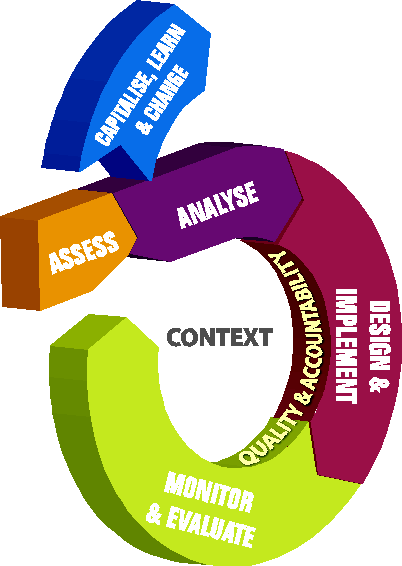
### The project cycle

Abstract from the booklet ‘Quality and Accountability for Project Cycle Management’ published by Community World Service Asia

##### The five phases of the project cycle

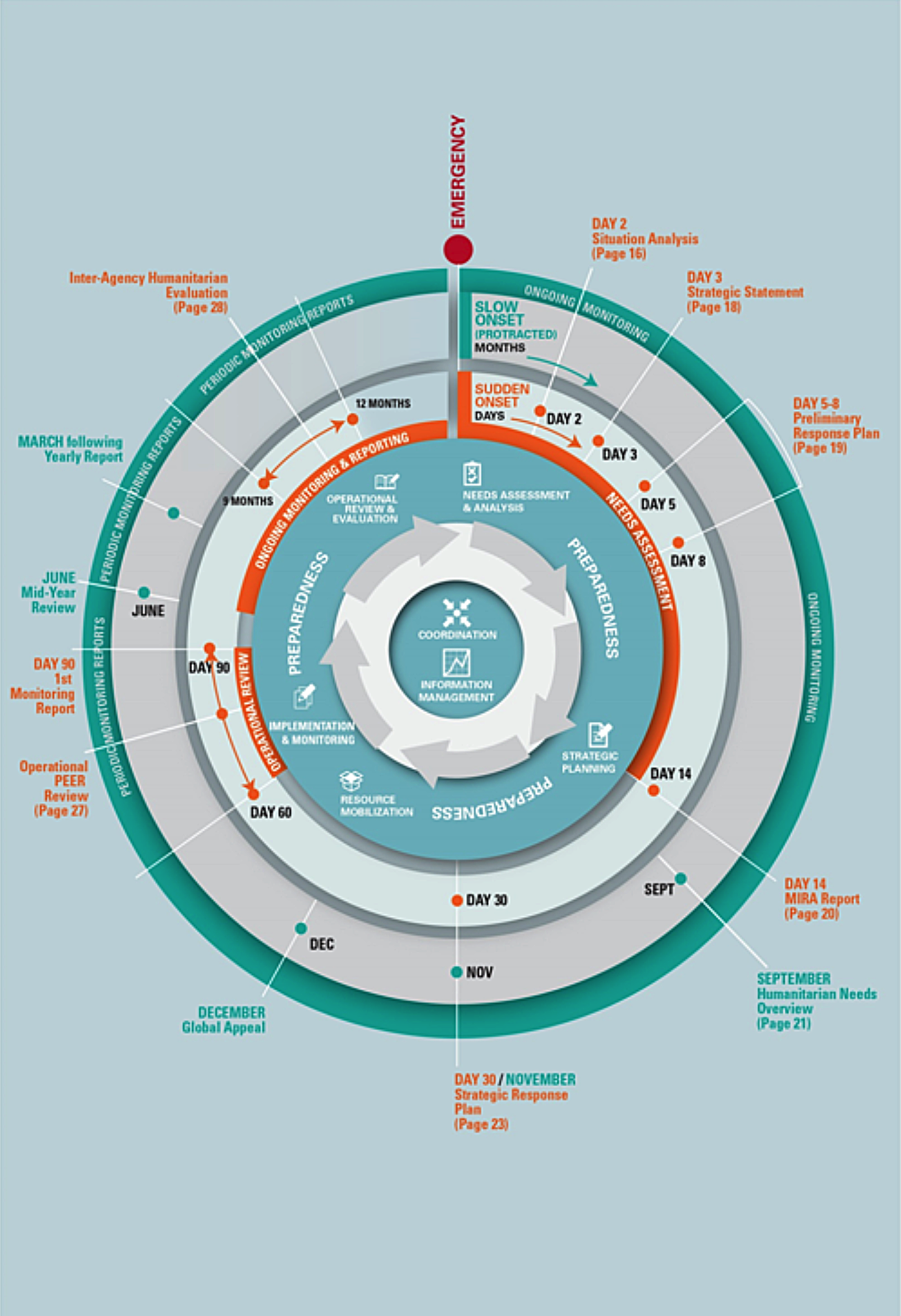
There are many ways to view a project cycle and the wider context in which it occurs. The following inter-related phases and diagrammes were selected to ensure simple and straightforward use. Each of these five phases contributes to project life. They are a roadmap for quality and accountability for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

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| --- | --- | --- |
| Project cycle 5 phases |  | Description of key actions |
| Assessment | OBSERVE & LISTEN | You collect technical rough data of direct interest to people’s needs as well as on the local and global context. |
| Analysis | THINK | You analyse the data which then becomes usable information to make decisions about current and/or future projects. |
| Design & Implementation | PLAN & DO | You design your project, allocate means and resources, and run the activities as planned. |
| Monitoring & Evaluation | REFLECT | You collect data and periodically analyse it to value the results, effects, and possible impact of your project, allowing for reorientation. |
| Capitalisation, Learning & Changing | GROW | You ensure you have time to compile analysis and knowledge, learn from it, and ensure that change can happen at all levels. |

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### The Inter-Agency Standing Committee (IASC) Humanitarian Programme Cycle (HPC)

Abstract from ‘The reference module for the implementation of the HPC’



##### Transforming the HPC

National authorities have the primary responsibility for protecting and assisting people who are affected by emergencies. The role of international agencies and organisations is to support and complement the role of States and fill gaps in protection and assistance where these exist.

International agencies and organisations should therefore consult and engage with national authorities at all possible opportunities. Wherever it is appropriate, international interventions should take account of, complement and support national and local programmes.

The Humanitarian Programme Cycle (HPC) is an important element of the Transformative Agenda (TA) which the IASC initiated in 2011 and which oversaw the development of guidance in coordination, leadership and accountability. Although the experience of sudden-onset crises in Haiti (2010) and Pakistan (2005) were the initial impetus for the TA, the majority of the guidance supports all humanitarian response, with only some guidance being specific to large scale “level 3” crises.

The HPC is guidance for all crises. It is designed to revitalize the way in which humanitarian actors coordinate to meet the needs of people affected by disasters and conflict. The HPC seeks to meet the needs of affected populations in the most effective way by clearly defining the complementary roles and responsibilities of the different organisations involved in a humanitarian response. It creates a process that redefines the way in which international humanitarian actors engage – with each other, with national and local authorities, and with populations affected by crisis – to achieve more effective, efficient, predictable and transparent outcomes.

##### What is new about the HPC?

The HPC highlights the need to:

* **Prepare as much as possible before emergencies strike**. Preparedness may include planning, prepositioning, and the integration of emergency planning in development programming.
* **Plan based on evidence**. To develop a sound information base, organisations need to collect, analyse and share information in advance of crises; analyse new information; and ensure that decisions are evidence-based.
* **Set priority objectives early and ensure they drive the response**. To do this, those involved need strong and accountable leadership and excellent coordination.
* **Locate decision-making in the field**, as close as possible to the affected population. While international support is often essential, notably in large-scale emergencies, it is vital to work with and listen to national and local authorities, humanitarian organisations already in the country, local NGOs, and people affected by the crisis.
* **Monitor the impact** of humanitarian action and adjust programmes in response. This requires the development of regular monitoring and periodic evaluation processes.

##### Quality and Accountability – Foundation of the HPC

**Accountability to affected people**

Humanitarian organisations engaged in a response are expected to listen to, engage with and communicate transparently with affected populations throughout all phases of the HPC. In December 2011, the IASC Principals endorsed the five commitments on Accountability to Affected Populations (AAP): leadership and governance; transparency; feedback and complaints; participation; design, monitoring and evaluation which can be found on the IASC website. Additional operational guidance is in development.

**Cross cutting issues & gender equality**

Humanitarian organizations should not consider affected populations as a homogeneous group but acknowledge differences with respect to sex, gender, ethnicity, disability, age, and other social markers of exclusion. These differences should shape communication messages and community consultations (for assessment, design, implementation, etc.).

Gender equality is a fundamental principle of the UN. All agencies undertake to assess the implications for women and men of any planned action, including legislation, policies and programmes, in all areas and at all levels. Making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of humanitarian policies and programmes is vital to an effective response.

### More resources for the project cycle

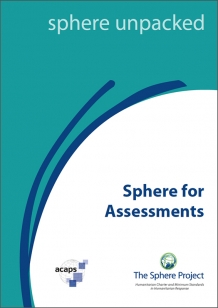
##### Sphere for Assessments

Sphere for Assessments has been developed by the Sphere Project and ACAPS. It is a short guide to help staff identify and implement sections of the Sphere Handbook most relevant for assessment.

It is geared towards assessment teams in the field, managers implementing organisation-wide assessment strategy, and coordinators developing and implementing joint assessments.

This tool is part of the ongoing series of ‘sphere unpacked’ guides that will cover the humanitarian programming cycle currently including assessment, monitoring and evaluation.

You can find this guide on the Sphere website.



##### Sphere for Monitoring and Evaluation

“Sphere for Monitoring and Evaluation” together with “Sphere for Assessments” explain how to integrate key elements of Sphere’s people-centred approach into the humanitarian programme cycle. These guides indicate the relevant parts of the Sphere Handbook at different moments of the response process and should therefore be used together with the Handbook.

Both “Sphere unpacked” guides are compatible in spirit with the Inter Agency Standing Committee (IASC) Humanitarian Programme Cycle guidance. They are particularly relevant for IASC’s ‘needs assessment and analysis’, ‘implementation and monitoring’ and ‘operational review and evaluation’.

### Core standards related to the 5 phases of the project cycle from the Sphere Project and its companions

Abstract from the booklet ‘Quality and Accountability for Project Cycle Management’ published by Community World Service Asia

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|  | Assessment | **PC M** | Analysis |  |
|  | ***Do you have mechanisms and resources in place  to ensure continuous and unbiased assessments?*** | ***Are you analyzing both contextual and technical aspects  linked to your project?*** |  |
|  | **CHS Commitment 1:** Communities and people affected by crisis receive assistance appropriate to their needs  *(The Core Humanitarian Standard replaces Sphere Core Standards Chapter).* | **Standards to ensure a quality response/ Standard 4:** **Programme cycle management** All child protection programmes build on existing capacities, resources and structures and address the evolving child protection risks and needs identified by, girls, boys and adults affected by the emergency. |  |
|  | **Standards to ensure a quality response/ Standard 5:** **Information management** Up-to-date information necessary for effective child protection programming is collected, used, stored and shared, with full respect for confidentiality, and in accordance with the ‘do no harm’ principle and the best interests of children. | **Foundational Standard-Analysis/ Standard 2:** **Response strategies** Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers. |  |
|  | **Foundational Standard-Analysis/ Standard 1:** **Assessment** Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner. | **Core Standard 5:** **Well-defining targeting and interventions strategy** Selection of the best intervention point is based on sound client and market analysis, and an understanding of the desired economic outcomes. These outcomes may be achieved through a variety of intervention points and partnerships, not only through direct intervention.  **Analysis Standards** |  |
|  | **Core Standard 4:** **Initial assessment and response identification** 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. |

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|  | Design & Implementation | **PCM** | Monitoring & Evaluation |  |
|  | ***Is your project meeting the pre-identified needs? Are you constantly observing the balance  between assistance and protection?*** | ***Is a proper and transparent M&E system in place  with appropriate resources to ensure a quality follow-up as well as potential adjustments of your project?*** |  |
|  | **CHS Commitment 2:** Communities and people affected by crisis have access to humanitarian assistance they need at the right time  **CHS Commitment 3**: Communities and people affected by crisis are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action.  **CHS Commitment 4:** Communities and people affected by crisis know their rights, entitlements, have access to information and participate in decisions that affect them.  *(The Core Humanitarian Standard replaces Sphere Core Standards Chapter).* | **CHS Commitment 2:** Communities and people affected by crisis have access to humanitarian assistance they need at the right time  **CHS Commitment 5:** Communities and people affected by crisis have access to safe and responsive mechanisms to handle complaints.  *(The Core Humanitarian Standard replaces Sphere Core Standards Chapter).* |  |
|  | **Standards to ensure a quality response/ Standard 4:** **Programme cycle management** All child protection programmes build on existing capacities, resources and structures and address the evolving child protection risks and needs identified by girls, boys and adults affected by the emergency. | **Standards to ensure a quality response/ Standard 6:** **Child protection monitoring:** Objective and timely information on child protection concerns is collected in an ethical manner and systematically triggers or informs prevention and response activities. |  |
|  | **Core Standard 5:** **Technical analysis and intervention**  Livestock interventions are based on sound technical analysis and are implemented fairly, based on transparent and participatory targeting. | **Foundational Standard-Analysis/ Standard 3:** **Monitoring** Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.  **Foundational Standard-Analysis/ Standard 4:** **Evaluation** Systematic and impartial evaluations improve education response activities and enhance accountability. |  |
|  | **Foundational Standard-Analysis/ Standard 2:** **Response strategies** Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers. |
|  | **Core Standard 1:** **Market-Oriented Programming** Programme design and implementation decisions consider economic and market dynamics. | **Core Standard 6: Monitoring, evaluation, and livelihoods impact** Monitoring, evaluation, and livelihoods impact analysis is conducted to check and refine implementation as necessary, as well as to draw lessons for future programming. |  |

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|  | Capitalisation, Learning and Changing | **PC**  **M** |
|  | ***Is learning happening in a way to enable change to happen?*** |
|  | **CHS Commitment 7:** Communities and people affected by crisis can expect delivery of improved assistance as organisations learn from experience and reflection.  *(The Core Humanitarian Standard replaces Sphere Core Standards Chapter).* |
|  | **Core Standard 6:** **Monitoring, evaluation, and livelihoods impact**  Monitoring, evaluation, and livelihoods impact analysis is conducted to check and refine implementation as necessary, as well as to draw lessons for future programming |

#### Selected Resources on Quality and Accountability for the 5 project cycle phases

Abstract from the booklet ‘Quality and Accountability for Project Cycle Management’ published by Community World Service Asia

| Initiatives | Suggested resources and tools for field practitioners | URL - Internet links |
| --- | --- | --- |
| **ACAPS** | **The Good Enough Guide on Assessment** (to be published) | www.acaps.org |
| **ACAPS** | Profiling and Assess Resource KIT PARK providing resources on all stages of the IDP profiling and joint assessment processes. | http://www.parkdatabase.org/ |
| **ACAPS** | DNA: Disaster Needs Analysis is a desk study of crises, which presents estimates of scale, severity, risks, and (likely) impact of a disaster in a specific country or region. | http://www.acaps.org/en/disaster-needs-analysis |
| **ALNAP** | State of the Humanitarian System | www.alnap.org |
| **ALNAP** | Case studies such as ‘We are committed to listen to you’ on humanitarian feedback mechanism. | http://www.alnap.org/resource/8851.aspx |
| **ALNAP** | ERD Evaluative Report Database contains almost 1,000 evaluations from which to learn. | http://www.alnap.org/resources/results.aspx?type=22 |
| **ALNAP** | Lessons learned papers published by ALNAP at the beginning of an emergency are a great tool for field practitioners, summarizing key lessons drawn from the evaluation database and other sources. | <http://www.alnap.org/what-we-do/lessons> |
| **ALNAP** | ALNAP's new Innovations Case Studies series showcases innovative solutions to problems faced in humanitarian responses. | http://www.alnap.org/resources/innovations |
| **ALNAP** | Pilot Guide on Evaluation of Humanitarian Action | http://www.alnap.org/resource/8229 |
| **ALNAP** | Practitioners' guide to monitoring, evaluation, accountability and learning in emergencies. | http://www.alnap.org/resource/9200 |
| **The CHS Alliance** | The CHS Alliance website | http://www.chsalliance.org/ |
| **CPMS** | **Minimum Standards for Child Protection in Humanitarian Action** | http://cpwg.net |
| **CPMS** | Tools and resources linked to the Minimum Standards for Child Protection in Humanitarian Action.  Video presenting the handbook. | http://cpwg.net/resource-collections/ http://www.youtube.com/watch?v=pEaNwDtQRwI#t=27 |
| **ECB** | **The Good Enough Guide** | www.ecbproject.org |
| **ECB** | Towards Resilience | http://www.ecbproject.org/new-practitioners-guide-to-disaster-risk-reduction-drr/practitioners-guide-to-drr--cca |
| **ECB** | Download posters and a leaflet that you can adapt to your projects to communicate about accountability with your staff and the communities. | http://www.ecbproject.org/training-and-communication-materials/training-and-communication-materials |
| **Groupe URD** | Compas Quality board: overview of the key questions to ask yourself at each stage of the project cycle, towards continuous improvement of quality. | http://www.compasqualite.org/en/compas-method/supports-compas-method.php |
| **Groupe URD** | **The Participation handbook** | http://www.urd.org/Participation-Handbook |
| **HI** | Disability checklist for emergency response | http://www.handicap-international.de/fileadmin/redaktion/pdf/disability\_checklist\_booklet\_01.pdf |
| **IASC AAP** | **The IASC transformative agenda and the IASC AAP framework refers to various Q&A tools** | http://www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-template-default&bd=87  http://www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-search-fastsearch&query=AAP |
| **INEE** | **Minimum standards for education: preparedness, response, recovery** | www.ineesite.org |
| **INEE** | The Short Guide to Rapid Joint Education Needs Assessments is part of a larger toolkit produced by the Global Education Cluster in 2010 called The Joint Education Needs Assessment Toolkit. | http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1036/Short\_Guide\_to\_Rapid\_Joint\_Needs\_Assessment\_EN.pdf |
| **INEE** | The INEE Toolkit contains a wide variety of practical, field-friendly tools and resources for the field of education in emergencies through recovery. | http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1001 |
| **INEE** | The introductory video explains why education is key in emergencies. | https://www.youtube.com/watch?v=xeMb-nuhfuo |
| **INEE** | INEE Pocket Guide to Gender ‘Gender Equality in and through Education’.  The Gender handbook gives a series of concrete strategies and actions for putting gender equality into practice in and across all domains of education programming. | http://www.ineesite.org/en/materials/inee-pocket-guide-to-gender  http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1009 |
| **INEE** | Education in Emergencies: A resource toolkit | http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1037/What\_To\_Do\_in\_an\_Emergency\_Situation.pdf |
| **INEE** | INEE Thematic Issue Brief: Inter-Sectoral Linkages | http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1074/INEE\_Thematic\_Issue\_Brief\_Intersectoral.pdf |
| **INEE** | Contextualizing the Minimum Standards | http://www.ineesite.org/en/minimum-standards/contextualization |
| **INEE** | Contextualized INEE versions for Afghanistan, Somalia, South Sudan, Sri Lanka, and Vietnam. | http://www.ineesite.org/en/minimum-standards/contextualization |
| **JSI** |  |  |
| **Joint Standard Initiative** | Mapping Exercise on Quality and Accountability Initiatives in the Humanitarian sector | http://www.jointstandards.org/resources |
| **LEGS** | **The LEGS handbook Livestock Guidelines and Standards** | www.livestock-emergency.net |
| **LEGS** | The LEGS Resources section proposes a selection of documents to support project planning and implementation of livestock-based interventions. The Resources section is divided into ‘LEGS-specific Resources’ (see below) and general resources relating to the six technical interventions outlined in LEGS | http://www.livestock-emergency.net/resources |
| **LEGS** | The ‘LEGS-specific Resources’ page includes an evaluation tool and a number of Briefing Papers on key topics such as gender, resilience, climate change, and cash transfers. | http://www.livestock-emergency.net/resources/general-resources-legs-specific/ |
| **LEGS** | Two videos are available: the first provides an overview of what LEGS is and why it can help you as a field practitioner (3 mins); the second outlines the LEGS approach in more detail (20 mins) | http://www.livestock-emergency.net/resources/videos |
| **MERS** | **The Minimum Economic Recovery Standards** | www.seepnetwork.org |
| **P-FIM** | Toolkit | www.p-fim.org |
| **Sphere Project** | **The Sphere Project: Humanitarian Charter and Minimum Standards in Humanitarian Response** | www.sphereproject.org/ |
| **Sphere Project** | Sphere contextualisation video: The Sphere Project proposes this excellent movie to illustrate the importance of contextualization and how Sphere standards are applied in the field. | http://www.sphereproject.org |
| **Sphere Project** | Sphere E-learning module for field practitioners’ course brings the Handbook to life through the use of scenarios, helping the learner to become acquainted with its core messages and to understand how to use it holistically. | http://www.sphereproject.org/sphere/en/learning/e-learning-course |
| **Sphere Project** | This glossary includes some key terms used on the Sphere Handbook 2011 edition. | http://www.sphereproject.org/handbook/glossary |
| **TI** | Preventing Corruption in Humanitarian Operation  Corruption fighter's toolkit | http://www.transparency.org/whatwedo/tools/corruption\_fighters\_toolkits\_introduction/2 |
| **World Health Organization** | Guidance note on disability and emergency risk management for health | World Health Organization  http://www.who.int/hac/techguidance/preparedness/disability/en/ |