**Emergency Response Proposal Template**

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| **Guidance** This template can be used for all emergency response projects. If your project is rapid response or less than 6 months long, please read the guidance below to know which sections to answer. Questions have a suggested length for the answer in words, for example [150 words]. This is for guidance only. Different projects will have more or less to say depending on the individual circumstances.Guidance notes are given throughout the form. Wherever the word **Note** appears, this means that there are guidance notes that can be found in Annex D. Further examples and information can be found in the appendix. |
| **Rapid response projects in the first 3 months of a new emergency or projects lasting 6 months or less**  | **Please answer only the questions in black text.**  |
| **Rapid response projects continuing after 3 months from the start of an emergency or projects lasting longer than 6 months** | **Please answer all questions, both the questions in black and blue text.**  |
| There are 38 questions in black and 11 questions in blue. Some of the questions require simple factual answers and some are longer. The questions will help to make sure that your project is well-designed and has the best chance of positive long-term impact for project participants and their communities. The short and long versions of the forms are combined in order to encourage best practice for all projects. Implementing partners are encouraged to discuss with funding partners any specific details of how to fill out the form.For projects with a small budget but with a length of more than 3 months (rapid response) or 6 months (other), it may be possible to fill out the shorter version of the form. Please discuss with your funding partner. |

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| **Glossary of Terms** Micah members come from many regions of the world, from diverse backgrounds and use different languages. Micah members are relief and development organisations, mission organisations, local congregations, learning institutions, and individuals. It is therefore important that we describe what specific terms mean in the relief, rehabilitation, development, advocacy, reconciliation, and creation care sectors.  |

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| **Term** | **Definition**  |
| Baseline | A record of what the situation is like before a project or programme starts, so progress can later be measured and compared against this record. |
| Child | A person under the age of 18 years |
| Direct Project Participant (Beneficiary)  | An individual, group, or organisation, that has been directly involved in a project activity, has received a direct service through the project or who has worked in the project.  |
| Disability | A physical or mental issue that, together with the person’s living environment, has a significant and long-term negative effect on the person’s ability to do normal daily activities |
| Emergency Response | A response to a new emergency such as a natural disaster or sudden displacement of people (rapid onset). Or a response to a period of greater vulnerability during a long-term emergency or protracted crisis (may be slow onset).  |
| Gift in Kind | An item or service (rather than money) that is given for use in the project. |
| Goal | The long-term result or wider objective that a project contributes towards (even if the project/programme by itself cannot achieve it). |
| Impact | (i) Higher level long term sustainable changes usually not within the control of any specific project. (ii) How a project alters the state of the world. (iii) Positive and negative, primary and secondary long-term effects produced by an intervention, (directly or indirectly, intended or unintended). |
| Indicator | Quantitative or qualitative factor or variable that provides a simple and reliable way to measure achievement, to reflect the change connected to a project, or to help assess the performance of a project.  |
| Indirect Project Participant (Beneficiary) | An individual, group or organisation who has indirectly benefited from a project activity, for example, in a child nutrition project, other members of the community will indirectly benefit as well as the children themselves benefiting directly.  |
| Logical framework (logframe) | A table used to explain and summarise what a project will do, including the logic of how the activities, outputs, outcomes and goal are related, the indicators and means of verification to measure the objectives and key assumptions in the design. |
| Market Assessment | The process of collecting market-related data to understand the key features and characteristics of a market system or the impact a disaster could have on the market system.  |
| Needs Assessment | The process of identifying and understanding a community’s/people’s needs. |
| Objective | A general word used for a desired change. |
| Outcome | i. A change that occurred because of your project. It is measurable and time limited, but it might take time to see the full effect. ii. The likely or achieved short-term and medium-term effect of the project outputs.  |
| Output | (i) The products, both seen and unseen, that result from project activities. (ii) The products, goods and services which result from a project. May also include changes which contribute to the achievement of outcomes. |
| Programme | A set of projects that work together to meet specific objectives, to an agreed standard, within a certain time and cost. |
| Project | A self-contained set of activities to achieve defined objectives. |
| Project Participant (Beneficiary) | An individual, group or organisation, whether targeted or not, that benefits directly or indirectly from a project. |
| Qualitative  | A measurement of the quality of something. |
| Quantitative | A measurement of the quantity of something. |
| Rapid Onset Emergency | An emergency that happens suddenly (e.g. earthquake) |
| Rapid Response | Three months or less from the start point of the emergency. |
| Stakeholder | An individual, group or organisation with an interest or concern that relates to the project, or who may be affected, or experience change as a result of the project.  |
| Slow Onset Emergency | An emergency that develops over a period of time (e.g. famine). |
| Vulnerable Adult (Adult at Risk) | A person, 18 years of age or over, who is or may be unable to take care of him/herself, or unable to protect him/herself against significant harm or serious exploitation |

**Section A Basic Information**

|  |  |  |
| --- | --- | --- |
| A.1 | Name of the leading Implementing Partner **Note** |  |
| A.2 | The person in charge of leading Implementing Partner | Name and email address | Role | Location |
|  |  |  |
| A.3 | The person managing the Project  | Name and email address | Role | Location |
|  |  |  |
| A.4 | Contact information of the leading Implementing Partner  | Postal address and website |
|  |
|
|
| A.5 | Legal Status of leading Implementing Partner | Registration number / details |  |
|
| A.6 | Are you a member of Micah Global? | Yes / No / Don’t know  |  |
| A.7 | **Bank Details** |
| Bank Name |  |
| Bank Address |  |
| Account Name |  |
| Account Number |  |
| IBAN |  |
| Bank Swift Code / BIC number |  |
| Currency of Bank Account |  |

**Section B Project Overview and Context**

|  |  |  |
| --- | --- | --- |
| B.1 | Project Title |  |
| Please provide a short narrative summary of the project/response. [250 words] *(what is planned, why is it needed, where will it be, who is involved)* **Note** |
|  |
| Is this a new project or the continuation of a previous project?  |  |
| Total Project length  | Start Date | End date | Duration in months |
| (*dd/mm/yyyy)* |  |  |
| Location(s) of project*(region, country, sub national level 1, sub national level 2, community name)***Note** |  |
| Is the location mostly rural or mostly urban? |  |
| Total number of intended project participants *(direct plus indirect)* - see section C.8 **Note** |  |

|  |  |  |
| --- | --- | --- |
| B.2 | **i. Name(s) of all partner organisations working on this project** **Note** | Have you worked with this partner before? (yes / no)  |
|  | 1  |  |
|  | 2  |  |
|  | 3  |  |
|  | 4 (please add more rows if needed) |  |
|  | ii. Please describe the checks (due diligence) you have carried out on each partner listed above. [100 words per partner] **Note Note** |
|  |  |
|  | iii. Did your checks find any issues that need improvement? If so, please explain **Note** |
|  |  |

|  |  |
| --- | --- |
| B.3  | **Source of project funds** - please list all funds that will be part of this project **Note** |
|  | **Funding Partner****Note** | **Name** | **Amount Requested** (include currency)  |
|
|  | 1 |  |  |
|  | 2 |  |  |
|  | 3 |  |  |
|  | 4 |  |  |
|  | 5  |  |  |
|  | (add rows if needed) |  |  |
|  |  |  |  |
|  | **Gifts in Kind****Note** | **Type(s)** | **Total Value** |
|  |  |
|  |  |  |  |
|  | **Own Funds****Note** | **Source** (reserves, contingency, appeal etc.) | **Amount** |
|  |  |
|  |  |  |  |
|  | **Other Income****Note** | **Type** | **Amount** |
|  |  |
|  | **Total Project Budget (all years)**  |  |

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| --- | --- | --- | --- |
| B.4 | **Type of Emergency**(tick all that apply) **Note** | Epidemic / disease outbreak |  |
| Flooding |  |
| Conflict / civil unrest  |  | Food shortage / famine |  |
| Cyclone / Hurricane / Storm |  | Landslide / mudslide |  |
| Displacement (people forced to move) |  | Tsunami / storm surge |  |
| Drought |  | Volcanic activity |  |
| Earthquake |  | Other (please specify) |
| B.5. | Describe what the emergency situation is like and how big it is. [250 words] **Note** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| B.6 | **Emergency Sectors**(tick all that apply) **Note** | Livelihoods |  |
| Nutrition |  |
| Advocacy |  | Partner Capacity Development |  |
| Camp Management  |  | Peacebuilding & Security |  |
| Cash Programming |  | Protection |  |
| Disaster Risk Reduction (DRR) |  | Psychosocial / Trauma Care |  |
| Education |  | Sexual & Gender-based violence  |  |
| Environment |  | Shelter & Non-Food Items (NFI) |  |
| Food Security |  | WASH |  |
| Health & Medical Services |  | Other (please specify) |
| B.7 | If cash programming is not possible in your project, please explain why. Please refer to your market assessment. [100 words] **Note** |
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**Section C Strengths, Needs, Targeting and Inclusion**

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| **Guidance** This section should identify the main strengths and needs of the affected population and explain the reasons for your response to these. Please show the source of your information. Sources may include: needs assessment, market assessment, baseline assessment, household survey, external reports, government data, observation, key informant interview, focus group discussion and others. If possible, reference external documents such as ACAPS[[1]](#footnote-1) reports or UNOCHA SitReps[[2]](#footnote-2). |

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| --- | --- |
| C.1 | Describe the strengths and assets that already exist in the communities where you plan to work. *(Please explain the sources of your information)* [150 words] **Note** |
|  |
| C.2 | i. Describe the needs of affected communities, particularly in the area you have chosen for your project. *(Please explain the sources of your information)* [150 words] **Note** |
|  |
| ii. How many people are affected by the emergency in the target area you have chosen for your project? *(Please quote the source of your information)* **Note** |
|  |
| C.3 | Who are the most vulnerable groups within the target area and what are their particular needs? How did you identify the most vulnerable groups? [150 words] **Note** |
|  |
| C.4 | How have you involved communities in identifying their needs, choosing the target area and identifying the most vulnerable groups? [150 words] **Note** |
|  |
| C.5 | i. Please describe your project participant (beneficiary) selection criteria.[[3]](#footnote-3) [100 words] **Note** |
|  |
| ii. How were communities involved in setting the beneficiary selection criteria? [100 words] **Note** |
|  |
| C.6 | i. Have you undertaken a market assessment? (yes / no)  |
|  |
| ii. Do you have access to market data from another source? (yes / no)  |
|  |
| C.7 | i. Have you undertaken a baseline assessment? (yes / no)  |
|  |
| ii. Do you have plans to undertake a baseline assessment? (If yes, please state when)  |
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| **Guidance** In the table below, please outline how many project participants you plan to work with. See the glossary for definitions of direct and indirect participants. Use estimates if data are not available for older people and people with disabilities.[[4]](#footnote-4) |

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| --- | --- | --- |
| **C.8 Project Participants (Beneficiaries)** **Note** | **Direct Participants****Note** | **Indirect Participants** |
| Female Under 18 years (Child) | people with disability |  |  |
| Female Under 18 years (Child) | people without disability |  |  |
| Male Under 18 years (Child) | people with disability |  |  |
| Male Under 18 years (Child) | people without disability |  |  |
| Female 18 to 59 years  | people with disability |  |  |
| Female 18 to 59 years  | people without disability |  |  |
| Male 18 to 59 years  | people with disability |  |  |
| Male 18 to 59 years  | people without disability |  |  |
| Female 60 years and over | people with disability |  |  |
| Female 60 years and over | people without disability |  |  |
| Male 60 years and over | people with disability |  |  |
| Male 60 years and over  | people without disability |  |  |
| **Totals** |  |  |
|  |
| **Grand total**  | **direct + indirect participants =**  | \* |
| Please explain how you counted the number of direct project participants and include any assumptions you made. **Note** |  |
| Please explain how you counted the number of indirect project participants and include any assumptions you made. **Note** |  |

\* please ensure this total is the same as your answer in question B1

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| C.9 | How will you make sure there is safe and fair access to the project, especially for those who are more vulnerable to exploitation, abuse or exclusion (for example children, older people, people with disabilities and people from minority ethnic groups)? [100 words]**Note** |
|  |
| C.10 | What difficulties have you identified for vulnerable groups taking part in the project activities and how do you plan to deal with these? *(difficulties may include: attitudes of others; laws/policies and procedures that ignore some groups; physical access and access to information)* [150 words] **Note** |
|  |
| C.11 | How are you making sure that everyone is involved in how the project is designed and carried out (consider men, women, girls, boys and marginalised groups)? [100 words] **Note** |
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**Section D Emergency Response Project Design**

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| --- | --- |
| D 1  | How was your project designed? How were any other implementing partners involved in the design? [100 words] **Note** |
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| D 2  | Describe how your project will be implemented. Please list the partner organisations from question B.2.i and briefly describe what each organisation will do, including your own organisation. [100 words] |
|  |
| D 3  | What previous experience do you (and your partner organisations) have: i. with this type of project and ii. of the project area (including how long for)? [100 words]  |
|  |
| D 4  | How will information about the project be shared with communities in a way that fits in with the local culture? *(please include how you will communicate with those who might find it hard to access information, such as younger/older people, people with health issues, people with a disability, those will low literacy and other excluded groups)* [150 words] **Note** |
|  |
| D 5 | i. Community members should be encouraged to make comments about the project (positive and negative) and it should be easy and safe for them to do this. Please describe your community feedback procedures, which should include how the opinions of community members are included in the project design and implementation and also, the process for how you will respond to any feedback you might receive.[[5]](#footnote-5) [150 words] **Note** |
|  |
| ii. How does the local community want to receive feedback from you about the project? How often will that be and how will you monitor this? [100 words] **Note** |
|  |
| D.6 | What steps are you taking to make sure the project activities do not harm the environment? [150 words] **Note** |
|  |

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| D 7 | **Risk Assessment and Management** [one page] *see Annex A for a worked example*i. Six standard risks have been listed in the table below. Please assess how these risks might affect your project and also describe the measures that you will take to reduce the risk as much as possibleii. Please add to the table other significant risks (approximately four) that you think could affect your project.  *It is important to note that managing these risks should continue for the whole project and not just happen at the start.*  |
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| \* Please add H (high), M (medium) or L (low)  |
| **Risk**Something that could go wrong and how it would affect the project | **How would you rate this risk?\*** | **Mitigation** What can you do to **reduce** the chance that this risk will happen or **reduce** the problems it causes if it does happen? **Note** |
| impactH / M / L | likelihoodH / M / L |
| **Protection:** e.g. The project will be carried out in an emergency situation and/or in remote locations where local protection and normal safeguarding procedures might not be possible. **Note** |  |  |  |
| **Security:** e.g. political instability, road safety, natural disaster etc. how will these affect your project? |  |  |  |
| **Personnel:** e.g. Finding the right people with the right skills who are prepared to work in the required locations |  |  |  |
| **Finance:** e.g. systems to prevent misuse of funds, fraud and corruption (internal and external to the organisation) not working and how that might affect the project. |  |  |  |
| **Sustainability:** e.g. The focus on meeting emergency needs, and a lack of joint working with local communities and authorities, may create dependency and reduce the longer-term sustainability of the activities . |  |  |  |
| **Safeguarding** |
| **Systems:** Local safeguarding practices and legislation is non-existent, weak or unenforced or the project will be implemented in an emergency situation and/or in remote settings. Please include details on the safeguarding policies (how regularly it is being updated), the safeguarding complaints mechanism (reporting or incident management guidelines) and if children and/or vulnerable adults have been consulted in the design process. |  |  |  |
| **Vulnerability:** Project activities or delivery points of this project might expose children and/or vulnerable adults to further risks when they access the service (eg environmental/health and safety hazards, local armed conflicts, children or vulnerable adults are separated from caregivers, intervention will affect power dynamics for instance giving cash to child-headed households. |  |  |  |
| **Contact:** Project activities will require one or several of the following: - One-to-one, physical contact and/or home visits (e.g counselling, health services, hygiene home visits)- Overnight activities (e.g camps, safe homes)- Transporting beneficiaries to/from activities- Unsupervised contact with children and/or vulnerable adults while working (e.g in a classroom or training, counselling, care or advice setting)- The project will be totally or partially delivered by volunteers and/or associates/contractors/visitors- Visitors, volunteers, media are briefed on safeguarding and confidentiality procedures. |  |  |  |
| **Safe Recruitment:** - Safe recruitment practices such as Background checks and references have not been followed during recruitment- Not all of the representatives/associates/contractors involved in the project have signed the code of conduct of the organisation - Safeguards in place to ensure that contractors do not employ children and they follow fair trade practices. |  |  |  |
| **Training:** Representatives/associates/contractors/drivers have not received safeguarding training to understand their duty of care towards children and vulnerable adults; their safeguarding responsibilities and the organisation’s incident reporting system. |  |  |  |
| **Awareness:** Children and vulnerable adults and their carers have not received information about their rights and have not been made aware of the organisation’s safeguarding reporting/complaints procedure including contact details of the focal person they can report concerns or allegations. (Mitigation should include how you will communicate with those who might find it hard to access information, such as younger/older people, people with health issues, people with a disability, those will low literacy and other excluded groups). |  |  |  |
| **Communication and reporting:** Children and/or vulnerable adults stories, personal information, photos/videos (electronic or digital) will be used for this project to communicate progress, monitor and/or to raise funds and may be uploaded to the internet/social media or used as poster images. |  |  |  |
| **Other Risks** related to your project (please specify e.g market failure, damage to infrastructure, new project methods not working, unable to meet project targets, project replacing government functions, inconsistent funding, etc.). |  |  |  |
| 1.  |  |  |  |
| 2,  |  |  |  |
| 3,  |  |  |  |
| 4,  |  |  |  |

**D.8 Simplified Logical Framework / Logframe (maximum two pages)**

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| **Guidance** A logframe is a way to explain the logic of your project design. It shows how activities achieve outputs, how outputs lead to the outcome and how the outcome contributes to the overall goal. Please look at Annex B for a worked example.[[6]](#footnote-6) Keep your logframe simple and concise. Usually, three outcomes are enough. For a logframe to be useful it will need to be used throughout a project. It is expected that the logframe will be updated regularly as the situation with the project changes.**The logframe below contains guiding questions to help you complete the table. Please delete this text as you write your logframe. Alternatively, if logical frameworks have already been developed in another format but cover all the required information below, they can be attached to the proposal as an annex.** |

|  |  |  |
| --- | --- | --- |
| **Objectives** | **Indicators (SMART)[[7]](#footnote-7)** | **Sources of evidence** **(means of verification)** |
| **Impact (Goal)** |
| What is the overall, high level change that you want your project to contribute to? **Note** | *What will indicate whether you have contributed to this goal?* | *What evidence will be used to measure the indicators?* |
| **Outcomes**  |
| What is/are the specific change(s) you want to see as a result of the project? **Note** | *What will indicate whether this change has been achieved?* | *What evidence will be used to measure the outcomes?* |
| **Outputs** |
| *What are the products that project activities will generate?*  | *What will indicate whether the outputs have been delivered?* | *What evidence will be used to measure the outputs?* |
| **Activities** |
| What are the main activities you will carry out to deliver the outputs?  |  |

**Section E Building Community Resilience and Sustainability**

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| **Guidance**In the design of your project it is important to think about the longer-term future and how you can help the community become more resilient. After an emergency, when the impact is still being felt, communities can sometimes be more open to new ideas and more willing to change so that they can be less vulnerable in the future.  |

|  |  |
| --- | --- |
| E.1 | Have you thought about how to end the project and whether there will be any need to be involved in the future? Please describe. [150 words] |
|  |

|  |  |
| --- | --- |
| E.2 | How are you strengthening the capacity of the local community (e.g. mentoring, training), for example, the local church, faith groups, community groups and local government officials? Please include details of any discussion you have had with these groups. [150 words] **Note** |
|  |

|  |  |
| --- | --- |
| E.3 | i. Does the community affected by the emergency have any existing community hazard maps, disaster risk assessments or disaster preparedness plans? If yes, which ones? |
|  |
| ii. If yes, was the community able to use them to take action before the emergency and in the first days after the emergency? Please explain what the community was able to do. [100 words]  |
|  |
| E.4 | How do you plan to increase community resilience? (This could include helping the community to be less vulnerable in the future, encouraging communities to follow ‘early recovery’ action, supporting the local economy, helping communities to ‘build back better’ or helping the community to respond better in the future[[8]](#footnote-8))? [200 words]  |
|  |

**Section F Programme Management and Effectiveness**

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| **Guidance** This section focuses on monitoring, evaluation and learning; how you will organise and resource your project team; coordination with others and ensuring quality in the project. All these things are essential and should be planned at the start of the project to make sure they are the best they can be. |

|  |  |
| --- | --- |
| F.1  | What learning points from previous emergency responses will you be applying in this project? [100 words] **Note** |
|  |
| F.2 | Please describe the monitoring plan for the project. (This will include: how you will monitor your progress against the project targets, how often you will monitor, what monitoring activities you will use, how you will measure quality and how you will make sure that community and project participants are included in this process) [200 words] **Note**If you have a monitoring plan or framework in your own format please submit it with this proposal. |
|  |
| F.3 | Are you planning an external or internal mid-term evaluation or review, or final evaluation of this project? Please describe what you intend to do and include any other learning activities you have planned. [100 words] **Note** |
|  |
| F.4 | How will you share your learning? (inside your organisation, with others working in emergency response, with people affected by the emergency and other stakeholders)? [100 words] **Note** |
|  |

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| F.5 | Please describe the structure of the team managing this project and how it fits into the structure of your whole organisation. [100 words]*You may insert an organogram showing project staff, if you have one, or attach it with your proposal.* |
|  |
| F.6 | What extra pressure will the project put on your leadership and management capacity and how do you plan to manage this? [100 words] **Note** |
|  |
| F.7 | Are there areas of your organisation where you would like help to increase capacity? If so, please explain [100 words] **Note** |
|  |

|  |  |
| --- | --- |
| F.8 | How are you involved in local and national coordination activities to make sure your work is not repeated by others and that it fits in well with the work of others? Your answer should include how you are sharing information and making sure that as many people as possible who are affected by the emergency are helped. [150 words] **Note** |
|  |
| F.9 | At project activity level, with whom will you be coordinating your response? Please find out this information before submitting your proposal.[100 words] *Please give the names of NGOs, community groups, local authorities, Government, Micah Global / Integral Members, UN, INGOs, START network and others.* |
|  |

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| --- | --- |
| F.10 | Please state which technical standards and codes of conduct you will be using in your project.*(e.g. CHS[[9]](#footnote-9), Sphere, the Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief)* **Note** |
|  |
| F.11 | Do you see any challenges in meeting the good practice and technical standards mentioned above? Please list each challenge and explain what action you will take to solve the challenge. |
|  |
| F.12 | What plans do you have to make sure that staff, partners and volunteers are confident to do the project work? e.g. training in the relevant good practice standards, good management, staff development etc. [100 words]  |
|  |

**Section G Project Budget**

Please complete the separate excel spreadsheet entitled **Micah Global Financial Proposal Template**.

**Annex A Example of a Risk Assessment and Management Table**

|  |
| --- |
| \* Please add H (high), M (medium) or L (low)  |
| **Risk**Something that could go wrong and how it would affect the project, | **How would you rate this risk?\*** | **Mitigation**What can you do to **reduce** the chance this will happen or **reduce** the problems it will cause if it happens? |
| impactH / M / L | likelihoodH / M / L |
| **Protection:** The project will be implemented in an emergency situation and/or in remote settings where local protection and normal safeguarding measures might be disrupted. | M | L | Some project locations are remote and there are protection risks due to internal displacement. Staff know how to report concerns, are trained in safeguarding procedures and know how to refer people through the UNICEF referral system (UNICEF lead the protection cluster).  |
| **Safeguarding:** Insufficient training for staff, partners, contractors, drivers; policies and procedures not followed; proper checks during recruitment not followed; insufficient monitoring. | H | L | Staff, partners, volunteers and contractors including drivers have all received training on our safeguarding policy and procedures and understand their duty of care for children and vulnerable adults. Everyone is aware of who our Safeguarding Focal Point is and how to report concerns or incidents.  |
| **Security:** Access to the project area is difficult due to security concerns, and / or annual weather patterns, and this may mean implementation gets behind schedule.  | H | L | Security is stable and access to project areas is possible. This may change when elections are held in 5 months’ time. We will monitor this and schedule work away from the election time. Annual weather patterns are predictable and have been factored into our workplan. If there is a large natural disaster, we will reassess our workplan.  |
| **Personnel:** Safe recruitment good practice, such as obtaining background checks and references, has not been followed during recruitment.  | M | L | Safe recruitment practices are in place. References are obtained for all new staff and any concerns investigated before the probation period ends. If issues arise, staff contracts can be ended before the end of the probation period.  |
| **Finance:** Fraud or corruption means funds are not used as planned.  | H | L | All our staff have received training on anti-fraud and corruption, and we have good financial checks and systems in place to ensure funds are spent correctly. We have also trained the finance and admin staff of the 2 partners with whom we are working.  |
| **Sustainability:** The focus on meeting emergency needs, and a lack of joint working with local communities and authorities, may create dependency and reduce the longer-term sustainability of the activities.  | M | L | Staff ensure that they work with community members in planning and implementation of all projects from the start. Community members help in design and advise on longer term issues and sustainability. Staff work with local authorities to ensure the work fits with their longer-term plans for recovery.  |
| **1, Registration** - since the emergency our organisation has expanded into a new area of the country to respond. We are still awaiting our registration certificate for work in this new area from the Regional Administrator’s Office. | H | L | The Project Manager and Finance Manager continue to meet with the Regional Administrator who assures us the certificate will come at the end of this month. He is aware we have already started implementing our emergency response and is happy with this as the registration is in process. |
| **2, Procurement** - there are some local restrictions on procuring sustainable wood resources from outside the local area. Suppliers are reporting shortages of sustainable wood to sell within the local area.  | M | M | Our Logistics team are seeking sustainable wood suppliers in the east where there are good transport links. Special permission is needed to source wood from outside the area. The process to obtain this has begun.  |
| **3, Targeting** - since many local authority offices were affected by the emergency it has been difficult to obtain accurate disaggregated population data for the project locations and there is a risk some vulnerable people may be missed.  | M | L | Project staff have obtained pre-emergency data for the project locations from UNHCR and from the 2012 census. Working with local leaders, staff have identified the most vulnerable in each community. To ensure numbers are accurate a household survey is being undertaken to verify all data and ensure fair and inclusive targeting.  |
| **4, Logistics** - before the emergency we were in the process of introducing new logistics procedures which will improve the way we work but the process is not yet complete and not all staff have experience in the new ways of working.  | M | L | The senior Logistics Coordinator from our head office is seconded to the emergency for 4 months to support the local logistics team. She will oversee a schedule of staff training, ensure the establishment of the new procedures from the outset, equip staff to support our 2 partners and will have full responsibility for logistics management and compliance initially before handing over to the local team.  |

**Annex B Example of a Logframe**

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| **Objectives** | **Indicators (SMART)[[10]](#footnote-10)** | **Sources of evidence** **(means of verification)** |
| **Impact / Goal** There is one goal, and your project contributes to this wider goal.  |
| What is the overall issue or problem identified? Example To contribute to the reduction of preventable, communicable diseases and to restore coping mechanisms of affected population | What will indicate if you have contributed to this goal?People are no longer dependent on emergency relief mortality and morbidity data is within accepted WHO limitsNo major outbreaks of communicable diseases in the target area10% reduction in communicable diseases in 4 months | What evidence will be used to measure the indicators?Data collected by project staff / Other aid organisation data / Government data |
| **Outcome / Purpose** Usually one outcome is enough; occasionally two or three may be used.  |
| What is the specific change you want to see as a result of the project? The outcome is written as what change, where and when. Example Men, women and children in the target population (6,500) have increased access to, and make optimal use of, water and sanitation facilities, and take action to protect themselves against threats to public health  | What will indicate whether this change has been achieved?i. number of people who continuously have access to drinking water after 6 months ii. number of people who can demonstrate improved hygiene practices after 6 months iii. number and % of men, women and children using and maintaining latrines after 4 months iv. number and % of latrines that have hand washing facilities that are in use after 4 monthsv. number and % of households that dispose of solid waste safelyvi. number and % of women who express satisfaction with the safety, privacy and accessibility of latrines, bathing facilities and laundry slabs vii. number and % of parents / caregivers who can demonstrate how to make up and give oral rehydration solution correctly  | What evidence will be used to measure the indicators?Household survey reportsSurveys of Knowledge, Attitudes and Practice (KAP Survey)Water User Committee logbookWater User Committee logbookHousehold surveysFocus group discussionsHousehold surveys |
| **Outputs**Standards projects have several outputs, split by sector or sub sector. Many projects will have between three and five outputs. Having more than five can become too complex.  |
| What are the products that project activities will generate? The outputs should lead to the achievement of the project outcome. Outputs are like markers or milestones which show you have carried out the activities successfully. The outputs are written as what will be delivered, how much, where and when.Examples1. 6,500 men, women and children have access to safe sanitary facilities within six months | What will indicate whether the outputs have been delivered?i. number of latrines constructed and number of latrines per 20 people ii. number of community consultations on latrine construction iii. number of incidents of faecal matter observed in the target area  | What evidence will be used to measure the indicators?Project recordsProject recordsSite survey records |
| 2. 6,500 men, women and children have access to safe drinking water according to Sphere standards within 6 months  | i. number and % of target group that accesses at least 15 litres of water per day per person ii. Distance from shelter/home to water points. iii. Water meets international quality standards (Sphere) iv. Queuing time at water sources is less than x hours | Water User Committee logbook / household surveysField survey reportWater quality test reports Field survey report  |
| 3. 6,500 men, women and children are enabled to practice safer hygiene in a dignified and culturally appropriate manner  | i. number of trained Public Health Practitioners who hold at least two meetings or 10 household visits per week ii. number of hand washing facilities per latrine with a system is in place to replenish themiii. number of households that report the presence of soap on random weekly visitsiv. number and % of jerry cans meet the criteria of a clean jerry canv. number and % of women and girls who have access to appropriate sanitary materials and underwearv. number and % of households that dig and use garbage pit vi. the project target area is free from solid waste and stagnant water  | Training recordsWater User Committee logbook recordsHousehold surveysHousehold SurveysFocus Group DiscussionsHousehold surveysSite surveys |
| **Activities** |
| What are the main activities you will carry out to deliver the outputs? Each activity should be clearly related to one output. You will have several activities under each output. The activities are written as what will be done, who will be involved, where and when.  | **Result 1 - Adequate sanitary facilities in the camp** • Set up temporary defecation areas. • 400 gender-segregated latrines constructed in line with international standards. • 100 hand-washing facilities constructed and being refilled daily. • 50 latrine attendants trained and equipped. • Construction of 200 gender-segregated bathing facilities. • Construction of 80 community-washing facilities (laundry). • Consultation with female and male refugees to identify design and suitable sites for sanitation facilities. • Provision of potties for under-five. • Monitoring system established. **Result 2 - Adequate clean water** • Trucking of water (first phase only). • Installation of six bladders. • Installation of 32 water points in the refugee camp. • Training of 32 water point attendants in camp. • Construction of 20 hand pumps in local village. • Training of 20 hand pump attendants in village. • Establishment of a stock of community spares for water pumps in village. • Establishment of water management committee in local village • Monitoring system established. **Result 3 - Improved hygiene practices in camp** • Training of 16 community hygiene promoters in camp. • House-to-house visits, community meetings, water point meetings carried out. • Child-to-Child activities carried out. • Provision of 4000 water containers. • Provision of 200 community hygiene packs. • Provision of 2000 household hygiene packs every month for six months (soap, disinfectant, laundry soap, etc, for one family for one month). • Provision of sanitary towels and underwear to women. • Production of hygiene promotion materials. • Solid waste management plan in place. • Provision of bins. • Provision of cleaning materials. • Clean up campaigns. • Monitoring system established.  |

**Annex C The Core Humanitarian Standard on Quality and Accountability**

**The Nine Commitments**

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**Annex D – Guidance Notes**

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| **Ref.** | **Note** |
| A.1 | There may be a number of organisations involved in implementing your project but here we need to know the details of the one who is responsible overall, and it is this lead implementing organisation that should be filling out and submitting the form. |
| B.1 | A short narrative summary of the project/response - write a short summary of the project covering the areas requested. There will be the chance to give more details later in the proposal. It might be easier to fill in this section at the end. |
| B.1 | Location(s) of project – what is referred to as sub national level 1, sub national level 2, community name may be any breakdown of provinces, counties, districts, metropole or similar that are relevant to the project in question. Community name may be a village or a recognised community in which the project is taking place. |
| B.1 | Total number of project participants - put here the ‘Grand Total’ you calculated in section C.8. |
| B.2.i | List here all your partners that will be involved in implementing the project - no need to include those you are coordinating with, just the ones delivering the project. |
| B.2.ii | It is important to know that all the implementing partners will carry out their work in a proper way that does not cause any harm. It is the responsibility of the lead implementing agency to show that they have properly checked each implementing agency. This will involve checking each agency’s policies and procedures, also observing how they do their work and whether they keep their commitments. You should describe here what checks you have done and what you have found out. |
| B.2.iii. | Give details here of any improvements that need to be made how that will be done. All organisations can improve but if the checks find one that is not suitable to carry out the work, then they should not be proposed for the project. |
| B.3. | This section is intended to show the overall financial situation for the project. The details will be given in the separate Financial template.List here the funds you are applying for from different funding partners; this helps everyone to be clear about what percentage they are contributing.List here any non-financial support you are expecting for your project. This could be equipment, materials, services etc. You should state the financial value of that support if you had to pay for it. Are you contributing any of your own funds to the project or will you be raising money for it locally? Give any details here.Other sources of funding might include things like local income generated by the community or from the project activities. |
| B.4. | This section is for you to describe what sort of emergency has happened (rather than what the project will do). You can tick more than one box. |
| B.5 | Further details of the overall emergency should be given here - type, extent, number of people affected, damage caused, etc. Specific needs of the communities that the project will work with will be covered in section C. |
| B.6. | What different types of work will your project be doing in response to the emergency? - you can choose more than one sector. |
| B.7 | Funding partners will want to understand if cash programming can work as it has a number of advantages but only if the local market is strong enough and if there are the proper systems in place. |
| C.1 | You need to understand the strengths of the community so that the project can be designed to work with those strengths. Give details of the strengths and a description of how they were assessed (interviews, observations, focus group discussions etc.) |
| C.2.i | Describe the particular needs (food, medical, shelter etc.) of the community and how you got that information. This will include your own assessments, but it is helpful to have other information such as government data, ACAPS reports, UNOCHA reports etc. |
| C.2.ii | In most cases this number will be larger than the number of people that your project is working with (project participants). Include where you got this number from. |
| C.3 | In an emergency situation everyone is vulnerable but, in this section, give details of those people who are most at risk along with what their particular needs are and how you collected that information. |
| C.4 | It is essential that you involve the community in assessing their needs - to respect them and to give the project the best chance of success. Please give details of how you have done that in this section. |
| C.5 | i. Describe what selection method you used to choose which participants you will work with. What criteria did you use (e.g. health, wealth, resilience etc.) and who made the decisions (community groups, implementing agency, external agency, etc.) ii. Give details of how you involved the community in that process - it is important to do this so that they have ownership of the project and it has the best chance of success. |
| C.8 | Collect data for categories of participants in line with the table headings. The footnotes give guidance for general statistics on % of people over 60 years and % of people with a disability if these figures are not possible to obtain.Numbers will vary depending on the project type and size. e.g. a national health project might have a large number of direct participants, but an advocacy project might have very small numbers (who can influence large numbers of indirect participants)How did you count the number of direct participants? Did you make any assumptions (e.g. number of people in a household, average patient numbers etc.)?Normally it will be necessary to estimate the number of indirect project participants rather than counting them directly. Please explain how your method for calculating this number (range and extent of influence, population estimates etc.) |
| C.9 | You need to consider how more vulnerable community members can benefit from your project; describe here how you will do that e.g. discussion with community leaders, monitoring, appropriate systems, additional support for those who are vulnerable etc. |
| C.10 | This section asks for more detail on the things that might stop those who are vulnerable from accessing the project and how you plan to overcome those challenges. |
| C.11 | All groups in the community should be able to influence decision making in the design of the project; this section checks how you have done that, e.g. focus group discussions, observations, agreement with community leaders etc. |
| D.1 | Give an overview of the process for how you designed your project e.g. research, analysing the problem, analysing other stakeholders, risk, budget etc. more detail can be given in later sections. |
| D.4 | It is essential that there is clear communication with participants so that they can understand, be involved, and be kept safe. Extra effort is needed with those who find it harder to access information. Give details of how you will ensure this happens. |
| D.5 | i. How will the participants be able to make comments about the project? Will they feel safe to make a complaint if they have one? What is your procedure for collecting and responding to feedback?ii. How do you plan to keep the community updated about the project progress? How often will you do this and in what way will you do it? |
| D.6 | Consider the impact on the environment of your project activities and how you will ensure that there is no harm caused. (e.g. managing waste, purchasing decisions, travel, preserving natural habitat of the project area etc.). |
| D.7 | The examples given for protection risks are not a complete list. There could be other protection risks for your project which you can add. The same goes for the other five standard risks.You will need to monitor the risk so that you can know whether it has been reduced. Remember there is a worked example in the appendix. |
| D.7 | SystemsIt is important to know that all the implementing partners will carry out their work in a proper way that does not cause any harm. It is the responsibility of the lead implementing agency to show that they have properly checked each implementing agency. This will involve checking each agency’s policies and procedures, also observing how they do their work and whether they keep their commitments. You should describe here what checks you have done and what you have found out. |
| D.7 | SystemsHow will the participants be able to make comments about the project? Will they feel safe to make a complaint if they have one? What is your procedure for collecting and responding to feedback? |
| D.7 | Frequency/ContactYou need to ensure that children are always accompanied by their parents or carers. A child is anyone below the age of 18. Consider how to adequately supervise activities for children using trained staff/volunteers who understand the organisation’s duty of care and are trained to work safely with children You need to ensure that staff/volunteers work in twos at all times so that they can hold each other accountable and co-supervise each other’s activities.Ensuring that children can only be supervised by a vulnerable adult where a staff member is present to oversee the activity and ensuring that contact between staff/volunteers of the opposite sex takes place under supervision.  |
| D.7 | VulnerabilityYou need to consider how more vulnerable community members can benefit from your project; describe here how you will do that e.g. discussion with community leaders, monitoring, appropriate systems, additional support for those who are vulnerable etc. |
| D.7 | Safe RecruitmentAll staff and volunteers will be required to undergo local criminal record checks prior to working in roles that involve children and/or vulnerable adults. Check and ensure that all criminal record checks and references are clear prior to appointment. Ask the right interview questions to find out whether the applicant has any knowledge/experience of safeguarding, duty of care and how to work safely with vulnerable people including children. Ensure that satisfactory references provided show that the applicant is of good character and meets the criteria for appointment.  |
| D.7 | TrainingEnsure all of the organisation’s staff and volunteers have undertaken the annual online safeguarding compliance training. Staff and volunteers must be given an induction to prepare them for the role. This includes explaining the level of vulnerability of participants e.g. presence of children, vulnerable adults, mixed children, and adults.As part of induction - Provide basic safeguarding awareness training to raise awareness of safeguarding issues and responsibilities in relation to the event, trip or activity. |
| D.7 | AwarenessIt is essential that there is clear communication with participants so that they can understand, be involved, and be kept safe. Extra effort is needed with those who find it harder to access information. Give details of how you will ensure this happens. |
| D.7 | Comms and ReportingEnsure that you follow the organisation’s media and digital image usage policies in particular the [Safeguarding and the Media policy](https://docs.google.com/document/d/1YsgtsHMISUjv84c4cGmncp5nale2Fpz8tyJJzUalOmA/edit) on use of images and stories. Use consent forms to gain authorisation before taking and publishing images. Ensure that participants are made aware of the use of digital imagery at events and that they understand how images will be used. Avoiding taking nude imagery of any kind regardless of whether consent is given or not.Use and store personal data according to the organisation’s [Data protection policy](https://docs.google.com/document/d/1rJrG--MtUnUwPBVzRoDKRK4zTzIQXtYXaybTDQSqyWE/edit) |
| D.8 | This is the high-level goal that your project is working towards, but it is likely that there will be lots of other factors, outside the control of your project that affect this goal.These are the changes that your project has more control over. |
| E.2 | It is important to consider the strengths that already exist in the community here (see section C.1). |
| F.1 | Include here any learning points you have from your previous projects that are relevant to this project. You can also include relevant learning points from other organisations’ emergency responses. |
| F.2 | You need to show how you will check the progress of the project against your plan (logframe) and then, if there are any changes from the plan, how you will deal with those. Please give details under each of the headings given. |
| F.3 | As well as evaluation, you could consider other learning opportunities like project visits, learning workshops, collaboration with others, writing down your learning etc. |
| F.4 | Sharing learning can mean that communities become more resilient and future emergency response work improves. This section is here to help you think that through. |
| F.6 | Be realistic here about how you will manage the extra work. Will you need extra resources, or will you have to stop doing something else for a time?  |
| F.7 | The project could provide you with the opportunity to increase your organisation’s capacity by getting some extra support - especially if you identify that early on (training, extra staff etc.). |
| F.8 | Are there any coordination networks for the response? Do you need to play a role in that? How are you checking what others are doing and making sure that your work is not repeated?  |
| F.10 | Under each sector you identified in section B.6 state which international standards you will be applying (see list in the question). Also describe how your organisation has understood these standards working in the particular context of your response. |

1. https://www.acaps.org/ [↑](#footnote-ref-1)
2. https://reports.unocha.org/ [↑](#footnote-ref-2)
3. It is important to ensure systems are in place to safeguard any personal information collected from communities and people affected by crisis that could put them at risk. [↑](#footnote-ref-3)
4. Where data are not available, ADCAP (Age and Disability Capacity Programme) recommends using the following until data can be gathered to verify these estimates;

**An estimated 15% of people globally have a disability (19.2% of females and 12% of males).** - Source - World Health Organization and the World Bank, World report on disability, Geneva, WHO, 2011, http://bit.ly/2jFpXDh

**An estimated 13% of people globally are aged 60 or over.** - Source - UNDESA Population Division, World Population Prospects: The 2017 Revision, Key Findings and Advance Tables, Working Paper No. ESA/P/WP/248, New York, United Nations, 2017, <http://bit.ly/2rEDAXA>

**More than 46% of older people (aged 60 and over) have a disability.** - Source - UNDESA, Division for Social Policy and Development Disability, Ageing and disability, http://bit.ly/2BtLg4I (24 November 2017) [↑](#footnote-ref-4)
5. It is important to explain to communities if you are not able to deal with certain types of feedback, you might have to pass it on to others to deal with. [↑](#footnote-ref-5)
6. Further information about how to complete a logframe can be found in Tearfund’s Project Cycle Management Guide See: https://learn.tearfund.org/en/resources/publications/roots/project\_cycle\_management/ [↑](#footnote-ref-6)
7. All indicators need to be SMART - Specific, Measureable, Attainable, Relevant and Time Bound [↑](#footnote-ref-7)
8. for more about building community resilience please see Tearfund's Resilience Framework as an example - [https://learn.tearfund.org/en/Themes/Resilient%20Livelihoods/Resilience/](https://www.google.com/url?q=https://learn.tearfund.org/en/Themes/Resilient%2520Livelihoods/Resilience/&sa=D&source=hangouts&ust=1601713450872000&usg=AFQjCNEoAdOsXn5HBWuZr-QEO3_P70NaTQ) [↑](#footnote-ref-8)
9. The Core Humanitarian Standard on Quality and Accountability - the Nine Commitments are provided in Annex C [↑](#footnote-ref-9)
10. All indicators need to be SMART - Specific, Measurable, Attainable, Relevant and Time Bound [↑](#footnote-ref-10)