

# Verification Framework

## Core Humanitarian Standard on Quality & Accountability

11 March 2016

The Verification Framework is designed to ensure a consistent, systematic approach to assessing and verifying how the CHS is applied. It sets out indicators for the **requirements (Key Actions and Organisational Responsibilities)** under each CHS Commitment and Quality Criterion and contains guiding questions to inform each of those indicators. The **indicators** in the Verification Framework are taken directly from the requirements of the Nine CHS Commitments, meaning the 36 Key Actions and the 26 Organisational Responsibilities in the CHS have been turned into 62 indicators. Note that the **guiding questions** elaborate on the guiding questions found in the CHS Guidance Notes and Indicators. They are not exhaustive or prescriptive but a guide to where information and evidence might be found that supports application of the CHS requirements.

**1. Communities and people affected by crisis receive assistance appropriate and relevant to their needs.**

**Quality Criterion: Humanitarian response is appropriate and relevant.**

Requirements	Indicators and guiding questions
<b>1.1</b> Conduct a systematic, objective and ongoing analysis of the context and stakeholders.	<p><b>Indicator:</b> The context and stakeholders are systematically, objectively and continuously analysed.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How do you map stakeholders and use this to inform your response? (see also 3.3 &amp; 6.5)</li> <li>• What sources of information are used to assess needs, risks, capacities, vulnerabilities and context (this may include affected people and communities, local institutions and other stakeholders)</li> <li>• Do you have plans or processes for regular context analysis in place, are these known to the staff and used in monitoring processes?</li> </ul>
<b>1.2</b> Design and implement appropriate programmes based on an impartial assessment of needs and risks, and an understanding of the vulnerabilities and capacities of different groups.	<p><b>Indicator:</b> Programmes are appropriately designed and implemented based on an impartial assessment of needs and risks and an understanding of the vulnerabilities and capacities of different groups.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How do you conduct needs assessments and use them to inform response planning? (see 2.1)</li> <li>• How do you collect disaggregated data?</li> <li>• How are vulnerable groups identified?</li> <li>• How do you adapt types of assistance and/or protection to different demographic groups?</li> <li>• How do you match programme budgets and resources with needs? (see 2.1 &amp; 2.7)</li> </ul>
<b>1.3</b> Adapt programmes to changing needs, capacities and context.	<p><b>Indicator:</b> Programmes are adapted to changing needs, capacities and context.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How do you adapt programmes based on changing needs, capacities, risks and context? (see 2.5 &amp; 2.7)</li> <li>• How are social and contextual factors that contribute to vulnerability, such as discrimination and marginalisation assessed and used? (see 3.1a, 3.1b &amp; 3.3)</li> </ul>
<b>1.4</b> Policies commit to providing impartial assistance based on the needs and capacities of communities and people affected by crisis.	<p><b>Indicator:</b> Policies commit to impartial assistance based on the needs and capacities of communities and people affected by crisis.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• In which of your organisation's documents is this requirement covered?</li> <li>• Are all elements of this requirement covered?</li> <li>• Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>
<b>1.5</b> Policies set out commitments which take into account the diversity of communities, including disadvantaged or marginalised people, and to collect disaggregated data.	<p><b>Indicators:</b></p> <ol style="list-style-type: none"> <li>Policies set out commitments which take into account the diversity of communities, including disadvantaged or marginalised people.</li> <li>Policies set out commitments to collect disaggregated data.</li> </ol> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• In which of your organisation's documents is this requirement covered?</li> <li>• Are all elements of this requirement covered?</li> <li>• Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>
<b>1.6</b> Processes are in place to ensure an appropriate ongoing analysis of the context.	<p><b>Indicator:</b> Processes are in place to ensure an appropriate ongoing analysis of the context.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• In which of your organisation's documents is this requirement covered?</li> <li>• Are all elements of this requirement covered?</li> <li>• Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>

**2. Communities and people affected by crisis have access to the humanitarian assistance they need at the right time.**

**Quality Criterion: Humanitarian response is effective and timely.**

Requirements	Indicators and guiding questions
<p><b>2.1</b> Design programmes that address constraints so that the proposed action is realistic and safe for communities.</p>	<p><b>Indicator:</b> Programmes are designed taking into account constraints so that the proposed action is realistic and safe for communities.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How are constraints and risks analysed and identified?</li> <li>• Does it include humanitarian access, security, protection, logistics and funding?</li> <li>• Is risk to affected people and staff regularly assessed and addressed?</li> <li>• How are affected people consulted about safety and access to assistance?</li> <li>• How are plans adapted as a result of the analysis?</li> </ul>
<p><b>2.2</b> Deliver humanitarian response in a timely manner, making decisions and acting without unnecessary delay.</p>	<p><b>Indicator:</b> Decisions affecting programming are taken and acted upon without unnecessary delay so that the humanitarian response is delivered in a timely manner.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• What early warning systems &amp; contingency plans are used for preparedness?</li> <li>• How do you account for and address factors that may cause delays such as weather, access or conflict?</li> <li>• How do you monitor and address delays during implementation?</li> <li>• How are resources adjusted to respond to changes identified in the operational context?</li> </ul>
<p><b>2.3</b> Refer any unmet needs to those organisations with the relevant technical expertise and mandate, or advocate for those needs to be addressed.</p>	<p><b>Indicator:</b> Unmet needs are referred to an organisation with relevant technical expertise and mandate or there is advocacy to address these needs.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How are unmet needs identified, documented and addressed?</li> <li>• Are relevant organisations mapped and unmet needs referred to them? (see 1.1)</li> </ul>
<p><b>2.4</b> Use relevant technical standards and good practice employed across the humanitarian sector to plan and assess programmes.</p>	<p><b>Indicator:</b> Programmes are planned and assessed using relevant technical standards and good practice employed across the humanitarian sector.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How do staff identify and use relevant technical standards and good practice?</li> <li>• How are digressions from international standards justified?</li> </ul>
<p><b>2.5</b> Monitor the activities, outputs and outcomes of humanitarian responses in order to adapt programmes and address poor performance.</p>	<p><b>Indicators:</b></p> <ol style="list-style-type: none"> <li>a. Activities, outputs and outcomes are monitored.</li> <li>b. Programmes are adapted based on monitoring results.</li> <li>c. Poor performance is identified and addressed.</li> </ol>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How are programme activities, outputs and outcomes monitored?</li> <li>• How does monitoring lead to changes in programmes?</li> <li>• How does monitoring help identify and address poor performance?</li> </ul>
<p><b>2.6</b> Programme commitments are in line with organisational capacities.</p>	<p><b>Indicator:</b> Programme commitments are in line with organisational capacities (see also 8.4).</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• In which of your organisation's documents is this requirement covered?</li> <li>• Are all elements of this requirement covered?</li> <li>• Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>

<p><b>2.7</b> Policy commitments ensure:</p> <p>a. systematic, objective and ongoing monitoring and evaluation of activities and their effects;</p> <p>b. evidence from monitoring and evaluations is used to adapt and improve programmes; and</p> <p>c. timely decision-making with resources allocated accordingly.</p>	<p><b>Indicators:</b></p> <p>a. Policy commitments ensure a systematic, objective and ongoing monitoring and evaluation of activities and their effects (see 1.3).</p> <p>b. Policy commitments ensure that evidence from monitoring and evaluations is used to adapt and improve programmes.</p> <p>c. Policy commitments ensure timely decision-making with resources allocated accordingly.</p> <hr/> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• In which of your organisation's documents is this requirement covered?</li> <li>• Are all elements of this requirement covered?</li> <li>• Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>
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**3. Communities and people affected by crisis are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action.**

**Quality Criterion: Humanitarian response strengthens local capacities and avoids negative effects.**

Requirements	Indicators and guiding questions
<p><b>3.1</b> Ensure programmes build on local capacities and work towards improving the resilience of communities and people affected by crisis.</p>	<p><b>Indicator:</b> Programmes are built on local capacities and work towards improving the resilience of communities and people affected by crisis.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How do you map, assess and take into account local capacities (structures, organisations, leadership and support networks) that strengthen local resilience? (see 1.1)</li> <li>• How do you demonstrate activities strengthen community resilience? (see 2.5)</li> </ul>
<p><b>3.2</b> Use the results of any existing community hazard and risk assessments and preparedness plans to guide activities.</p>	<p><b>Indicator:</b> The organisation uses the results of any existing community hazard, risk assessments and preparedness plans to guide activities.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How do you identify, analyse and use existing community hazard and risk assessments? (see 2.1)</li> </ul>
<p><b>3.3</b> Enable the development of local leadership and organisations in their capacity as first-responders in the event of future crises, taking steps to ensure that marginalised and disadvantaged groups are appropriately represented.</p>	<p><b>Indicator:</b> Programmes enable the development of local leadership and organisations in their capacity as first responders and promote an appropriate representation of marginalised and disadvantaged groups in local leadership and organisations.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How do you identify and consult with local leaders to ensure strategies are in line with local and/or national priorities? (see 1.1)</li> <li>• How do programmes work with and through local community authorities? (see 1.1, 6.2 and 6.4)</li> <li>• Do programmes use qualified local and national staff rather than expatriate staff? If not, is it clear why?</li> <li>• How do you transfer competencies and skills to local partners?</li> <li>• How are disadvantaged and marginalised groups supported to become local leaders or be represented in local leadership and organisations?</li> </ul>
<p><b>3.4</b> Plan a transition or exit strategy in the early stages of the humanitarian programme that ensures longer-term positive effects and reduces the risk of dependency.</p>	<p><b>Indicator:</b> A transition or exit strategy is planned in the early stages of the humanitarian programme to ensure longer-term positive effects and reduce the risk of dependency.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How do you ensure transition and/or exit strategy is developed in consultation with affected people and other relevant stakeholders?</li> <li>• Is the strategy known to relevant staff and stakeholders? (see 4.1)</li> <li>• How does it assess and respond to the risk of dependency? (see 3.5a)</li> </ul>
<p><b>3.5</b> Design and implement programmes that promote early disaster recovery and benefit the local economy.</p>	<p><b>Indicators:</b> Programmes are designed and implemented in order to promote early recovery and to benefit the local economy (see 3.6).</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How do programmes consider and facilitate early recovery?</li> <li>• How is the potential effect of the programme on the local economy at different stages of the programme assessed and taken into account?</li> <li>• How is local procurement encouraged?</li> </ul>

<p><b>3.6</b> Identify and act upon potential or actual unintended negative effects in a timely and systematic manner, including in the areas of:</p> <ol style="list-style-type: none"> <li>people's safety, security, dignity and rights;</li> <li>sexual exploitation and abuse by staff;</li> <li>culture, gender, and social and political relationships;</li> <li>livelihoods;</li> <li>the local economy; and</li> <li>the environment.</li> </ol>	<p><b>Indicator:</b> Programmes identify and act upon potential or actual unintended negative effects in a timely and systematic manner, including in the areas of a) people's safety, security, dignity and rights, b) sexual exploitation and abuse by staff, c) culture, gender, social and political relationships, d) livelihoods, e) the local economy, and the environment.</p>
<p><b>3.7</b> Policies, strategies and guidance are designed to:</p> <ol style="list-style-type: none"> <li>prevent programmes having any negative effects, such as, for example, exploitation, abuse or discrimination by staff against communities and people affected by crisis; and</li> <li>strengthen local capacities.</li> </ol>	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How do you detect, assess, mitigate and monitor unintended negative effects in these areas?</li> <li>• How do you identify whether programme activities exacerbate existing divisions within or between communities and affect the position of armed groups or other actors?</li> <li>• How do you understand the means by which people try to protect themselves, their families and communities? (see 1.1 and 1.2)</li> <li>• If unintended negative effects are identified in these areas, how are these addressed and responded to in a timely fashion?</li> </ul>
<p><b>3.8</b> Systems are in place to safeguard any personal information collected from communities and people affected by crisis that could put them at risk.</p>	<p><b>Indicator:</b> Policies, strategies and guidance are designed to a) prevent programmes having any negative effects such as for example, exploitation, abuse or discrimination by staff against communities &amp; people affected by crisis and b) to strengthen local capacities.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• In which of your organisation's documents is this requirement covered?</li> <li>• Are all elements of this requirement covered?</li> <li>• Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>
	<p><b>Indicator:</b> Systems are in place to safeguard any personal information collected from communities and people affected by crisis that could put them at risk.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• In which of your organisation's documents is this requirement covered?</li> <li>• Are all elements of this requirement covered?</li> <li>• Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>

**4. Communities and people affected by crisis know their rights and entitlements, have access to information and participate in decisions that affect them.**

**Quality Criterion: Humanitarian response is based on communication, participation and feedback.**

Requirements	Indicators and guiding questions
<p><b>4.1</b> Provide information to communities and people affected by crisis about the organisation, the principles it adheres to, how it expects its staff to behave, the programmes it is implementing and what they intend to deliver</p>	<p><b>Indicator:</b> Information is provided to communities and people affected by crisis about the organisation, the principles it adheres to, the expected behaviours of staff, and its programmes and deliverables.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How is information sharing planned as part of the programme activities?</li> <li>• How is information on expected staff behaviour communicated to the community?</li> <li>• How is information about the organisation and response communicated in accessible and appropriate ways to affected communities and people?</li> </ul>
<p><b>4.2</b> Communicate in languages, formats and media that are easily understood, respectful and culturally appropriate for different members of the community, especially vulnerable and marginalised groups.</p>	<p><b>Indicator:</b> Communication with communities and people affected by crisis uses languages, formats and media that are easily understood, respectful and culturally appropriate for different parts of the community, especially vulnerable and marginalised groups.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How are people, especially vulnerable and marginalised groups, able to access information provided? (see 1.5)</li> <li>• How are the preferred channels and formats of communication of people, vulnerable and marginalised groups known to relevant staff?</li> </ul>
<p><b>4.3</b> Ensure representation is inclusive, involving the participation and engagement of communities and people affected by crisis at all stages of the work.</p>	<p><b>Indicator:</b> Inclusive representation, participation and engagement of people and communities are ensured at all stages of the work.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How are people's views, including the most vulnerable and marginalised, sought and used to guide programme design and implementation? (see 1.5)</li> <li>• How do you ensure that all groups within affected communities feel they have equitable and safe opportunities to participate in programme decisions?</li> </ul>
<p><b>4.4</b> Encourage and facilitate communities and people affected by crisis to provide feedback on their level of satisfaction with the quality and effectiveness of the assistance received, paying particular attention to the gender, age and diversity of those giving feedback.</p>	<p><b>Indicator:</b> Communities and people affected by crisis are encouraged to provide feedback on their level of satisfaction with the quality and effectiveness of assistance, paying particular attention to the gender, age and diversity of those giving feedback.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How are staff encouraged to seek feedback from people affected by crisis?</li> <li>• How do you ensure that all groups, especially vulnerable and marginalised people, are aware of and have access to feedback channels, and that they feel safe using those channels?</li> <li>• How are barriers to giving feedback identified and addressed?</li> <li>• How are feedback mechanisms planned and budgeted as part of the programme?</li> <li>• When possible, is data provided through feedback mechanisms disaggregated by age, gender and other relevant categories? (see 1.2)</li> </ul>
<p><b>4.5</b> Policies for information-sharing are in place, and promote a culture of open communication.</p>	<p><b>Indicator:</b> Policies for information-sharing are in place, and promote a culture of open communication.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• In which of your organisation's documents is this requirement covered?</li> <li>• Are all elements of this requirement covered?</li> <li>• Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>

<p><b>4.6</b> Policies are in place for engaging communities and people affected by crisis, reflecting the priorities and risks they identify in all stages of the work.</p>	<p><b>Indicators:</b> Policies are in place for engaging communities and people affected by crisis and reflect the priorities and risks communities identify in all stages of the work (see also 1.2).</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>● In which of your organisation's documents is this requirement covered?</li> <li>● Are all elements of this requirement covered?</li> <li>● Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>
<p><b>4.7</b> External communications, including those used for fundraising purposes, are accurate, ethical and respectful, presenting communities and people affected by crisis as dignified human beings.</p>	<p><b>Indicator:</b> External communications, including those used for fundraising, are accurate, ethical and respectful, presenting communities and people affected by crisis as dignified human beings.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>● In which of your organisation's documents is this requirement covered?</li> <li>● Are all elements of this requirement covered?</li> <li>● Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>

**5. Communities and people affected by crisis have access to safe and responsive mechanisms to handle complaints.**

**Quality Criterion: Complaints are welcomed and addressed.**

Requirements	Indicators and guiding questions
<p><b>5.1</b> Consult with communities and people affected by crisis on the design, implementation and monitoring of complaints-handling processes.</p>	<p><b>Indicator:</b> Communities and people affected by crisis are consulted on the a) design, b) implementation, and c) monitoring of complaints handling processes.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How are communities and people affected by the crisis consulted in the design, implementation and monitoring phases of complaints handling?</li> <li>• How are the preferences, particularly those related to safety and confidentiality, of all demographic groups taken into account in the design of complaints handling processes?</li> </ul>
<p><b>5.2</b> Welcome and accept complaints, and communicate how the mechanism can be accessed and the scope of issues it can address.</p>	<p><b>Indicator:</b> Complaints are welcomed and accepted and information on how to access the mechanism and its scope is available.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• What specific processes are in place to ensure that complaints make it to the complaints handling process(es)?</li> <li>• How do you ensure information on how to submit complaints is accessible to and understood by all relevant groups, particularly vulnerable ones?</li> <li>• How do you explain what can be complained about?</li> </ul>
<p><b>5.3</b> Manage complaints in a timely, fair and appropriate manner that prioritises the safety of the complainant and those affected at all stages.</p>	<p><b>Indicator:</b> Complaints are managed in a timely, fair and appropriate manner. Complaints handling mechanisms prioritise the safety of the complainant and those affected at all stages.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• What are the timeframes to investigate and resolve complaints, and are these documented and respected?</li> <li>• Do complainants and potential users of the mechanisms feel their complaints have been or would be handled in a fair, appropriate and safe way?</li> <li>• What are the mechanisms in place to protect complainants?</li> <li>• How does your organisation explain its non-retaliation policy?</li> </ul>
<p><b>5.4</b> The complaints-handling process for communities and people affected by crisis is documented and in place. The process should cover programming, sexual exploitation and abuse, and other abuses of power</p>	<p><b>Indicator:</b> The complaints-handling process for communities and people affected by crisis is documented and in place. The process covers programming, sexual exploitation and abuse, and other abuses of power.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• In which of your organisation's documents is this requirement covered?</li> <li>• Are all elements of this requirement covered?</li> <li>• Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>
<p><b>5.5</b> An organisational culture in which complaints are taken seriously and acted upon according to defined policies and processes has been established.</p>	<p><b>Indicator:</b> An organisational culture in which complaints are taken seriously and acted upon according to defined policies and processes has been established.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• In which of your organisation's documents is this requirement covered?</li> <li>• Are all elements of this requirement covered?</li> <li>• Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>

<p><b>5.6</b> Communities and people affected by crisis are fully aware of the expected behaviour of humanitarian staff, including organisational commitments made on the prevention of sexual exploitation and abuse.</p>	<p><b>Indicator:</b> Communities and people affected by crisis are fully aware of the expected behaviour of humanitarian staff, including organisational commitments made on the prevention of sexual exploitation and abuse.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• In which of your organisation's documents is this requirement covered?</li> <li>• Are all elements of this requirement covered?</li> <li>• Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>
<p><b>5.7</b> Complaints that do not fall within the scope of the organisation are referred to a relevant party in a manner consistent with good practice.</p>	<p><b>Indicator:</b> Complaints that do not fall within the scope of the organisation are referred to a relevant party in a manner consistent with good practice.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• In which of your organisation's documents is this requirement covered?</li> <li>• Are all elements of this requirement covered?</li> <li>• Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>

**6. Communities and people affected by crisis receive coordinated, complementary assistance.**

**Quality Criterion: Humanitarian response is coordinated and complementary.**

Requirements	Indicators and guiding questions
<p><b>6.1</b> Identify the roles, responsibilities, capacities and interests of different stakeholders.</p>	<p><b>Indicator:</b> The roles, responsibilities, capacities and interests of different stakeholders are identified.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How are local actors, humanitarian organisations, local authorities, private companies and other relevant groups considered in the organisation's definition of stakeholders? (see 1.1 and 2.3)</li> <li>• How is information about the competences, resources, areas and sectors of work of other organisations, including local and national authorities, accessed?</li> <li>• How is information regarding the plans and activities of other actors working with the same vulnerable groups, or in the same sectors and geographic areas identified?</li> </ul>
<p><b>6.2</b> Ensure humanitarian response complements that of national and local authorities and other humanitarian organisations.</p>	<p><b>Indicator:</b> The response complements the action of national and local authorities and other actors.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How does programming coordinate with other actors (NGOs, government agencies, etc.) and take their programmes into account when designing, planning and implementing programmes?</li> <li>• Are gaps in coverage identified and addressed? (see 2.3)</li> <li>• How do you ensure that coordination does not undermine independence when working in a context of armed conflict?</li> </ul>
<p><b>6.3</b> Participate in relevant coordination bodies and collaborate with others in order to minimise demands on communities and maximise the coverage and service provision of the wider humanitarian effort.</p>	<p><b>Indicator:</b> The organisation participates in relevant coordination bodies and collaborates with others in order to minimise demands on communities and maximise the coverage and service provision of the wider humanitarian effort.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How are existing coordination structures identified? (see 1.1)</li> <li>• How does the organisation participate in relevant coordination meetings with national and international stakeholders? (see 4.5)</li> <li>• How are activities that directly involve people and communities harmonised with those of other actors who work with the same populations? (see 6.1)</li> </ul>
<p><b>6.4</b> Share necessary information with partners, coordination groups and other relevant actors through appropriate communication channels.</p>	<p><b>Indicator:</b> Information is shared with partners, coordination groups and other relevant actors through appropriate communication channels.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How is information about the organisation's competences, resources, and areas and sectors of work shared with others responding to the crisis?</li> <li>• How do programme plans include measures to regularly share information and coordinate activities with other national and international stakeholders?</li> </ul>
<p><b>6.5</b> Policies and strategies include a clear commitment to coordination and collaboration with others, including national and local authorities, without compromising humanitarian principles.</p>	<p><b>Indicator:</b> Policies and strategies include a clear commitment to coordination and collaboration with others, including national and local authorities without compromising humanitarian principles.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• In which of your organisation's documents is this requirement covered?</li> <li>• Are all elements of this requirement covered?</li> <li>• Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>

<p><b>6.6</b> Work with partners is governed by clear and consistent agreements that respect each partner’s mandate, obligations and independence, and recognises their respective constraints and commitments.</p>	<p><b>Indicator:</b></p> <p>Work with partners is governed by clear and consistent agreements that respect each partner’s mandate, obligations and independence, and recognises their respective constraints and commitments.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• In which of your organisation's documents is this requirement covered?</li> <li>• Are all elements of this requirement covered?</li> <li>• Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>

**7. Communities and people affected by crisis can expect delivery of improved assistance as organisations learn from experience and reflection.**

**Quality Criterion: Humanitarian actors continuously learn and improve.**

Requirements	Indicators and guiding questions
<p><b>7.1</b> Draw on lessons learnt and prior experience when designing programmes.</p>	<p><b>Indicator:</b> Programmes are designed based on lessons learnt and prior experience.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How are evaluations and reviews of similar programmes consulted and incorporated when appropriate in programme design? (see 2.7a)</li> <li>• How do initial assessments take account of lessons learned from past experiences, including those of other actors, and relevant technical standards?</li> </ul>
<p><b>7.2</b> Learn, innovate and implement changes on the basis of monitoring and evaluation, and feedback and complaints.</p>	<p><b>Indicator:</b> The organisation learns, innovates and implements changes on the basis of monitoring and evaluation, and feedback and complaints.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How do monitoring, evaluation, feedback and complaints handling lead to changes and/or innovations in programme design and implementation?</li> <li>• What are the management processes that ensure lessons identified and corrective actions lead to change in practice?</li> </ul>
<p><b>7.3</b> Share learning and innovation internally, with communities and people affected by crisis, and with other stakeholders.</p>	<p><b>Indicator:</b> Learning and innovation are shared internally, with communities and people affected by crisis, and with other stakeholders.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How are lessons learned shared with staff and other relevant stakeholders?</li> <li>• How is poor performance taken into consideration, documented and shared as part of lessons learned with staff? (see 2.5)</li> </ul>
<p><b>7.4</b> Evaluation and learning policies are in place, and means are available to learn from experiences and improve practices.</p>	<p><b>Indicator:</b> Evaluation and learning policies are in place, and means are available to learn from experiences and improve practice.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• In which of your organisation's documents is this requirement covered?</li> <li>• Are all elements of this requirement covered?</li> <li>• Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>
<p><b>7.5</b> Mechanisms exist to record knowledge and experience, and make it accessible throughout the organisation.</p>	<p><b>Indicator:</b> Mechanisms exist to record knowledge and experience, and make it accessible throughout the organisation.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• In which of your organisation's documents is this requirement covered?</li> <li>• Are all elements of this requirement covered?</li> <li>• Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>
<p><b>7.6</b> The organisation contributes to learning and innovation in humanitarian response amongst peers and within the sector.</p>	<p><b>Indicator:</b> The organisation contributes to learning and innovation in humanitarian response amongst peers and within the sector.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• In which of your organisation's documents is this requirement covered?</li> <li>• Are all elements of this requirement covered?</li> <li>• Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>

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

**Quality Criterion: Staff are supported to do their job effectively, and are treated fairly and equitably.**

Requirements	Indicators and guiding questions
<p><b>8.1</b> Staff work according to the mandate and values of the organisation and to agreed objectives and performance standards.</p>	<p><b>Indicator:</b> Staff work according to the mandate and values of the organisation and to agreed objectives and performance standards.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How are staff trained on and supported to understand the mandate and values of the organisation, especially key behaviours on child protection, fraud, whistleblowing and complaints handling?</li> <li>• How do staff know what standard of performance they are expected to apply in their work, including technical and quality standards?</li> <li>• How is staff performance managed and under-performance addressed?</li> </ul>
<p><b>8.2</b> Staff adhere to the policies that are relevant to them and understand the consequences of not adhering to them.</p>	<p><b>Indicator:</b> Staff adhere to the policies that are relevant to them and understand the consequences of not adhering to them.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How are staff throughout the organisation, at different levels and in different locations, made aware of the policies that affect them and their work, the benefits of the policies and the consequences of not applying them?</li> <li>• Do staff sign a code of conduct or similarly binding document and receive orientation to ensure they understand their responsibilities possible sanctions for failing to fulfil their obligations? (See 8.1)</li> <li>• How are complaints about staff received and handled?</li> </ul>
<p><b>8.3</b> Staff develop and use the necessary personal, technical and management competencies to fulfil their role and understand how the organisation can support them to do this.</p>	<p><b>Indicator:</b> Staff develop and use the necessary personal, technical and management competencies to fulfil their role and understand how the organisation can support them to do this.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How are staff trained on standards relevant to their work? (see 7.4 &amp; 7.5)</li> <li>• How are personal development plans created for staff?</li> <li>• How are staff made aware of and able to access support to develop the competences required for their role?</li> </ul>
<p><b>8.4</b> The organisation has the management and staff capacity and capability to deliver its programmes.</p>	<p><b>Indicator:</b> The organisation has the management and staff capacity and capability to deliver its programmes (see 2.6).</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• In which of your organisation's documents is this requirement covered?</li> <li>• Are all elements of this requirement covered?</li> <li>• Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>
<p><b>8.5</b> Staff policies and procedures are fair, transparent, non-discriminatory and compliant with local employment law.</p>	<p><b>Indicator:</b> Staff policies and procedures are fair, transparent, non-discriminatory and compliant with local employment law.</p>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• In which of your organisation's documents is this requirement covered?</li> <li>• Are all elements of this requirement covered?</li> <li>• Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>

<b>8.6</b> Job descriptions, work objectives and feedback processes are in place so that staff have a clear understanding of what is required of them.	<b>Indicator:</b> Job descriptions, work objectives and feedback processes are in place so that staff have a clear understanding of what is required of them.
	<b>Guiding questions:</b> <ul style="list-style-type: none"> <li>• In which of your organisation's documents is this requirement covered?</li> <li>• Are all elements of this requirement covered?</li> <li>• Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>
<b>8.7</b> A code of conduct is in place that establishes, at a minimum, the obligation of staff not to exploit, abuse or otherwise discriminate against people.	<b>Indicators:</b> A code of conduct is in place that establishes, at a minimum, the obligation of staff not to exploit, abuse or otherwise discriminate against people.
	<b>Guiding questions:</b> <ul style="list-style-type: none"> <li>• In which of your organisation's documents is this requirement covered?</li> <li>• Are all elements of this requirement covered?</li> <li>• Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>
<b>8.8</b> Policies are in place to support staff to improve their skills and competencies.	<b>Indicator:</b> Policies are in place to support staff to improve their skills and competencies.
	<b>Guiding questions:</b> <ul style="list-style-type: none"> <li>• In which of your organisation's documents is this requirement covered?</li> <li>• Are all elements of this requirement covered?</li> <li>• Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>
<b>8.9</b> Policies are in place for the security and the wellbeing of staff.	<b>Indicator:</b> Policies are in place for the security and wellbeing of staff.
	<b>Guiding questions:</b> <ul style="list-style-type: none"> <li>• In which of your organisation's documents is this requirement covered?</li> <li>• Are all elements of this requirement covered?</li> <li>• Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>

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

**Quality Criterion: Resources are managed and used responsibly for their intended purpose.**

Requirements	Indicators and guiding questions
<p><b>9.1</b> Design programmes and implement processes to ensure the efficient use of resources, balancing quality, cost and timeliness at each phase of the response.</p>	<p><b>Indicator:</b> Programmes are designed and processes implemented to ensure the efficient use of resources, balancing quality, cost and timeliness at each phase of the response.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How does the organisation ensure that staff follow organisational processes for decisions regarding the efficient use of resources at each phase of the response?</li> </ul>
<p><b>9.2</b> Manage and use resources to achieve their intended purpose, minimising waste.</p>	<p><b>Indicator:</b> The organisation manages and uses resources to achieve their intended purpose and minimise waste.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How is value for money and the use of resources monitored, reported and communicated to programme management?</li> <li>• How do programme plans indicate how resources will be used and for what purpose? Are they shared, as appropriate, with affected people and relevant stakeholders?</li> <li>• Are cost-efficiency, cost-effectiveness and social impact monitored?</li> </ul>
<p><b>9.3</b> Monitor and report expenditure against budget.</p>	<p><b>Indicator:</b> Expenditure is monitored and reported against budget.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• How are programme finances and resources monitored using recognised financial management good practices?</li> <li>• What processes are in place to track the use of resources for the purposes intended, including both cash and in-kind contributions?</li> </ul>
<p><b>9.4</b> When using local and natural resources, consider their impact on the environment.</p>	<p><b>Indicator:</b> Local and natural resources are used taking their actual and potential impact on the environment into account.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• What environmental impact assessments are considered in the design of programmes and activities?</li> <li>• How is impact on local and natural resources monitored, and actions taken to mitigate negative impact?</li> <li>• How are environmental constraints and potentially negative impact analysed with regards to water, soil, air and biodiversity?</li> </ul>
<p><b>9.5</b> Manage the risk of corruption and take appropriate action if it is identified.</p>	<p><b>Indicator:</b> The risk of corruption is managed and appropriate action is taken when corruption cases are identified.</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• What processes are in place to authorise and monitor the use of funds and resources? (see 9.4)</li> <li>• What are the processes in place to address corruption or misuse of resources?</li> <li>• What are the specific procedures to record and address allegations of corruption?</li> </ul>

<p><b>9.6</b> Policies and processes governing the use and management of resources are in place, including how the organisation:</p> <ol style="list-style-type: none"> <li>accepts and allocates funds and gifts-in-kind ethically and legally;</li> <li>uses its resources in an environmentally responsible way;</li> <li>prevents and addresses corruption, fraud, conflicts of interest and misuse of resources;</li> <li>conducts audits, verifies compliance and reports transparently;</li> <li>assesses, manages and mitigates risk on an ongoing basis; and</li> <li>ensures that the acceptance of resources does not compromise its independence.</li> </ol>	<p><b>Indicators:</b></p> <p>Policies and processes governing the use and management of resources are in place, including how the organisation:</p> <ol style="list-style-type: none"> <li>accepts and allocates funds and gifts-in-kind ethically and legally;</li> <li>uses its resources in an environmentally responsible way;</li> <li>prevents and addresses corruption, fraud, conflicts of interest and misuse of resources;</li> <li>conducts audits, verifies compliance and reports transparently;</li> <li>assesses, manages and mitigates risk on an ongoing basis; and</li> <li>ensures that the acceptance of resources does not compromise its independence.</li> </ol>
	<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• In which of your organisation's documents is this requirement covered?</li> <li>• Are all elements of this requirement covered?</li> <li>• Are you aware and familiar with the policies and guidelines that cover this requirement? Is their content part of the organisational culture?</li> </ul>