https://www.spherestandards.org>
- **The Humanitarian Standards Partnership (HSP)**, including Sphere
<http://www.humanitarianstandardspartnership.org>
 - Humanitarian Inclusion Standards for Older People and People with Disabilities
 - Livestock Emergency Guidelines and Standards (LEGS)
 - Minimum Economic Recovery Standards (MERS)
 - Minimum Standards for Child Protection in Humanitarian Action (CPMS)
 - Minimum Standards for Education: Preparedness, Response, Recovery (INEE)
 - Minimum Standard for Market Analysis (MISMA)
 - Sphere

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

- **HPass** for individual humanitarian workers and organisations on humanitarian learning and assessment
<https://hpass.org>
- **International Child Safeguarding Standards** by Keeping Children Safe
<https://www.keepingchildrensafe.org.uk/how-we-keep-children-safe/accountability/accountability>
- **Professional Standards** for ICRC for Protection Work
<https://www.icrc.org/en/publication/0999-professional-standards-protection-work-carried-out-humanitarian-and-human-rights>

The Core Humanitarian Standard (CHS)

Core Humanitarian STANDARD The Core Humanitarian Standard on Quality and Accountability (CHS) is the Standard owned by CHS Alliance, Sphere and Groupe URD. It sets out Nine Commitments that organisations and individuals involved in humanitarian response can use to improve the quality and effectiveness of the assistance they provide. The CHS places communities and people affected by crisis at the centre of humanitarian action. As a core standard, the CHS describes the essential elements of principled, accountable and high-quality humanitarian aid. It is a voluntary and verifiable standard. The CHS is the result of a global consultation process. It draws together key elements of existing humanitarian standards and commitments.



The CHS 9 Commitments

THE NINE COMMITMENTS

Core Humanitarian STANDARD

Communities and people affected by crisis can expect:

One



Assistance appropriate and relevant to their needs

Two



Access to the humanitarian assistance they need at the right time

Three



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

Four



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

Five



Access to safe and responsive mechanisms to handle complaints

Six



Coordinated, complementary assistance

Seven



Delivery of improved assistance as organisations learn from experience and reflection

Eight



Assistance from competent and well-managed staff and volunteers

Nine

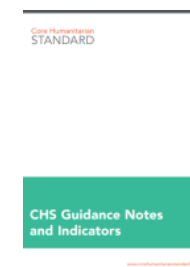


That the organisations assisting them are managing resources effectively, efficiently and ethically



The CHS Guidance Notes and Indicators

The CHS Guidance Notes and Indicators supplement the CHS. They are aimed at all humanitarian actors and organisations involved in planning, managing or implementing a humanitarian response. This document provides clarification on the Key Actions to be undertaken in order to fulfil the Commitments and Organisational Responsibilities to support the consistent and systematic implementation of the Key Actions throughout the organization - laid out in the CHS and examines some of the practical challenges that may arise when applying the Standard. The CHS Guidance Notes and Indicators provides indicators and guiding questions to promote measurement of progress towards meeting the Standard as well as drive continuous learning and improvement.



The CHS PSEA Index

Protection from Sexual Exploitation and Abuse (PSEA) is mainstreamed throughout the CHS and referenced in several Commitments of the Standard. As such, and due to the critical importance of organisations' ability to assess their performance on PSEA, the relevant indicators were combined into a CHS PSEA Index which comprises 18 of the 62 CHS indicators. The indicators are all given equal weight in the calculation of the Index. The verification scores feature in the dashboards provided to CHS Alliance members.

Source and Link: <https://corehumanitarianstandard.org>

Contact: info@chsalliance.org

Sphere



From humanitarian principles to humanitarian practice: When crisis strikes, people have the right to assistance, the right to life with dignity, the right to protection and security, and the right to fully participate in decisions related to their recovery.

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

The four foundation chapters outline the ethical, legal and practical basis for humanitarian response. They underpin all technical sectors and programmes. They describe commitments and processes to ensure a good quality humanitarian response, and encourage responders to be accountable to those affected by their actions. These chapters help the user apply the Minimum Standards more effectively in any context. Reading a technical chapter without also reading the foundation chapters risks missing essential elements of the standards.



The foundation chapters are:

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

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

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

These standards translate people’s rights and organisations’ commitments into practice. They spell out in concrete terms what needs to be in place in these various sectors in order for people to survive with dignity. Together the Sphere foundation and technical chapters help people understand what to do and when.

Source and Link: <https://www.spherestandards.org>

Contact: info@spherestandards.org

The Humanitarian Standards Partnership (HSP)

Fostering greater coherence among humanitarian standards

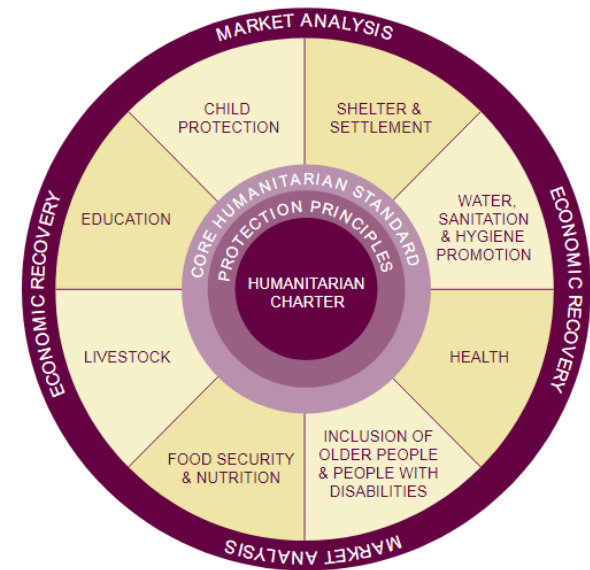
Sphere standards have from the outset focused on key life-saving areas of humanitarian response: Water supply, sanitation and hygiene promotion; Food security and nutrition; Shelter and settlement; and health. However crucial these areas are, they do not exhaust the components of the humanitarian response to disaster or conflict. Sphere has therefore recognised specific standards produced by other organisations and networks as companion standards to its own.



In 2016, Sphere and its then-companions created the Humanitarian Standards Partnership.

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

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



Seven sets of standards

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



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

Source and Link: www.humanitarianstandardspartnership.org

Contact: hsp@spherestandards.org

3. Tools for Quality and Accountability

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

Methods:

- The CHS Compass
<https://www.urd.org/en/project/the-quality-and-accountability-compass-method>
- The CHS Self-Assessment
<https://www.chsalliance.org/verify/self-assessment>

Frameworks:

- The Core Humanitarian Competency Framework (CHCF)
<https://www.chsalliance.org/get-support/resource/core-humanitarian-competency-framework>

Guides:

- The Evaluation of Humanitarian Action Guide
<https://www.alnap.org/help-library/evaluation-of-humanitarian-action-guide>
- The Good Enough Guide (GEG)
<https://www.alnap.org/help-library/good-enough-guide-impact-measurement-and-accountability-in-emergencies>
- The Good Enough Guide (GEG) – Humanitarian Needs Assessment
<https://www.acaps.org/humanitarian-needs-assessment-good-enough-guide>
- The Participation Handbook
<https://www.alnap.org/help-library/participation-handbook-for-humanitarian-field-workers>
- The Best Practice Guide Inter-Agency Community-Based Complaint Mechanisms (CBCM)
<https://interagencystandingcommittee.org/accountability-affected-populations-including-protection-sexual-exploitation-and-abuse/documents-50>

Reports and publications:

- The 2018 Humanitarian Accountability Report, CHS Alliance
<https://www.chsalliance.org/get-support/resource/2018-humanitarian-accountability-report>
- The 2018 State of the Humanitarian System (SOHS) Report, ALNAP
<https://www.alnap.org/our-topics/the-state-of-the-humanitarian-system>
- Peer 2 Peer <http://www.deliveraidbetter.org>
<http://s3-us-west-2.amazonaws.com/deliveraidbetter-wp/wp-content/uploads/2017/08/29081657/P2P-Support-Collective-AAP-note.pdf>

4. A Framework for Quality and Accountability

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

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

The Frameworks for Quality and Accountability are also a tool allowing transparent communication with all stakeholders, including partners and communities.

At global and inter-agency levels they fit naturally with the current move and obligation to have country-based collective frameworks for Accountability to Affected Populations.

The Implementation Step of a framework for Quality and Accountability is directly linking to the HPC and the PCM as entry points. The Implementation Step enables institutionalizing Quality and Accountability through cascading policies to the programme/project level.

A 5-steps process

The 5-steps process described hereafter is a generic model to guide the design or the review of an organizational Quality and Accountability Framework. There are many ways to describe such a process but the most important is to ensure that all aspects are covered.

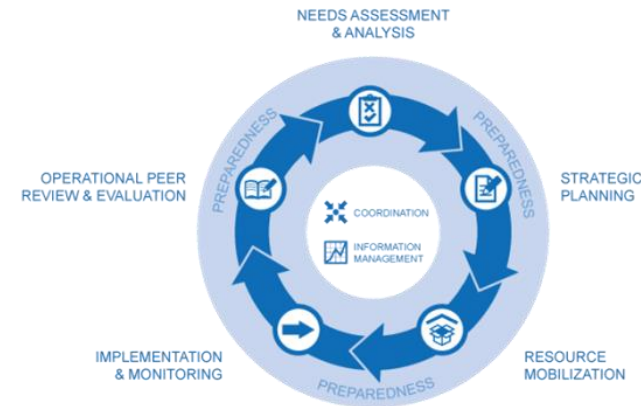
Framework for Quality and Accountability (Q&A): a 5-steps process					
Steps	Key Areas		Codes & Standards	Purpose	Key Actions
STEP 1	Ethics	VALUES PRINCIPLES	Code of Conduct Humanitarian Charter	Reaffirm the organisation’s ethical values and principles Acknowledge affiliations to specific Codes and Standards	State the organisation’s values and principles. State your quality and accountability commitments. Communicate those clearly to all stakeholders, including to the communities and affected populations in appropriate language and cultural style. Reflect those in steps 2-5.
STEP 2	Policy	POLICY(IES) RESOURCES ROLES & RESPONSIBILITIES	CHS Sphere COMPASS	Have a specific overarching policy for Q&A Assign Roles and Responsibilities for Q&A Enforce ownership Allocate specific resources for Q&A	Update or design a policy for Q&A. Design specific ToRs for Q&A and designate a Q&A focal point. Position Q&A Roles and Responsibilities in the organisation’s organogram. Have blended learning and capacity building strategies on Q&A in place. Dialogue with donors to allocate specific funds/earmarked budgets for Q&A.
STEP 3	Implementation HPC & PCM	SELECT ADAPT USE/APPLY	Technical Standards (Sphere, HSP, etc.) COMPASS, Evaluation Criteria (DAC)	Enhance collective and ongoing Q&A to Affected Populations Promote and support the application of standards throughout the Programme/ Project Cycle	Translate the standards into concrete practices. Apply the standards throughout the Programme/ Project Cycle. Capacity building: ensure cascading and mitigate turn over. Establish a peer to peer coaching mechanism. Raise awareness and involve communities and people affected by crisis. Select and contextualize standards with communities and affected people Explore collective approaches.
STEP 4	Compliance	ADHERENCE VERIFICATION	ALNAP Evaluation Criteria (DAC) CHS, HQAI	Demonstrate compliance with the Codes and Standards the organization abide to Consider National requirements	Involve communities and people affected by crisis. Favour both self and external verification mechanisms. Assess, monitor and evaluate the organisation’s commitments. Describe the organisation’s adherence and verification mechanisms. Explain to affected populations how the organisation is held accountable.
STEP 5	Shift	SHARE LEARN CHANGE	ALNAP CHS	Ensure sharing and learning within the organization and with stakeholders the organization work with Promote change and innovation Mind shift	Promote continuous improvement towards achieving Q&A standards. Connect departments within the organization to support learning. Share and learn with communities and people by closing the feedback loop. Shift minds towards a more inclusive approach.

PART B - Quality & Accountability for Project Cycle Management

1. The PCM versus the HPC



The Project Management Cycle (PCM)
Organisational level



The Humanitarian Programme Cycle (HPC)
Inter-agency level

Although there could be many different ways to distinguish the PCM phases, they are here aligned with the HPC to ease the exploration of linkages between both levels, organizational and inter-agency.

This is important work in progress as the use of humanitarian Standards for Quality and Accountability by all actors throughout both cycles is one way to ensure effective Accountability to Affected Populations and consistent measurement of achievements at both organizational and inter-agency levels.

PCM Phases	Phases #	HPC Phases
Learning and Preparedness	0	Preparedness
Identification	1	Needs Assessment & Analysis
Formulation	2	Strategic Planning
Mobilisation	3	Resource Mobilisation
Execution	4	Implementation & Monitoring
Exit	5	Operational Peer Review & Evaluation

2. The 6 PCM Phases

Phase 0 + 5 Operational Phases

The PCM is here comprised of six phases:

Phase 0 is applying at all stages and is linked to preparedness; the five other phases are operational ones.



- **Phase 0: Learning and Preparedness**

Phase 0 relates to preparedness and continuous learning, with a focus on the use of evaluations findings, including testing them. This phase should cover a compulsory set of ongoing activities to enable proper understanding of the context and ensure adequate analysis and do no harm. Capacity building and learning are two important components of this phase.

- **Phase 1: Identification**

Phase 1 covers both the needs assessment and the analysis. Communities' engagement is crucial from the beginning as it will enable participation throughout the project life. It is one of the best way to ensure protection and do no harm.

- **Phase 2: Formulation**

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

- **Phase 3: Mobilisation**

Phase 3 enables mobilising other actors to ensure that gaps or overlaps identified will be addressed properly. This can be done through advocacy and coordination. Phase 3 is also about mobilising all aspects for the project implementation: human resources, finance, logistics, administration etc.

- **Phase 4: Execution**

Phase 4 embeds both the implementation of the project as well as the technical ongoing monitoring. It therefore includes data and information management and issues of protection.

- **Phase 5: Exit**






Phase 5 is key as it links with the sustainability part of the project strategy as well as with the learning aspects from Phase 0. This happens through various types of evaluation processes, internal, external or mixed.








The following matrix introduces some of the attitude and skills required for each phase as well as some related key actions and expected products.





Phase #	PCM Phases	Attitude & Skills	Key Actions		Products
0	Learning and Preparedness	Constructive Criticism Open-minded Open to change Learner Protection-oriented	Prepare Anticipate Capitalise experiences Share	Test Learn Improve Grow Change	Capacity building/ Trainings Roster Surge capacity Knowledge Management (platform)
1	Identification	Participatory Needs open consideration Contextual Holistic Protection-oriented Observer Listener	Use of learning Analysis Needs' assessment	Initiation Inception Induction Introduction	Diagnostic Actors mapping Risks mapping
2	Formulation	Think People centered Holistic Inclusive Plan Do	Launch Strategy Design Build	Plan Set-up Kick off	Objectives & Indicators (causal pathway) Logical Framework Plan Proposal
3	Mobilisation	Inter-agency Collective Joint Adapted Appropriate	Advocacy Lobby Communication Human resources	Fundraising Funding Coordination	Campaign Advocacy Coordination-Networks Roster Budget
4	Execution	Ethical Decision-making Power balance Do No Harm Environment-friendly	Implementation Management Monitoring After Action Review Do-Act-React		Safeguarding policies SEA/SH/GBV Anti-corruption Feedback & Complaints mechanisms
5	Exit	Reflect Change Grow	Closure Completion Reflect Measure	Evaluate Peer Review Audit Learn	Exit strategy Lessons learned Best and worse practices Communication

3. Q&A throughout the PCM/HPC

This section offers an overview of the standards and tools for Quality and Accountability available for each of the PCM/HPC phases as described earlier.

Learning and Preparedness	
PCM Phase 0	 <ul style="list-style-type: none"> <input type="checkbox"/> <i>Is there a learning strategy within your organization and for the programmes/projects?</i> <input type="checkbox"/> <i>What capacity building and training activities and support on Q&A are in place?</i> <input type="checkbox"/> <i>How are achievements on Q&A analyzed, documented and shared within and outside your organisation?</i> <input type="checkbox"/> <i>Are platforms in place and is time allocated for learning and preparedness activities?</i> <input type="checkbox"/> <i>Is learning enabling change and improvement? How?</i>
HPC	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Preparedness</i> <input type="checkbox"/> <i>Coordination Structures</i> 
Standards	
	<p>Core Humanitarian Standard (CHS)</p> <p>Commitment 3: Communities and people affected by crisis are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action. Quality Criterion: Humanitarian response strengthens local capacities and avoids negative effects.</p> <p>Commitment 7: Communities and people affected by crisis can expect delivery of improved assistance as organisations learn from experience and reflection. Quality Criterion: Humanitarian actors continuously learn and improve.</p>
	<p>Humanitarian Standards Partnership (HSP)</p> <p>The nature and rationale for the HSP are grounded into the need to capitalize, learn, and change. Minimum standards, key actions / and or key indicators and guidance notes are drawn from this approach. Learning and preparedness means thorough capacity building on the existing set of standards and themes ahead of any project or programme being set up.</p>
	<p>Sphere Handbook</p> <p>Using the standards in context - The standards apply throughout the programme cycle: Monitoring, Evaluation, Accountability and Learning (pages 9-11).</p>

	<p>Humanitarian Inclusion Standards for Older People and People with Disabilities Handbook</p> <p>Key inclusion standard 7: Learning (page 74): Organisations collect and apply learning to deliver more inclusive assistance.</p>
	<p>Livestock Emergency Guidelines and Standards (LEGS) Handbook</p> <p>Chapter 2 - Core standard 2: Preparedness (page 22) – Emergency responses are based on the principles of disaster risk reduction (DRR), including preparedness, contingency planning, and early response.</p> <p>Chapter 2 - Core standard 6: Monitoring, evaluation, and livelihoods impact (page 31) – Monitoring, evaluation, and livelihoods impact analysis is conducted to check and refine implementation as necessary, as well as to draw lessons for future programming.</p> <p>Chapter 3 - Initial assessment and identifying responses (page 45) – Assessment approaches and methods: Reviewing existing information (page 51)</p>
	<p>Minimum Economic Recovery Standards (MERS) Handbook</p> <p>Assessment and Analysis Standards - Standard 1 Prepare in advance of assessments (page 40): Key elements are in place to conduct an assessment. When an emergency occurs, preparation for the assessment can build quickly on previous planning and existing resources.</p>
	<p>Minimum Standards for Child Protection in Humanitarian Action Handbook</p> <p>Pillar 1: Standards to ensure a quality child protection response</p> <ul style="list-style-type: none"> Standard 4: Programme cycle management (page 79)
	<p>Minimum Standards for Education: Preparedness, Response, Recovery Handbook</p> <p>INEE tools (in the INEE toolkit)</p>
	<p>Minimum Standard for Market Analysis (MISMA)</p> <p>Key action 4: Analysis (page 23): Use market analysis to adequately inform programme design and achieve programme objectives.</p> <p>Annex 1: Market analysis checklist.</p> <p>Annex 2: Existing market analysis and assessment tools in emergencies.</p>
Tools	
	<p>The Active Learning Network for Accountability and Performance (ALNAP)</p> <p>The sector's largest library of resources on humanitarian evaluation, learning and performance</p> <p>HELP Library picks: to share resources on lessons learned from similar disasters.</p>

	<p>Lessons for response https://www.alnap.org/our-topics/lessons-for-response</p> <p>The State of the Humanitarian System (SoHS) https://www.alnap.org/our-topics/the-state-of-the-humanitarian-system</p>
	<p>Start Network - The Network for change https://startnetwork.org</p>
	<p>Quality and Accountability COMPASS</p> <p>Guide Improving: Practices and tools that can help to translate the quality and accountability demands of the Core Humanitarian Standard into a Monitoring, Evaluation, Accountability and Learning (MEAL) system that is adapted to the specific needs, demands and resources of an organisation, consortium or programme. https://www.urd.org/wp-content/uploads/2019/06/Guide_Compas_EN_CHAP5_V2_mail_091018.pdf</p>
	<p>The Good Enough Guide (GEG)</p> <p>Section 1: Involve people at every stage (page 9)</p> <p>Suggested tools</p> <ul style="list-style-type: none"> • Tool 1 How to introduce your agency: a need-to-know checklist (page 30) • Tool 2 How accountable are you? Checking public information (page 32) • Tool 3 How to involve people throughout the project (page 34) • Tool 14 How to say goodbye (page 53) <p>Section 2: Profile the people affected by the emergency (page 13)</p> <p>Suggested tools</p> <ul style="list-style-type: none"> • Tool 4 How to profile the affected community and assess initial needs (page 36) • Tool 5 How to conduct an individual interview (page 38) • Tool 6 How to conduct a focus group (page 40) • Tool 7 How to decide whether to do a survey (page 42) • Tool 8 How to assess child-protection needs (page 43)
	<p>The Participation Handbook for humanitarian field workers</p> <p>Chapter 1 The basics – What is participation and what are the benefits of participation</p> <p>Chapter 2 The factors that will affect how people participate</p> <p>From lessons learning to lessons using (page 242): It highlights the importance of using the lessons learned from a participatory evaluation.</p>

Identification	
PCM Phase 1	<div data-bbox="620 245 913 564"> </div> <div data-bbox="1227 236 2087 667"> <ul style="list-style-type: none"> <input type="checkbox"/> Are mechanisms and resources in place to ensure continuous and unbiased assessments? <input type="checkbox"/> Are both contextual and technical aspects linked to your project analysis? <input type="checkbox"/> Are cross-cutting issues considered throughout assessments? <input type="checkbox"/> Is community participation effective (not consultation only) for both needs assessment and analysis? <input type="checkbox"/> How is the choice made between communities' needs/requests and your organization mandate/decision? <input type="checkbox"/> How is learning from best practices happening when analyzing the possible intervention options? </div>
HPC	<div data-bbox="336 689 1088 919"> <ul style="list-style-type: none"> <input type="checkbox"/> Multi-Cluster/Sector Initial Rapid Assessment (MIRA) <input type="checkbox"/> Sectoral Assessments <input type="checkbox"/> Multi-Sector Needs Assessment (MSNA) <input type="checkbox"/> Humanitarian Needs Comparison Tool Guidance <input type="checkbox"/> Humanitarian Dashboard <input type="checkbox"/> Humanitarian Needs Overview (HNO) </div> <div data-bbox="1512 746 1686 863"> </div> <div data-bbox="851 928 2087 967"> <p>https://www.humanitarianresponse.info/programme-cycle/space/page/assessments-overview</p> </div>
Standards	
<div data-bbox="161 1086 297 1224"> </div>	<p>Core Humanitarian Standard (CHS)</p> <p>Commitment 1: Communities and people affected by crisis receive assistance appropriate and relevant to their needs. Quality Criterion: Humanitarian response is appropriate and relevant.</p> <p>Commitment 4: Communities and people affected by crisis know their rights and entitlements, have access to information and participate in decisions that affect them. Quality Criterion: Humanitarian response is based on communication, participation and feedback.</p> <p>Commitment 5: Communities and people affected by crisis have access to safe and responsive mechanisms to handle complaints. Quality Criterion: Complaints are welcomed and addressed.</p>



Humanitarian Standards Partnership (HSP)

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



Sphere Handbook

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

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

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

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

Sphere for Assessments (<https://spherestandards.org/resources/sphere-for-assessments>): This guide indicates the relevant parts of the Sphere Handbook at different moments of the project/ programme cycle and should therefore be used together with the Handbook for assessments.



Humanitarian Inclusion Standards for Older People and People with Disabilities Handbook

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

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



Livestock Emergency Guidelines and Standards (LEGS) Handbook

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




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




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






Examples of LEGS tools





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






	<p>Minimum Economic Recovery Standards (MERS) Handbook</p> <p>Core Standard 1 - Humanitarian programs are market aware (page 11): Program design and implementation decisions consider context, market system dynamics, and communities. Market systems programming begins with the needs of the targeted groups.</p> <p>Assessment and Analysis Standards - Standard 2 Scope of assessment is determined by how data will be used (page 45): Decisions on how to use data are based on the specific situation and bring together critical information from key stakeholders.</p> <p>Assessment and Analysis Standard 3 Fieldwork processes are inclusive, ethical, and objective (page 51): Assessments gather data from a wide range of stakeholders using ethical, objective, transparent and inclusive methods, with special attention to vulnerability and coping mechanisms. Participatory methods are preferred when possible.</p> <p>Reference to technical guidelines like EMMA.</p>
	<p>Minimum Standards for Child Protection in Humanitarian Action Handbook</p> <p>Pillar 1: Standards to ensure a quality child protection response</p> <ul style="list-style-type: none"> Standard 5: Information management (page 88) <p>Pillar 2: Standards on child protection risks</p>
	<p>Minimum Standards for Education: Preparedness, Response, Recovery Handbook</p> <p>Foundational Standard-Analysis/ Standard 1: Assessment (page 35) - Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.</p> <p>Examples of INEE tools (in the INEE toolkit)</p> <ul style="list-style-type: none"> The immediately, sooner, later matrix of response activities for emergency education response The Short Guide to Rapid Joint Education Needs Assessments What to do in an emergency: education in emergencies activities/timeline
	<p>Minimum Standard for Market Analysis (MISMA)</p> <p>Key action 1: Scope (page 13): Define the analytical and geographic scope of the assessment.</p> <p>Key action 2: Market analysis (page 16): Team build a competent and knowledgeable team for data collection and analysis.</p> <p>Key action 3: Data collection (page 17): Use data collection methods and information sources of sufficient quality.</p> <p>Annex 1: Market analysis checklist.</p> <p>Annex 2: Existing market analysis and assessment tools in emergencies.</p> <p>Annex 3: Programme decisions and guiding questions.</p>
Tools	
	<p>The Active Learning Network for Accountability and Performance (ALNAP)</p>

	HELP Library picks: to share resources on lessons learned from similar disasters.
	Core Humanitarian Standard (CHS) - Guidance Notes and Indicators Guide to design assessment questions
	Quality and Accountability COMPASS Examples of Quality Compas tools List of questions relative to response analysis in its chapter on design (p.24). Examples of Quality Compas tools <ul style="list-style-type: none"> 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).
	The Good Enough Guide (GEG) Section 1: Involve people at every stage (page 9) Suggested tools <ul style="list-style-type: none"> Tool 1 How to introduce your agency: a need-to-know checklist (page 30) Tool 2 How accountable are you? Checking public information (page 32) Tool 3 How to involve people throughout the project (page 34) Tool 14 How to say goodbye (page 53) Section 2: Profile the people affected by the emergency (page 13) Suggested tools <ul style="list-style-type: none"> Tool 4 How to profile the affected community and assess initial needs (page 36) Tool 5 How to conduct an individual interview (page 38) Tool 6 How to conduct a focus group (page 40) Tool 7 How to decide whether to do a survey (page 42) Tool 8 How to assess child-protection needs (page 43) Section 3: Identify the changes people want to see (page 17) Suggested tools <ul style="list-style-type: none"> Tool 3 How to involve people throughout the project (page 34) Tool 5 How to conduct an individual interview (page 38) Tool 6 How to conduct a focus group (page 40) Tool 10 How to start using indicators (page 45)

	<ul style="list-style-type: none"> • Tool 11 How to hold a lessons-learned meeting (page 48)
	<p>Humanitarian Needs Assessment - The Good Enough Guide (GEG)</p> <p>Chapter 2 - Steps to a good enough needs assessment (page 11)</p> <ul style="list-style-type: none"> • Step 1: Preparing for an assessment (page 12) • Step 2: Designing your assessment (page 14) • Step 3: Implementing your assessment (page 17) • Step 4: Analysing your data (page 25) • Step 5: Sharing your findings (page 29) <p>Chapter 3 – Tools (page 33)</p>
	<p>The Participation Handbook for humanitarian field workers</p> <p>Chapter 3 Building mutual respect</p> <p>Chapter 7 Participatory assessment – Understanding the context of the crisis (historical, geographical, economic, cultural and time-scale) of the crisis and its effects, who is who, local capacities and strategies and the needs of people who have been affected by the crisis</p> <ul style="list-style-type: none"> • Checklist of questions to assess if the participation of the affected population during the assessment was successful (page 157) <p>Part 8 on design includes a step-by-step approach to participatory prioritization of responses (page 164)</p> <ul style="list-style-type: none"> • Problem and solution tree to deepen your analysis, such as the (page 165) • Examples of good and poor practices
	<p>ACAPS</p> <p>Examples of resources</p> <ul style="list-style-type: none"> • 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

PCM Phase 2	<div>Formulation</div> <div><div></div><div><div><input type="checkbox"/> How will the project meet the pre-identified needs and choices of intervention made by the organization with the communities?</div><div><input type="checkbox"/> Are assistance and protection balanced?</div><div><input type="checkbox"/> Have you tested the approach through a ‘Do no Harm’ lens?</div><div><input type="checkbox"/> Is the project/programme building on local capacities?</div><div><input type="checkbox"/> How is the community involved for targeting?</div><div><input type="checkbox"/> Is technical guidance/standards used to design the response?</div></div></div>	
HPC	<div><div><input type="checkbox"/> Strategic Response Planning : Guidance and Templates</div><div><input type="checkbox"/> Humanitarian Response Plans (HRPs)</div><div><input type="checkbox"/> Strategic Response Planning : Guidance and Templates</div><div><input type="checkbox"/> Country Strategy</div><div><input type="checkbox"/> Cluster Plans</div></div> <div></div> <div>https://www.humanitarianresponse.info/programme-cycle/space/page/strategic-response-planning</div>	
Standards		
	<div>Core Humanitarian Standard (CHS)</div> <div><div>Commitment 3: Communities and people affected by crisis are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action. Quality Criterion: Humanitarian response strengthens local capacities and avoids negative effects.</div><div>Commitment 4: Communities and people affected by crisis know their rights and entitlements, have access to information and participate in decisions that affect them. Quality Criterion: Humanitarian response is based on communication, participation and feedback.</div></div>	
	<div>Humanitarian Standards Partnership (HSP)</div> <div>The HSP Minimum standards, key actions and key indicators and guidance notes are tools for the project/programme formulation. They can easily be referred to at both the global objective level and the activities level in a Logframe.</div>	
	<div>Sphere Handbook</div> <div><div>Using the standards in context - the standards apply throughout the programme cycle: Strategy development and programme design (page 9)</div><div>Overview of all the standards for each technical chapter.</div><div>The minimum standards, key actions, key indicators, and guidance notes for each technical chapter.</div></div>	

	<p>Humanitarian Inclusion Standards for Older People and People with Disabilities Handbook</p> <p>Key inclusion standard 2: Safe and equitable access (page 32): Older people and people with disabilities have safe and equitable access to humanitarian assistance.</p> <p>Key inclusion standard 3: Resilience (page 42): Older people and people with disabilities are not negatively affected, are more prepared and resilient, and are less at risk as a result of humanitarian action.</p>
	<p>Livestock Emergency Guidelines and Standards (LEGS) Handbook</p> <p>Chapter 2 - Core standard 4: Initial assessment and response identification (page 26) – Initial assessment provides an understanding of the role of livestock in livelihoods, an analysis of the nature and extent of the emergency, and an appraisal of the operational and policy context. It also feeds into a participatory process to identify the most appropriate, timely and feasible interventions.</p> <p>Chapter 2 - Core standard 5: Technical analysis and intervention (page 29) – Livestock interventions are based on sound technical analysis and are implemented fairly, based on transparent and participatory targeting.</p> <p>Chapter 3 - Initial assessment and identifying responses (page 45)</p> <p>Examples of LEGS tools</p> <ul style="list-style-type: none"> • PRIM, Participatory Response Identification Matrix (page 57) • Table summarizing the advantages and disadvantages of technical options • Table highlighting the possible timing for the various interventions • Decision making trees
	<p>Minimum Economic Recovery Standards (MERS) Handbook</p> <p>Core Standard 4 – Do no harm (page 24): The design, implementation, outputs, and environmental impacts of economic recovery interventions address or minimize potential harm, and do not exacerbate economic disparity, conflict, or protection risk, or undermine rights.</p> <p>Core Standard 5 – Intervention strategies for target populations are well defined (page 32): The intervention strategy is based on solid household and market analysis, and promotes the use of local resources and structures whenever possible, to help targeted households or enterprises reach the desired economic outcomes.</p> <p>Assessment and Analysis Standard 4 Analysis is useful and relevant (page 55): Analysis of data and information is timely, transparent, inclusive, participatory, objective, and relevant for programming decisions.</p> <p>Assessment and Analysis Standard 5 Immediate use of results (page 58): Immediate steps are taken to ensure that assessment results are shared and used in programming, policy, advocacy, and communication decisions.</p>
	<p>Minimum Standards for Child Protection in Humanitarian Action Handbook</p> <p>Pillar 1: Standards to ensure a quality child protection response</p> <ul style="list-style-type: none"> • Standard 5: Information management (page 88)

	<p>Pillar 3: Standards to develop adequate strategies</p> <p>Pillar 4: Standards to work across sectors</p>
	<p>Minimum Standards for Education: Preparedness, Response, Recovery Handbook</p> <p>Foundational Standard-Analysis/ Standard 2: Response strategies (page 41) - Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.</p> <p>Examples of INEE tools (in the INEE toolkit)</p> <ul style="list-style-type: none"> For each of the standards, selected tools to download from the INEE toolkit to support implementation
	<p>Minimum Standard for Market Analysis (MISMA)</p> <p>Key action 4: Analysis (page 23): Use market analysis to adequately inform programme design and achieve programme objectives.</p> <p>Key action 5: Market monitoring (page 26): Use market monitoring to review assessment findings and enable programme adaptation when needed.</p> <p>Annex 1: Market analysis checklist.</p> <p>Annex 2: Existing market analysis and assessment tools in emergencies.</p> <p>Annex 3: Programme decisions and guiding questions.</p>
Tools	
	<p>The Active Learning Network for Accountability and Performance (ALNAP)</p> <p>The sector's largest library of resources on humanitarian evaluation, learning and performance</p> <p>HELP Library picks: to share resources on lessons learned from similar disasters.</p> <p>Engagement with affected people</p> <p>https://www.alnap.org/our-topics/engagement-with-affected-people</p>
	<p>Core Humanitarian Standard (CHS) - Guidance Notes and Indicators</p> <p>A guide for design</p>
	<p>Quality and Accountability COMPASS</p> <p>Examples of Quality Compas tools</p> <ul style="list-style-type: none"> Questions in chapter 2 (p.23) on project design. <p>A template (p.28) proposes a structure for your project design document.</p>



The Good Enough Guide (GEG)

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

Suggested tools

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

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

Suggested tools

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

Section 3: Identify the changes people want to see (page 17)

Suggested tools

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








The Participation Handbook for humanitarian field workers






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




Chapter 8 Participatory project design – defining the project strategy; setting objectives; deciding on the target group; and designing activities




It describes a step-by-step approach to project design in a participatory manner and includes :

- Problem and solution tree to deepen your analysis, such as the (page 165)
- 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








Mobilisation	
PCM Phase 3	<div>  </div> <ul style="list-style-type: none"> <input type="checkbox"/> Does your organization advocate for people's Rights? Do you have an advocacy strategy? <input type="checkbox"/> How do you mobilise all actors? <input type="checkbox"/> What is your organisation's human capacity? Are human resources available or should they be mobilized? <input type="checkbox"/> How are gaps and overlaps tackled? Have you tested your project/programme with others' interventions? <input type="checkbox"/> How are advocacy, complementarity and human resources capacities linking with your funding strategy?
HPC	<input type="checkbox"/> Coordination Structures https://www.humanitarianresponse.info/programme-cycle/page/resource-mobilization 
Standards	
	<p>Core Humanitarian Standard (CHS)</p> <p>Commitment 6: Communities and people affected by crisis receive coordinated, complementary assistance. Quality Criterion: Humanitarian response is coordinated and complementary.</p> <p>Commitment 8: Communities and people affected by crisis receive the assistance they require from competent and well-managed staff and volunteers. Quality Criterion: Staff are supported to do their job effectively, and are treated fairly and equitably.</p> <p>Commitment 9: Communities and people affected by crisis can expect that the organisations assisting them are managing resources effectively, efficiently and ethically. Quality Criterion: Resources are managed and used responsibly for their intended purpose.</p>
	<p>Humanitarian Standards Partnership (HSP)</p> <p>The HSP common Rights-based approach can be very useful at this stage for advocacy purposes. Minimum standards for specific topics can be referred to as a common goal.</p> <p>The HSP is by nature a call for complementarity. It should therefore be used to ensure a holistic approach to the response.</p>
	<p>Sphere Handbook</p> <p>The Sphere Humanitarian Charter (page 28) and Protection Principles (page 34) are a strong support to advocate towards people/communities' Rights. Reference can also be made here to the Code of Conduct.</p> <p>Using the standards in context - the standards apply throughout the programme cycle: Strategy development and programme design (page 9).</p>






	<p>Humanitarian Inclusion Standards for Older People and People with Disabilities Handbook</p> <p>Key inclusion standard 4: Knowledge and participation (page 51): Older people and people with disabilities know their rights and entitlements, and participate in decisions that affect their lives.</p> <p>Key inclusion standard 6: Coordination (page 66): Older people and people with disabilities access and participate in humanitarian assistance that is coordinated and complementary.</p> <p>Key inclusion standard 8: Human resources (page 80): Staff and volunteers have the appropriate skills and attitudes to implement inclusive humanitarian action, and older people and people with disabilities have equal opportunities for employment and volunteering in humanitarian organisations.</p>
	<p>Livestock Emergency Guidelines and Standards (LEGS) Handbook</p> <p>Chapter 2 - Core standard 7: Policy and advocacy (page 33) – Where possible, policy obstacles to the effective implementation of emergency response and support to the livelihoods of affected communities are identified and addressed.</p> <p>Chapter 2 - Core standard 8: Coordination (page 35) – Different livestock interventions are harmonized and are complementary to humanitarian interventions intended to save lives and livelihoods; they do not interfere with immediate activities to save human lives.</p>
	<p>Minimum Economic Recovery Standards (MERS) Handbook</p> <p>Core Standard 2 - Efforts are coordinated to improve effectiveness (page 16): For maximum efficiency, coverage, and effectiveness, interventions are planned and implemented in coordination with the relevant authorities, humanitarian agencies, civil society organizations, and private-sector actors. Coordination is internal and external.</p> <p>Core Standard 3 - Staff have relevant skills (page 21): Programs are staffed by individuals who understand economic recovery principles and/or have access to technical assistance. Programs include capacity-building components to improve the relevant economic skills of staff.</p>
	<p>Minimum Standards for Child Protection in Humanitarian Action Handbook</p> <p>Principles (page 37)</p> <p>Pillar 1: Standards to ensure a quality child protection response</p> <ul style="list-style-type: none"> • Standard 1: Coordination (page 53) • Standard 2: Human resources (page 62) • Standard 3: Communications and advocacy (page 71) <p>Pillar 4: Standards to work across sectors</p>
	<p>Minimum Standards for Education: Preparedness, Response, Recovery Handbook</p> <p>Foundational Standard-Coordination/ Standard 1: Coordination (page 31) – Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.</p> <p>Foundational Standard-Community Participation/ Standard 2: Resources (page 28) – Community resources are identified, mobilized and used to</p>


	<p>implement age-appropriate learning opportunities.</p> <p>Examples of INEE tools (in the INEE toolkit)</p> <ul style="list-style-type: none"> • The immediately, sooner, later matrix of response activities for emergency education response • What to do in an emergency: education in emergencies activities/timeline • For each of the standards, selected tools to download from the INEE toolkit to support implementation.
	<p>Minimum Standard for Market Analysis (MISMA)</p> <p>Key action 2: Market analysis (page 16): Team build a competent and knowledgeable team for data collection and analysis.</p>
Tools	
	<p>The Active Learning Network for Accountability and Performance (ALNAP)</p> <p>The sector's largest library of resources on humanitarian evaluation, learning and performance</p> <p>HELP Library picks: to share resources on lessons learned from similar disasters.</p> <p>National actors https://www.alnap.org/our-topics/national-actors</p> <p>Coordination https://www.alnap.org/our-topics/coordination</p> <p>Leadership https://www.alnap.org/our-topics/leadership</p>
	<p>Quality and Accountability COMPASS</p> <p>Guide Funding: Advice on integrating the quality and accountability commitments of the Core Humanitarian Standard (CHS) during the funding of a project or an organisation. https://www.urd.org/wp-content/uploads/2019/06/Guide_Compas_EN_CHAP3_V2_mail_091018.pdf</p> <p>Guide Shared Commitments: Issues at stake in terms of collaboration and interoperability during the different stages of a response to a crisis. It underlines the need for coherence, coordination and complementarity between the actors in order to help implement quality and accountability principles in the field. https://www.urd.org/wp-content/uploads/2019/06/Guide_Compas_EN_CHAP1_V2_mail_091018.pdf</p>





	<p>The Good Enough Guide (GEG)</p> <p>Section 1: Involve people at every stage (page 9)</p> <p>Suggested tools</p> <ul style="list-style-type: none"> • Tool 1 How to introduce your agency: a need-to-know checklist (page 30) • Tool 2 How accountable are you? Checking public information (page 32) • Tool 3 How to involve people throughout the project (page 34) • Tool 14 How to say goodbye (page 53)
	<p>The Participation Handbook for humanitarian field workers</p> <p>Chapter 4 Developing and using different communication techniques, both informal and formal</p> <p>Chapter 5 Making partnerships work</p>
	<p>Core Humanitarian Competency Framework</p> <p>Supporting Humanitarians to work effectively</p> <p>The Core Humanitarian Competency Framework (CHCF) serves as a guidance tool and resource, especially for those that do not have, or have only limited, resources and capacity to develop their own competency frameworks.</p>







Execution	
PCM Phase 4	<div data-bbox="616 247 918 574"> </div> <div data-bbox="1227 239 2087 550"> <ul style="list-style-type: none"> <input type="checkbox"/> Do you have an effective monitoring system in place, i.e.: that builds on an appropriate feedback and complaints mechanisms, and ensures course correction? <input type="checkbox"/> How are people/communities involved into the monitoring system and decisions made on an ongoing basis? <input type="checkbox"/> Are resources allocated specifically to ongoing monitoring? <input type="checkbox"/> Are your funding allocations/donors flexible enough towards course correction? </div>
HPC	<div data-bbox="336 614 1142 726"> <ul style="list-style-type: none"> <input type="checkbox"/> Humanitarian response monitoring framework template <input type="checkbox"/> Periodic monitoring report guidance <input type="checkbox"/> Response monitoring: Toolbox </div> <div data-bbox="1568 614 1747 726"> </div> <div data-bbox="873 734 2087 774"> <p>https://www.humanitarianresponse.info/programme-cycle/space/page/monitoring-overview</p> </div>
Standards	
<div data-bbox="161 1018 297 1153"> </div>	<p>Core Humanitarian Standard (CHS)</p> <p>Commitment 1: Communities and people affected by crisis receive assistance appropriate and relevant to their needs. Quality Criterion: Humanitarian response is appropriate and relevant.</p> <p>Commitment 2: Communities and people affected by crisis have access to the humanitarian assistance they need at the right time. Quality Criterion: Humanitarian response is effective and timely.</p> <p>Commitment 4: Communities and people affected by crisis know their rights and entitlements, have access to information and participate in decisions that affect them. Quality Criterion: Humanitarian response is based on communication, participation and feedback.</p> <p>Commitment 5: Communities and people affected by crisis have access to safe and responsive mechanisms to handle complaints. Quality Criterion: Complaints are welcomed and addressed.</p> <p>Commitment 8: Communities and people affected by crisis receive the assistance they require from competent and well-managed staff and volunteers. Quality Criterion: Staff are supported to do their job effectively, and are treated fairly and equitably.</p> <p>Commitment 9: Communities and people affected by crisis can expect that the organisations assisting them are managing resources effectively, efficiently and ethically. Quality Criterion: Resources are managed and used responsibly for their intended purpose.</p>






	<p>Humanitarian Standards Partnership (HSP)</p> <p>The HSP Minimum standards, key actions and key indicators and guidance notes which were used for the Formulation Phase 2 of the PCM are monitoring benchmarks and tools for this Execution Phase 4 of the PCM.</p>
	<p>Sphere Handbook</p> <p>The minimum standards, key actions, key indicators, and guidance notes for each technical chapter used for the Formulation Phase 2 of the PCM are monitoring benchmarks and tools for this Execution Phase 4 of the PCM.</p> <p>Sphere for Monitoring and Evaluation (https://www.spherestandards.org/resources/sphere-for-monitoring-and-evaluation): This guide indicates the relevant parts of the Sphere Handbook at different moments of the project cycle and should therefore be used together with the Handbook.</p>
	<p>Humanitarian Inclusion Standards for Older People and People with Disabilities Handbook</p> <p>Key inclusion standard 5: Feedback and complaints (page 60): Older people and people with disabilities have access to safe and responsive feedback and complaints mechanisms.</p> <p>Key inclusion standard 9: Resources management (page 86): Older people and people with disabilities can expect that humanitarian organisations are managing resources in a way that promotes inclusion.</p>
	<p>Livestock Emergency Guidelines and Standards (LEGS) Handbook</p> <p>Chapter 2 - Core standard 6: Monitoring, evaluation, and livelihoods impact (page 31) – Monitoring, evaluation, and livelihoods impact analysis is conducted to check and refine implementation as necessary, as well as to draw lessons for future programming.</p>
	<p>Minimum Economic Recovery Standards (MERS) Handbook</p> <p>Assessment and Analysis Standard 6 M&E occurs throughout the program cycle (page 61): Program performance and impact is assessed throughout the program cycle, in an ongoing and iterative manner.</p>
	<p>Minimum Standards for Child Protection in Humanitarian Action Handbook</p> <p>Pillar 1: Standards to ensure a quality child protection response</p> <ul style="list-style-type: none"> • Standard 5: Information management (page 88) • Standard 6: Child protection monitoring (page 95)
	<p>Minimum Standards for Education: Preparedness, Response, Recovery Handbook</p> <p>Foundational Standard-Analysis/ Standard 2: Monitoring (page 45) – Regular monitoring of education response strategies activities and the evolving learning needs of the affected population is carried out.</p> <p>Examples of INEE tools (in the INEE toolkit)</p> <ul style="list-style-type: none"> • For each of the standards, selected tools to download from the INEE toolkit to support implementation


	<p>Minimum Standard for Market Analysis (MISMA)</p> <p>Key action 5: Market monitoring (page 26): Use market monitoring to review assessment findings and enable programme adaptation when needed.</p> <p>Annex 3: Programme decisions and guiding questions.</p>
Tools	
	<p>The Active Learning Network for Accountability and Performance (ALNAP)</p> <p>Monitoring and evaluation</p> <p>https://www.alnap.org/our-topics/monitoring-evaluation</p> <p>Improving monitoring in humanitarian action</p> <p>https://www.alnap.org/help-library/animation-improving-monitoring-in-humanitarian-action</p>
	<p>Core Humanitarian Standard (CHS) - Guidance Notes and Indicators</p> <p>A guide for monitoring</p>
	<p>Quality and Accountability COMPASS</p> <p>Guide Implementing: Advice on integrating the Core Humanitarian Standard's quality and accountability commitments into the implementation of a project. It describes how a project's steering mechanisms can help to respond responsibly to the needs of communities and people affected by crisis.</p> <p>https://www.urd.org/wp-content/uploads/2019/06/Guide_Compas_EN_CHAP2_V2_mail_091018.pdf</p>
	<p>The Good Enough Guide (GEG)</p> <p>Section 1: Involve people at every stage (page 9)</p> <p>Suggested tools</p> <ul style="list-style-type: none"> • Tool 1 How to introduce your agency: a need-to-know checklist (page 30) • Tool 2 How accountable are you? Checking public information (page 32) • Tool 3 How to involve people throughout the project (page 34) <p>Tool 14 How to say goodbye (page 53)</p> <p>Section 4: Track changes and make feedback a two-way process (page 21)</p> <ul style="list-style-type: none"> • Tool 6 How to conduct a focus group (page 40) • Tool 9 How to observe (page 44) • Tool 10 How to start using indicators (page 45)

	<ul style="list-style-type: none"> • Tool 11 How to hold a lessons-learned meeting (page 48) • Tool 12 How to set up a complaints and response mechanism (page 49) • Tool 13 How to give a verbal report (page 52) <p>Section 5: Use feedback to improve project impact (page 25)</p> <p>Suggested tools</p> <ul style="list-style-type: none"> • Tool 1: How to introduce your agency: a need-to-know checklist (page 30) • Tool 11 How to hold a lessons-learned meeting (page 48) • Tool 12 How to set up a complaints and response mechanism (page 49) • Tool 13 How to give a verbal report (page 52) • Tool 14 How to say goodbye (page 53)
	<p>The Participation Handbook for humanitarian field workers</p> <p>Chapter 4 Developing and using different communication techniques, both informal and formal</p> <p>Chapter 5 Making partnerships work</p> <p>Chapter 6 Reviewing your participation strategy</p> <p>Chapter 9 Participatory implementation and monitoring – mobilizing and managing resources; implementing specific activities; monitoring the project</p>

Exit	
PCM Phase 5	 <ul style="list-style-type: none"> <input type="checkbox"/> Does your organization have a proper and transparent evaluation system and strategy in place? <input type="checkbox"/> What is your organization Quality assurance approach, i.e. first, second or third party? <input type="checkbox"/> Are resources allocated specifically to evaluations? <input type="checkbox"/> Is there planned communication throughout and feedback from the evaluation process with the communities?
HPC	<ul style="list-style-type: none"> <input type="checkbox"/> OPR Guidance - working https://www.humanitarianresponse.info/programme-cycle/space/page/operational-peer-review <input type="checkbox"/> Inter-Agency Humanitarian Evaluations - Process Guidelines (May 2018) https://www.humanitarianresponse.info/en/programme-cycle/space/evaluation 
Standards	
	<p>Core Humanitarian Standard (CHS)</p> <p>Commitment 3: Communities and people affected by crisis are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action. Quality Criterion: Humanitarian response strengthens local capacities and avoids negative effects.</p> <p>Commitment 4: Communities and people affected by crisis know their rights and entitlements, have access to information and participate in decisions that affect them. Quality Criterion: Humanitarian response is based on communication, participation and feedback.</p> <p>Commitment 5: Communities and people affected by crisis have access to safe and responsive mechanisms to handle complaints. Quality Criterion: Complaints are welcomed and addressed.</p> <p>Commitment 6: Communities and people affected by crisis receive coordinated, complementary assistance. Quality Criterion: Humanitarian response is coordinated and complementary.</p>
	<p>Humanitarian Standards Partnership (HSP)</p> <p>The HSP Minimum standards, key actions and key indicators and guidance notes which were used for the Formulation Phase 2 of the PCM are evaluation benchmarks and tools for this Exit Phase 5 of the PCM.</p>

	<p>Sphere Handbook</p> <p>The minimum standards, key actions, key indicators, and guidance notes for each technical chapter used for the Formulation Phase 2 of the PCM are evaluation benchmarks and tools for this Exit Phase 5 of the PCM.</p> <p>Using the standards in context - the standards apply throughout the programme cycle: Monitoring, evaluation, accountability and learning (page 10).</p> <p>For the evaluation, Sphere refers to the eight DAC criteria: relevance, appropriateness, connectedness, coherence, coverage, efficiency, effectiveness, and impact.</p> <p>Sphere for Monitoring and Evaluation (https://www.spherestandards.org/resources/sphere-for-monitoring-and-evaluation): This guide indicates the relevant parts of the Sphere Handbook at different moments of the project/ programme cycle and should therefore be used together with the Handbook for Monitoring and Evaluation.</p>
	<p>Humanitarian Inclusion Standards for Older People and People with Disabilities Handbook</p> <p>Key inclusion standard 7: Learning (page 74): Organisations collect and apply learning to deliver more inclusive assistance.</p>
	<p>Livestock Emergency Guidelines and Standards (LEGS) Handbook</p> <p>Chapter 2 - Core standard 6: Monitoring, evaluation, and livelihoods impact (page 31) – Monitoring, evaluation, and livelihoods impact analysis is conducted to check and refine implementation as necessary, as well as to draw lessons for future programming.</p>
	<p>Minimum Economic Recovery Standards (MERS) Handbook</p> <p>Assessment and Analysis Standard 6 M&E occurs throughout the program cycle (page 61): Program performance and impact is assessed throughout the program cycle, in an ongoing and iterative manner.</p>
	<p>Minimum Standards for Child Protection in Humanitarian Action Handbook</p> <p>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.</p>
	<p>Minimum Standards for Education: Preparedness, Response, Recovery Handbook</p> <p>Foundational Standard-Analysis/ Standard 2: Evaluation (page 48) – Systematic and impartial evaluations improve education response activities and enhance accountability.</p> <p>Examples of INEE tools (in the INEE toolkit)</p> <ul style="list-style-type: none"> For each of the standards, selected tools to download from the INEE toolkit to support implementation

	<p>Minimum Standard for Market Analysis (MISMA)</p> <p>Key action 4: Analysis (page 23): Use market analysis to adequately inform programme design and achieve programme objectives.</p> <p>Key action 5: Market monitoring (page 26): Use market monitoring to review assessment findings and enable programme adaptation when needed.</p> <p>Annex 3: Programme decisions and guiding questions.</p>
Tools	
	<p>The Active Learning Network for Accountability and Performance (ALNAP)</p> <p>The sector's largest library of resources on humanitarian evaluation, learning and performance</p> <p>Strengthening humanitarian action through evaluation and learning</p> <p>Evaluation of Humanitarian Action Guide</p> <p>https://www.alnap.org/help-library/evaluation-of-humanitarian-action-guide</p> <p>Monitoring and evaluation</p> <p>https://www.alnap.org/our-topics/monitoring-evaluation</p> <p>Humanitarian Evaluation Community of Practice</p> <ul style="list-style-type: none"> • 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.
	<p>Core Humanitarian Standard (CHS) - Guidance Notes and Indicators</p> <p>A guide for evaluation</p>
	<p>Quality and Accountability COMPASS</p> <p>Guide Evaluating: How an evaluation can use the quality criteria of the Core Humanitarian Standard (CHS) to complement the OECD-DAC quality criteria, prioritise areas of analysis and identify relevant evaluation questions.</p> <p>https://www.urd.org/wp-content/uploads/2019/06/Guide_Compas_EN_CHAP4_V2_mail_091018.pdf</p>
	<p>The Good Enough Guide (GEG)</p> <p>Section 1: Involve people at every stage (page 9)</p> <p>Suggested tools</p> <ul style="list-style-type: none"> • Tool 1 How to introduce your agency: a need-to-know checklist (page 30) • Tool 2 How accountable are you? Checking public information (page 32)

	<ul style="list-style-type: none"> • Tool 3 How to involve people throughout the project (page 34) • Tool 14 How to say goodbye (page 53)
	The Participation Handbook for humanitarian field workers Chapter 10 Participatory project evaluation

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

Here are some key cross-cutting themes and approaches that should be considered at every stage of the project/programme cycle (PCM/HPC). It is important to select what is a priority in a specific context, e.g. remote management for cross border operations, and complement as needed. It also crucial to draw the interconnections, e.g. Participation in Design of Complaints Mechanisms, Data & Information Management, and PSEA, etc.

Cross-Cutting Themes

- Participation - Community Engagement
- Communication
- Inclusion (children, older people, disabled,
- Feedback and Complaints Mechanisms
- Gender Based Violence (GBV)
- Sexual Exploitation and Abuse (SEA)/ Sexual Exploitation (SH)
- Do No Harm

Cross-Cutting Approaches

- Protection (including 'Do No Harm', security and access)
- Capacity Strengthening & Staff Management
- Coordination (incl. Data & Information Management)
- Security Management & Remote Management
- Environment (including climate change)
- Risk reduction, including Disaster Risk Reduction/and Management (DRR/DRRM) and the link between Relief, Rehabilitation, and Development (LRRD)

Participation - Community Engagement to transfer Decision Making Power?

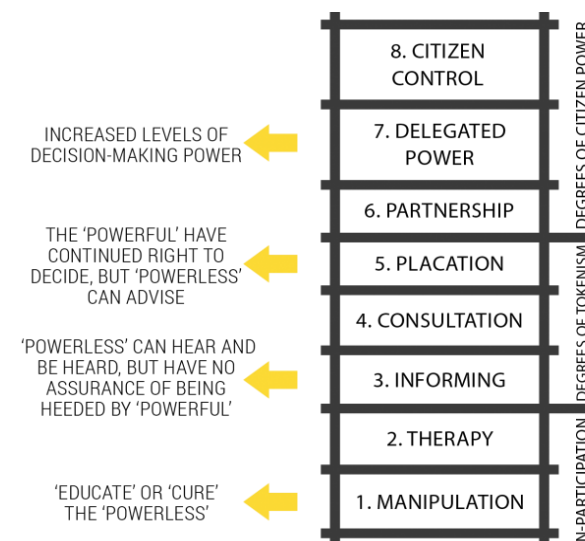
Participation – 参加 - Ka qaybgalka – ڤاتيسپاسيون - Participación - ۛۛۛۛ - Učesće – مشاركة – Beteiligung – Ushiriki – Patisipasyon – Pjesëmarrje – شرکت – 참여

While a people-centered approach has been endorsed, participation of communities from the onset of a project/ programme and true empowerment leading to a transfer of decision making is often reduced to consultation and *ad hoc* communication. The turn is still to be taken. Highlighting activities to enforce participation of the communities at each phase of the project/ programme is one way to not bypass them.

'Nothing about us without us' – 'Nihil de nobis, sine nobis'

Feedback and Complaints Mechanisms

Those mechanisms are crucial to enforce two ways communication and receive people and communities' views and complaints. Using this information and providing information back to the people and communities about how it was used and how the issues were solved or not - and why - is the other side of the coin.



PART C - Way forward for Field-Level Implementation

1. Potential Breaches of Accountability

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

- Power Abuse
(Human Resources recruitment, management, administration, etc.)
- Protection
- SEA, SH, GBV
- (Non) Inclusion
- Corruption
- Project and beneficiary selection - Targeting
- Data & Information management - Confidentiality
- Cash management
- Environment

Protecting from and responding to...

Both holistic approaches and mechanisms can help in protecting from and responding to those breaches of accountability.

Holistic approaches to protect from and respond to breaches of accountability	Mechanisms to protect from and respond to breaches of accountability
<ul style="list-style-type: none">• Rights Based Approach (RBA)-Rights and Duties/Responsibilities• Localisation-Empowerment• Contextualisation• Nexus HDP-Learning• Participation-Community Engagement (CE)• Inclusion• Coordination• Leadership and Management incorporate AAP in policies• Confidence and Trust building	<ul style="list-style-type: none">• Feedback and Complaints Mechanisms-PSEA CBCM• Risks Mapping and Assessment• Protection frameworks, Confidentiality & Safeguarding• Ongoing Monitoring & Course Correction, Investigation• Verification Mechanisms (self-assessment, audit, etc.)• Information Management & Sharing, Communication• Duty of care-Referral pathways• Neutral and independent committee(s) to investigate breaches

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

2. Contextualisation

In the reality, field staff needs to make some hard but practical decisions with regard to where they can apply standards and measure their achievements and where they don't have the resources, or capacities to do so. As a result, the standards related to Quality and Accountability and their accompanying tools need to be prioritised by each organization based on its mandate and area of work as well as the operational context, as for example:

- Specific organizational commitments due to belongings to 'NGO families' with pre-agreed adherence to some Standards (e.g. an Alliance adheres to the Code of Conduct and Sphere, etc.)
- Contextual and geographical adaptation (e.g. INEE)
- Incorporation of national standards, country specifics, and consideration of the State regulatory role where applicable
- Standards and tools selected for specific phases of the Project Cycle
- Specific topics/areas of work (e.g. livestock, education, shelter, health etc.)
- Cross-cutting issues (e.g. participation, protection including PSEA, older people etc.)





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

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

- Some initiatives such as INEE have been involved in formal geographic contextualisation of their standards and provide a contextualization package to guide this process. For INEE, the key actions represent specific steps that are needed to achieve each standard. Since every context is different, the key actions in the handbook must be adapted to each specific local situation. The 'Iraq Minimum Standards for Education in Emergencies' are an example of adaptation to a specific country and context.
- Standards' selection can also be made based on topics or cross-cutting issues: a project with a specific emphasis on PSEA could consider protection standards and principles from various initiatives. Other initiatives are providing suggestions and guidance to contextualise.
- Cultural adaptation is also key: as an example, Latin American networks contextualized Sphere culturally, developing visuals and friendly versions of the Standards for illiterate communities.
- Finally, some organisations ensure an adaptation of the humanitarian standards to a specific development context, as it was done for example by Women Support Association (WSA), an Ethiopian NGO, to ensure more coherence in its operating context.

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

The (too) famous example of a Sphere Standard and Key indicator for Water - What should be contextualized? (Sphere Handbook, pages 105-106)

 DO NOT ADAPT Standards!  They are universal	 DO ADAPT Key indicators!  They should be SMART ¹
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READ and USE the Guidance notes!

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.	Key indicators for each standard are both of qualitative and quantitative nature and their value should be – nearly most of the time – adjusted to fit the context.
<i>People have equitable and affordable access to a sufficient quantity of safe water to meet their drinking and domestic needs.</i>	<i>Average volume of water used for drinking and domestic hygiene per household</i> <ul style="list-style-type: none"> - Minimum of 15 litres per person per day - Determine quantity based on context and phase of response

Field practitioners often state that they cannot reach the standard because ‘they cannot distribute 15 litres of water per person per day’, in a specific context. However, 15 liters of water per person per day is not a minimum standard but a suggested value of a key indicator that you have to contextualize, as shown through examples hereafter. The **Guidance notes** provide support to contextualize and determine the value of the 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.

Example of adaptation to the Somalia context, 2012 WASH Cluster Somalia <i>‘Guide to WASH Cluster Strategy and Standards’ 2012</i>	Specific indicator for ‘sufficient’ quantity of water <ul style="list-style-type: none"> ▪ 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 ▪ 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
Example of 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. <ul style="list-style-type: none"> ▪ For water supply they agreed that 3 liters was the survival need. ▪ 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.

¹ SMART: Specific, Measurable, Achievable, Realistic, Time-bound

3. Joint and Collective Use

Joint application of the standards

Humanitarian standards related to Quality and Accountability have brought humanitarian actors one step forward in terms of principles and commitments towards the people they seek to assist. However, humanitarian field practitioners acknowledge confusion in the knowledge and the application of those standards.

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

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

A collective approach to Quality and Accountability

Collective application happens when an organization who works with other stakeholders selects and applies the same standards to enhance a qualitative coordinated action. It is about:

- Compiling and combining standards relevant to a specific location and for all actors, including providers of all origins
- Gathering data and analysing information relevant to those standards in a coordinated manner at field level (e.g. with joint assessment teams, etc.), and having systematic joint systems for data and information collection in order to measure the attainment of the standards
- Reinforcing joint feedback and complaints mechanisms
- Jointly completing the feedback loop with the communities
- A collective approach to verification:
As an example, HQAI is proposing a group scheme, suggesting that organisations who associate into a Group entity benefit from different perspectives: Economies of scale with several organisations applying as a Group entity and collective learning with organisations gather into a Group, apply as an entity and proactively learn from and with each other (<http://hqai.org/new-group-service>).

4. Measurement and Verification

While the humanitarian Quality and Accountability Standards are mostly voluntary, demonstrating adherence and conformity with the standards is a logical path towards transparency and Accountability to Affected Populations: it is showing that *'you are doing what you said you would do'* in terms of enhancing the quality and the accountability of your action.

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

Internal verification

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

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

Most evaluations consider the Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) Evaluation Criteria when evaluating programmes and projects. OECD/DAC evaluation criteria for humanitarian aid (suggested with ALNAP) are:

- Relevance/Appropriateness
- Coherence
- Effectiveness
- Coordination
- Efficiency
- Impact
- Connectedness/also Sustainability
- Coverage

These evaluation criteria are a guide for organisations to self-evaluate their programmes and projects. Those can also be used for externally-led evaluations.

The COMPASS is a quality and accountability management method for aid projects that has been specifically designed to help apply and evaluate the Core Humanitarian Standard in the field for all intervention zones, sectors and contexts. (COMPASS: <https://www.urd.org/en/project/the-quality-and-accountability-compass-method>)

External verification

Externally-led mechanisms or third party verifications call upon external bodies to check conformity with pre-agreed standards, as for example Humanitarian Quality Assurance Initiative (HQAI- <https://hqai.org>).

HQAI provides organisations with independent quality assurance services grounded in the feedback from vulnerable and at-risk people and communities. HQAI services aim to provide an objective and independent assessment of where an organisation stands in the application of the CHS. This assessment offers a benchmark against which to measure progress and allows a focus of resources to where they are most appropriate for improvement; HQAI also aims to give confidence to all parties that an organisation fulfils or is continuously improving the quality and accountability of its services to affected populations. HQAI offers three core services: benchmarking, independent verification and certification against the CHS. They build on similar principles, processes and tools which makes them compatible one with another. Of specific interest is the subsidy fund made available by HQAI for organisations encountering financial issues to seek their independent quality assurance services (<http://hqai.org/subsidies>).

While other auditing companies, more or less linked to the humanitarian sector, are able to provide third-party verification services, sometimes at lower costs, it is to be noted that those companies may not necessarily be recognised or accredited against relevant standards of operation (such as ISO standards for certification bodies). It is also of interest to weight the capacity of an auditing company to understand the need to reach the affected populations and have the means to do so.

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

What options are the standards owners suggesting?

The Core Humanitarian Standard (CHS) is a voluntary and verifiable standard, which means its application can be objectively assessed. The CHS Verification framework allows organisations to measure the extent to which they have successfully applied the CHS requirements, and allows them, if they so wish, to demonstrate that they have done so.

For the CHS, verification is a structured, systematic process to assess the degree to which an organisation is working to achieve the CHS. The Verification Scheme is managed by the CHS Alliance. It sets out the policies and rules of the verification process to ensure it is conducted in a fair and consistent manner for all participating organisations. The Scheme offers four verification options with different degrees of rigour and confidence in the results. These are self-assessment, peer review, independent verification and certification. Although each option is stand alone, the indicators used in the self-assessment are common to all four options (<https://www.chsalliance.org/verification>).

On another note, the newly developed HPass standards for Learning and Assessment of competencies providers are offering a set of quality assurance mechanisms and tools, from self-evaluation to external quality audits. (HPASS: <https://hpass.org>)

More Resources on Q&A

Tools	Websites/ Links
Thematic resources	
Do no harm	http://www.conflictsensitivity.org/do-no-harm-local-capacities-for-peace-project/
EC Humanitarian Principles	http://ec.europa.eu/echo/who/humanitarian-aid-and-civil-protection/humanitarian-principles_en
HPC-Humanitarian Programme Cycle	https://www.humanitarianresponse.info/programme-cycle
OCHA Humanitarian Principles	https://docs.unocha.org/sites/dms/Documents/OOM-humanitarianprinciples_eng_June12.pdf
Participation handbook	http://www.urd.org/Participation-Handbook
Engagement of crisis-affected people in humanitarian action	http://cdacollaborative.org/wordpress/wp-content/uploads/2016/02/Engagement-of-Crisis-Affected-People-in-Humanitarian-Action.pdf
Best Practice Guide Inter Agency Community Based Complaint Mechanisms	https://interagencystandingcommittee.org/system/files/best_practice_guide_-_with_inside_cover_online.pdf
Remaking the case for linking relief, rehabilitation and development	https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/8882.pdf
Linking Relief Rehabilitation and Development (LRRD): Towards a more joined up approach enhancing resilience and impact	https://eudevdays.eu/sites/default/files/VOICE%20CONCORD%20position%20paper%20Linking%20Relief%20Rehabilitation%20and%20Development-July%202012.pdf
ECHO Manual Project Cycle Management	http://www.fondazionecariplo.it/static/upload/ech/echo_manual_pcm.pdf
Quality and Accountability Standards & Tools	
ALNAP	http://www.alnap.org
CHS COMPAS	http://www.urd.org/Updating-the-Quality-COMPAS-new
CHS-The Core Humanitarian Standard	https://corehumanitarianstandard.org/the-standard
CPMS-Child Protection Minimum Standards	http://cpwg.net/minimum-standards/
Good Enough Guide	http://www.alnap.org/resource/8406
Sphere Project Handbook	http://www.sphereproject.org/handbook/

Acronyms

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