

Self-Assessment Checklists

Quality Standards in the Design Phase:

Here are some of the key questions to ask as you seek to include the Quality Standards in the design phase of the project cycle:

Values:

- ❑ Have leaflets, brochures or briefings been developed to explain the organisation's values to staff?
- ❑ Are staff clear on the types of conduct that are unacceptable to the organisation?

Impartiality and Targeting:

- ❑ Have the beneficiary selection criteria been agreed with the community and communicated to staff and to the community so that everyone is clear?
- ❑ Are you using actual household size to determine the level of assistance provided to different targeted families, rather than relying on an average household figure?
- ❑ Have you considered the amount of funding or materials available for distribution in comparison to the level of need, so that meaningful assistance is provided to those who have been targeted, and the assistance isn't spread too thin?

Accountability:

- ❑ Have you set aside a budget line for Accountability, to cover accountability staff and associated costs?
- ❑ Have you gained consent of the community to carry out the project, including signing a Memorandum of Understanding where appropriate?
- ❑ Do you have structures in place to solicit ongoing participation from the community such as beneficiary committees, public meetings, stakeholder interviews, or focus groups, which are truly representative of the community as a whole and include vulnerable groups which may traditionally be overlooked?
- ❑ Have you agreed with the community the type of information regarding the organisation, your standards, project plans, progress reports and feedback procedures to be made publicly available?
- ❑ Have you agreed with the community what are the best ways of making this information available (e.g. Information boards, leaflets, public meetings, etc.) so that all groups within the community have access to the information?
- ❑ Have you agreed with the different groups within a community how they would like to give feedback to the staff during the project?
- ❑ Are you budgeting and planning for external project evaluations?

Self-Assessment Checklists

Disaster Risk:

- ❑ Has the project design identified and sought to build up existing community capacities?
- ❑ Are community members providing labour assistance in the project as much as possible, rather than employing labourers from outside?
- ❑ Are local suppliers being used for project materials?
- ❑ Are local leadership structures being used?
- ❑ Are you working with local churches where they exist, to strengthen and support their role in the community and the project?
- ❑ Is the project designed to address long-term vulnerabilities?
- ❑ Where buildings are being constructed in an area of known hazards, does their design include specific resilience to the hazard, e.g. earthquake resilience, cyclone resilience etc.?
- ❑ Where food or cash is to be distributed, are food-for-work or cash-for-work options available which can meaningfully help to address underlying vulnerabilities through the choice of project activities in addition to providing immediate food or cash?
- ❑ Where there is a significant risk of repeat disaster, does the project include community preparedness for future disasters?
- ❑ Can some of the underlying causes of vulnerability be addressed through targeted advocacy?

Technical Quality:

- ❑ Do the project staff have the technical support needed to guide project implementation - whether through advisors, consultants, qualified staff on the ground?
- ❑ Have arrangements been put in place to ensure quality control when working with contractors?
- ❑ Have you referred to the Sphere handbook in incorporating technical minimum standards and indicators into project design?

Children:

- ❑ Have you designed projects in a way that is child friendly and supports child development?
- ❑ Have children participated in the planning of any child-focused projects, to ensure design is appropriate?
- ❑ Have you carried out a risk assessment prior to working with children and vulnerable young people?
- ❑ If there are medium or high risks, have you taken steps to minimise the risks?
- ❑ Have you considered working together with other stakeholders whom you could work together to meet the needs of vulnerable children?

Self-Assessment Checklists

Gender:

- ❑ Have you designed individual project activities in a way that is appropriate to the target group of men or of women - in light of their daily routines, livelihood activities, domestic duties etc.
- ❑ Has the project been designed to enhance the safety of women and children e.g. in relation to the physical location of project services or the time of day that meetings are held?
- ❑ Are community committees or structures that will be overseeing the project going to be inclusive of both men and women and working in a way that participation is meaningful?
- ❑ Will the structures in place to solicit on-going participation from the community such as beneficiary committees, public meetings, stakeholder interviews, or focus groups, be encouraging and facilitating the participation of women and children as well as men?

HIV:

- ❑ Do you understand your project context in relation to HIV: the vulnerabilities, the underlying causes, the groups most at risk?
- ❑ Have you designed projects to help people to be less vulnerable towards HIV?
- ❑ In situations of medium or high prevalence have you designed projects to help make life easier for people living with HIV (PLHIV) and their families?
- ❑ Have you designed HIV awareness and prevention activities for beneficiaries and communities?
- ❑ Where there are perpetrators of sexual violence and abuse, have you sought out opportunities to interact with these groups and influence their behaviour?
- ❑ Have you designed projects to advocate for and address policy issues relating to HIV where they are a priority?

Conflict:

- ❑ Where lack of safety is a primary concern have you designed your project approach to help to meet the safety needs of the community?
- ❑ Has the project been designed to work with all groups proportionate to their need?
- ❑ Have you discussed with the community the potential impact of the project design and the impact on those you are not working with?
- ❑ Where there are local churches have you sought to build on their role in promoting peace and reconciliation?

Self-Assessment Checklists

Environment:

- ❑ Have you assessed the likely impacts of the project on the environment before beginning?
- ❑ Has a full environmental assessment been carried out where the project directly impacts on the environment, e.g. Water and Sanitation, Food Security, Livelihoods and Construction?
- ❑ Is the project designed to decrease environmental damage and to increase positive environmental outcomes?
- ❑ **Have you assessed the risk of climate change impacts on the project or community? Have you strengthened the project against these?**
- ❑ For projects requiring wood e.g. for shelter or latrines, is the use of wood being minimised and does the project include the replanting of trees?
- ❑ For water and sanitation projects is the water source being kept free from contamination, and over abstraction avoided?

Sustainability:

- ❑ For each individual project, have you identified the knowledge and skills that will be required within the community for the long-term?
- ❑ Have you identified the type of community organisation that will be required for the long term to oversee the work and can it build on existing or traditional structures?
- ❑ Have you identified ways to support and strengthen government services, where appropriate?
- ❑ Have you identified the type of relationship with government or other service providers required for the long-term and ensured that these are realistic?
- ❑ Have you identified the financial input required for each individual project over the long term and ensured that this is realistic?
- ❑ Have you identified the materials and supplies that are required for each individual project over the long-term, ensuring that they are local as much as possible?
- ❑ Have you identified the environmental requirements for the long-term and ensured that these are sustainable - water use, land use, wood use, soil fertility etc.?

Advocacy:

- ❑ Have you put together an action plan or integrated advocacy work into your project log frame?
- ❑ Have you assessed the risks and benefits of going ahead with advocacy?
- ❑ Do you have approval by your leadership of the proposed advocacy strategy which takes full account of the risks and the benefits?