IMPLEMENTING
This section provides 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.

It is split into two parts:
1. The introduction underlines how and why the Core Humanitarian Standard (CHS) can be used to implement a high-quality and accountable project.
2. A practical file includes, for each phase of the project cycle, a description of key processes and control points, as well as a list of reference tools and resources.

It is particularly aimed at:
• Project staff and operational partners who are directly involved in the implementation of a humanitarian or development project.
• Support staff (finance, logistics, technical, operational, etc.) involved in monitoring and accompanying the implementation of the project.

INTRODUCTION

Why use the Core Humanitarian Standard to implement a project?

Implementing the best possible intervention
Projects almost always have to change in order to succeed. These changes are normal in project management as long as a flexible decision-making mechanism is established to manage them. It is the responsibility of the Project Manager to anticipate, confirm and manage these changes based on three key competencies for this type of position:  

Practical guide, Project planning, monitoring and evaluation: Improving the quality, learning and accountability of Humanity & Inclusion’s interventions, HI (Humanity & Inclusion)
• Taking a step back / critical (and constructive) analysis to ensure that the intervention is still meeting the priority needs of the target population;

• Organisation to establish priorities, manage time and organise the work of each person effectively;

• Communication to interact and communicate positively with all stakeholders.

Decisions about changes are generally based on contractual commitments that define essential areas such as the scope, the budget and the duration of the intervention, but which cannot cover all the dimensions of a “good intervention”. A Project Manager can therefore use the Core Humanitarian Standard in a complementary manner to produce an overall analysis of the intervention that they are facilitating.

**Sharing a common language**

Project managers, Logisticians, Administrators, Technical Advisors, Operational Coordinators, MEAL Officers, Heads of Communication, Community Liaison Officers, etc.: all these positions contribute to the implementation of high-quality, accountable projects.

The project manager plays the central role in steering the project, but at the same time, they cannot do everything. Their role as a conductor is essential to ensure that support teams contribute actively to the project steering processes. Having a shared vision of the expected quality and accountability commitments can help to establish dialogue and share a common language.

**Meeting growing quality and accountability demands**

All organisations have policies, guidelines or tools to promote quality and accountability, but it is often challenging for them to:

- Integrate the different – and often unrelated – accountability standards and principles;
- Implement practical “accountability” actions adapted to each specific context of intervention.

The Core Humanitarian Standard can help as it *draws together key elements of existing humanitarian standards and commitments, including the Code of Conduct for The International Red Cross and Red Crescent Movement and NGOs in Disaster Relief; The 2010 HAP Standard in Accountability and Quality Management; The People In Aid Code of Good Practice in the Management and Support of Aid Personnel; The Sphere Handbook Core Standards and the Humanitarian Charter; The Quality COMPAS; The Inter-Agency Standing Committee Commitments on Accountability to Affected People/Populations (CAAPs); and The Organisation for Economic Co-operation and Development’s (OECD) Development Assistance Committee (DAC) Criteria for Evaluating Development and Humanitarian Assistance*.  

The Core Humanitarian Standard (CHS) can be used as a foundation to develop a quality and accountability framework based on existing standards that underlines key actions and organisational responsibilities to connect and implement these different elements.

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18 Core Humanitarian Standard, p.3.
19 See Appendix – Operationnel quality and accountability framework.
How can you use the Core Humanitarian Standard to implement a project?

Managing projects is always challenging but half the battle is won when you come prepared with a clear understanding of processes that can contribute to a successful intervention.

The COMPASS method uses a “process oriented” approach to better understand key components of project cycle management.

Project processes are interrelated activities and checks that are conducted to deliver specific outputs20 (services, products, documentation, decisions, etc.) during the project cycle. There are usually three categories of processes21:

- Implementation processes – These include all processes that provide the desired outcomes of the project.
- Support processes – These include all the resources that are used to support the implementation of the project (human resources, technical, logistics, etc.).
- Steering processes – These include all the processes for measuring, analysing and improving the project.

The COMPASS method focuses on steering processes through project quality assurance and project quality control.

- Project Quality Assurance – Are we doing what we are supposed to do to check quality and accountability requirements?
- Project Quality Control – Do project deliverables meet quality and accountability acceptance criteria?

It organises quality assurance & quality control around nine “quality and accountability control points” at key stages during the project cycle. For each project deliverable produced during the nine quality and accountability control points, the COMPASS method proposes a checklist of acceptance criteria. These nine checklists translate at field level the forty-six key actions recommended by the Core Humanitarian Standard.

The COMPASS project cycle

Based on Groupe URD’s experience, the COMPAS project cycle is organised around the following six phases:

Preliminary phase – This phase starts when the organisation identifies a situation where communities and people are affected by a crisis. It ends when the organisation decides whether to begin the Initial Assessment or not.

When a crisis situation is declared, the preliminary phase is the first phase in the project cycle. It involves assessing whether institutional capacity is coherent with people’s needs, context and available resources.

! Important Access to information is often limited at this point.

There are no pre-identified control points at this stage.

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20 Source: ISO 9001:2015. “A process is a set of interrelated or interacting activities that use inputs to deliver an intended result.”
21 Adapted from: ISO/TC 176/SC 2/N 544R3
**Initial Assessment** - This phase starts when the organisation decides to launch a situation and needs analysis and ends when the decision to intervene (or not) has been taken.

The Initial Assessment phase involves collecting and analysing information about existing needs and capacities and potential resources. This enables agencies to make well-grounded decisions regarding potential interventions and ensure that project design meets the relevant quality criteria.

There are two proposed “control points” at this stage focused on:
1. The data collection method
2. The Initial Assessment report

**Design** - This phase starts when the organisation makes the decision to intervene. It ends when financial resources are confirmed for the proposed project.

The design phase involves: a) developing an operational strategy that will allow the agency to respond to targeted needs; and b) designing the monitoring system.

There is one proposed control point at this stage focused on:
3. The proposed project intervention

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**Experience from the field - Afghanistan**

*International relief agencies provided assistance to vulnerable people according to predefined categories: widows, orphans and the disabled. People who corresponded to these criteria were the first to receive a kit of building materials for their house. During the implementation phase, aid workers realised that:*

- the majority of vulnerable people were being cared for by their family;
- not everyone was financially vulnerable;
- not everyone was physically capable of building a house themselves.

A large number of the kits were resold or exchanged. Houses were poorly built or construction work was never commenced.

One of the reasons that the project failed to achieve its objectives was due to ineffective targeting that focused on ‘typical’ vulnerable groups without taking into account economic, social or cultural factors (e.g. solidarity within family networks).

**Commitment 1 – Communities and people affected by crisis receive assistance appropriate and relevant to their needs.**
Launch - This phase starts when the proposed project is funded. It ends when the project activities are ready to be implemented and when a MEAL framework is established.

The launch phase involves: a) re-assessing project relevance and feasibility because the context may have evolved since the development of the project proposal; b) developing a detailed MEAL framework; c) mobilising resources (Human Resources, Partners, Procurement...); and d) communicating with stakeholders.

There are two proposed control points at this stage focused on:
- 4. The Monitoring, Evaluation, Accountability and Learning (MEAL) framework
- 5. Resource mobilisation & communication

Implementation and monitoring - This phase starts when project activities are ready to be implemented and when a MEAL framework is established. It ends when all the planned activities have been implemented.

The implementation & monitoring phase mainly involves: the implementation of activities, the coordination of resources, cooperation with stakeholders, monitoring and communication.

There are two repetitive “control points” at this stage focused on:
- 6. Project information needs
- 7. Project decision-making

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**Critical point – The false revolution of mobile data collection**

Though mobile data collection has made it possible to make real and proven improvements in data collection and processing (time-saving, improved data integrity, the possibility of automatic triangulation of questions in the form, interlinked calculations, etc.), as is the case for other tools, it is also sometimes used inappropriately. Below is a list of points to consider when collecting data on a mobile phone:

1. As a survey on a mobile can be deployed in a few minutes, the digitalisation of the survey process can lead to a tendency to use them without sufficient prior reflection, thus contributing to the general “infobesity” that exists in humanitarian and development contexts.

2. Mobile data collection can be used to the detriment of other non-digital collection methods (which therefore appear more difficult to use) such as focus groups or semi-structured interviews, thereby reducing the quality and diversity of the information collected (the fundamental principle of triangulation often being sacrificed unconsciously on the altar of “modernity”).

3. Mobile data collection is only a tool and does not replace the essential phase of preparing the questionnaire and key steps such as testing it before it is deployed on a larger scale, the need for sufficiently trained surveyors and the translation of the questionnaire into the survey language.

4. Mobile data collection, contrary to appearances, allows less flexibility than a paper survey (if there is a design fault, redeploying corrections on a large scale is often difficult and has a significant impact on the structure of data bases) and it is therefore necessary to anticipate the data analysis plan.

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22 This sub-section was written by CartONG. For more information about this organization, which provides humanitarian and development actors with specialized support in information management, mapping, analysis and data processing: http://www.cartong.org
5. We must not forget that using a screen transforms the relationship with the person surveyed (tendency to look at your screen more than the person, questions about the use of the data, for example) and must therefore be anticipated in the training of the surveyors.

6. The possibility of collecting a greater variety of media (photos, GPS points, etc.) is also a source of greater risk of misuse of the data collected.

Commitment 9 – Communities and people affected by crisis can expect that the organisations assisting them are managing resources effectively, efficiently and ethically.

Closure - This phase starts when all the planned activities have been implemented. It ends when all the project components have been finalised, transferred and/or completed.

The project closure phase mainly involves the operational closure (end of activities and monitoring), the administrative closure (Finance; Logistics; HR…), learning, and internal and external communication.

There are two proposed “control points” at this stage focused on:

8. The operational closure
9. The administrative closure

Experience from the field - Somalia

An aid agency decided to withdraw from the field rapidly and did not leave enough time to explain the reasons for its departure, nor discuss redundancy conditions with Somali staff. People were irate as they were under the impression that the agency was trying to sneak away. As a result, members of staff were taken hostage.

Commitment 8 – Communities and people affected by crisis receive the assistance they require from competent and well-managed staff and volunteers.

Important

- These six phases have been developed based on Groupe URD’s experience but the proposed method can be fully adapted to any other approach to project cycle management.
- Project cycle management is flexible: certain phases can be launched simultaneously to adapt the intervention to the realities of each context. For example, activities may be implemented before the launch phase is fully completed. The investment for each phase will also depend on each situation and can be consolidated later. For example, a limited Initial Assessment can be conducted, and this can be developed further during later phases.
PRACTICAL SHEETS AND TOOLS

Standardised MEAL tools are usually available in organisations to guide project teams:

- Project frameworks (Logical framework, Theory of change) to summarise project plans and to measure progress;
- Monitoring plans to identify what data are to be collected, when, by whom, how and why;
- Specific data collection tools for different operational sectors that are used to monitor priority data;
- Databases for managing project data;
- Budgets to summarise project costs including M&E budget resources;
- Reporting templates detailing what needs to be reported, when and to whom;
- Etc.

The COMPASS method proposes MEAL tools for each project cycle phase to effectively help teams to improve the quality and accountability of their projects.

This section is divided into six sub-sections – one per project cycle phase.

Each sub-section is broken down into three parts:

- **Introduction** – Presentation of the key processes of the project cycle phase and identified quality and accountability control points (if any).
- **Checklist(s)** – One checklist per recommended quality and accountability control point (if any) organised around a series of quality and accountability criteria and related key questions based on CHS quality criteria. You can use these checklists (covering the overall project cycle) as quick guidelines or as formal control points to check if the
deliverables meet CHS related quality and accountability criteria. Each checklist focuses on both content (What?) and process (How?).

- **Tools and support documents** – A description of recommended MEAL tools with links to examples/models of these tools and to a list of practical documents to adapt the proposed models or develop your own tools.

### RECOMMENDED TOOLS PER PROJECT CYCLE PHASE

<table>
<thead>
<tr>
<th>CYCLE PHASE</th>
<th>MEAL TOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary phase</td>
<td>&gt; Terms of reference&lt;br&gt; &gt; Data Collection and data analysis method and tools&lt;br&gt; &gt; Assessment report template</td>
</tr>
<tr>
<td>Assessment</td>
<td>Project document, including:&lt;br&gt; &gt; Theory of change diagram and/or problem/objective tree&lt;br&gt; &gt; Logical framework&lt;br&gt; &gt; Stakeholder analysis&lt;br&gt; &gt; Work plan&lt;br&gt; &gt; Organisation Chart&lt;br&gt; &gt; Beneficiary calculations&lt;br&gt; &gt; Different ways of steering projects for different population groups&lt;br&gt; &gt; Budget Form</td>
</tr>
<tr>
<td>Design</td>
<td>&gt; Project Plan including work/activities; procurement; human resources; finance; monitoring, evaluation and learning; risks; filing/archiving; and communication plans&lt;br&gt; &gt; Operational Framework&lt;br&gt; &gt; Accountability Framework&lt;br&gt; &gt; Formal agreements (Human Resources; Partnership; Memorandum of Understanding; etc.)&lt;br&gt; &gt; Terms of Reference for a project steering committee&lt;br&gt; &gt; Project communication material(s)&lt;br&gt; &gt; Tracking tables</td>
</tr>
<tr>
<td>Launch</td>
<td>&gt; Up-dated project plans&lt;br&gt; &gt; Internal and external reporting templates and processes&lt;br&gt; &gt; Exit/continuity plan&lt;br&gt; &gt; Scenario planning &amp; monitoring&lt;br&gt; &gt; Sentinel Indicators&lt;br&gt; &gt; Project health check</td>
</tr>
<tr>
<td>Implementation &amp; monitoring</td>
<td>&gt; A project closure checklist&lt;br&gt; &gt; A lessons learned paper template&lt;br&gt; &gt; A filing list template</td>
</tr>
</tbody>
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**Important**

- This list of proposed tools is not comprehensive and can be complemented with other initiatives.
- These tools do not replace “informal monitoring” or “observation” from teams and co-implementers that can play a key role in reducing the complexity of a MEAL system.
- Examples/models of these tools are available – and regularly updated – on the Groupe URD site at the following address: https://www.urd.org/The-Quality-and-Accountability

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23 Do not hesitate to recommend tools at: mcarrer@urd.org
PRELIMINARY PHASE

INTRODUCTION

**Why?** During the preliminary phase, organisations decide whether to begin the Initial Assessment phase or not.

**When?** The Preliminary phase is the first phase in the project cycle. It starts when the organisation identifies a situation where communities and people are affected by a crisis. It ends when the organisation decides whether to begin the Initial Assessment or not.

**Input(s)**
- Needs and/or demands identified

**Action**
- Analyse whether institutional capacity is coherent with people’s needs, context and available resources

**Output(s)**
- Decision whether or not to launch the Assessment

**What?** When a crisis situation is declared, the preliminary phase is the first phase in the project cycle. It involves assessing whether institutional capacity is coherent with people’s needs, context and available resources.

**Important**
- Access to information at this point is often limited.
- This phase can require less investment if the organisation is already in the country and already has in-depth knowledge of institutional capacities in this specific context.

<table>
<thead>
<tr>
<th>DO</th>
<th>Identification</th>
<th>Data collection</th>
<th>Analysis</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify needs and/or demands for intervention</td>
<td>Collect secondary data</td>
<td>Analyse data and formalize findings</td>
<td>Decide to launch the initial assessment (or not)</td>
</tr>
</tbody>
</table>

**Who?** During the preliminary phase,
- Top Management must be involved to decide whether or not the organisation will conduct a more detailed needs and situation analysis – the Initial Assessment.
- Communities and people affected by the crisis, operational staff and support teams can be consulted to improve understanding of the situation and the assistance that is needed.

**CHECK**
- There is no specific quality and accountability control point at this stage
INITIAL ASSESSMENT

INTRODUCTION

Why? During the Initial Assessment phase, organisations collect and analyse all the necessary information to a) decide whether to design a project, or not, and b) design it.

When? The Initial Assessment is the second phase in the project cycle. It starts when the organisation decides to launch a situation and needs analysis. It ends when the decision to intervene (or not) has been taken.

What? The Initial Assessment phase involves collecting and analysing information about existing needs and capacities and potential resources. This enables agencies to make well-grounded decisions regarding potential interventions and ensures that project design meets the relevant quality criteria.

There are two quality and accountability reviews at this stage:
1. Initial Assessment – Data collection method
2. Initial Assessment – Initial Assessment report

Who? During the Initial Assessment phase,
> Communities and people affected by crisis should participate in the analysis of the situation, capacities and resources and should be involved in confirming priorities.
> Operational staff, potential partners and other humanitarian agencies should be involved in the preparation of the Initial Assessment, data collection and analysis, and the decision to intervene (or not).
> Support services (Logistics; technical; HR…) should facilitate the implementation of the Initial Assessment (recruitment; transport…); provide secondary data; and propose an analytical framework adapted to the context.
### CONTENT – WHAT?

**Analysing problems, identifying needs**
- What are the community’s needs (and not only those on which you are able to intervene)? (2.3)
- What are local capacity and vulnerability factors? (3.2)
- What is the specific situation of vulnerable and marginalised groups? (4.2)
- What are people’s situations depending on gender, age, and diversity? (1.2 & 4.4)

**Understanding the context, analysing assumptions and risks**
- What is the safety and security situation in the targeted area(s) of intervention? (1.1)
- What are the risks of potential negative impacts of the intervention? (3.6)
- What are the risks of corruption depending on different actors and different types of intervention? What mitigation measures exist? (9.5)
- According to communities and people affected by crisis, what formal or informal systems for exchanging with the population (feedback, complaints mechanisms, etc.) are already in place? (5.1)

**Identifying stakeholders**
- Who are the key stakeholders - including communities and people affected by crisis, representative organisations of marginalised and underprivileged groups, authorities and humanitarian organisations? (6.1)
- Are there any existing coordination bodies at national and subnational levels? (6.3)

**Assessing resources and constraints**
- What are the available “resources” -funds, human resources, goods, equipment, etc.- that could be used for a potential intervention? (9.1)
- What are the different constraints to take into account - access, financial, security, logistical, legal etc.? (2.1)

### PROCESS – HOW?

**Confirming data collection methodology**
- Is the proposed methodology in line with the initial Terms of Reference? (1.2)
- Will information be cross checked and verified (i.e. triangulated)? (1.1)
- Was the possibility of a joint Initial Assessment with other organisations assessed? (1.1)
- Will data be disaggregated by gender, age, and disability? (1.2)
- Is the proposed methodology in line with relevant technical standards? (2.4)
- Have you checked lessons learnt from past experience of providing aid in this context? (7.1)

**Informing and involving stakeholders**
- Will communities, representative organisations of marginalised and underprivileged groups, authorities and humanitarian organisations etc. be informed about the organisation, its principles, its code of conduct, and its projects? (4.1)
- How will you make sure that marginalised and vulnerable groups remain informed about the Initial Assessment results and the intervention? (4.1)
- How do you avoid creating false expectations? (4.1)
- Have you identified the languages, formats and modes of communication that are most comprehensible, respectful, and culturally adapted to crisis-affected communities and people, taking into account age, gender and diversity? (4.2)
- How do you make sure that the participation and involvement of communities and people affected by the crisis is representative and inclusive? (4.3)

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**Diversity refers to different values, attitudes, cultural perspectives, beliefs, ethnic background, nationality, sexual orientation, gender identity, ability, health, social status, skill and other specific personal characteristics**. Extract from “UNHCR Age, Gender and Diversity Policy: Working with people and communities for equality and protection” by United Nations High Commissioner for Refugees (UNHCR), June 2011.

**International Mine Action Standards (IMAS), SPHERE Humanitarian Charter and Minimum Standards; etc.**
## CONTENT – WHAT?

### Introduction
- What are the rationale, scope, assumptions, and methodology for this Initial Assessment? (1.1)
- What factors could make the context and needs on the ground change and affect the validity of this report? (2.3)

### Situation of crisis-affected communities and people
- What are the needs of crisis-affected communities and people? (1.2)
- What are the problems underlying people’s needs? What are the root causes of these problems? What impact do these have on vulnerabilities? (1.2)
- What local capacities could a potential project build on? (3.1)
- What are the political, legal and socio-cultural factors to be considered for a potential project? (1.1)

### Stakeholder and institutional context
- Who are the key stakeholders to be taken into account? What activities are they carrying out? What position have they taken on the crisis (Authorities; Humanitarian organisations; etc.)? (6.1)
- How is local society organised and who are the opinion leaders and decision-makers? What local organisations are present in the area, and notably those who represent marginalised groups? (3.3)
- How are relief efforts coordinated in the current context? (6.3)

### Risks and Constraints
- What are the pre-identified risks (Safety and security; Operational; Ethics etc.)? (3.6)
- Which contextual constraints might constitute obstacles to the intervention? (2.1)
- What are the potential obstacles and opportunities regarding the possibility for communities and people to express their degree of satisfaction (fear for their security, cultural factors, etc.)? (4.4)
- What are the legal and tax obligations specific to the context? (9.2)

### Available resources (Local and abroad)
- What are relevant technical standards (such as national codes) and good practices applicable to the intervention? (2.4)
- What resources - local and/or international - could be mobilised for a project? (8.4 & 9.4)
- How can the intervention take into consideration the local economic fabric and of local service providers? (3.5)
- What previous experiences can the intervention draw on? (7.1)
- What is the potential impact on the environment of using local and natural resources? (9.4)

### Potential interventions
- How are the crisis, needs and capacities likely to evolve? (1.3)
- What is the level of urgency and the corresponding deadline for the intervention? (2.2)
- What resilience mechanisms and capacities could be supported in order to have a positive impact? (3.1)
- Which other actors would it be relevant to collaborate with? What form would be the most appropriate for this collaboration (language, means, frequency, etc.)? (6.3)
- Which organisations could meet uncovered needs? (2.3)

### Accountability
- What are the languages, formats and modes of communication which are most comprehensible, respectful, and culturally appropriate for the communities and people affected by the crisis? (4.2)
- What cultural, social and power dynamics could be an obstacle to the functioning of the complaints mechanism (security, equity, etc.) in all its phases? (5.3)
- What risks are there of potential negative impacts (Economic, Environmental, Social, etc.)? (3.6)

## PROCESS – HOW?

### Decision-making
- Is a clear and formal decision-making process in place to validate (or not) the intervention? (2.2)

### Informing and sharing
- Will the information from the Initial Assessment be shared with relevant stakeholders? (6.4)
TOOLS & GUIDANCE – DURING THE ASSESSMENT PHASE, WE CAN USE....

An Initial Assessment usually produces the following deliverables that will structure how to identify priority information, how to engage stakeholders, and how to collect, analyse and use data:

1. **Terms of Reference** to define the scope, scale and objectives of the assessment.
2. **Data collection and data analysis method and tools** to determine how secondary and primary information will be collected and analysed.
3. **The Assessment report** to formalise and disseminate findings.

To develop these deliverables, you can use checklists 1 & 2 above together with the examples/models of tools and the list of practical documents that are available – and regularly updated – on the Groupe URD website at the following address: [https://www.urd.org/The-Quality-and-Accountability](https://www.urd.org/The-Quality-and-Accountability)
INTRODUCTION

Why? During the design phase, a relevant project strategy is developed. The quality of the project design largely depends on the quality of information collected during the Initial Assessment phase and, in turn, will determine the quality of activities to be implemented.

When? The design is the third phase in the project cycle. It starts when the organisation makes the decision to intervene. It ends when financial resources are confirmed for the proposed project.

What? The design phase involves a) developing an operational strategy that will allow the agency to respond to targeted needs and b) designing the monitoring system.

<table>
<thead>
<tr>
<th>DO</th>
<th>Preparation</th>
<th>Definition</th>
<th>Request</th>
<th>Contractualisation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>define the scope and mobilise resources</td>
<td>Design a response to identified needs</td>
<td>design a funding request</td>
<td>signature of the funding contract</td>
</tr>
</tbody>
</table>

CHECK

<table>
<thead>
<tr>
<th></th>
<th>Review proposed project intervention</th>
<th>OK</th>
</tr>
</thead>
</table>

There is one quality and accountability review at this stage:

3. Design - The proposed project intervention

Who? During a design phase,

- Communities and people affected by crisis should be involved in the definition of project strategy.
- Operational staff and potential partners should be involved in the definition of project strategy, the confirmation of logistics, human and financial resources required to implement the project and the submission of a funding application according to available financial resources.
- Support services (logistics, technical, HR…) should be involved in order to: share examples of projects and good practices in similar contexts; define the project strategy; design an initial MEAL framework; and analyse the resources required to implement the project.
- Donors should be involved to identify potential funding mechanisms, provide guidance and select project proposals.
## IMPLEMENTING

### CHECKLIST 3. THE PROPOSED PROJECT INTERVENTION

#### CONTENT – WHAT?

- **Appropriate and relevant** – Does the proposed intervention clearly describe:
  - The needs and the groups targeted by the intervention? (1.2)
  - Where the intervention will take place? Why these areas instead of others? (1.1)
  - What the main elements of the context are and the assumptions you have made about how the crisis will evolve. (1.1)

- **Effective and timely** – Does the proposed intervention:
  - Propose realistic and safe objectives and activities for communities? (2.1)
  - Intend to implement the right services at the right time? (2.2)
  - Refer any unmet needs to relevant organisations or advocate for those needs to be addressed? (2.3)
  - Use relevant technical standards and good practices? (2.4)
  - Monitor activities, outputs and outcomes? (2.5)

- **Strengthening local capacities and avoiding negative effects** – Does the proposed intervention:
  - Support resilience mechanisms and capacities in order to have a positive impact in the long run? (3.1)
  - Facilitate the development of local leadership and capacity? (3.3)
  - Integrate an exit strategy at the end of the project? (3.4)
  - Analyse the potential negative effects, and take preventive and curative measures? (3.6)

- **Communication, Participation, Feed-back & Complaints** – Does the proposed intervention plan to:
  - Propose effective and inclusive communication adapted to different types of population? (4.2)
  - Promote the involvement and participation of targeted populations, with particular attention to groups who are excluded from power and decision-making processes? (4.3)
  - Encourage and facilitate feedback from targeted populations on their level of satisfaction? (4.4)
  - Propose safe and responsive mechanisms to handle complaints? (5.3)

- **Coordination, complementarity & learning** – Does the proposed intervention:
  - Complement the response of national/local authorities and of other humanitarian organisations? (6.2)
  - Plan to share any lessons and innovations? (7.3)

- **Managing staff and resources** – Does the proposed intervention:
  - Plan to support staff in developing and using the necessary competencies to fulfil their roles? (8.3)
  - Use the most efficient operational strategy to respond to priority needs? (9.1)
  - Consider the environmental impact of using local resources? (9.4)
  - Identify risks of corruption for the intervention, and how to manage them? (9.5)

#### PROCESS – HOW?

- **Cooperation**
  - Is the proposed intervention built on previous experiences? (7.1)
  - Is the proposed intervention jointly developed with co-implementers (partners, etc.)? (6.1)

- **Compliance & coherence**
  - Is the proposed request for funds compliant with requirements (donor rules; internal commitments, etc.)? (9.2)
  - Is the proposed budget coherent with the proposed operational plan and the related description? (9.1)
  - What operational measures are planned to be able to adapt the intervention to how the context and needs evolve? (2.1)

- **Validation process**
  - Is the decision-making process adapted to the level of urgency of the situation? (2.2)
**TOOLS & GUIDANCE – DURING THE DESIGN PHASE, WE CAN USE....**

The design phase usually produces the following deliverable that defines the priority strategy of intervention, how to engage stakeholders, and how to implement and monitor the intervention:

1. **Project document** to formalise the rationale, scope, objectives and means for the proposed intervention. It will usually include: 1. the rationale for the intervention with key facts and a theory of change diagram and/or problem/objective tree. 2. A logical framework. 3. Stakeholder analysis. 4. A Work plan. 5. An Organisation Chart; 6. Beneficiary calculations; 7. Quality and accountability framework; 8. Budget Form

To produce this deliverable, you can refer to checklist 3 above together with the examples/models of tools and the list of practical documents that are available – and regularly updated – on the Groupe URD website at the following address: https://www.urd.org/The-Quality-and-Accountability
L A U N C H

INTRODUCTION

Why? The launch phase creates/strengthens all preconditions for the optimal implementation of activities.

When? The launch phase is the fourth phase in the project cycle. It starts when the proposed project is funded. It ends when the project activities are ready to be implemented and when a MEAL framework is established.

What? The launch phase involves: a) Re-assessing project relevance and feasibility because the context may have evolved since the development of the project proposal; b) Developing a detailed MEAL framework; c) Mobilising resources (Human Resources, Partners, Procurement…); and d) Communicating with stakeholders.

<table>
<thead>
<tr>
<th>Input(s)</th>
<th>Action</th>
<th>Output(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial resources confirmed</td>
<td>Create/strengthen all preconditions for an optimal implementation</td>
<td>Activities ready to be implemented and monitored.</td>
</tr>
</tbody>
</table>

There are two quality and accountability reviews at this stage:

4. Launch - The Planning, Monitoring, Evaluation, Accountability and Learning (MEAL) framework
5. Launch - Resource mobilisation & communication

Who? During the launch phase,
> Communities and people affected by the crisis should be involved in the analysis of the proposed intervention and communication about the project launch.
> Operational staff and potential partners should be involved in the analysis of the proposed intervention, the development of a detailed MEAL framework, the mobilisation of resources and communication about the project launch.
> Support services (logistics, technical; HR…) should be involved in sharing examples of guidelines and tools in similar contexts; the development of a detailed MEAL system, the mobilisation of resources and communication about the project launch.
### CONTENT – WHAT?

#### Feasibility
- Is the project still realistic and safe for targeted populations? (2.1)

#### Planning
- Are objectives realistic and measurable? Are activities well spread out over time? (2.2)
- Are resources clearly linked with implementation (i.e. timetable, budget, human resources, etc.)? (9.3)
- Are staff training activities planned about the organisation’s current policies? (8.3)

#### Organising project monitoring and evaluation
Will the monitoring and evaluation system be able to:
- Track changes in the context and regarding needs? (1.1)
- Use clear sources of information and verify data for the chosen indicators at the relevant frequency? (1.2)
- Ensure that the project can adapt to changes in terms of needs, capacities and the context? (1.3)
- Track how constraints and their impact on the intervention evolve? (2.1)
- Involve national and local stakeholders? (6.3)
- Share monitoring information with other organisations? To what extent? Using which communication channels? (6.4)
- Control the management of resources (e.g. stocks and other logistical elements) and ensure resources are used for their intended purpose (e.g. controls, post monitoring distribution surveys)? (9.2)
- Monitor budget expenditures? (9.3)

Are there indicators to monitor and evaluate:
- Project performance? (2.5)
- The impact of the intervention? (3.1)
- The reinforcement of the capacities of local leaders and organisations? (3.3)
- Potential negative effects? (3.6)
- The relevance and performance of the coordination mechanisms? (6.3)
- Are these indicators time-bound, context-specific, achievable and reviewed on a regular basis? (2.1)

#### Establishing accountability mechanisms
- Will the participatory mechanisms guarantee representative and inclusive participation and involvement of communities and people affected by the crisis during implementation? (4.3)
- Will the participatory mechanisms enable and encourage communities and people affected by the crisis to express their degree of satisfaction? (4.4)
- Will the complaints mechanism be effective in terms of: - its scope? – the methods for submitting and receiving complaints? - the recording methods? - the timeframes for processing and response depending on the type of complaints? – the person(s) in charge of managing complaints (receipt, processing, etc.) - responses to complaints (measures, sanctions, referrals, modification of the intervention, etc.)? – monitoring of the complaints mechanism? (5.2/3)

#### Facilitating lesson-learning
- Is there a mechanism in place to promote potential innovations and lessons learned? (7.2)

### PROCESS – HOW?

#### Collective
- Was the MEAL framework established with (potential) partners and support staff? (9.2)
- Were representatives from target populations consulted? (4.3)

#### Ownership
- Were staff and (potential) partners given training on the MEAL framework? (8.3)
TOOLS & GUIDANCE – DURING THE LAUNCH PHASE, WE CAN USE....

The launch phase usually produces the following deliverables that structure how to plan the intervention, how to mobilise resources, and how to engage stakeholders.

5. The **Project Plan** to anticipate required actions and related resources to achieve the targeted objectives, including work/activities; procurement; human resources; financial; monitoring, evaluation and learning; risks, filing/archiving; and communication plans.

6. The **Operational Framework** to confirm and/or define appropriate type(s) of intervention according to the sector(s) of intervention, the context and existing capacities.

7. The **Accountability Framework** to confirm and/or define specific accountability actions such as complaints and feedback mechanisms based on the different targeted groups, the context and existing capacities.

8. **Formal agreements** to formalise cooperation with key stakeholders, Working/Volunteer contracts with project staff; Partnership Agreements with operation partners; and Memorandums of Understanding with authorities and other operators.

9. The **Terms of Reference for a project steering committee** to formalise information sharing and decision-making processes between partners (if any).

10. **Project communication material(s)** to inform stakeholders about the intervention.

To produce these deliverables, you can refer to the checklists 4 & 5 above together with the examples/models of tools and the list of practical documents that are available – and regularly updated – on the Groupe URD website at the following address: [https://www.urd.org/The-Quality-and-Accountability](https://www.urd.org/The-Quality-and-Accountability)
IMPLEMENTATION AND MONITORING

INTRODUCTION

**Why?** The implementation phase ensures that planned activities are carried out and achieve the intended results for communities and people affected by crisis.

**When?** The implementation & monitoring phase is the fifth phase in the project cycle. It starts when project activities are ready to be implemented and when a MEAL framework is established. It ends when all the planned activities have been implemented.

<table>
<thead>
<tr>
<th>Input(s)</th>
<th>Action</th>
<th>Output(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities ready to be implemented and monitored</td>
<td>Implement activities, coordinate resources, cooperate, monitor and communicate</td>
<td>Planned activities implemented</td>
</tr>
</tbody>
</table>

**What?** The implementation and monitoring component principally involves the implementation of activities, the coordination of resources, cooperation with stakeholders, monitoring and communication.

There are two quality and accountability control points at this stage:

6. Implementation and monitoring - Project information needs
7. Implementation and monitoring - Project decision-making

The two proposed checklists for the implementation phase are focused on regularly controlling how well the monitoring system in place is: 1. meeting project information needs; and 2. supporting the project team in making informed decisions to adjust the project when necessary.

**Important**

> Within the COMPASS method, monitoring is conducted during the implementation of the project.
> Monitoring is a continuous process organised around the four steps of the Deming Cycle or continuous quality improvement model:
  1. Plan – Confirm priority information and plan data collection (“What to do” and “How to do it”).
  2. Do – Collect data.
  3. Check - Analyse collected data and report results.
  4. Act - Take actions to adjust project and communicate about changes.

**Who?** During an implementation & monitoring phase,  
> Communities and people affected by the crisis should participate in the implementation of activities, express their opinion about the project and receive relevant and timely information.  
> Operational staff and potential partners should be involved in the implementation and/or coordination of activities; the management of resources (finance, logistics; technical...), the steering of the project; direct cooperation with stakeholders and project communication.  
> Support services (logistics, technical, HR...) should be involved in order to: provide the required support; facilitate project steering and support project communication.
CHECKLIST 6. PROJECT INFORMATION NEEDS

**CONTENT – WHAT?**

- **Priority information**
  - How do you ensure that only useful information is collected? (2.5)
- **Resources**
  - How will you track the risks of corruption? (9.5)
- **Local capacities**
  - How will you track how local leaders’ and organisations’ capacities are evolving? (3.1).
  - How will you track increased resilience amongst the communities and people affected by the crisis? (3.1).
- **Participation**
  - How will you track the participation and involvement of communities and people affected by the crisis? (4.3)
  - How will you track the degree of satisfaction of communities and people affected by the crisis? (4.4)
  - How will you consult communities and people affected by the crisis about their confidence in and satisfaction regarding the complaints mechanism? (5.3)
- **Learning**
  - How are you going to learn lessons from this project (e.g. self-evaluation, group feedback and discussion, external evaluation, etc.)? (7.2)

**PROCESS – HOW?**

- **Flexibility**
  - How will you adapt participation mechanisms to changes in the context? (4.3)
- **Involvement –** How are you making sure that:
  - All crisis-affected communities and people are informed about the data collection mechanism (means, use, purpose, etc.)? (4.2)
  - Marginalised and vulnerable groups are involved in data collection mechanisms? (4.3)
  - Different groups are well represented in data collection mechanisms in terms of age, gender and diversity, in particular for beneficiary perception surveys? (4.3)
GUIDANCE & TOOLS – DURING THE IMPLEMENTATION AND MONITORING PHASE, WE CAN USE...

The implementation and monitoring phase usually produces the following deliverables that will structure how to implement activities and coordinate resources, how to engage stakeholders, and how to adjust the project.

11. **Tracking tables** to monitor key project information such as indicators, number and types of beneficiaries, budget expenses, procurement etc.

12. **Up-dated project plans** to adapt required actions and related resources to meet the objectives, including work/activities; procurement; human resources; financial; monitoring, evaluation and learning; risks; filing/archiving; and communication plans.

13. **Internal and external reporting templates and processes** to formalise and share project results and the level of resources used, challenges and opportunities, up-dated action plans and the need for support, etc.

14. **Exit/continuity plan** to anticipate the end of the intervention and create the conditions for leaving or continuing responsibly.

15. **Scenario planning & monitoring** tool to manage projects in volatile contexts.

16. **Sentinel Indicators** to identify warning signs in terms of the evolution of the project situation.

17. A **Project Health Check** to allow a rapid and global analysis of the state of a project.

To produce these deliverables, you can refer to the checklists 6 & 7 above together with the examples/models of tools and the list of practical documents that are available – and regularly updated – on the Groupe URD website at the following address: https://www.urd.org/The-Quality-and-Accountability

<table>
<thead>
<tr>
<th>CONTENT – WHAT?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results</strong></td>
</tr>
<tr>
<td>- To what extent have the project activities, outputs and outcomes been achieved? (2.5)</td>
</tr>
<tr>
<td>- What are the values of the monitoring indicators on negative effects? (3.6)</td>
</tr>
<tr>
<td>- What is the degree of satisfaction of crisis-affected communities and people? (4.4)</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>- Is there any mismanagement or misuse of resources? (9.2)</td>
</tr>
<tr>
<td>- What is the environmental impact of the intervention, due to the use of local and natural resources? (9.4)</td>
</tr>
<tr>
<td>- What is the situation regarding the risk of corruption? (9.5)</td>
</tr>
<tr>
<td><strong>Contexte</strong></td>
</tr>
<tr>
<td>- What are the major changes in the context? (1.1)</td>
</tr>
<tr>
<td>- Have needs, risks and capacities changed? Are there new needs to target; and new risks and capacities to take into account? (1.2)</td>
</tr>
<tr>
<td>- How have constraints changed? (2.1)</td>
</tr>
<tr>
<td>- How have the conditions necessary for withdrawal and/or handover evolved? (3.4)</td>
</tr>
<tr>
<td><strong>Participation &amp; cooperation</strong></td>
</tr>
<tr>
<td>- What is the level of participation and involvement of targeted populations? (4.3)</td>
</tr>
<tr>
<td>- How complementary is the current intervention with the response of local/national authorities and other humanitarian organisations? (6.2)</td>
</tr>
<tr>
<td>- What are the values of the coordination mechanism indicators? (6.3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROCESS – HOW?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data analysis &amp; project adjustment</strong></td>
</tr>
<tr>
<td>- How do you make decisions and act without unnecessary delay? (2.2)</td>
</tr>
<tr>
<td><strong>Informations</strong> – How will you:</td>
</tr>
<tr>
<td>- Inform communities about changes regarding your initial commitments? (4.2)</td>
</tr>
<tr>
<td>- Share key information and lessons learnt related to corruption with relevant stakeholders? (9.5)</td>
</tr>
</tbody>
</table>
**CLOSURE**

**INTRODUCTION**

**Why?** The project closure phase confirms the completion of activities, recognises the level of achievement, facilitates learning from field experience and allows the closure of any contractual file in accordance with national law, donor rules and internal regulations. During the project closure phase, organisations may decide to either: 1. Terminate project activities (because the project has achieved its objectives and/or people’s needs have been satisfied); 2. Extend project activities by handing them over to another organisation, or the affected population or the local authorities take over responsibility for them; or 3. Start up a new project (because new needs have emerged or the project has not achieved its objectives).

**When?** The project closure phase is the sixth phase in the project cycle. It starts when all the planned activities have been implemented. It ends when all the project components have been finalised, transferred and/or completed.

**Input(s)**
- Planned activities implemented

**Action**
- Close operations, terminate contracts, learn, and communicate

**Output(s)**
- Project components finalised, transferred and/or completed

**What?** This phase principally involves the operational closure (end of activities and monitoring); administrative closure (Finance; Logistics; HR…); learning; and internal and external communication.

<table>
<thead>
<tr>
<th>DO</th>
<th>Operational closure</th>
<th>Admin. closure</th>
<th>Learning</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>End activities and</td>
<td>Finalize admin.</td>
<td>Identify, formalize</td>
<td>Inform stakeholders</td>
</tr>
<tr>
<td></td>
<td>analyse final data</td>
<td>financial, logistics</td>
<td>and share project</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>and HR follow-up</td>
<td>experience</td>
<td></td>
</tr>
</tbody>
</table>

**CHECK**
- Review operational closure
- Review administrative closure
- OK

There are two quality and accountability control points at this stage:

- **8. Closure** - The operational closure
- **9. Closure** - The administrative closure

**Who?** During a project closure phase,

> Communities and people affected by crisis should participate in the last data collection and analysis, lessons learned initiatives and final communication event.

> Operational staff and potential partners should be involved in the last data collection and analysis; a lessons learned workshop; the last project review; a final evaluation (if any); project archiving; information sharing (e.g. End of project report).

> Support services (logistics, technical, HR, etc.) should be involved to facilitate the last data collection and analysis; the lessons learned workshop; a final evaluation (if any) and the closure of any contractual files in accordance with national law, donor rules and internal regulations.
## Checklist 8. Operational Closure

### Content – What?

**Results**
- What are the final performance indicator values? How can you justify gaps? (2.5)
- What is the level of satisfaction of people and communities regarding the project? (4.4)
- What were the effects of the project on the resilience of affected communities and people? (3.1)
- What are the capacities of local leaders and organisations to respond in the event of future crises? (3.3)
- Are there any negative effects due to the project? If so, what measures (reparation, compensation) have been taken when closing the project? (3.6)
- What measures have been taken if there has been a negative impact on the environment due to the use of local and natural resources? (9.4)

**Future**
- Are there new needs emerging when closing the project? If so, what are they? (1.2)
- Should a new project be developed? If so, explain the main reasons? (1.3)
- Are there any up-to-date community hazard/risk assessments and preparedness plans to guide future activities? (3.2)

### Process – How?

**Decision-making**
- How is the decision to close the project made? What role do the communities have in the decision-making process? (4.3)

**Analysis**
- Are communities and people affected by the crisis involved in the final assessment of project results? (4.3)

**Information**
- Is information about the final results of the project provided in an accessible and appropriate way to the different affected groups? (4.1)
- Are crisis-affected people’s views, including those of the most vulnerable and marginalised, sought and used to assess final project results? (4.4)
## CHECKLIST 9. ADMINISTRATIVE CLOSURE

### CONTENT – WHAT?

| Resources |  > Have all expenditures been monitored and reported in relation to the budget? (9.3)  
  > Have all assets and resources that remain been donated, sold or returned responsibly? (9.1) |
| Staff |  > Was a final evaluation conducted and good performance recognised? (8.1)  
  > Were staff supported with job-seeking procedures? (8.3)  
  > Was feedback from staff taken into account in the organisational learning process? (7.2) |
| Compliance |  > Was national employment law respected when ending contracts (human resources; rent etc.)? (8.1) |
| Reporting |  > Have financial reports been compiled? Are these consistent with the operational results? (9.3)  
  > Have you been able to demonstrate that resources have been used wisely, efficiently and to good effect? (9.2) |

### PROCESS – HOW?

| Anticipation |  > Was the project closure anticipated with a pre-identified plan and budget? (2.2) |
| Information |  > Was a final team event organised to recognise the collective achievement? (8.1) |

### TOOLS & GUIDANCE – DURING THE CLOSURE PHASE, WE CAN USE...

The closure phase usually produces the following deliverables that will structure how to close operations, how to learn from project experience, and how to close responsibly.

18. **A project closure checklist** to identify and address all requirements for closing responsibly, including ending all contractual commitments, handing over activities to other stakeholders when relevant, filing project archives, donating equipment (if any), communicating to all stakeholders about the end of the intervention, etc.

19. **A lessons learned paper template** to formalise and share what has been learned from this project experience.

20. **A filing list template** to identify all project documents that have been filed and could be used for a project audit.

To produce these deliverables, you can refer to checklists 8 & 9 together with the examples/models of tools and the list of practical documents that are available – and regularly updated – on the Groupe URD website at the following address: [https://www.urd.org/The-Quality-and-Accountability](https://www.urd.org/The-Quality-and-Accountability)