### Overview of some quality and accountability initiatives



**NB:**

The Sphere Handbook has a new companion standards: The CaLP: Minimum Requirements for Market Analysis in Emergencies isas a new Sphere companion standard.

The Core Humanitarian Standard (CHS) has been integrated into the Sphere Handbook as a replacement for Sphere Core Standards’ Chapter.

The 2010 HAP Standard in Accountability and Quality Management and People in Aid Code of good practice in the management and support of aid personnel have been replaced by the CHS.

### A selection of quality and accountability initiatives

| Initiatives | Main theme | | Key handbook or tool | | Approach | Nature | Suggested additional tools |
| --- | --- | --- | --- | --- | --- | --- | --- |
| The Sphere Project and its companions | | | | | | | |
| **The Sphere Project** | | Water supply, sanitation and hygiene promotion,  Food security and nutrition, Shelter, settlement and non- food items, Health action | The Sphere Project: ‘Humanitarian Charter and Minimum Standards in Humanitarian Response’ |  | Right-Based Approach, Minimum standards | Voluntary uptake | Sphere e- learning course  Video ‘Humanitarian standards in context’  Training materials |
| **CPMS** Child Protection Minimum Standards | | Child protection in humanitarian action | ‘Minimum Standards for Child Protection in Humanitarian Action’ |  | Right-Based Approach, Minimum standards | Voluntary uptake | Tool box  Video ‘Child protection in humanitarian action’  Training materials |
| **INEE** The Inter-Agency Network for Education in Emergencies | | Education in emergencies | ‘Minimum standards for Education: Preparedness, Response, Recovery’ |  | Right-Based Approach, Minimum standards | Voluntary uptake | INEE online toolkit  Video ‘Education can’t wait’  Training materials |
| **LEGS** The Livestock Emergency Guidelines and Standards | | Livestock, Livelihoods | ‘Livestock Emergency Guidelines and Standards’ |  | Right-Based Approach, Minimum standards | Voluntary uptake | ‘The use of cash transfers in livestock emergencies’  Video introducing LEGS  Training materials |
| **MERS** Minimum Economic Recovery Standards | | Market development and financial inclusion | ‘Minimum Economic Recovery Standards’ |  | Right-Based Approach, Minimum standards | Membership and voluntary uptake | Training materials |
| **CaLP**  The Cash Learning Partnership | | Market analysis | ‘Minimum Requirements for Market Analysis’ |  | Right-Based Approach, Minimum standards |  | Resource library |
| Initiatives who developed the Core Humanitarian Standard | | | | | | | |
| **The CHS Alliance** | | Quality and Accountability | The Core Humanitarian Standard | http://www.sphereproject.org/silo/images/chs-nine-commitments_800x800.jpg | Right-Based Approach, Commitments |  | http://www.chsalliance.org/ |
| **Groupe URD**  Groupe Urgence Réhabilitation Développement | | Quality assurance method,  Participation of affected population, Evaluation, Innovation | Quality Compas Companion Book  Manual of Participation (with ALNAP) | http://www.sphereproject.org/silo/images/chs-nine-commitments_800x800.jpg | Continuous improvement, Quality by questioning, Quality criteria and sentinel indicators | Voluntary uptake | The Compas Board  The Quality Compas tutorial  Sigmah, software for the shared management of humanitarian projects |
| **The Sphere Project** | | Water supply, sanitation and hygiene promotion,Food security and nutrition, Shelter, settlement and non- food items, Health action | The Sphere Project: ‘Humanitarian Charter and Minimum Standards in Humanitarian Response’ | http://www.sphereproject.org/silo/images/chs-nine-commitments_800x800.jpg | Right-Based Approach, Minimum standards | Voluntary uptake | Sphere e- learning course  Video ‘Humanitarian standards in context’  Training materials |
| Some additional initiatives | | | | | | | |
| **ACAPS** The Assessment Capacities Project | | Coordinated assessment | The Good Enough Guide on Assessment (to be published) |  | Use of secondary data | Voluntary uptake | Disaster needs analysis for major crisis |
| **ALNAP** The Active Learning Network for Accountability and Performance | | Evaluation and learning | Evaluation of Humanitarian Action pilot guide  State of the Humanitarian System |  | Lessons learned, Evaluation review | Voluntary uptake, Sector wide sharing | Lessons learned papers  Evaluation database  Forum |
| **ECB**  The Emergency Capacity Building Project | | Quality, Accountability, Impact measurement, Staff capacity and DRR/ Resilience | The Good Enough Guide |  | Sharing of Good practice | Voluntary uptake | Guide towards resilience  Posters to be adapted to your projects |
| **Groupe URD**  Groupe Urgence Réhabilitation Développement | | Quality assurance method,  Participation of affected population, Evaluation, Innovation | Quality Compas Companion Book  Manual of Participation (with ALNAP) |  | Continuous improvement, Quality by questioning, Quality criteria and sentinel indicators | Voluntary uptake | The Compas Board  The Quality Compas tutorial  Sigmah, software for the shared management of humanitarian projects |
| **IASC CAAP**  Inter-Agency Standing Committee  Commitments on Accountability to Affected Populations | | Leadership and governance,  Transparency, Feedback and complaints, Participation, Design, monitoring and evaluation | Commitments on Accountability to Affected Population |  | IASC operational framework including requirements and means of verification | IASC full members commitment |  |

Source: Community World Service Asia, ‘Quality and Accountability for Project Cycle Management, a Pocket Booklet for Field Practitioners’

#### Selected Resources on Quality and Accountability

| Initiatives | Suggested resources and tools for field practitioners | URL - Internet links |
| --- | --- | --- |
| **ACAPS** | **The Good Enough Guide on Assessment** | [www.acaps.org](http://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** | http://www.chsalliance.org/resources | 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 |
| **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/ |

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

### Opportunities and challenges of joint implementation

##### Opportunities

* Better delivery globally, towards respecting people’s dignity
* Reinforces global humanitarian commitments and compliance
* Increases reporting to populations
* Provides populations with more means by which to appeal or complain
* Transfers power: populations have more influence on the operations
* Joint implementation
* Joint actions: assessment, monitoring and evaluation, auditing
* Collaboration
* Coordination
* Certification
* Efficiency/ Value for money

##### Challenges

* Insufficient knowledge of Q&A initiative tools to enable proper joint implementation
* Competition between agencies
* Lack of compliance by the stakeholders involved in the humanitarian response
* Little commitment from the stakeholders involved in the humanitarian response to be accountable to beneficiaries
* Gaps and overlaps between the Q&A initiatives
* Certification
* Processes are led by people rather than by organisations