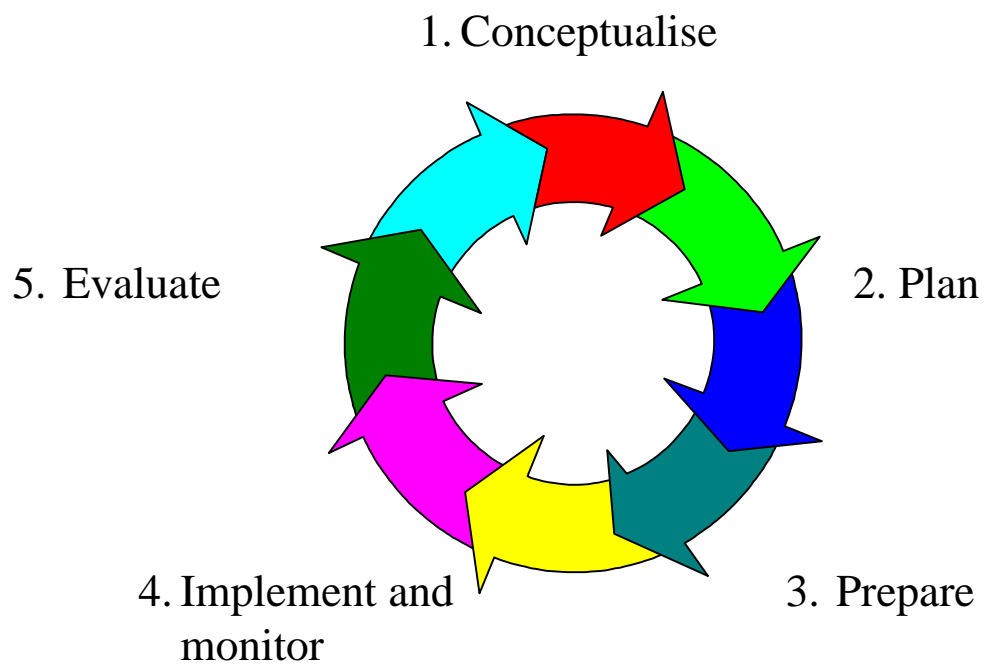


# Project Planning



## Disaster Preparedness Training Programme



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## Background and uses

This module is one of nine modules that have been prepared by INTERWORKS for the International Federation of Red Cross and Red Crescent Societies Disaster Preparedness office in Geneva. This module can be used as for independent study, as a reference guide on the subject, and to provide participants at a workshop training event on this topic. It is intended to accompany the trainer's notes on this topic. Their intended use is global, and they are written for generalists, planners and professionals with disaster preparedness and/or emergency response responsibilities both within the Federation and in the National Societies. Non-governmental organisations interested in disaster preparedness and preparedness planning, government emergency commissions, local disaster committees and civil defence training units may also find these modules useful.

This material can be used as:

- A general reference material on disaster preparedness
- Training and workshop modules and trainer's guides
- An orientation to disaster preparedness for Delegates and NS officers
- A guide for assessing or planning disaster preparedness capabilities

All nine of these modules are revised and updated versions of modules that were initially developed for the Central Asia IFRC Disaster Preparedness Regional Delegation DP project in 1998. This project resulted from recommendations and training needs expressed by Central Asian National Society and Emergency Commission staff attending the IFRC sponsored regional disaster preparedness conference held in Tashkent, Uzbekistan from June 24-26, 1996.

The overall aim of the Central Asia DP training project was to support the National Societies in further developing their own structures for preparedness in conjunction with those of the Emergency Committees, Ministries and Civil Defence organisations in each of the five countries in the region. To date, disaster preparedness in the region has been typified by highly response oriented, well maintained and trained Civil Defence organisations; and largely unprepared, and untrained local populations and non-governmental organisations. Disaster management has traditionally consisted of preparedness for efficient and centralised emergency response, not the development of community-based or localised preparedness capacity. The Central Asia DP training programme was one attempt to change this emphasis and was proposed as a starting point from which revisions, and modifications for use on a country-by-country basis were expected and welcomed.

This material is based on a "multi-hazard" approach, and is typically applicable to preparedness in all of the hazard situations represented. However, the specific country context of the readers and trainees will necessitate a focus on the hazard types that are most applicable to their situation. While the modules and accompanying trainer's notes are written for use at national level workshops, individuals with training responsibilities are encouraged to use and adapt the material for use at more local regions and towns.

## The nine disaster preparedness modules and trainer's notes

Disaster Preparedness	Preparedness Planning	Risk Reduction
Increasing Community Disaster Awareness	Disaster Emergency Needs Assessment	Disaster Programme Information and Reporting
Improving Coordination	Improving Basic Training Skills	<b>Project Planning</b>

### Acknowledgements

These nine modules and their accompanying trainer's notes were prepared for the International Federation by INTERWORKS, a consulting group with disaster management training and consulting experience in over 60 countries worldwide. Review and critique of these modules were provided by a team of Central Asian disaster management specialists, the disaster preparedness officers of five Central Asia National Societies, the Federation disaster preparedness staff in Geneva and delegates in Central Asia, the Caribbean and East Africa.

The following documents served as references for the compilation and writing of this particular module:

1. *Project Planning and Management: Workshop materials for DP Training Workshop, Ashgabad, Turkmenistan, International Federation of Red Cross and Red Crescent Societies, Regional Office for Central Asia, Disaster Preparedness Programme (April 1997).*
2. *Projects: How to Plan and Manage (Guidelines). International Federation of Red Cross and Red Crescent Societies, September 1993.*
3. "Managing Projects," *IFRC Handbook for Delegates, Geneva, 1997.*
4. *Community Based Disaster Preparedness, 5-year Strategic Plan (1998-2002), Bangladesh Red Crescent Society National Headquarters, Dhaka, Bangladesh, October 1997.*

# Project Planning

## Aim and audience

National Societies carry out a wide variety of programs and projects. Experience reveals that a key condition for success is proper planning. This module, therefore, provides an introduction to some practical and straightforward guidelines and tools used in the project planning process. Since these guidelines are rather general, their purpose is to guide and stimulate thinking about project design and project planning rather than to provide a precise roadmap about how it is done. This module can serve as a reference document for those staff who on occasion must design projects and prepare project proposals and for those who may want to use it during a workshop where participants will be challenged to think creatively and analytically about project design and planning.

## Main points

- Stages in the project cycle
- Elements of project conceptualisation
- Elements of project planning
- Elements of the project proposal
- Elements of project monitoring, evaluation and reporting

## 1. Introduction

### 1.1 *The need for project planning*

Planning at some level is basic to all human activity, and is really applied common sense. It involves working out what you want to do and how you are going to do it. This applies whether you are preparing a straightforward and simple project or a long-term program. Planning involves identifying priority needs and opportunities, discussing and testing the various possible courses of action, choosing the most appropriate one (or ones), agreeing what you can expect to achieve, calculating the human and material resources needed to reach your objectives, anticipating possible problems and getting agreement among all concerned about clear targets and timetables for the work in view.

Planing techniques can address many organisational problems and opportunities, including institutional development of your National Society and planning of disaster preparedness activities. Whether the priority is capacity building, disaster preparedness, immediate emergency action or new initiatives such as advocacy for vulnerable groups, good planning can increase your chance of success. It helps you analyse and assess present needs and future challenges. It gives you the means to test out various possibilities, think through the difficulties that might occur and prepare to overcome them. Good plans always allow for flexibility to adapt to changing circumstances.

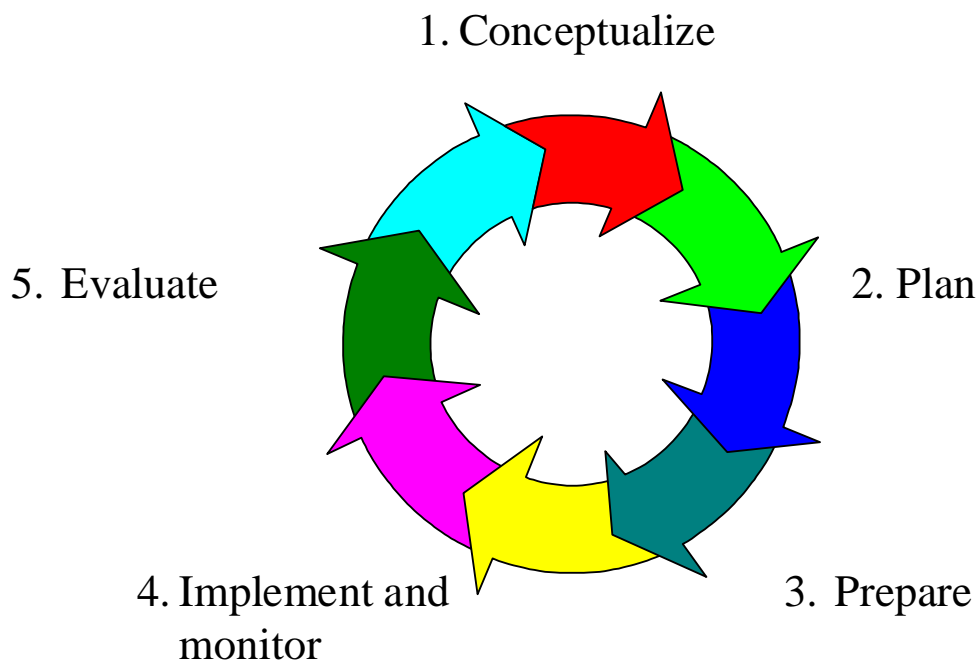
### 1.2 *Beneficiaries and project management*

Planning should never start and end in an office or committee meeting. Project planning should never be done alone or in isolation from those who have to implement the plans, or who will benefit from them. In fact, the most successful and sustainable projects make an

effort to involve those who are to benefit—in all stages of project planning and implementation. It is important to find out what the beneficiaries really think about the problem and about how to address it.

### 1.3. *Project planning*

Project planning is done to increase the likelihood that a project will be implemented efficiently, effectively and successfully. Project planning covers the first three stages of "the project management cycle." This cycle, illustrated below, describes the various stages for conceptualising, planning, implementing and evaluating a project and recognises that even when a project is finished, it may provide the starting point for a new one.



1. **Conceptualise project scope and objectives:** Explore the problem, identify priority needs, consider project solutions and evaluate organisational capacity.
2. **Plan the project:** Establish the project scope; clarify goals and objectives; choose the most appropriate course of action; identify the inputs and resources required in terms of: people, materials, time and money; develop a budget and draft a project plan.
3. **Prepare project proposal:** Present the project to important stakeholders, receive their feedback and secure the necessary material, human and financial resources.
4. **Implement the project:** Implement the project by following a work-plan and completing pre-determined tasks and activities. Monitor progress and adjust as necessary.
5. **Evaluate the project:** Review what has happened, consider the value of what has been achieved, and learn from that experience in order to improve future project planning.

## 2. Conceptualise the project

### 2.1 Write a problem statement

All project planning should begin with an analysis of the current situation and define the problem or opportunity that the project will seek to address. The success of a project will depend on how precisely and accurately the problem is articulated and understood. Again, the perspective of the beneficiaries is critical at this stage. The most important needs of the affected population will not always match those identified as most important by outsiders. It will be very difficult to mobilise community interest and support in a project that the community sees as meeting secondary needs—or no needs at all.

One should not assume that communities are homogeneous in their needs or desires. Different people in a community will have different and often conflicting needs and desires. A proposed project that seeks to benefit the most vulnerable, who are usually the poorest in a community, may sometimes threaten established interests and power structures. Similarly, a program to empower women may threaten some of the men in a community.

Once the situational analysis is complete, project planners will want to articulate a problem statement that answers the following questions:

- What is the problem?
- When and how did the problem originate?
- What are the main needs generated by this problem?
- What is the significance of this problem?
- Why should anything be done about this problem?

**Note:** While these questions refer to "problems," it is important to remember that the discussion that follows applies equally, if not more importantly, to "opportunities."

### 2.2 Brainstorm possible project solutions

Once a problem has been defined, project planners need to consider the many possible responses. Brainstorming is one simple method for exploring needs and considering possible problem solutions. This method brings together a group of people and asks them to share their ideas on any one or a number of questions — ranging from problems to solutions. Their ideas are all listed on a blackboard or on large sheets of paper, and then looked at one by one.

Brainstorming involves two stages: the creative stage (i.e. generation of ideas or listing of needs) and the critical stage (i.e. evaluation and analysis of these ideas). During the creative process, participants provide “raw” ideas as they think of them. These ideas can be practical, idealistic or wildly creative. These ideas should not be critiqued or analysed during this first stage—they should just be accepted and listed. After all ideas are listed, they can be further developed or combined.

During the critical stage, the group should evaluate the ideas and attempt to identify the rationale of every idea, even if the whole idea seems far-fetched. Individuals can be asked to explain or defend their idea by fielding questions from others in the group. During this stage, organisational capacities also need to be evaluated. The National Society will need to

ask itself whether it can really do anything about the priority problem that has been identified. Questions to help the NS explore the match between proposed solutions and organisational capacities include:

- Do we have, or can we get, the appropriate staff and volunteers?
- Are we already too heavily committed with other activities?
- Is the area too remote for proper supervision?

The Red Cross/Red Crescent Movement is committed to addressing the needs of many different vulnerable groups in society, and sometimes has to make difficult choices about **what to do and what not to do**. Even with financial and personnel resources available through other National Societies and the Federation, **local needs are always likely to be greater than available resources**. There must be realism about the actual capacity of any National Society to plan and manage new projects. Sometimes an important need cannot be met until the National Society has further developed its operating capacity and the skills of its staff. Therefore, each National Society should have an overall Development Plan based on its general assessment of priorities and opportunities.

If you accept that your NS does not have the capacity to start a particular project even though it is urgently needed, you may have to plan a more modest activity in an area of lower priority for the time being. Planning strategy involves deciding what to do and also what not to attempt.

After all ideas are understood and discussed, and organisational capacities considered, the group should arrive at consensus on the three most important ideas or a combination of ideas for project implementation. From this shorter list, the group should select the one idea that they are best suited to implement.

### **2.3 Determine project scope and objectives**

After selecting one solution to implement, project planners need to clearly establish the scope of the proposed project. A statement of the project scope should state broadly the general purpose and goals of the project. This broad statement should be followed by more specific objectives that will be met. The following excerpted from a 5-year project strategic plan (1998-2002) for Community Based Disaster Preparedness by the Bangladesh Red Crescent Society, provides an example of a project scope statement, a project goal statement and specific project objectives.



## **Community Based Disaster Preparedness (CBDP) 5-year Strategic Plan (1998-2002) Bangladesh Red Crescent Society (BDRCS)**

**Project Scope:** The proposed five-year community-based disaster preparedness project will engage with vulnerable communities in developing self-sufficiency to withstand or prevent future disasters. This means transforming the Bangladesh Red Crescent Society from a largely centralised re-active relief operative to a pro-active disaster preparedness and relief organisation with operational capacity at the District level. This project proposes to build capacity at the National Headquarter, the district Unit and the Community level.

**Project Goal:** To develop the capacity of the most vulnerable people and the organisation in disaster preparedness and relief and to contribute to national and local co-ordination of disaster management.

### **Specific 1<sup>st</sup> year objectives:**

- Establish, train and equip the Disaster Advance Response Team at National Headquarters
- Reactivate a further 5 BDRCS (district) Units and following orientation and induction engage them in CBDP activities under agreed Unit Undertakings
- Induct and train Unit level Officers with agreed Job Descriptions at each of the 5 selected Units.
- Engage Units in development work with two vulnerable communities in each of the 18 Districts (13 existing and 5 new CBDP Units) through water and sanitation projects.
- Activate and re-constitute 54 Shelter Management Committees in Noakhali and Barguna regions with the accepted role of Cyclone Shelter Management
- Establish at least a further 8 Unit Disaster Emergency Relief Fund
- Hold a Schools Disaster Preparedness Poster competition in at least 500 schools

### ***Goals and objectives***

Goals are broad statements that describe the overall purpose of the project. Objectives are much more concrete. Remember to use the SMART guidelines for writing objectives.

These are:

- **Specific**
- **Measurable**
- **Achievable**
- **Realistic**
- **Time-bound**

After the project scope, goals and objectives have been defined, the next step is to develop a more detailed project description and strategy that answers the following questions:

- What aspects of the problem will this project address? What aspects won't it address?
- Who will benefit from this project?
- What needs will be met?
- What will the beneficiaries receive?
- What is expected of the beneficiaries?
- What is the general strategy that this project will pursue?
- What is the expected outcome resulting from the project?
- What is the methodology for implementation for the project and each project component?

Annex 1 is an excerpted example of a project strategy and methodology for meeting the goal of "mobilising, engaging and supporting the most vulnerable communities ... towards [achieving disaster preparedness] self-sufficiency."

### **3. Plan the project**

Once the project scope, goals, and general strategy have been established, the specific objectives need to be converted into planning steps and the details of project implementation need to be determined. Many tools exist to assist planners with this process. They include:

- Project planning checklists
- Project work plans
- Gantt (bar) charts
- Logical Framework Analyses
- Budgets

#### **3.1 Project planning checklists**

The simplest planning tool is the project planning checklist. It is only a bit more sophisticated than checklists we might prepare every day, such as a shopping list. In the same way, a project planning checklist can be generated which identifies everything that needs to be done, when, and by whom. The idea is that, before you start on a new activity, you think through and prepare for all the things that will have to be done. The checklist reminds us of things to do and allows us to monitor our progress. Project planning checklists follow a similar overall pattern, although the details will vary from one project to another. A sample format for a project master check list is attached as Annex 5.

#### **3.2 Project work plans**

Work plans define the specific steps, deadlines and responsibilities for task completion. In almost all planning, it is necessary to prepare the following:

- Some detailed sub-plans, describing separate kinds of activities.
- Implementation schedules or timeframes, which show the beginning and end of every stage, and how they correspond to the total duration of the project. See Annex 3 for an example implementation schedule.
- Distribution of obligations, which shows who is responsible for what kind of activity and who is responsible for general management and coordination. See Annex 2 for an example related to planning for a resettlement project.
- List of participants, showing how many people are involved in the project, their qualification and period of work in a project.

Work plans should distil the project into distinct tasks and should highlight the relationship and dependencies among the tasks. They should also determine existing and additional resources required to complete each task. The sum of resources, time and costs is used to estimate a project schedule and a budget.

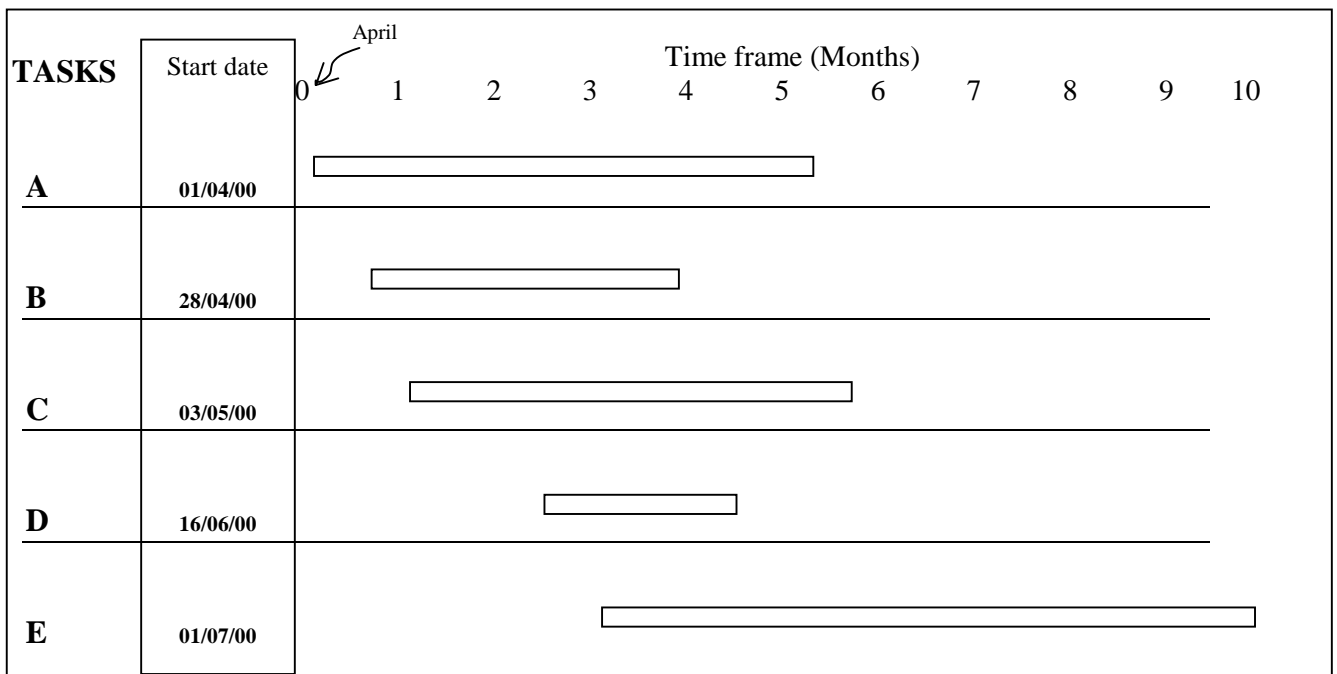
### 3.3 Gantt (bar) charts

One of the most popular project planning techniques for scheduling, reporting, and control of simple projects is the Gantt or bar chart. This technique graphically represents the progress of a project versus the time frame within which it must be completed. Gantt charts are excellent graphical representations for scheduling the execution of various project activities. They can be used as simple and easily understood models for communicating information to all levels or for project management and supervision. Gantt charts allow project managers to plan all activities, estimate the time necessary to complete each, estimate the time required to complete the overall project and monitor project progress. To prepare a Gantt chart:

1. List each of the discrete project activities or tasks that needs to be completed
2. Establish the execution sequence of these activities
3. Estimate the duration of these activities (done in collaboration with those responsible for completing the activities)
4. List all activities in chronological order and determine those that can be carried out simultaneously and those that must be carried out sequentially.
5. Consider the resource requirements and allocations for each activity

Gantt charts can be prepared easily with graph paper, or by drawing lines on blank paper. They are a common feature of project planning software, but any spreadsheet or sophisticated word processing program can also be used to create these charts.

The following diagram is a sample Gantt chart.



In the Gantt chart, the horizontal axis represents the time scale for completing the project. The unit for the time scale can be days, weeks or months, depending upon the total length of the project. The list of project tasks or activities is shown in the left-hand column. The schedule of each activity, showing its starting, duration and completion times, is shown by horizontal bars drawn on each row. For this reason, Gantt charts are also called bar charts or bar diagrams. The bars are drawn according to a time scale laid out across the top of the chart; the length of each bar represents the estimated time needed for carrying out the corresponding activity. At any given time, the actual progress of project activities can be measured against the planned schedule by directly recording it on the chart as well. Annex 3 shows a Gantt chart reflecting the "Implementing Schedule for a Resettlement Project."

### 3.3 The logical framework

#### 3.3.1 Overview of the logical framework approach

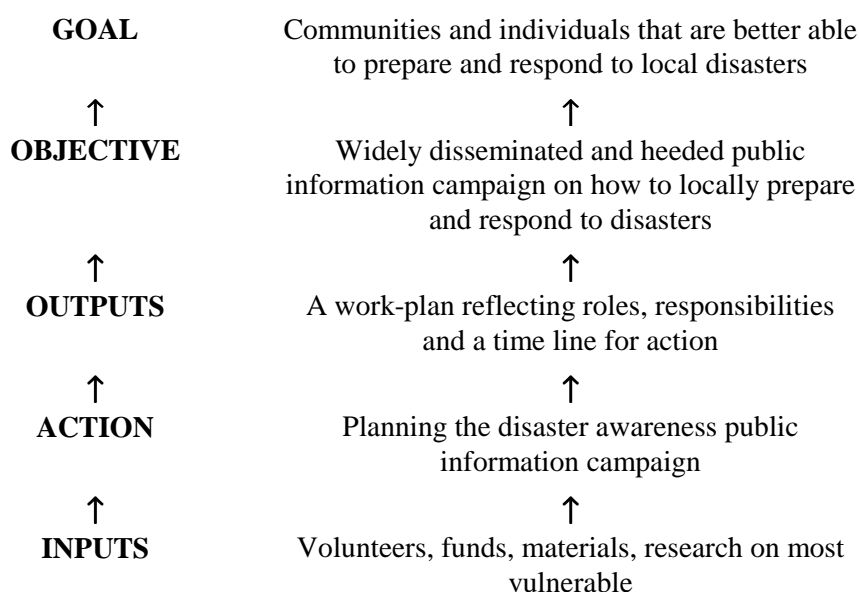
A useful tool for planning more complicated projects is the logical framework approach. The idea of this tool is that you identify all the main elements of a new proposal, and examine how they fit together. The logical framework requires that you:

- write down the planned *activities* in a certain order that helps you to check whether one step will lead to the next.
- note any *assumptions* that you are making, and examine whether or not they are true.
- identify *indicators* of progress.

#### 3.3.2 List the activities

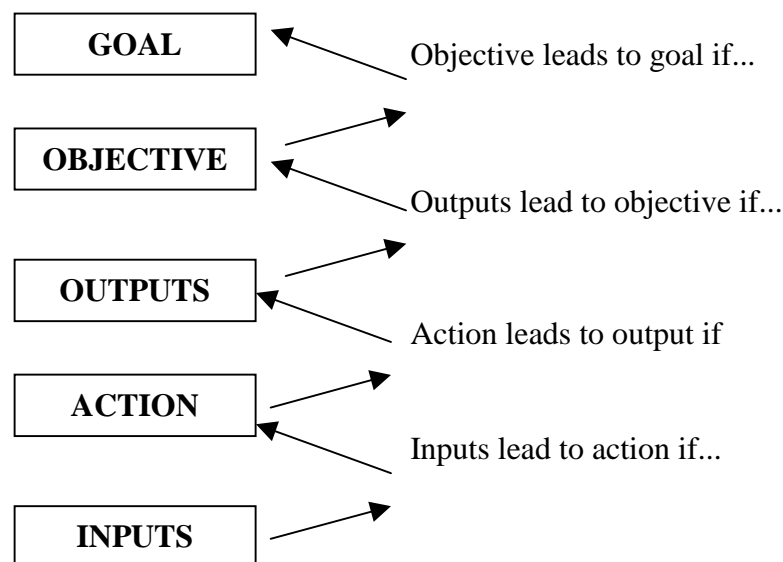
The first step is to think of a project as a series of activities where one step leads on to the next. The way this is normally shown is to place inputs at the bottom of the page and then to work up towards the goal written at the top. This concept is illustrated in the following diagram where one starts with "Inputs" at the bottom and works upward.

#### Example: A disaster awareness campaign



### 3.3.3 Examine assumptions (conditions of achievement)

Whether actions lead to the desired results, depends on whether our planning assumptions are correct. In the above example, the *input* "Volunteers" will only contribute to the *action* "Planning the disaster awareness campaign," if our assumption about the skills and commitment of volunteers holds true. Otherwise the *action* may not occur. The following diagram shows that one stage of the plan only leads to the next *IF* certain assumptions are true.



### 3.3.4 Indicators of progress

The full version of the logical framework as a planning tool also includes the **indicators** of progress that you will look for once you start to implement your plan. Some examples of indicators are given in Annex 4: "Red Cross/Red Crescent Community Based First Aid Training Program."

## 3.4 Budgets

The next step in resource allocation is the development of a budget for each important element of the program. Simple, accurate systems that improve budgeting and cost control are crucial. Whatever approach is used, a budget must be flexible and anticipate inflation of costs.

Many projects experience difficulty with monetary control and have trouble accounting for funds. Usually this is because the project has not specified the accounting system to be used from the outset or the system chosen is not adaptable to the project situation. For example, during disaster times, good field accounting requires a simple system that is easy to use, easy to carry, and places the emphasis of trust on the user. It also requires training in how to use the system *before* disaster strikes. Field representatives, especially in the emergency, must have an accounting system that recognises the need for flexibility and simplicity. Several agencies have recently begun to use simplified field-account books that have built-in impression pads, so that duplicate or triplicate records can be prepared and maintained. This innovation reflects the agencies' awareness that a disaster creates special accounting needs.

There is a close relationship between budgeting as a planning technique and budgeting as a control technique. In this section we are concerned only with the preparation of budgets prior to operations. From this perspective, budgeting is a part of planning. With the passage of time and as the organisation engages in its activities, however, the actual results will be compared with the budgeted (planned) results. This analysis may lead to corrective action. Thus, budgeting can also be viewed as a method for evaluating and coordinating the efforts of the organisation.

## **4. Prepare project proposals**

### **4.1 *Writing-up and presenting a project proposal***

All of the work project planners have put into conceptualising and planning the project should be reflected in a project plan or proposal that states the scope, timetable, resources and costs of the project. If you have to write about a project (a letter to a Government Ministry, a paper for one of the National Society's committees) you may have to develop different communication skills.

Sometimes a local authority or a funding organisation asks for a special application form to be completed (especially for a donor organisation). Even if you have to complete a form, send it with a covering letter that states:

- What your National Society is already doing in this direction.
- What new needs you have identified.
- What you want to do about them.
- How you plan to reach the goals.
- What resources will be needed?
- How progress will be measured, and sustained in the long-term.
- Why you think this project is important.

In some cases you may have to add extra information. For instance, if you are seeking funding from an outside body, you will also have to attach a detailed budget to justify the financial resources you are requesting.

### **4.2 *Review and critique of draft project proposal***

Someone not connected with the project should review and critique the proposal before it is submitted or implemented. This reviewer should consider the following questions:

- Does this project correspond to the basic principles of the Red Cross/Red Crescent movement, government regulations, and the plans of the National Society, including plans to cooperate with other organisations?
- Does this project correspond to local economic, social and political realities?
- Is this project directed to the most vulnerable?
- Has the impact of the plan on the environment been considered?
- Do people really want and need the project?

- Is the project realistic?
- If the project is successful, how will it be sustained on a continuous basis?

#### **4.3. Project description**

There is no single recipe for a project proposal outline. Every donor or customer has the right to ask that their specific project description requirements be used. Before writing a project proposal, you should verify the information that the potential donor requires and address it in your proposal. In general, however, most project proposals will require that you include the following information:

## **PROJECT PROPOSAL OUTLINE**

### **1. Identification and Description of the Problem**

- Basic data on country, region, sector, community
- Definition of problem
  - Clear information on how serious it is
  - Causes of the problem
- Existing local efforts to solve the problem
- Knowledge and experience about efforts elsewhere
- Summary of why a new project is necessary

### **2. The Proposed Project**

- Brief description of the project
- Statement of project goals and specific objectives in terms of expected results
- Why the proposed solution is appropriate
- Identification and rejection of other alternatives
- Expected project benefits (direct and indirect)

### **3. Plan of Action**

- Description of activities
- Timetable, including reports and evaluation

### **4. Management and Staffing**

- Organisational structure for project management
- Functions, responsibilities of different senior jobs
- Personnel and recruitment requirements

### **5. Budget**

- Budget summary of expenditures
- Description and costing of inputs required
- Long-term financial projections

### **6. Expected Funding Sources**

- Proposed sources and amounts of initial funding
- Other possible sources of assistance
- Long-term financing plan for running costs

One useful way to summarise a proposed project is through the use of an Activity chart, which provides a quick visual overview of the different project activities and correspond to the sections and key aspects of the descriptive proposal. While activity charts should contain some general categories of information, they can be adapted to meet your specific needs and situation. In the case of the Bangladesh Red Crescent Society, their activity chart contain the following column headings: Code Number (corresponds to project objective described in the proposal, (brief) activity description, Time frame (for activity implementation), Responsibility, Persons required, Materials required, Unit costs, Budget requirements and remarks. See Annex 6 for an example of an activity chart.

## **5. Monitoring, Evaluation and Reporting**

### **5.1 Monitoring**

Your project plan should also establish milestones that can be monitored for completion or deviation. Even with a good plan and a good budget, you cannot expect the actual work to go ahead without problems from time to time. As the project is implemented, it is important to monitor and control progress based on the objectives that were established in the project plan. In addition to ensuring adherence to project objectives, it also may be necessary to make adjustments to address unforeseen challenges, obstacles and opportunities as they arise. This monitoring should be done in parallel with the donor's reporting requirements. During all periods of project implementation, actual costs should be constantly compared with the planned budget. Such financial monitoring is the easiest means to check deviation from the plan.

### **5.2 Evaluation**

Evaluations should determine the effectiveness and impact of the project. They should also study the process used to complete the project. Evaluation determines the value of a program. Project evaluation answers the following questions: "What has the project achieved?" "Have the original goals been achieved?" "What unexpected results do we have—positive as well as negative?" "Should this project be spread on other regions?" Usually evaluation is done as an ultimate stage of the whole program activity to determine the final result and compare actual and planned achievements.

Because monitoring and evaluation are basic functions essential to the effective management of disaster preparedness and emergency response programs and to the achievement of program objectives, these inter-related functions should be planned for in the project document. The document should specify when and how project monitoring and evaluation will occur including what indicators will be used to monitor progress and determine success.

### **5.3 Reporting**

#### **5.3.1. The need for reporting**

Most, if not all, projects require some level of reporting. The project plan should identify who needs to receive information and updates about the project, what types of information they need to receive, and how this information will be reported.



Field personnel are often responsible for collecting data and reporting this information to the organisational directors and leadership—who then base their actions and decisions partially on this information. It is critical in these cases that the information provided helps these decision-makers clarify particular problems and make informed choices. Reports and information can add value to a decision maker's actions and choices by:

- Selecting and presenting only information relevant to the decision maker's context
- Logically organising the information (i.e., formatting, grouping, and classifying)
- Providing an initial analysis and recommendations (i.e., evaluation, validation, comparison, synthesis and interpretation)
- Formatting the document for easy reading, with attention drawn to major points

Timely, regular and accurate reporting is the most important tool to ensure good management support and sufficient funding for an emergency operation or longer-term disaster preparedness programs. Reports are management tools that provide key information to facilitate effective decision making, fundraising efforts and donor relations. Conscientious reporting also is important for ensuring accountability and transparency in the use of funds and in program implementation. The collection and reporting of information should always have a clear purpose and a specific audience in mind.

Many staff, in setting priorities, often accord low status to the reporting function. Emergency response organisations should, as a preparedness measure, establish and communicate to all staff their expectations concerning reporting requirements. Staff should understand that reporting is a critical part of their jobs, not a burden but rather an essential tool in decision-making.

### **5.3.2 Reporting contents**

#### **Purpose of project activity reports**

These reports are compiled monthly or quarterly, (and annually) and are submitted to one's supervisors, to the organisation's headquarters, and if required, to donor agencies. These reports:

- Help facilitate national level appeals and fundraising efforts
- Keep the leadership and donors abreast and informed about progress, accomplishments, and challenges
- Are useful for future program planning and strategy
- Serve as institutional memory and recorded history
- Highlight potential opportunities, problems and constraints
- Ensure accountability and transparency in the use of funds and in program implementation

**Content of program and activity reports**

Project reports, usually include, as a minimum, the following information:

- Description and status report of activities completed or initiated (dates, participants, beneficiaries and results)
- Description of special challenges, constraints or problems encountered in implementing activities
- Priorities, work plan and goals for the next month, quarter and/or year
- Important new developments or concerns

## **Annex 1: Project strategy and methodology: Community Based Disaster Preparedness**

Project Goal: Mobilising, engaging with and supporting the most vulnerable communities in each participating district to achieve disaster preparedness self-sufficiency.

This annex is excerpted and based on the Bangladesh Red Crescent Society 5-Year Community Based Disaster Preparedness Strategic Plan (1998-2002).

### ***Project strategy and methodology***

Water and Sanitation was chosen as an appropriate community entry point on the basis that poor sanitation was identified as a number one priority in PRA exercises carried out at community level and is universally accepted as the single biggest cause of disease in Bangladesh. Water and sanitation disaster proofing activities (tubewell extension and capping, arsenic testing plus latrine raising and siting) are important to disaster preparedness. This activity will also give the Unit useful experience in project implementation and management and a better understanding of the needs of vulnerable people. Technical assistance will be provided by the Construction and Estates Department.

It is intended to establish initial contact and trust with most vulnerable communities through Community Based First Aid (CBFA) training and Health awareness. This work will be carried out by the Unit Disaster Preparedness Squad volunteers and their Unit level Officer. This requires good community development skills and the careful selection and training of Unit Officers and volunteers. This project activity is well accepted at community level in Bangladesh and should prove implementable and appropriate to community development and organisation for disaster preparedness in the future.

The initial PRA exercise was carried out with those communities identified as the most vulnerable in each district. The gender component of assessment highlighted the fact that women and children were often more vulnerable to disaster than males within the same family or para (group of families). In tackling this, it will be important to engage women in the programme as well as raise the awareness of men and local leaders about these issues.

Unit Level Officers together with Unit CBDP Squads will identify three communities (2 in 1st year) in each of their Districts of not more than 200 homogeneous families which are considered to be most vulnerable to disaster. They will then recommend these for Project work to the Unit Executive Committee (UEC).

Prior to commencement of Project work, the communities selected by the Units will be checked to ensure that they are in fact most vulnerable. Following approval and subject to community commitment to a water and sanitation project, the community will be invited to elect a CBDP Group who will be responsible for organising the work, contributions, maintenance etc. of the Project. Women will be required to elect at least one in three of the members to form the group. Project management will be a matter for the Unit under the technical supervision of NHQ.

It is proposed to give direct support to these Groups for a maximum period of two years, first through the Water and Sanitation Project and then through other DP related activities thereafter. They will continue to link into the decentralised CBDP Unit system for early warning of disaster, support of their local organisations etc. and it is hoped that they will also link into other BDRCS Unit activities such as RCY and Health in the future. The long term aim is to see Units sponsor and support such vulnerable communities on their own initiative and resources.

## Annex 2: Land resettlement project—roles and responsibility chart

This checklist reflects a list of activities and tasks that need to be carried out in order to successfully relocate households in a landslide prone region. The vertical axis lists the tasks, while the horizontal axis in the first row names those agencies, ministries, organisations, and/or settlements that have responsibilities for completing the tasks.

	Villagers to be resettled	Landowners where resettlement will take place	Land owning cooperatives	International NGOs & UN organisations	Local NGOs & Red Cross	Government agencies: labour, social welfare, etc.	Ministry of emergency situations and Civil defence	Private sector businesses
Hazard assessment							XX	
List of the most vulnerable families	XX				XX			
Choice and apportionment of new parcels for re-settlement	XX	XX			XX			
Building of new road and bridges	XX		XX		XX			XX
List of construction building teams from the re-settled families	XX	XX						
Water supply for building needs					XX			
Water supply		XX	XX					XX
Government re-settlement assistance					XX	XX	XX	
Search for donors				XX				
Building on apportioned parcels	XX							XX

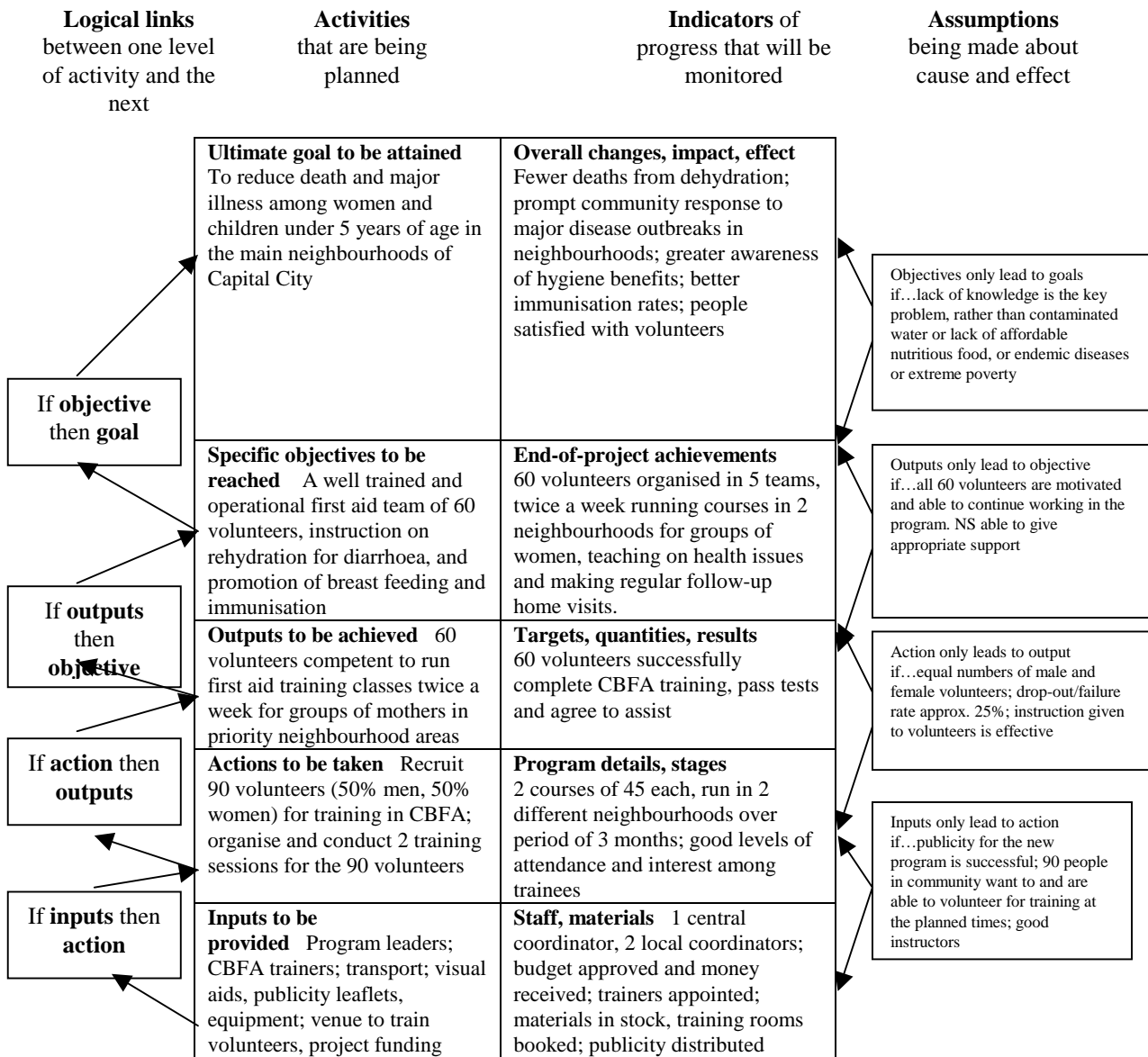


### Annex 3: Implementation schedule for resettlement project

	Objective	Implementation duration	March 1996	April 1996	June 1996	July 1996	August 1996
1	Hazard assessment	2 weeks	■				
2	List of the most vulnerable families	3 weeks	■■■				
3	Search for donors	8 weeks	■■■■■■■■				
4	Choice and apportionment of new parcels for re-settlement	6 weeks	■■■■■■				
5	List of construction building teams from the re-settled families	2 weeks	■■■				
6	Water supply for building needs	3 weeks		■■■			
7	Water supply	4 weeks					
8	Giving governmental credits for re-settlement and credits	2 weeks			■■■	■■■	
4	Building new road and bridges	15 weeks			■■■■■■■■■■■■■■■		

## Annex 4: Example—logical framework method

### Red Cross community-based first aid training programme





**Annex 5: Project planning checklist**

<b>Master Project Checklist</b>			<b>Date:</b>	
Priority	Deadline	Time required	To do: task, goal, project	Status/ Action

## Annex 6: Example activity chart

### Activity 3: Development of CDBP in selected areas through Water and Sanitation Project

Code no.	Activities	Time frame												Responsibility	Pers. reqd.	Materials reqd.	Unit	Budget TAKA	Remarks
		1	2	3	4	5	6	7	8	9	10	11	12						
3.1	Mobilisation meetings with vulnerable communities (13 groups/97 & 10 new groups/98)							X						Unit level officer + CDBP squad	Two		23 x 5,000	114,954.00	
3.2	Training for Unit level Officers and Unit DP Squad							X						Head of CDBP Dept.	Two		5	39,000.00	
3.3	Facilitate communities to assess their health and sanitation needs through PRA and Health educ.									X				Unit level officer + CDBP squad	One		36	80,000.00	
3.4	Examine the T.well water for arsenic & chemicals in 36 communities									X	X	X	X	Squad member + Community leader	Two	Test kit	18x2x3,000	108,000.00	
3.5	Discuss and agree Terms and Conditions of Water and Sanitation Project									X				Unit level Officer + CDBP squad	Two		36	51,012.00	
3.6	Select beneficiaries for tubewell & slab latrine following feasibility study								X	X	X			Commun. DP group			23	8,993.00	
3.7	Provide Skill Development training to community on slab latrine									X	X	X	X	Unit level officer + Director, CDBP			36	25,000.00	
3.8	Demo on installation process and maintenance of sanitary latrine									X	X	X	X	UIO + SQD Member +Commun leader			36	48,300.00	
3.9	Training on maintenance of tubewell for DP groups										X	X	X				36	110,000.00	
3.10	Supply and installation of tubewells in 2 project sites in each unit (18x2) total 36											X	X	Head of DM Dept + ULO + CDBP Group	One	36x2 deep t.wells or 36x200 stw	18x4x45,000	3,240,000.00	

<i>Code no.</i>	<i>Activities</i>	<i>Time frame</i>												<i>Responsibility</i>	<i>Pers. reqd.</i>	<i>Materials reqd.</i>	<i>Unit</i>	<i>Budget TAKA</i>	<i>Remarks</i>	
3.11	Provide materials for slab latrine production in each unit (18x2) total 36											X	X	X	Head of DM Dept.	One		23x200x900	4,140,000.00	
3.12	Mass meetings to discuss future developments											X	X	X	Unit Chairman + UIO + CBDP Sq.			36x2,000	72,000.00	
3.13	Follow up and monitoring tubewells and latrines											X	X	X	Unit Exec. Commt.	Two		36x1,350	48,600.00	
3.14	Supervision from NHQ CBDP Dept.						X	X	X	X	X	X	X	X	Dir, CBDP dept.			36x6,100	219,600.00	
3.15	CBDP Project vehicle	X													Head of DM	One			1,500,000.00	
3.16	Salary for vehicle driver	X	X	X	X	X	X	X	X	X	X	X	X	X	Dir, CBDP dept.	One		7,425x15	111,375.00	
3.17	Registration and insurance		X												Head of DM				45,000.00	
3.18	Fuel for vehicle	X	X	X	X	X	X	X	X	X	X	X	X	X	Project			13,000x12	156,000.00	
3.19	Vehicle m/r cost	X	X	X	X	X	X	X	X	X	X	X	X	X	Project			3,000x12	36,000.00	
								<i>Sub total</i>										10,153,834.00		