



Q U A L I T Y
COMPAS
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PROJECT MANAGEMENT COMPANION BOOK



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Introduction






The Project Management Companion Book presents an overview of the project management section of the Quality COMPAS CD-ROM. Its format and content have been designed for practical use in the field and for facilitating group work.

The Quality COMPAS is built around a quality reference framework, the **compass rose**, which is presented on pages 4-5. The compass rose, composed of twelve criteria that define the quality of a humanitarian project, is centred on crisis-affected populations and their context.

The Quality COMPAS method has two main sections: project management and project evaluation. The **project management** function presented in this companion book is aimed at aid workers who are in charge of one or more project cycle phases. **Quality assurance** principles have been applied to both the project management and the evaluation functions of the Quality COMPAS.

The twelve quality criteria that form the compass rose are broken down into key questions. These key questions help users guide a project through the complex and unstable contexts that are characteristic of humanitarian crises.

Key questions prompt the aid worker, or agency, to reflect on and analyse the critical points, i.e. any activity or factor which can, and must, be controlled in order to reduce or eliminate the risk of one or several hazards occurring. A checklist of key questions is provided for each phase in the project cycle:

	Preliminary phase	pg 6
	Diagnosis	pg 7-9
	Design	pg 10-14
	Implementation and monitoring	pg 15-18
	Project closure	pg 19-20

User notes:

This companion book uses the following coding system:

Each criterion is denominated by a letter: A, B, C, etc.

Each criterion is broken down into various key processes. Each key process is identified by the letter of the criterion to which it belongs, followed by its own number: A1, A2, etc. B1, B2, etc.

This coding system should enable the user to identify which criterion and key process each key question corresponds to.

The complete version of the Quality COMPAS, i.e. the CD-ROM, provides numerous examples, indicators and advice for each of the key questions. In addition, tools are provided with the key question checklists to help the user find the most appropriate response (according to the context, population, agency and type of project). This manual represents an abridged version of the Quality COMPAS and users are advised to consult the CD-ROM for further information.

In order to keep track of the project management process and build project memory (traceability), the user is advised to put together a file (printing options for this file are proposed in the CD-ROM), where key information and decisions can be recorded.

CRITERIA AND KEY PROCESSES

-A- The project responds to a demonstrated need

- A1.** People's needs are identified and monitored
- A2.** The origins of people's needs are analysed and taken into account
- A3.** The project responds to clearly defined needs
- A4.** The decision not to address all of the identified basic needs can be justified

-B- The project achieves its objectives

- B1.** Several operational strategies are explored
- B2.** Constraints are analysed and taken into account
- B3.** The project measures its progress towards achieving objectives

-C- The project removes or reduces the risk of negative impacts

- C1** The risk of negative impacts on the environment is anticipated, and removed or reduced
- C2** The risk of negative impacts on local economy and of aid dependency is anticipated, and removed or reduced
- C3** The risk of negative impacts on the social and political context is anticipated, and removed or reduced
- C4** The risk of negative impacts on people's security is anticipated, and removed or reduced

-D- The project aims for positive impacts beyond implementation

- D1.** The project purpose is identified
- D2.** The project strengthens people's capacity to cope with crises
- D3.** The post-project period is thought about and planned in advance
- D4.** Where appropriate, disaster-preparedness and/or prevention strategies are planned
- D5.** Where appropriate, the project aims for economic and technical sustainability

-E- The project is consistent with the agency's mandate and principles

- E1.** The agency's mandate and principles are clearly defined and are actively communicated, both internally and externally
- E2.** Political and legal issues relating to the crisis are analysed
- E3.** The agency makes its position on the crisis clear
- E4.** The risk of the project being manipulated is identified and, if possible, reduced

-F- The project respects the population

- F1.** Teams are aware of the appropriate behaviour they should adopt in order to show respect for the population
- F2.** The population is informed, consulted and involved in the project

- F3.** The project takes into account the cultural, social and religious characteristics of the population
- F4.** Necessary measures are taken to remove or reduce the risk of frustration and of raising false expectations

-G- The project is flexible

- G1.** Context changes are anticipated and monitored (anticipation)
- G2.** The project is adapted in relation to context changes (reaction)

-H- The project is integrated in its institutional context in an optimal manner

- H1.** Actors and their activities are identified
- H2.** Effective coordination links the project with other interventions
- H3.** Opportunities to cooperate with other actors are explored and utilised

-I- The agency has the necessary resources and expertise

- I1.** Necessary and available resources are estimated correctly
- I2.** Staff and other people involved in the project have the necessary expertise
- I3.** An appropriate amount of time is allocated to each phase
- I4.** The project is compatible with available resources

-J- The agency has the appropriate management capacity

- J1.** Reporting lines and decision-making responsibilities are clearly defined
- J2.** Good team management enables the project to run smoothly
- J3.** The methods used for collecting and processing information are appropriate
- J4.** Administrative, financial and logistics management is effective and transparent
- J5.** The risks affecting project equipment are identified, taken into account and monitored
- J6.** The risks faced by your team are identified, taken into account and monitored

-K- The agency makes optimal use of resources

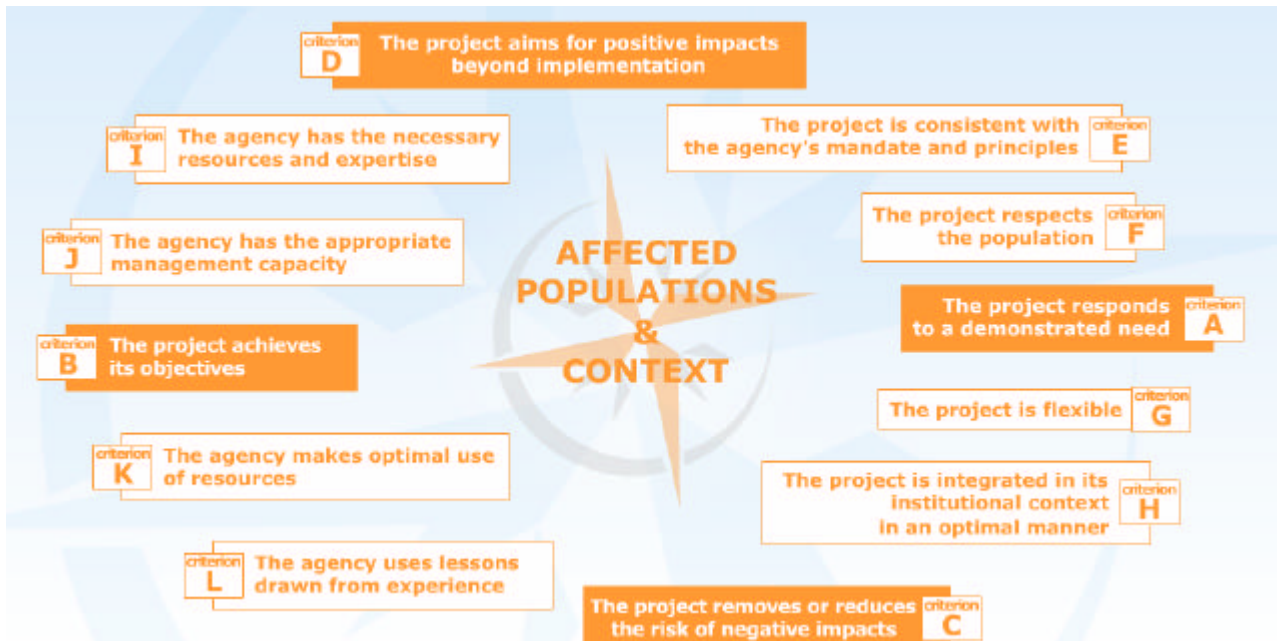
- K1.** The chosen strategy ensures optimal impact
- K2.** Project coverage is optimal
- K3.** Available resources are mobilised and used rationally

-L- The agency uses lessons drawn from experience

- L1.** The agency records relevant information over the course of the project
- L2.** The agency learns lessons from experience
- L3.** The agency uses lessons learnt from experience



PROJECT COMPASS ROSE



- **Impact and results criteria** can be found at each of the four cardinal points. **Affected populations and their environment** are central to these criteria.
- To meet these four criteria, there are **eight structure and process criteria**, related to the **project** and the **humanitarian actor**.



PRELIMINARY PHASE

During the preliminary phase, agencies decide whether to commence the diagnosis phase or not. When an emergency 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. Access to information at this point is often limited.

Steps and corresponding key questions

(Preliminary phase)

Preparing the preliminary phase

- (01-J3) When assessing whether to carry out a diagnosis or not, what information (i.e. source, quality, accuracy, etc.) do you base your decision on?
- (02-J1) How do you make the decision to carry out a diagnosis? Who makes this decision or participates in the decision-making process? Where is the decision taken? (e.g. head office/field office, Desk officer/Chairman/Board of members)
- (03-I3) What time limit are you giving yourself before making a decision about whether to carry out a diagnosis?

Rapid situation and needs analysis (opportunities and constraints)

- (04-A1) According to the information available, can you identify needs that have been provoked by the crisis, and that neither the population, controlling authorities nor other actors are able to meet?
- (05-E2) What are the political and legal issues relating to this crisis?
- (06-B2) Would foreseeable constraints, such as limited access, delays, administrative issues, etc., make it impossible to implement a project or could they be overcome?
- (07-J6) Does the current security situation allow you to consider implementing a project?
- (08-E4) Is there a risk that certain actors may try to manipulate or exert pressure on your intervention?
- (09-L3) Can previous experience in similar contexts provide you with information about the opportunities and risks that could affect a potential project?

Rapid analysis of institutional capacity

- (10-E3) Based on your initial appraisal of the situation, do people's needs correspond to your agency's mandate? How does this crisis concern you?
- (11-I1) Does your agency currently have the capacity to mobilise or obtain the necessary resources for an intervention? How much time will you need to mobilise them?
- (12-J4) Does your current management capacity (administrative, logistical and financial) allow you to consider implementing a new project?

Finalisation and record keeping

- (13-L1) How is the decision to carry out a diagnosis documented?



DIAGNOSIS

During the diagnosis phase, agencies collect all the necessary information for a) deciding whether to design a project, or not, and b) designing it.

The diagnosis phase is the second phase in the project cycle. It involves carrying out research and analysing the results. This enables agencies to make well-grounded decisions regarding potential interventions and ensure that project design meets the relevant quality criteria.

Steps and corresponding key questions

(Diagnosis)

Preparing the diagnosis phase

Mobilising resources for the diagnosis phase:

- (01-I1) What financial and logistical resources are necessary and available for diagnosis?
- (02-I3) How much time do you estimate is needed for a 'quality' diagnosis?

Defining the methods to be used during the diagnosis phase:

- (03-H2) How can you exchange information with other humanitarian agencies in order to avoid doubling up on data collecting exercises?
- (04-L3) What lessons can you learn from previous, or present, experience of providing aid in this context?
- (05-J3) What information is essential and relevant to carry out a rapid and accurate analysis of the context, the crisis and its impact? (i.e. quality, quantity, data collection and processing techniques, concept of optimal ignorance)
- (06-F2) How are people's opinions, suggestions and concerns taken into account during the diagnosis?
- (07-F4) How do you ensure that the diagnosis does not raise false expectations?

Composing the team that will carry out the diagnosis:

- (08-I2) What skills should the team carrying out the diagnosis have to enable them to fully understand the situation and people's needs?
- (09-J2) If you are carrying out an exploratory mission in an area where your agency already has operations underway, how do you deal with the possibility of conflicting interests? (i.e. expertise, communication, motivation, different working methods, etc.)
- (10-E1) What action can you take to ensure that your agency's mandate and principles are clearly defined and have been fully understood by the team carrying out the diagnosis?
- (11-F1) How do you ensure that the team carrying out the diagnosis has a thorough understanding of the key cultural and historical aspects, prior to initial contact with the population?

**Steps and corresponding key questions****(Diagnosis)****Context and population analysis, needs assessment****Crisis analysis:**

- (12-D2) What type of crisis is it (sudden-onset, protracted, recurring, predictable, etc.)? What coping strategies have people developed and would supporting these coping strategies have a positive impact?
- (13-D4) Is the crisis situation one of recurring natural disaster or protracted political instability? Is the level of vulnerability likely to get worse or persist?
- (14-G1) What are your hypotheses for the way the crisis may develop?

Context analysis:

- (15-C3) Do you have sufficient knowledge about the social and political context to ensure that your intervention does not have negative impacts?
- (16-C2) Do you have sufficient knowledge about the local economy and livelihoods to ensure that your intervention does not have negative impacts?
- (17-F3) Have you identified the cultural, social and religious characteristics that must be taken into account if the project is to respect the population?
- (18-C1) Do you have sufficient knowledge about the local environment to ensure that your intervention does not have negative impacts?

Needs assessment:

- (19-A1) Which needs are not yet being met? Have you distinguished between 'real' needs and 'expressed' needs?
- (20-A2) Are people's needs directly linked to the crisis? What problems have caused these needs to emerge?

Risks and constraints analysis

- (21-B2) Has a thorough situation analysis been carried out in order to identify the constraints that may affect your intervention?
- (22-J4) How do you correctly identify the management requirements that you will need to fulfil in order to comply with the legal and tax obligations specific to the context?
- (23-J6) Have you assessed the security situation that your team will have to face?
- (24-J5) What risks (security and operational) could affect the equipment that has been mobilised for your project?
- (25-C4) Do you have sufficient knowledge about the security situation to ensure that your intervention does not place people at risk?

**Steps and corresponding key questions****(Diagnosis)****Stakeholders analysis**

- (26-E2) What other actors are present and what political and legal responsibilities do they have? Can you identify any needs that have been generated as a result of the violation of fundamental rights? What are the most important legal texts relating to these rights?
- (27-H1) Who are the various actors that are present? What activities are they carrying out? What position have they taken on this crisis?
- (28-E3) Do people's needs correspond to your agency's mandate? What are they? Are other agencies better placed to respond to a specific need? What is your agency's position on this crisis?
- (29-E4) Which actors are likely to try to manipulate or exert pressure on your intervention? Should certain partnerships (e.g. for funding) be avoided?
- (30-H3) Who could you set up a partnership, or some other type of alliance, with?
- (31-H2) How are relief efforts coordinated in the current context?

Analysing available resources

- (32-I1) Which resources - local and/or international - could be mobilised for a potential project?
- (33-D5) How can you support, use or strengthen local capacities, techniques and/or resources in order to ensure that your project is sustainable and/or to strengthen its impact?

Finalisation and record keeping

- (34-J1) How do you make the decision to go ahead and design a project? Who makes this decision or participates in the decision-making process?
- (35-L1) What records do you keep from your initial diagnosis? What records do you keep about your decision to implement a project or not?

**DESIGN**

During the design phase, the project and the monitoring system are planned in detail. The quality of the project design largely depends on the quality of information collected during the diagnosis phase and, in turn, will determine the quality of activities to be implemented. It involves a) developing an operational strategy, which will allow the agency to respond to target needs and b) designing the monitoring system.

Steps and corresponding key questions***(Design)******Preparing the design phase***

- (01-I2) Who is responsible for project design? What is the link between the design team and the team carrying out the diagnosis?
- (02-J1) How are decisions made and validated? Who makes these decisions?
- (03-I3) How much time do you allow for project design?
- (04-F2) In what way is the population informed, consulted and involved in the project design phase?
- (05-E4) How do you ensure that the project design phase is not subject to outside pressure (e.g. from donors)?
- (06-L3) How do you integrate the lessons learnt from other projects or the experience of other agencies into your project design? (e.g. literature review, contacts, discussions with programme managers, etc.)

Identifying project hypotheses

- (07-G1) On which hypotheses do you base your intervention? Why?

Needs targeting (prioritisation and determining limits)

- (08-A3) Have you clearly defined the needs your project will try to meet and set limits for your intervention? How have you identified/selected project beneficiaries (individuals or groups of people)?
- (09-K2) For the identification of target groups and priority needs, how do you decide whether to a) concentrate on one group or area for maximum impact per individual; or b) cover a larger area or more people, which would imply a lesser impact per individual?
- (10-F4) Have you clearly outlined the scope of your project to people? How do you ensure that the project is not a source of frustration?

Identifying the project purpose

- (11-D1) Looking beyond technical objectives, how would you define the project purpose? Would it be advisable to clarify and communicate this purpose? What additional activities and resources would this entail?

**Steps and corresponding key questions****(Design)****Exploring and analysing potential operational strategies****Exploring potential operational strategies:**

- (12-B1) What operational strategies could you adopt to meet target needs?
- (13-A2) How can your project respond to identified needs whilst also addressing the causes?
- (14-E3) Based on your analysis of political and legal issues, what action are you going to take to ensure that your project remains consistent with your agency's mandate and principles? (i.e. substitution, persuasion or denunciation)

Taking risks and constraints into account:

- (15-B2) Are the constraints that will affect project implementation (both for the agency and the population involved) taken into account in the project design?
- (16-E4) Which operational strategy carries the greatest, and the least, risk of manipulation? What limits are you going to set for an 'acceptable' level of risk?
- (17-C4) How does your project (objectives, activities and operational strategy) protect people from existing risks and ensure that they are not exposed to additional risks?
- (18-J6) How are you going to integrate the security constraints faced by your team into your project design? (i.e. project objectives, activities, choice of implementation strategy)
- (19-J5) How are you going to integrate the risks affecting project equipment into your project design?

Identifying potential negative impacts:

- (20-C2) Have you taken into account the possible negative impacts that your operational strategy might have on the local economy (or even war economies) and on people's livelihoods in the short, medium and long term?
- (21-C3) Have you taken into account the possible negative impacts that your operational strategy might have on the social and political context in the short, medium and long term?
- (22-C1) Have you taken into account the possible negative impacts that your operational strategy might have on the environment in the short, medium and long term?

Identifying potential positive impacts:

- (23-D2) Which coping strategies are you going to support to have a long-term positive impact?
- (24-D4) Is your operational strategy designed to reduce vulnerability in contexts of recurring natural disaster or protracted crisis? Can you implement a disaster-preparedness and/or prevention strategy?

**Steps and corresponding key questions****(Design)****Exploring and analysing potential operational strategies (cont.)****Integrating the project into its institutional context:**

- (25-H2) How are you going to take other actors' projects and operational strategies into account, so as to avoid duplication and incoherency, and to promote synergy? Which coordination meetings are most appropriate for your project?

Selecting an operational strategy and making contingency plans:

- (26-K1) Which are the most efficient operational and targeting strategies for responding to priority needs?
- (27-G1) Have you made contingency plans (e.g. plan A and plan B, etc.) which will enable you to adapt your project to context changes?
- (28-G2) Will you be able to adapt your project to context changes? (i.e. relationship with donors, authorities, the population, distribution of responsibilities between head office and field offices, etc.)
- (29-I4) How can you adapt your project if the necessary resources are unavailable, or if you are unable to mobilise them?

Defining your operational strategy in detail (project objectives, activities, resources, partners)**Choosing your operational strategy (and contingency plans):**

- (30-D5) How do you design your operational strategy (i.e. funding, partnerships, training, objectives, activities, resources) in order to ensure that your project is sustainable and/or to strengthen its impact?
- (31-F2) How are you going to involve people in the project?
- (32-H3) Who are you going to set up a partnership, or some other type of alliance, with? How do you ensure that your partnership agreement is clear, effective and professional during project implementation?
- (33-F4) How do you ensure that both the population and your project team have fully understood each other's commitments?
- (34-F3) How do you ensure that your project does not counter people's beliefs or a fundamental element of their culture?
- (35-D3) How do you prepare the final phases of your project and the withdrawal process so that your intervention has both a positive and sustainable impact on the population?

Defining project objectives:

- (36-B3) Are project objectives realistic and measurable? Have you established a timetable for achieving your objectives?
- (37-A4) If your project only covers some of the identified basic needs, what do you do about the needs that are not being met and how do you justify your position?

**Steps and corresponding key questions****(Design)****Defining your operational strategy in detail (project objectives, activities, resources, partners) (cont.)****Identifying and estimating human resources:**

- (38-I2) What skills need to be developed within the project team and what support can head office provide?
- (39-J2) What role, status and responsibilities does each staff member have, and how are they related to project objectives and activities?
- (40-J1) How will reporting lines and decision-making responsibilities adapt to reflect changes in the project and the context? How will your decision-making system cope if faced with a major crisis?

Establishing a timetable and budget:

- (41-I1) Are the resources required for project implementation estimated correctly and in sufficient detail? (i.e. timetable, budget, human resources, etc.)
- (42-K3) How do you take the cost-benefit analysis into account in your cost estimates and choice of resources? (e.g. human resources, choice of supplier, call for proposals, competition, etc.)

Designing a project management system:

- (43-J4) What system do you set up to ensure that the project's resources will be managed efficiently and transparently, and that your agency will comply with legal and tax requirements? Is your project (e.g. scope) adapted to your management capacity?

Designing the monitoring system**Designing a system for monitoring the situation (i.e. context and people's needs):**

- (44-G1) How are you going to monitor context changes in order to update and refine your initial assessment of the situation and to check that your project is still relevant?
- (45-A1) How are you going to monitor whether people's needs are changing?
- (46-B2) How are you going to monitor the constraints affecting project implementation and their impact on project achievements?
- (47-J6) How are you going to monitor the security situation (including your project's impact on security conditions)? Have you set clear limits for your intervention should the security situation deteriorate?
- (48-H1) How are you going to monitor the arrival and departure of other actors in the field and whether their operational strategy has changed?

Designing a system for monitoring project impact on people's needs and the context:

- (49-C4) How are you going to monitor the side effects that your project might have on people's security?
- (50-C2) How are you going to monitor the side effects that your project might have on the local economy (or even war economies) and people's livelihoods?
- (51-C3) How are you going to monitor the side effects that your project might have on the social and political context?
- (52-C1) How are you going to monitor the side effects that your project might have on the environment?

**Steps and corresponding key questions****(Design)****Designing the monitoring system (cont.)****Designing a system for monitoring project activities:**

- (53-B3) What procedures are you going to put in place to monitor your project's progress (i.e. activities and achievements)? How regularly are you going to monitor your project's progress? (i.e. timetable, percentage of activities completed, results indicators)
- (54-L2) How are you going to learn lessons from this project? What form will this take? (e.g. self-evaluation, group feedback and discussion, formal mid-term evaluation, etc.) Do you need to set aside a specific time and budget for these activities?

Identifying indicators and means of verification:

- (55-J3) How do you ensure that your indicators and means of verification are based on data that is available or easily accessible, relevant and reliable? How do you ensure that your monitoring system is efficient? (i.e. in terms of time and money)

Summary and record keeping

- (56-L1) What records do you keep about the decision-making process that resulted in the project document? (e.g. hypotheses, constraints, etc.)



IMPLEMENTATION AND MONITORING

During the implementation and monitoring phase, agencies will carry out the activities outlined in the project document. Given that humanitarian contexts are often complex and changeable, the quality of project implementation depends above all on the project team's ability to a) update and broaden their understanding of the context and b) check on a regular basis that the project is well adapted to needs.

Steps and corresponding key questions

(Implementation and monitoring)

Implementing monitoring and lesson learning systems

Monitoring methods/revising the operational strategy:

- (01-G2) In view of context changes, can you make alterations to your project? (e.g. objectives, activities, resources) Can you suspend activities temporarily or definitively, or design a new project?
- (02-J3) How do you ensure that the data you collect produces a representative analysis of how the situation, project and project impact is changing? (i.e. a reliable and reactive monitoring system)
- (03-L2) How are you learning lessons from your current project? What form is this taking? (e.g. self-evaluation, group feedback and discussion, formal mid-term evaluation, etc.)
- (04-L1) How do you use your project documents to help your project move forward?
- (05-I3) Despite the urgency of emergency relief operations, how much time is set aside for monitoring and analysing project developments?

Communicating important lessons or changes:

- (06-L3) How do you disseminate information and use the lessons learnt from your project or other projects to avoid making the same mistakes?
- (07-F4) If you have to revise your commitments, how do you communicate this information? How are you going to handle conflict that may arise if people feel that promises have been broken?

**Steps and corresponding key questions****(Implementation and monitoring)****Monitoring the context****Monitoring people's needs and updating needs analysis:**

- (08-G1) How do you ensure that your reading of the situation and the problems you are trying to address is subject to regular analysis and revision? Are your objectives and activities still relevant given the way the situation is developing?
- (09-A1) Are people's needs changing? How do you monitor this change?
- (10-A4) If other basic needs emerge, what action do you take?
- (11-E2) How are you monitoring the way the situation is developing on a political and legal level? Are fundamental rights being respected? Can you identify any needs that have been generated as a result of the violation of fundamental rights?

Monitoring the institutional context and the impact that other actors have on your project:

- (12-H1) Are there any major changes taking place within the institutional context? (e.g. arrivals/departures, type and number of projects, role in relation to the crisis, etc.)
- (13-D5) Are new sources of funding available or could you set up a partnership to ensure the continuation of your project? Or could you develop a new operational strategy to guarantee project sustainability and/or long-term impact?

Monitoring risks and constraints and their impact on the project:

- (14-J6) How is the security situation developing and what implication does this have on your project?
- (15-B2) Are the constraints affecting project implementation being monitored and are project activities being adapted accordingly?

Monitoring project impacts**Monitoring project relevance in relation to people's needs (optimising positive impacts):**

- (16-A3) Are your target needs and priorities still relevant given the way the situation is developing?
- (17-A2) Does your project respond to identified needs whilst also attempting to address the causes?
- (18-K2) Over the course of the project, are other needs identified that the project can respond to, even if only partially, for the same budget? How do you negotiate the reallocation of these resources with the donor?
- (19-D4) If assessments indicate persisting vulnerability, how are you going to reorientate your project? Can you implement a disaster-preparedness and/or prevention strategy in contexts of recurring natural disaster or protracted crisis?
- (20-B1) Given the way the context is changing, do alternative operational strategies exist that are more appropriate?

**Steps and corresponding key questions****(Implementation and monitoring)****Monitoring negative impacts:**

- (21-C4) What impacts is your project having on people's security? What action are you taking?
- (22-C2) What impacts is your project having on the local economy? Is aid dependency setting in? What action are you taking?
- (23-C3) What impacts is your project having on the social and political context? What action are you taking?
- (24-C1) What impacts is your project having on the environment? What action are you taking?

Project implementation and monitoring**Team management:**

- (25-I2) How do you ensure that your project team has the necessary expertise? (e.g. complementarity between head office staff and field staff)
- (26-J1) Does the way that responsibilities have been distributed amongst the team and agency as a whole promote timely and appropriate decisions?
- (27-J2) How do you deal with staff turnover?
- (28-J2) How do you motivate your team to ensure successful project implementation? How do you handle crisis situations and their impact on staff motivation.
- (29-F1) How do you ensure that the project team is taking cultural factors and traditional practices into account when working with the population?
- (30-E1) What action are you taking to ensure that the population and the project team fully understand the agency's mandate and principles?
- (31-D1) Does the project team understand the meaning of the project and everything it aims to achieve? If not, do you need to clarify (or re-clarify) the project purpose?

Financial and logistical resource management:

- (32-J4) What management strategy do you put in place to ensure transparency and accountability to your partners and to donors?
- (33-J4) How do you guarantee that project resources are being managed effectively and transparently?
- (34-K3) Do your purchasing, recruitment and rental policies etc. take into account the quality-price ratio and possible delays?
- (35-J5) How do you deal with the risks affecting project equipment? How do you ensure that critical stocks (i.e. expensive items, items of strategic importance, delicate equipment) are controlled effectively (i.e. access, stock control, cold chain, transport)?
- (36-K1) Given the way the context is developing (project costs, needs, constraints, funding availability, etc.), is your chosen strategy still the most efficient for responding to target needs? If necessary can your project be adapted?

**Steps and corresponding key questions****(Implementation and monitoring)****Managing relations with the affected population and other actors:**

- (37-E1) What action are you taking to ensure that the population and the project team fully understand the agency's mandate and principles?
- (38-F2) How are you informing, consulting and involving people in project implementation? How will they communicate their opinions (expectations, grievances, advice, etc.) to you? How are their opinions taken into account?
- (39-H3) How do you set up and monitor partnerships and other types of alliance? Is it necessary to modify, expand or terminate any of these partnerships?
- (40-H2) How do you coordinate with other humanitarian agencies in order to maximise complementarity? Do you need to modify your operational strategy (e.g. calendar, technical design, etc.) or can you suggest that other actors review their activities?
- (41-E4) How do you protect the project from outside pressure and from the risk of manipulation? Have changes in the situation increased the risk of manipulation?
- (42-E3) Given the way the situation is developing, is your project still consistent with your agency's mandate and principles? If not, how are you going to (re)define your agency's position on this crisis?

Monitoring project activities:

- (43-I4) How can you adapt your activities, if over the course of the project, you are unable to mobilise resources as previously planned?
- (44-B3) How are you monitoring your project's progress (i.e. activities and achievements) in order to keep track of where you are and how much remains to be done? (i.e. timetable, percentage of activities completed, results indicators)
- (45-F3) How are you monitoring whether your project takes into account people's beliefs, traditions, social practices/ taboos and calendar? If the project is modified in any way over the course of implementation, are these issues taken into account?
- (46-I1) Are costs estimates updated on a regular basis to reflect the changing situation? (i.e. devaluation, pay rise, increased rent, etc.)

Preparing for project closure:

- (47-D3) How do you prepare for the final phases of your project and the withdrawal process so that your intervention has both a positive and sustainable impact on the population?

Finalisation and record keeping**Creating institutional memory:**

- (48-L1) What documents are you compiling in order to create institutional memory about the project history and bring together your various analyses and conclusions?



PROJECT CLOSURE

- During the project closure phase, agencies may decide to either:
- terminate project activities (because project impact has been attained and/or people's needs have been satisfied); or
- extend project activities by handing them over to another organisation, the affected population or local authorities takes over responsibility for them; or
- start up a new project (because new needs have arisen or project impact has not been attained).

Steps and corresponding key questions

(Project closure)

Analysing whether project closure is relevant

Before deciding to close down your project:

- (01-B3) On project closure, how do you measure the difference between initial objectives and achievements? What action will you take to resolve these discrepancies? (i.e. communicating results to the affected population, donors, within your agency, etc.)
- (02-C2) Has your project generated aid dependency? How do you resolve this problem before project closure?
- (03-A1) Have new basic subsistence needs emerged on project completion?
- (04-E3) Is the process of project closure consistent with your agency's mandate and principles? If not, why?

Decision-making

Mode of decision-making:

- (05-J1) How do you make the decision to close a project down, whether this decision is expected or unexpected? Who makes the decision and who participates in the decision-making process?

Communicating the decision:

- (06-F4) What procedures are you setting up to deal with people's frustration relating to your departure?
- (07-J2) How do you withdraw your team from the field on project completion? Where applicable, how do you hand over responsibilities to the team or institution destined to take over project activities and equipment?

Planning project closure

- (08-I2) What essential, and maybe specific, expertise do you require to close your project? (i.e. head office support, consideration for national staff)
- (09-I3) How much time do you estimate is needed to close your project down satisfactorily? (i.e. withdrawal, closing down project infrastructure, administrative issues, etc.)
- (10-H3) How are your partners involved in project completion and closure?
- (11-F4) What procedures are you setting up to deal with conflict that may arise if people feel that commitments have not been honoured on project completion?
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**Steps and corresponding key questions****(Project closure)****Project closure****Preparing for and dealing with potential negative impact:**

- (12-C4) How will your departure affect people's security? What do you do to reduce this problem?
- (13-C3) When you close down your project, what impact will this have on social and political equilibrium? What do you do to reduce or resolve this problem?
- (14-E4) Is there a risk that stakeholders will be able to use your departure to their own advantage? What strategy can you adopt to limit this risk?
- (15-H2) How are your partners involved in project completion and closure?
- (16-A4) What action do you take if, on project completion, some basic needs have still not been met?

Means of promoting project sustainability:

- (17-D5) On completion, what legacy will the project leave behind? What type of follow-up will be necessary in order to consolidate achievements and ensure that your project is sustainable and/or to strengthen its impact?
- (18-J4) How do you ensure that the population is informed about how project resources (especially real estate and equipment) will be used after project completion?

Dealing with risks linked to project closure:

- (19-J6) Does your management strategy enable you to deal with the risks affecting your team during project closure? (e.g. frustration due to job losses, lost orders, interruption of humanitarian aid)
- (20-J5) How do you deal with the risks affecting project equipment during project closure? (e.g. theft, misappropriation, fire, etc.)

Summary and finalising project closure

- (21-L1) What documents are you compiling in order to create institutional memory about project history and project closure?
- (22-L2) How do you learn lessons from the project experience? What form does this take? Are there other issues that could be addressed through an impact evaluation?
- (23-L3) How do you bring together the lessons learnt from this experience and put forward recommendations for use in future projects? To whom and how should these lessons be disseminated so that they are integrated into general practice?