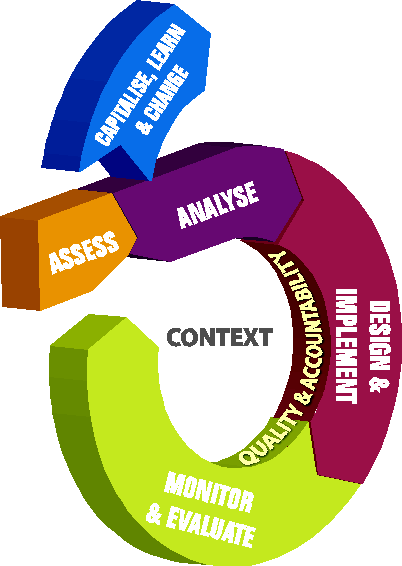
### The project cycle

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 diagrams 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.

|  |  |  |
| --- | --- | --- |
| 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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### A ‘check-up’ with the Sphere Handbook!



### Scenarios

Read each scenario and do a ‘check-up’ using the Sphere Handbook

* ‘A check-up is an examination to see if something is in order.’
* Your stethoscope is the Sphere Handbook!

Choose your answer and explain your conclusions and suggestions for improvement. To justify your feedback, quote references from the Handbook, in particular from the Core Humanitarian Standard (CHS) and its guidance notes and indicators. The CHS replaces Sphere Core Standards ‘Chapter.

| No. | Scenario |
| --- | --- |
| 1 | A major city was just affected by a large earthquake. You are sent on a mission to conduct an assessment of the situation and the needs. Your manager just designed a new assessment format for your organisation to use. You, however, know that the coordination platform in the affected country has a standard assessment format to encourage information sharing and avoid assessment fatigue. Your manager insists you use the organisation’s format, in order to test the new tool. |
| 2 | You are organising an assessment in a region affected by droughts. You have planned to meet with the community on Friday, but when you arrive, there are only women and children available to meet you since the men were required by the local authorities to work on a community road that same day. You decide to go on with your assessment, since women are aware of the needs of all family members anyway. |
| 3 | Your project aims to organise evacuations to safe shelters in a region affected by flash floods. During the last drill you conducted, you noted with pleasure that you respected well the specific needs of older persons and disabled persons, since many of them were able to participate in the drill and reach the shelter. You therefore decided to inquire why some older persons had not participated in the drill. They explained that it was not an issue of access to the shelter, but an issue of belonging to an ethnic group marginalised and ostracised by the others. |
| 4 | You are supporting a food distribution programme in a refugee camp. You have just received a stock of beans, which, together with the other food you have in stock, will finally enable you to meet the Sphere minimum standard for nutrition. However, these beans take a lot of time and firewood to cook. You are aware that the camp is settled in an area where the local population’s livelihoods are mainly based on resources from the surrounding forest, and you realise that fetching large quantities of firewood may create tensions with the local communities. |
| 5 | You have funds left over from a project to build a water pump in a community. You just got informed that the local government has actually published their planned interventions for next year, and it includes a water system for this very same community. You, however, prefer to go on with your water pump project, because you doubt whether the local government will carry out its plan as announced. |
| 6 | You just recruited a new monitoring and evaluation (M&E) officer who has developed a very thorough and comprehensive monitoring plan based on a huge amount of data to be collected. You would like to make specific programmatic decisions based on monitoring results, but your M&E officer is overwhelmed by the amount of data to be collected and cannot provide you with his/her report until two months from now. |
| 7 | You are heading an agency involved in an emergency response and you have a very good monitoring and evaluation system focusing on your programme achievements. However, an external consultant who just carried out your mid-term evaluation points out that you should improve your monitoring and evaluation system to include other aspects such as your agency performance and contextual issues. You are very disappointed by this statement. |
| 8 | You have just finalised an emergency response project in an area affected by a volcanic eruption. It was a very stressful period with no time for stepping back and reflecting on the project challenges, and you had planned to conduct a learning review with your team next week. However, you just received a call from your manager sending you and your team to another town which has just been affected by another eruption. Following the previous experience, you are indeed considered an expert for this type of emergency in the region. You cancel the learning review and pack your bags for the new emergency setting. |

### A ‘check-up’ with the Sphere Handbook! Answer format

| No. | Check-up conclusions | Suggestions for improvement |
| --- | --- | --- |
| 1 |  |  |
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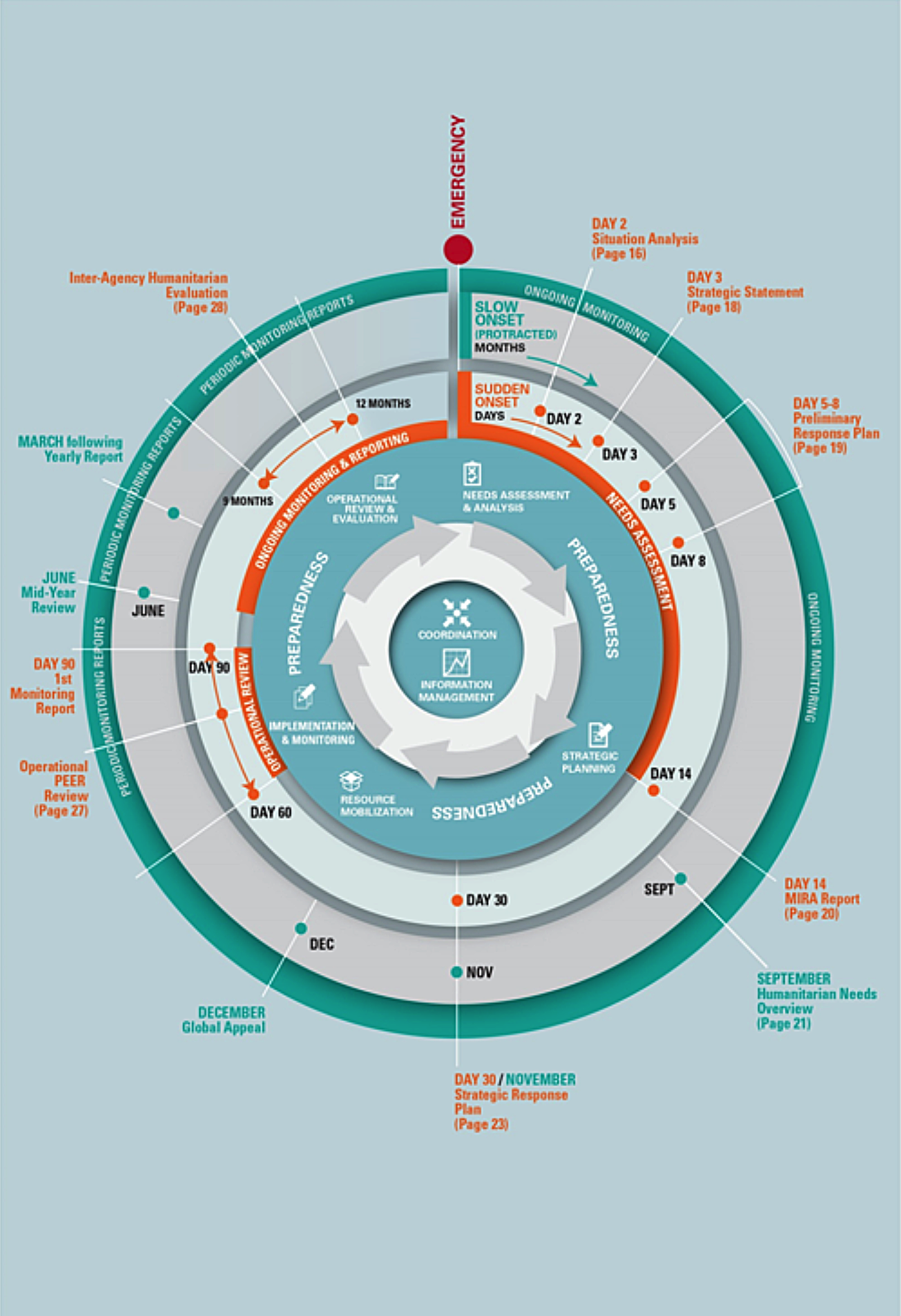
### A ‘check-up’ with the Sphere Handbook! Suggested answer sheet

KEY: CHS: The Core Humanitarian Standard (which replaces Sphere Core Standards’Chapter); KA: Key Action; KI: Key indicators; GN: Guidance Note

| Project cycle phase | No. | Sphere guidance |
| --- | --- | --- |
| **Assessment** | 1 | Aid organisations have a responsibility to coordinate assessments in the same way as they coordinate aid delivery. (see CHS Commitment 6, key indicator 3, CHS Commitment 6.2 and CHS Commitment 9.1)  Once an assessment has been carried out, agencies should share assessment information with the relevant coordination groups in a timely manner and in a format that can be readily used by other humanitarian agencies. |
| **Assessment** | 2 | You should be as inclusive as possible, as soon as possible. You must listen to a broad range of people from all disaster-affected populations, to achieve the most representative possible assessment of individuals or communities (CHS Commitment 1 and 4).  Indicators signalling participation should be selected according to context and represent all those affected.  Needs-based assessments cover all disaster-affected populations (CHS Commitment 1 and 4):   * Women and men of all ages, girls, boys (as is possible at this early stage) * Other vulnerable people affected by the disaster * The wider population * Multiple livelihoods categories and different wealth groups. |
| **Analysis** | 3 | CHS Commitment 1.2 Guidance note on Vulnerability:  People may be vulnerable because of individual factors such as age (particularly the very young and the very old), disability or illness (e.g. people with mobility problems or people living with HIV and AIDS) or because they are caring for others who are vulnerable.  Social and contextual factors also contribute to people’s vulnerability. These include discrimination and marginalisation (e.g. in some contexts, the low status and power of women and girls), social isolation (including the lack of access to information), environmental degradation (e.g. soil erosion or deforestation), climate variability, poverty, lack of land tenure, poor governance, ethnicity, class, caste, and religious or political affiliations. |
| **Design and implementation** | 4 | Meeting Sphere’s minimum standards: The time taken to reach the minimum standards will depend on the context: it will be affected by resources, access, insecurity and the living standards of the area prior to a disaster. Tension may be created if the affected population attains standards that exceed those of the host and/or wider population, or even worsen their conditions. Develop strategies to minimise the disparities and risks by, for example, mitigating any negative impacts of the response on the wider natural environment and economy and advocating to increase the standards of the host population. Where and when possible, increase the scope of the response to include the host population. (See CHS Commitment 3.6. See also Protection Principle one, and Humanitarian Charter paragraph 9, as well as the cross-cutting theme on environment, page 14). |
| **Design and implementation** | 5 | Supporting existing capacity: It is the primary role and responsibility of the state to provide timely assistance and protection to those affected (see Humanitarian Charter, paragraph 2 on page 20). Intervene if the affected population and/or state does not have sufficient capacity to respond (particularly early in the response) or if the state or controlling authorities actively discriminate against certain groups of people and/or affected areas. In all cases the capacity and intentions of the state towards all members of the affected population inform the scale and type of humanitarian response.  See CHS Commitment 3 and also the Humanitarian Charter section on Roles and Responsibilities. |
| **Monitoring and evaluation** | 6 | Monitoring compares intentions with results. It measures progress against project objectives and indicators and its impact on vulnerability and the context. Monitoring information guides project revisions, verifies targeting criteria and whether aid is reaching the people intended. It enables decision-makers to respond to community feedback and identify emerging problems and trends. It is also an opportunity for agencies to provide, as well as gather, information. Effective monitoring selects methods suited to the particular programme and context, combining qualitative and quantitative data as appropriate and maintaining consistent records. Openness and communication (transparency) about monitoring information increases accountability to the affected population. Monitoring carried out by the population itself can further enhances transparency and quality and encourage their ownership of the information. Clarity about the intended use and users of the data should determine what is collected and how it is presented. Data should be presented in a brief accessible format that facilitates sharing and decision-making. (See CHS Commitment 2.5; 2.7; 5.1; 7.1; 7.2; 7.3; 7.4). |
| **Monitoring and evaluation** | 7 | Agency performance is not confined to measuring the extent of its programme achievements. It covers the agency’s overall function – its progress with respect to aspects such as its relationships with other organisations, adherence to humanitarian good practice, codes and principles and the effectiveness and efficiency of its management systems. |
| **Capitalisation, learning and change** | 8 | Conduct periodic reflection and learning exercises throughout the implementation of the response. Carry out a final evaluation or other form of objective learning review of the programme, with reference to its stated objectives, principles and agreed minimum standards. Participate in joint, inter-agency and other collaborative learning initiatives wherever feasible.  Agencies consistently conduct an objective evaluation or learning review of a major humanitarian response in accordance with recognised standards of evaluation practice  Methods for examining performance: Different approaches suit different performance, learning and accountability purposes. A variety of methods may be used including monitoring and evaluation, participatory impact assessments and listening exercises, quality assurance tools, audits and internal learning and reflection exercises.  (See CHS Commitment 7) |

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

Abstract from ‘The reference module for the implementation of the HPC’ [www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-template-default&bd=87](http://www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-template-default&bd=87)



##### 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

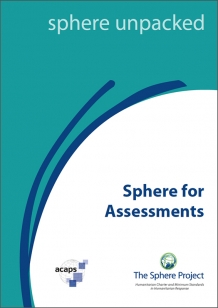
##### Sphere 4 Assessments

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’.

### Examples of Sphere tools for the project cycle 5 phases

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

#### Assessment and analysis

##### Examples of Sphere tools

* Sphere for assessment (guide to be published).
* Core Humanitarian Standard (CHS) Commitment 1 and its guidance notes and indicators can help you plan your assessment. *(The Core Humanitarian Standard replaces Sphere Core Standards’ Chapter).*
* Assessment checklists for each sector of interventions.

Sphere has published a guide on how to use Sphere for Assessment. CHS Commitment 1 guidance notes and indicators can enable you to plan your assessment in order to fulfil the minimum standards in humanitarian response. It also suggests key actions to reach the minimum standard. The minimum standard is universal, and applicable independently of your agency, the type of emergency, or your sector of intervention.

##### Example of key indicators:

* Assessment reports contain data disaggregated by at the very least sex and age
* Rapid and in depth assessments contain views that are representative of all affected people
* Example of key actions:
* Assess the response plan and capacity of the state
* Share assessment data in a timely manner and in a format accessible to other humanitarian agencies

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

##### Available assessment checklists per sector of intervention:

* Water supply, sanitation and hygiene (p. 124)
* Food security and livelihoods (p.214)
* Nutrition (p.218)
* Shelter Settlement and Non Food Items (p.278)
* Health (p.338)

#### Design and Implementation

##### Examples of Sphere tools

* The minimum standards, key actions, key indicators, and guidance notes for each standard.
* Overview of all the standards for each chapter.

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

##### Example of minimum standards, key action, key indicator, and guidance note for shelter interventions (p.259):

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

#### Monitoring and Evaluation

##### Examples of Sphere tools

* The CHS Commitments 2 and 5 and their guidance notes and indicators (CHS). The CHS replaces Sphere Core Standards’ Chapter.
* Standards on monitoring processes (for example HR, p.71) and results.
* Minimum standards, key actions and/or key indicators and guidance notes help you design your logical framework and, therefore, support your monitoring and evaluation process.
* For evaluation, Sphere refers to the eight DAC criteria (relevance, appropriateness, connectedness, coherence, coverage, efficiency, effectiveness, and impact) (p.71).
* Guide on how to use Sphere for Monitoring and Evaluation (to be published).

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

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

##### Example of guidance note on monitoring and evaluation in technical chapter on food security/ food transfer (p.196):

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

#### Capitalising, Learning, and Changing

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

### 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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 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 | **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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 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. | **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. |  |
|  | **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. |  |

|  |  |  |
| --- | --- | --- |
|  | 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. |
|  | **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** | 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 |
| **CHS Alliance** | 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/ |