



Training & Capacity Building Programme

Sphere India

Training Report

NEEDS ASSESSMENT IN EMERGENCIES & PROJECT CYCLE MANAGEMENT

Venue:

BIPARD

**Walmi Campus, Phulwari Shari
Patna (Bihar)**

Date:

09th June to 14th June, 2008



**Supported by: PLAN International (India)
Coordinated by: IAG (Bihar)**

SPHERE INDIA

TRAINING OF TRAINERS COURSE REPORT

Sphere India, a national coalition of humanitarian agencies in India conducted training on Needs Assessment in Emergencies and Project Cycle Management in Patna, Bihar in June 2008. The event, one of the major milestones in the Sphere India process received high level of acclaim and appreciation and received high rating for the overall facilitation and management. This report narrates the process, methods, content and lessons learnt from the workshop.

Training on Needs Assessment in Emergencies and Project Cycle Management

Dates:	09 – 14 June, 2008
Duration:	6 days
	Venue: BIPARD, Walmi Center, Fulari Sharif, Patna (Bihar)
No. of Participants:	30
Senior Facilitators:	Vikrant Mahajan Dr. Bhanu Dr. Minakshi Thorat Prof. S. N. Mishra
Associate Facilitators:	Raman Kumar Gautam Gupta Ketki
Report Compiled by:	Raman Kumar Vikrant Mahajan

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Executive Summary

Sphere India is a national level coalition of government and non-governmental agencies involved in humanitarian actions in India. Launched in 2002, Sphere India aims at contributing towards improvement in the quality of humanitarian assistance by promoting community and institutional capacity building for better assessment, targeting and improved coordination among various stakeholders in humanitarian work, while promoting the spirit and commitment embodied in the Humanitarian Charter and Minimum Standards in Humanitarian Response.

As a part of its initiatives to improve the capacity of humanitarian sector by developing a cadre of professionals, expert in Needs assessment in emergencies and project planning, in the different states of India where Sphere India URS process is running. Before this training in Bihar, similar training program had been conducted in Uttar Pradesh with the same theme. The training in Bihar was conducted during 09th – 14th June, 2008.

The main trainers for the training were Mr. Raman Kumar, Mr. Gautam Gupta & Ms. Ketki. These had been already provided ToT held in March by Sphere India in Kolkata. The ToT was based on the themes of Sphere and DRR process. The trainers were in close mentoring of the senior trainers Mr. Vikrant Mahajan, Dr. Bhanu, Dr. Minakshi Thorat and Prof. S. N. Mishra.

The contents of the training were developed according to the context of Bihar. The materials and presentations had been developed in Hindi. The course book contents were also tried to develop in Hindi and more than fifty percent of the contents were translated into Hindi.

The training team had a two-day pre-training consultation on planning and facilitation. This exercise not only enabled the facilitators to understand each other and plan their sessions, but also to undertake critical review of the sessions and make appropriate recommendations as and where found necessary.

Participants to the course had diverse profile and an enormous wealth of experience. This was very positive for the learning environment and enriched the content of the course. Though not all participants are directly involved in disaster management, this was a conscious selection criteria in order to further promote Sphere within various agencies and field organizations in Bihar.

The learning environment was safe and conducive throughout the course. Facilitators took particular care in building a safe learning environment and the group took ownership and responsibility for maintaining it. Training Management Team (TMT) had been formed out of the participants who themselves taken various roles and responsibilities to manage the training for the six training days. With over 90 percent participants agreeing that the training did achieve its objectives, this training is surely a positive pointer to such future events.

The overall logistics support was appreciated by the participants, and unanimously evaluated as very efficient by the training team. Video recording of the entire proceedings was done and will be available with Sphere India for future trainers for reference.

The overall evaluation of participant's was extremely positive, with all the participants more or less uniform in rating the entire workshop apt, useful and well managed. In a scale of 5 to 1, where 5 is was excellent and 1 is unsatisfactory. The overall weighted average of ratings was 3.99, indicating a very high level of satisfaction.

The commitment of the participants and the comfort level they now feel with Needs Assessment and Project Planning was amply seen in their forward plans. Many participants also indicated that they will surely try to disseminate the knowledge gained during the training and benefit the community as a result. The commitment shown by participants is indeed gratifying. The space for general comments of evaluations were mostly used by participants to underline the high quality of the training they received, and many participants reiterated the suggestions they mentioned earlier in the general comments also.

Overall, the evaluation shows that participants were highly satisfied with the training, though some of the key suggestions need to be carefully looked into while planning future events. Though the overall rating was satisfactory, there is some improvement required in terms of pre-training materials and information.



Overview / Background

Training Needs Assessment

Sphere project was conceived as a global inter-agency initiative to promote quality and accountability in humanitarian work. **Sphere India** as a country pilot of Sphere Project gradually emerged as a multi stakeholder coalition of 36 member organizations with a vision of Developing Disaster Resilient Communities through application of Sphere Knowledge, Process and Commitment. The mandate of Sphere India to collaboratively work in areas where members may not yield a significant impact by working alone as stated below:

- Inter agency processes and coordination
- Training and capacity building
- Macro level policy making and planning
- Information and knowledge management
- Specific projects as approved by management committee.

Sphere India IAG Coordination Programme

Sphere India promoted the IAG initiatives at state levels and organised a series of consultative meetings as part of IAG coordination projects. In these meetings, some common needs emerged across all the states to reduce on the response activation time and build capacities of grassroots organisations and community workers in project management skills. Poor logistics and supply chains adversely affected the response programs and hence needed capacity building in managing them.

Emerging Immediate Needs

The following immediate needs emerged from the IAG coordination meetings and consultations.

- To reduce response activation time in disasters
- To build Knowledge and skills for effectively planning & managing projects in emergencies
- To develop logistics support plans and pre-positioning plans for effective management of supply chains and distribution.

Sphere India Training and Capacity building Programme (TCBP)

Sphere India conceptualised training and capacity building programme to cater to these immediate emerging needs by planning trainings on themes as below in pilot states of Assam, Orissa, Bihar, Uttar Pradesh and West Bengal:

- a) Need Assessment in Emergencies (NAE)
- b) Project Cycle Management (PCM) and
- c) Logistics and Supply Chain Management (LSCM)

The key objectives of the TCBP programme are to:

- a) Develop capacities in the piloted states of Assam, Bihar, Orissa, West Bengal and Uttar Pradesh by institutionalising training & capacity building cells in their respective IAGs
- b) Develop a resource pool of trainers at state level in each IAG
- c) Decentralise training & capacity building activities to IAGs at state levels
- d) Develop training manuals for trainings in identified immediate needs and contextualise the manuals for respective state IAG

Beyond planning trainings on immediate needs, the TCBP plans to carry out a comprehensive 'training needs assessment' to develop a comprehensive training curriculum framework for different stages of disaster cycle. Subsequently training modules on topics identified under the curriculum will be designed in consultation with the TCBP sub-committee.

Who are these trainings for?

These trainings are for state level NGO/INGO professionals with some working experience in emergency response. They have a strong commitment to be a part of the IAG emergency response team and see a likelihood possibility of being involved in the emergency response.

Trainers

Experienced trainers from Sphere India training roster and development sector will be delivering the trainings. They will be assisted by associate trainers from state IAGs previously trained on TOT.

TRAINING OBJECTIVES

The Training objectives for the planned trainings are briefly listed below.

• Needs Assessment in Emergencies (NAE)

At the end of the training participants will be able to:

- State different stages of project cycle and explain the significance of needs assessments in relief and response projects
- Differentiate between different approaches of conducting assessments at various stages of response projects
- Demonstrate the use of different methodologies and tools for conducting assessments.
- Synthesize and analyze vital information gathered through assessments to prioritize necessary interventions to be made for affected communities.
- Classify specific needs of children and other vulnerable groups.
- Develop guidelines as inputs for planning projects based on identified needs.

At the end of the training, the state IAG will be able to:

- Organize 3-4 Need Assessment teams, each dedicated for vulnerable districts or a cluster of districts
- Build on the capacity of their trainee trainers in organizing for state IAG training and capacity building cell
- Develop state specific contextualized training manual for need assessment in emergencies

• Project Cycle Management (PCM)

At the end of the training participants will be able to:

1. Depict the context of hazards and vulnerabilities in their state
2. List different stages of project cycle, essentials of project management, their logical flow and inter relationships
 - Synthesize and analyze vital information gathered through need assessments to prioritize necessary interventions to be made for affected communities
 - Classify specific needs of children and other vulnerable groups and incorporate them in project plans
 - Develop different analysis as inputs for planning projects based on identified needs
3. Demonstrate the use of different planning tools and aids for planning projects
4. Demonstrate the use of different M & E tools and integrate the same in project plans
5. Write effective project proposals
6. Explain the significance of balancing Time, Cost and Quality as three benchmarks for project management

7. Use different tools of Time Management and Cost & Quality control/ analysis for project management
8. Use different tools of Human and Material (Logistics) resource planning for project management

At the end of the training, the state IAG will be able to:

- Build on the capacity of their trainee trainers in organizing for state IAG training and capacity building cell
- Develop state specific contextualized training manual for Project Cycle management in emergencies

Participants

The participants of the training were selected from different agencies working in Bihar in disaster affected areas. Total number of participants was 30. There was a satisfactory gender balance as 6 of the participants were females and 24 were males. The participants profile was also good and they had good experience. Most of the participants worked at senior positions in their organization.

Training Contents

The contents of the training had been developed keeping in view the context of Bihar. The materials and presentations had been translated in to Hindi for the ease of the participants. The examples and case studies were also selected from Bihar context.

Facilitators

The main trainers for the training were Mr. Raman Kumar, Mr. Gautam Gupta & Ms. Ketki. These had been already provided ToT held in March by Sphere India in Kolkata. The ToT was based on the themes of Sphere and DRR process. The trainers were in close mentoring of the senior trainers Mr. Vikrant Mahajan, Dr. Bhanu, Dr. Minakshi Thorat and Prof. S. N. Mishra.

Location

The training venue was BIPARD, WALMI Campus, Fulwari Sharif, Patna (Bihar). The venue was quite peaceful and spacious. It provided good learning environment and much space for group exercises and simulation exercises. The participants could also sit together in their groups post dinner for overnight group works.

Duration

The training was of six days duration starting on 09th June to 14th June. The first three days were for the training on Needs Assessment in Emergencies and the last three days were for training on Project Cycle Management.

Methodology adopted

Agenda & Schedule

The agenda used in this training was developed using the lessons learned from NAE-PCM training in Uttar Pradesh. This schedule was designed keeping in mind three distinct and interrelated components:

- That the course opening would establish a conducive learning environment.
- Principles of adult learning, where key concepts are explored and experienced
- Participants would be involved in the training delivery, if possible.

The training team agreed that the course agenda was appropriate for the Bihar context and profile of participants, and that overall the outcome was successful. Changes and recommendations for such future trainings are mentioned in annexure.

Adult learning Principles adopted

During the preparation meeting the training team agreed to the following priority adult learning principles to observe during the course. Future ToT's could use these as a basis:

- Create a safe learning environment to be sustained mainly by the group, with minimal input from instructors, after the second day.
- Every activity conducted should be participant centered and follow the adult learning principles to be reviewed during the course.
- The training team works as a team and not as a collection of individuals. Roles and responsibilities are mutually agreed and followed.

Lessons Learned on Methodology adopted

As it was previously stated it was the general consensus of the training team, which has been supported by participant evaluations, that the course was a success. Based on the feedback and evaluation by the participants as also the feedback from the facilitators the following lessons learned should be applied in future training events:

- **Emphasize skills development:** together with knowledge development and attitude change there is a perceived need to further include elements that allow participants to practice and develop their skills.
- **Need to contextualize:** training materials should be further contextualized in order to better meet the operational needs and realities of the local context. This includes, amongst others, the following: review of case studies, pictures on power points, encourage story telling amongst participants, and emphasis on participants experiences.
- **Highlight the importance of a safe learning environment:** once again it proved successful to invest the first two days of the workshop creating and maintaining a safe learning environment. This is not only compatible with humanitarian principles, but also a great asset that encourages mutual learning amongst participants.
- **Gender Balance:** Future trainings should strive to enhance representation of women, both as participants and as members of the training team. This goes hand in hand with the urgent need to promote the further inclusion of women as humanitarian workers.
- **Capacity Enhancement of Trainers:** It is very important for Sphere India to ensure that the trainers and potential facilitators in India get an opportunity to interact with and learn from experienced national & international Sphere professionals and experts, thereby developing their own confidence and skill to deliver similar trainings in future. This should form an important component of the overall plan and objects of the training.

Preparation Meeting

The training team held a meeting two days prior to the starting day of the course. This decision proved to be extremely useful. In future trainings it is recommended to establish this pre-course meeting of at least two full days, plus the morning of the starting day, as an integral part of the training programme. This meeting greatly benefited the learning environment and positively impacted on the quality of the course.

The preparatory meeting achieved the following results in two and a half days it lasted:

- The members of the training team met each other and got an opportunity to get acquainted with each other.
- Built trust and established confidence between and amongst the training team members.
- The ground rules, and defined specific roles and responsibilities for the training were established.
- Facilitators not familiar with the programme were brought onboard with the methods, content and rationale behind the design of the training course, allowing for clarification of questions related to content and process of the training.

The following is a list of activities conducted during the preparatory meeting. This list is included as future reference for organizers of trainings:

- Reviewed goal and objectives for the workshop.
- Explained rationale behind the training course, its programme and agenda.
- Provided an overview of the content and process for each session.
- Analyzed participant's profiles.
- Established rules of "engagement" for the training team.
- Established conflict prevention and resolution mechanisms.
- Conducted non-structured and informal team building activities.
- Had time for individual work and preparation of content for each session.
- Divided roles and responsibilities for each day and each session during the training.
- Reviewed administrative support and logistics arrangements.
- Established coaching mechanisms within the training team.
- Checked the availability of materials for each session.

NAE Training schedule

Day – 1 (09 th June, 2008)			
Session	Time	Topic	Facilitator
I	1000-1100	Introduction and Ice Breaking	Mr. Gautam Gupta & Mr. Vikrant Mahajan
I.1	1100-1200	Context and Nature of Emergencies in Bihar	Ms. Ketki & Mr. Sanjay Pandey
	1200-1215	Tea break	
I.2	1215-1300	Significance of Needs Assessment in Project Cycle	Mr. Raman Kumar
	1300-1400	Lunch	
I.3	1400-1500	Context Analysis	Mr. Gautam Gupta
	1500-1530	Tea break	
I.4	1530-1630	Sectoral Analysis	Mr. Raman Kumar
I.5	1630-1730	Simulation	Dr. Minakshi Thorat

Day – 2 (10 th June, 2008)			
Session	Time	Topic	Facilitator
II	0800-0930	Recap & simulation exercise	TMT
II.1	0930-1030	Basics of Assessment, Tools & Methodologies	Mr. Gautam Gupta
II.2	1030-1130	Participatory Tools for Information Gathering	Mr. Omkar Singh
	1130-1200	Tea break	
II.3	1200-1300	Sphere Handbook as a Tool for Assessment	Mr. Raman Kumar
	1300-1400	Lunch	
II.4	1400-1500	Targeting Vulnerable Groups & Special Needs	Ms. Ketki, & Mr. Sharbendu / Ms. Minakshi
	1500-1530	Tea break	
II.5	1530-1630	Food Nutrition & WATSAN Assessment	Mr. Gautam Gupta & Mr. Raman Kumar
II.6	1630-1730	Simulation	Dr. Minakshi Thorat

Day – 3 (11 th June, 2008)			
Session	Time	Topic	Facilitator
III	0830-0900	Recap	TMT
III.1	0900-1045	Shelter, Camp Site & Health Infrastructure Assessment	Mr. Raman Kumar
	1045-1115	Tea break	
III.2	1115-1200	Information Analysis & Prioritization	Mr. Gautam Gupta
III.3	1200-1300	Logistics Assessment & Project Planning Guidelines	Mr. Gautam Gupta
	1300-1400	Lunch	
III.4	1400-1530	Forward Planning	Dr. Bhanu
	1530-1600	Tea break	
III.5	1600-1700	Feedback & Evaluation	Ms. Ketki

Associate Trainers: Mr. Raman Kumar, Mr. Gautam Gupta & Ms. Ketki
Senior Trainers: Mr. Vikrant Mahajan, Dr. Bhanu & Dr. Minakshi Thorat

PCM Training Schedule

Day – 1 (12 th June, 2008)			
Session	Time	Topic	Facilitator
I.1	0930-1130	Simulation (Introduction & Ice Breaking)	Mr. Gautam Gupta
	1130-1200	Tea	
I.2	1200-1300	Concepts and Terms in Project Cycle Management	Ms. Ketki
	1300-1400	Lunch	
I.3	1400-1500	Project Cycle in Emergencies & Introduction to Logic Based tools	Mr. Raman Kumar
	1500-1530	Tea	
I.4	1530-1630	Situation Analysis	Mr. Gautam Gupta
I.5	1630-1730	Strategy Analysis & PPM	Mr. Raman Kumar

Day – 2 (13 th June 2008)			
Session	Time	Topic	Facilitator
	0830-0930	Recap	TMT
II.1	0930-1130	Presentation on LFA	Prof. S. N. Mishra
	1130-1200	Tea	
II.2	1200-1300	Activity and time planning tool	Mr. Gautam Gupta
	1300-1400	Lunch	
II.3	1400-1530	Resource Planning	Mr. Raman Kumar
	1530-1600	Tea	

Day – 3 (14 th June 2008)			
Session	Time	Topic	Facilitator
	0830-0900	Recap	TMT
III.1	0930-1100	Financial Management	Mr. Gautam Gupta
	1100-1130	Tea	
III.2	1130-1200	Logistics Management	Prof. S. N. Mishra
	1200-1300	Project Management Framework	Mr. Raman Kumar
	1300-1400	Lunch	
III.3	1400-1445	Participatory Monitoring and Evaluation	Mr. Vikrant Mahajan
II.4	1445-1515	Forward Planning	Mr. Sanjay Pandey & Prof. S. N. Mishra
	1515-1530	Tea	
	1530-1600	Feedback & Evaluation	Mr. Gautam Gupta
	1600-1630	Valedictory session	Mr. Vikrant & Mr. Sanjay Pandey

Associate Trainers: Mr. Raman Kumar, Mr. Gautam Gupta & Ms. Ketki

Senior Trainers: Mr. Vikrant Mahajan, Dr. Bhanu & Prof. S. N. Mishra

Training Evaluation

Learning Evaluation

(Reflections from understanding level of participants as captured by video.)

• Pre Training Behaviour

The participants' level of knowledge regarding effective and accurate assessment was not up to mark. Besides, they were not able to get the things properly during the simulation exercises. They also admitted that they were not so sensitive about the real needs of the community in emergency instead they only tried to do whatever they could do with whatever resources they had.

Most of the participants also said that they were absolutely unaware of what the Sphere is and what the minimum standards are. They understood the humanitarian responsibilities for the first time.

The participant profile was however very good but most of the participants had not developed a proposal any time. Many of them were even felt scared of "project proposal" and the budget part of it.

The Logical Framework Analysis was a topic of confusion for even the experienced participants who had developed number of proposals and worked at project management for long time. They also treated the Project Planning Matrix as the LFA and they didn't know that the situation analysis and the strategy analysis are also a part of the Logical Framework Analysis.

• Post Training Behaviour

The participants' confidence level was raised very high and they felt they are now able to successfully assess the situations and needs of the community.

The participants learnt to assess the actual needs of the affected communities and they said that now they can bring more quality and more accuracy in their activities and responses.

They also shared that they have learnt to use the Sphere Handbook and the book is much useful in bringing quality in our work. They also shared that the Sphere project has raised their feeling of humanitarian touch and sensitivity towards the affected communities.

After the completion of the training, most of the participants shared that they had never known how to write a proposal and often they felt that it is something beyond their reach and understanding. But, the training provided them all the skill and knowledge required to develop a proposal and now they don't feel it difficult.

Participants' Feedback

The feedback of participants was collected on a feedback and evaluation format after the completion of the training. This format contained details information about the training process, venue, content and materials and the session learning.

Total feedback forms collected were 23 in number. The following table gives the detail of the participants' responses on the general training, venue and materials etc.

Sl. No.	Feedbacks regarding general training, venue, materials etc.	No. of responses				
		Bad	Fair	Good	Very Good	Excellent
1.	How was the invitation process for the training?	0	1	8	6	8
2.	Was the training related information adequate?	0	1	6	11	5
3.	Was the training fee appropriate?	1	2	6	11	3
4.	Was the training venue appropriate for training?	1	0	4	13	5
5.	Were the lodging arrangements satisfactory?	1	0	9	11	2
6.	Was the food arrangement satisfactory?	0	0	11	12	0
7.	How appropriate was the level of content for your needs?	0	0	1	7	15
8.	How good was the balance between lecture, discussion and exercise?	0	0	0	5	18
9.	Was the delivery of course sessions effective?	0	0	0	9	14
10.	Were the learning aids and materials of a good standard?	0	0	1	10	12
Total		3	4	46	95	82

The session wise feedbacks were also collected from the participants to measure the effectiveness of the training in improving their skills and knowledge. The following table gives the feedbacks of the participants according to each session:

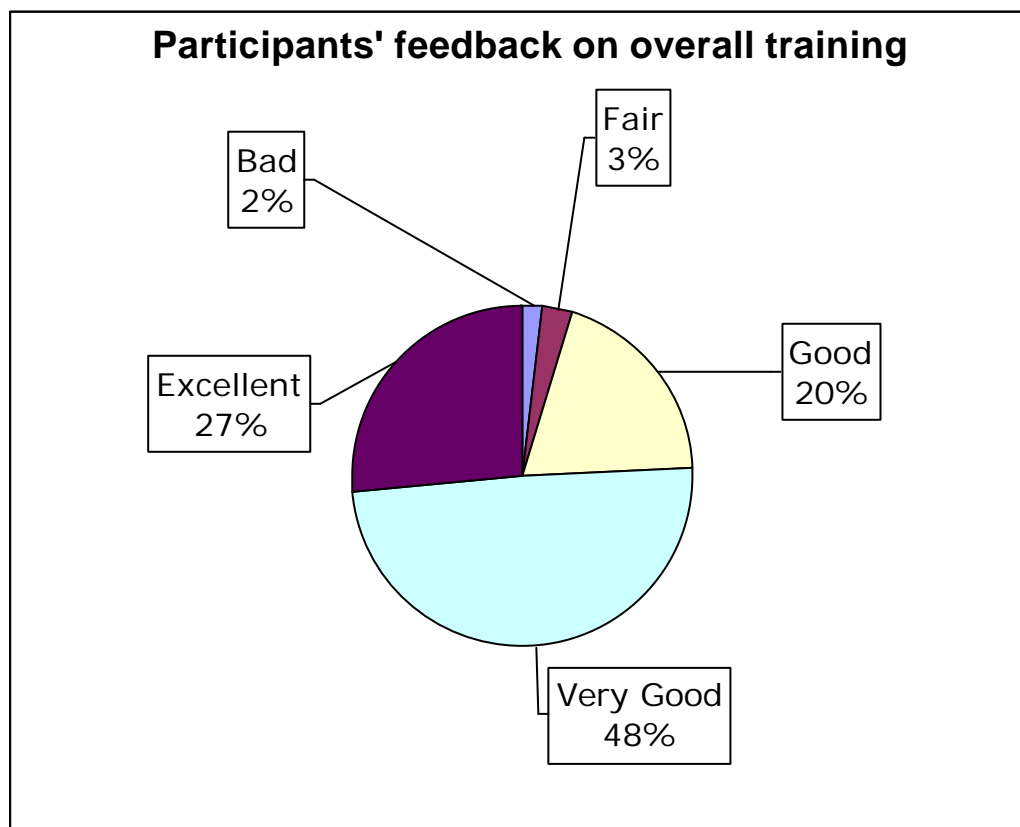
Sl. No.	Needs Assessment in Emergencies (Whether the participants able to?)	No. of responses				
		Bad	Fair	Good	Very Good	Excellent
1.	Understand context & different nature of emergencies in Bihar?	1	1	6	7	8
2.	Understand significance of Needs Assessment in Project Cycle?	0	2	7	9	5
3.	Understand Context Analysis & able to do it?	1	3	10	6	3
4.	Understand importance of Sectoral Analysis & able to do it?	1	2	7	9	4
5.	Understand basics of assessment & tools & methodologies of it?	0	0	9	7	7
6.	Able to use participatory tools & methodologies in assessment?	1	1	5	8	8
7.	Able to use Common Assessment format?	1	0	4	12	6
8.	Explain about Sphere & Understand the structure of Sphere Handbook?	1	1	8	10	3
9.	Able to use Sphere Handbook in Assessment?	1	1	7	9	5
10.	Able to identify vulnerable groups and their specific needs?	0	0	4	2	17
11.	Able to assess Food, Nutrition and WATSAN?	1	0	4	7	11
12.	Able to plan for camp site for affected community using the Sphere Handbook and minimum standards & able to do necessary calculations?	2	0	4	12	5
13.	Able to analyze information and prioritize it?	1	1	5	11	5
14.	Able to assess & plan for emergency logistics?	1	3	7	8	4
	Total	12	15	87	117	91

Sl. No.	Project Cycle Management (Whether the participants able to?)	No. of responses				
		Bad	Fair	Good	Very Good	Excellent
1.	Understand the terms related to project and their differences?	0	1	2	15	5
2.	Understand the Project Cycle and its various phases?	0	0	2	14	7
3.	Understand the Logic Based Tools for project planning?	0	0	4	16	3

4.	Understand Log-Frame Analysis and do it?	0	0	3	13	7
5.	Understand Situation Analysis and do it?	0	0	3	11	9
6.	Able to do Objective Analysis & Strategy Analysis?	0	1	2	15	5
7.	Understand Project Planning Matrix & able to use it?	0	0	1	17	5
8.	Able to do Activity Time planning though Gantt chart?	0	0	2	12	9
9.	Able to identify critical activity?	0	0	3	12	8
10.	Able to do Resource Planning (Budget, Material & Human Resource) for activities?	0	1	2	12	8
11.	Able to do Logistics Management?	0	0	5	16	2
12.	Able to do Monitoring & Evaluation of a project?	0	0	3	15	5
13.	Understand Project Management Framework & able to develop project proposal?	0	0	3	18	2
Total		0	3	35	186	75

The overall training evaluation is as follows:

Overall training	Bad	Fair	Good	Very Good	Excellent
Overall feedback on the learning during training sessions	2%	3%	20%	49%	27%



Training Team Self Evaluation

What went well?

- All the training objectives were achieved successfully.
- Associate trainers' performance was nice.
-

What can be improved?

- Pre training preparations could be improved.
- Venue and logistics could be better planned.
-

Suggestions

- Pre training preparations checklist should be developed & used in future trainings
- Better resource allocation and resource planning could be done for training logistics.
-

Behaviour Level Evaluation

The participants' behaviour level evaluation shall be carried out in near future. This would be assessed that what changes are visible in their activities, assessments, reports, proposals etc.

Besides, the forward plans shall also provide information about their behaviour level improvements as the forward plans include collection of context analysis from the participants.

Cost analysis

Total project cost is Rs. One Lakh Eighty Four Thousands Two Hundreds Only/- (Rs. 1,84,200.00 only).

This cost was shared by Plan International and some part of cost was mobilized by the IAG Bihar.

The following table gives the cost per participant details:

Sl. No.	Particulars	Details
1.	Total cost of training	Rs. 1,84,200.00
2.	Total participants	30
3.	Total cost per participant	Rs. 6,140.00
4.	Total No. of days	6
5.	Total cost per participant per day	Rs. 1023.33

Annexes and Enclosures

NEEDS ASSESSMENT IN EMERGENCIES

(Session reports)

Day 1

(09 June, 2008)

Session 1: Introduction & Ice Breaking

The training started with introduction of the Sphere India IAG process, the Trainings & Capacity Building Programme of Sphere India and the training program on Needs Assessment in Emergencies and Project Cycle Management being organized in Bihar.

This introduction was done by Mr. Sanjay Pandey, Coordinator, BIPARD. He welcomed the participants in the training and then welcomed all the Senior Trainers, the Associate Trainers and Mr. Vikrant Mahajan (COO, Sphere India).

Afterwards, the participants were brought to the ground and Mr. Gautam carried out the exercise of Ice Breaking among the participants.

The process of Ice Breaking Exercise

The facilitator divided the participants into four groups for the exercise. The groups were divided as follows:

Sl. No.	Group	Role
1.	Group – 1	Flood affected community
2.	Group – 2	Relief workers (NGOs)
3.	Group – 3	Bamboos and Pegs
4.	Group – 4	Observers

The groups were briefed about their roles and the situation. The situation was to be developed as a flood affected area where community is at risk and NGOs or relief workers had to save them and provide them immediate relief. Meanwhile, they have to assess the needs of the affected community. The bamboos and pegs had to play their role as inanimate objects. The fourth group of observers had to just observe the situation and record it.

The process was started and continued till about 10 minutes. Afterwards, the facilitator asked the participants to stop the process and go back to the training hall.

The participants were asked about what they felt during the exercise. The responses of the participants were as follows:

- **NGO**
 - Resources were needed
 - Cattle as well as community
 - Community was much hopeful to see the NGOs
 - Many things were needed
 - Water, polyethylene, medicines
- **Community**
 - NGOs did nothing
 - No food available, no plastic sheets
 - Earlier trainings should have been done

- Hope raised
- NGOs did not express sympathy (their tone of voice not good)
- People in front got the relief but poor and people behind did not get anything.
- NGOs told the affected community that they can live without water for only 3 days but can live for 21 days without food.
- **Bamboo and pegs**
 - Community should be aware of the high places and other things
 - Community help comes first. Afterwards NGOs or others help.
 - Arrangements were not adequate
 - Preparation before flood should be done
 - Women were saved at first
 - Analysis should have been done in prior
- **Observers**
 - NGOs had limited resources
 - Other vulnerable groups also needed to be saved and rescued in the boat. (not only women)
 - NGOs did not listen to everyone
 - The truly needy were not identified
 - Community should have been informed about from where they could get other needs fulfilled and how
 - NGOs did not have the things that were needed
 - NGOs did not see for the need after the flood. (Toilet)
 - Village mapping is necessary
 - Discussion with community should be done on available resources, and problems
 - Community was dependent over the NGOs

Afterwards, the facilitator divided the participants into groups for the rest of the training days. To bring a change and make the training innovative and interesting, a new approach was adopted in the team formation. All the teams were named on the divisions of Bihar and the team leaders were to be treated as the commissioners. All other members of the team were to be as District Magistrates. The groups formed were as follows:

SI. No.	Team name	Team leader	Responsibility
1.	Darbhanga division	Ms. Poornima	Hall & training management
2.	Kosi division	Ms. Alpana	Time management
3.	Tirhut Division	Ms. Aparajita	Food management
4.	Purniya Division	Ms. Amla	Lodging
5.	Bhagalpur division	Ms. Rani Jha	Reporting and recap

Afterwards, the participants were told to get set in their newly formed groups and help in the proper management of the training.

Session 2: Context & Nature of Emergencies in Bihar

The second session of the day 1 training was focused over the concepts and terms in disaster risk reduction (viz. Hazard, Disaster, Emergency, Capacity, Vulnerability, Risk & Risk Reduction etc.) and the nature and context of emergencies in Bihar. This session was facilitated by Ms. Ketki.

This session was initiated by providing a case study of situation of two villages of Bihar. One of the villages was more affected and vulnerable due to flood whereas the other one was comparatively less affected and relatively more capable in many aspects.

स्थिति 1

कटरा प्रखण्ड का देवगन गांव है जिसके बगल से बागमती नदी गुजरती है। गांव में 80 प्रतिशत अनुसूचित जाति के और 20 प्रतिशत पिछड़ी जाति के लोग रहते हैं। गांव के लोगों की जीविका का मुख्य श्रोत खेती, पशुपालन और मजदूरी है। बाढ़ आने पर आने जाने का रास्ता पूरी तरह अवरुद्ध हो जाता है और गांव का शहर एवं प्रखण्ड मुख्यालय से सम्पर्क पूरी तरह से टूट जाता है।

स्थिति 2

कटरा प्रखण्ड के सोनपुर पंचायत में बखरी गांव है जोकि बाढ़ग्रस्त है लेकिन नदी का बहाव दूसरे गांव से होकर गुजरती है। इस गांव में खेतों में पानी आ जाता है जिससे यहां की खेती प्रभावित होती है। इस गांव के ज्यादातर लोग शहर में काम करते हैं और उनकी खुद की दुकान है। इस गांव के ज्यादातर घर पक्के हैं। चूंकि बाढ़ का पानी खेतों तक ही रहता है इसलिए इनके आने जाने का रास्ता खुला रहता है। गांव का स्वास्थ्य केंद्र भी गांव में ही है और ए0एन0एम0 वहां रहती है।

The participants were told to discuss on the situation of the two villages and find out the points they understood about the situation of the villages. The responses from the participants were as follows:

SI. No.	Devgan Village	Bakhari Village
1.	Livelihood problem	Cemented houses
2.	Transportation destroyed	Situation not much bad
3.	Starvation situation	Agriculture affected
4.	High place selection should be done	Migration
5.	Temporary shelter should be given	HIV-AIDS
6.	Emergency response is needed	Alternative livelihood
7.	Mosquitoes	Water friendly agriculture
8.	Backward village	Alternative agriculture
9.	Health affected	Safety from snakes
10.	80% SC and 20% OBC	ANM sensitization
11.	Agriculture, labour and cattle affected	Houses in good condition

The facilitator then explained the participants about the situation of the two villages. A good group discussion was facilitated by the facilitator and then the participants were asked to do a group work on the provided situations. The participants developed the charts on their group exercises and presented it to other groups. Some of the presentations were as follows:

Presentation 1:

- Water enters in both the villages.
- Agriculture is affected in the first village whereas in the second village, water enters everywhere.
- Villagers of the first village are professional (have business in the town). Their economic status is good.
- Main occupations of the other village are agriculture, animal rearing, labour etc.
- Transportation in the first village is still open but in the second village, the transport facilities have been destroyed due to flood.
- Village one is connected to other areas.

Presentation 2 (Kosi division)

- Bakhri village of Sonpur Panchayat of Katara region
 - Livelihood problem will rise as the agriculture gets lost.
 - Due to the problem of livelihood, migration of labours will occur.
 - Due to the migration of the labours, possibility of HIV-AIDS spread will also increase.
 - **Need of programme**
 - Arrangements of alternative livelihood
 - Development of water friendly agriculture technique
 - Finding solution of the problems arising due to the migration of the labours
- Devgan village
 - Problem of starvation death as the area is much poor and highly backward
 - Transport facilities
 - Selection of high place

Presentation 3

- Migration of people due to affected agriculture
- Problem and scarcity of fodder and care of cattle due to affected agriculture
- Need of information and awareness about season based agriculture

- Village is much backward
- Lack of education, health, communication
- Severe problem of livelihood during the flood
- Lack of transport (link to other areas completely finished)

The participants were explained about the vulnerabilities of the first village and the hazard situation affecting it. It was explained to them how a hazard becomes a disaster for the first village whereas it doesn't prove to be a disaster for the second village as the second village had many capacities associated with it and had relatively less vulnerable situations.

Mr. Vikrant shared that “We can very clearly see that these above points are the vulnerabilities of these villages. When hazard strikes a village, these vulnerabilities accentuate the hazard into a disaster”.

Afterwards, the participants were asked to provide number to each of the villages based on the intensity of the hazard and the vulnerabilities present in the village. The numbers were to be provided according to the degree of hazard and vulnerability, i.e. as high the hazard or vulnerabilities are, as more the numbers to be provided.

The following table provides the groups’ responses:

Term	Village Bakhari	Village Devgan
Hazard	4	10
	1	10
	1	10
	2	3
	3	10
Vulnerability	6	10
	4	10
	2	10
	2	4
	2	10

The terms “RISK” and “RISK REDUCTION” were explained to the participants according to the above exercise. In village Devgan, the hazard and vulnerability both have high values and thus the village is at high risk. On the other hand, the village Bakhari has low values of hazard and vulnerabilities, so it is not in high risk as the other village.

The terms risk and risk reduction were explained using the following formulae:

$$\text{Hazard} \times \text{Vulnerability} = \text{Risk}$$

$$\frac{\text{Hazard} \times \text{Vulnerability}}{\text{Capacity}} = \text{Risk Reduction}$$

The participants were explained the terms using the numbers they provided to the terms Hazard and Vulnerability in the two villages. They were also explained that the increase in the capacity of the villages will reduce the risk. This is termed as Disaster Risk Reduction (DRR).

Session 3: Significance of Needs Assessment in Project Cycle

The third session of the first day was focused on the understanding over the significance of Needs Assessment in Project Cycle. This session was facilitated by Mr. Raman Kumar.

The participants were asked about what they understood by a Project Cycle. Everyone answered and tried to define the stages of a project cycle. Afterwards, the participants were asked if they don't know the reason or cause of working, what would they do, or what will be their planning. All of the participants looked confused and could not answer. Thus they were explained why the needs assessment is required to carry out a task, either big or small, and what is the significance of needs assessment in the project cycle.



Participants doing group work on assessment cycle

The participants were asked to develop the stages of the assessment cycle. They were provided 10 minutes time to develop their presentations on chart papers and afterwards, they presented the charts. The presentations were as follows:

Presentation 1: Assessment cycle

The first group presented the assessment cycle in the following heads:

- Hazard map:
 - women, children, disabled, orphan
 - from where water comes
 - high place
 - situation of community
- Resources available in village
 - Boat, tractor, phone, mobile number, cemented houses, traditional birth attendant etc.

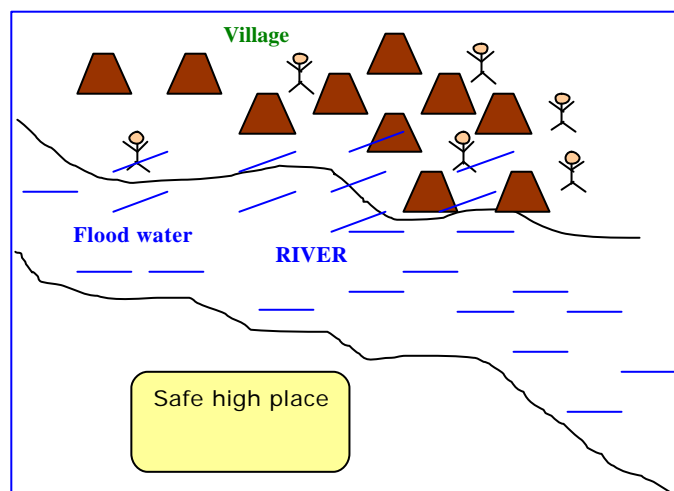
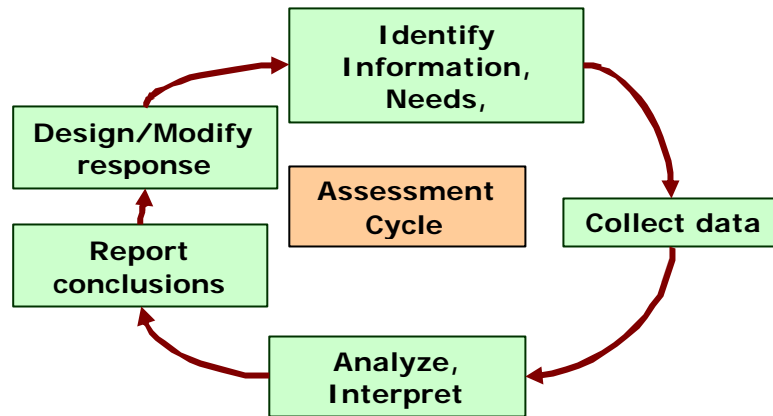


Illustration of affected flood village by group

- Availability of Govt. resources
 - School, Anganwadi, health center, other non government organizations
- Phone number of concerned authorities before disaster
- Service providers

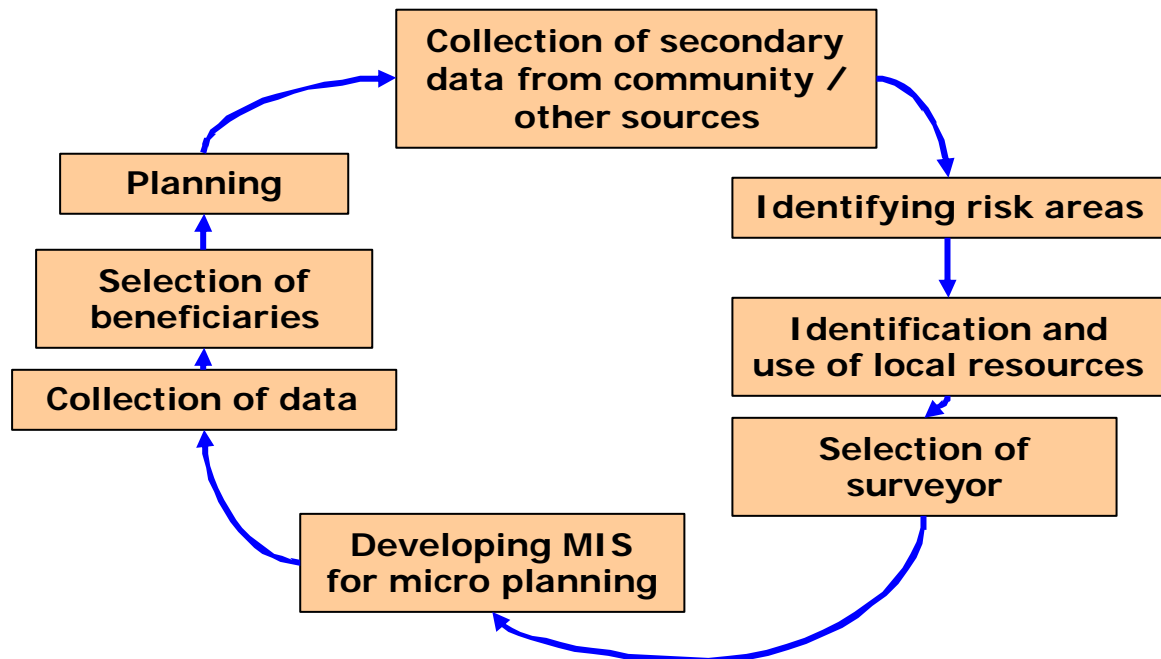
Presentation 2: Assessment cycle (Tirhut Division)



Presentation 3: Assessment Cycle (Kosi Division)

- First of all, information will be collected

PRE – DISASTER	DURING DISASTER	AFTER DISASTER
Developing list of resources available in the village	Assessment of the vulnerable groups	Assessment of loss



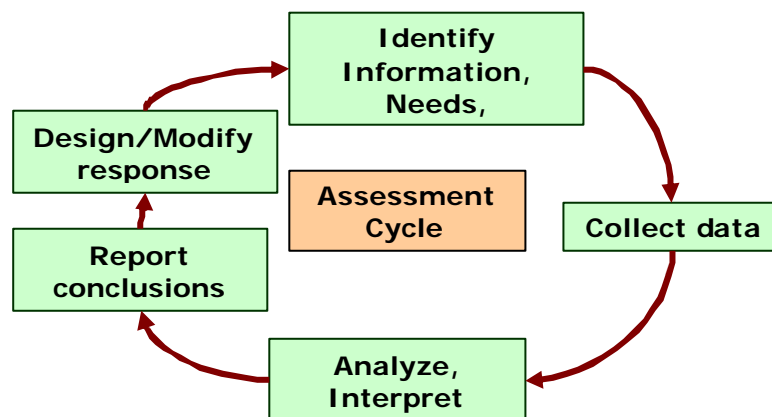
Presentation 4: Assessment Cycle

- Target area selection
- Meeting with community
- PRA
- Consult with PRI members and Govt. officials
- Important data collection
- Tally with census report and collected data
- Analyze the collected data
- Project proposal writing

Presentation 5: Assessment Cycle

- Geographical situation
- Selection of beneficiaries
- Resources of community
- Means of transport and communication
- Service providers – Govt. & Non – Govt.
- Selection of storage
- Assessment of works
- Networking

The participants were explained about the needs and importance of assessment in any project or program. They were also explained that the steps of an assessment cycle are as follows:

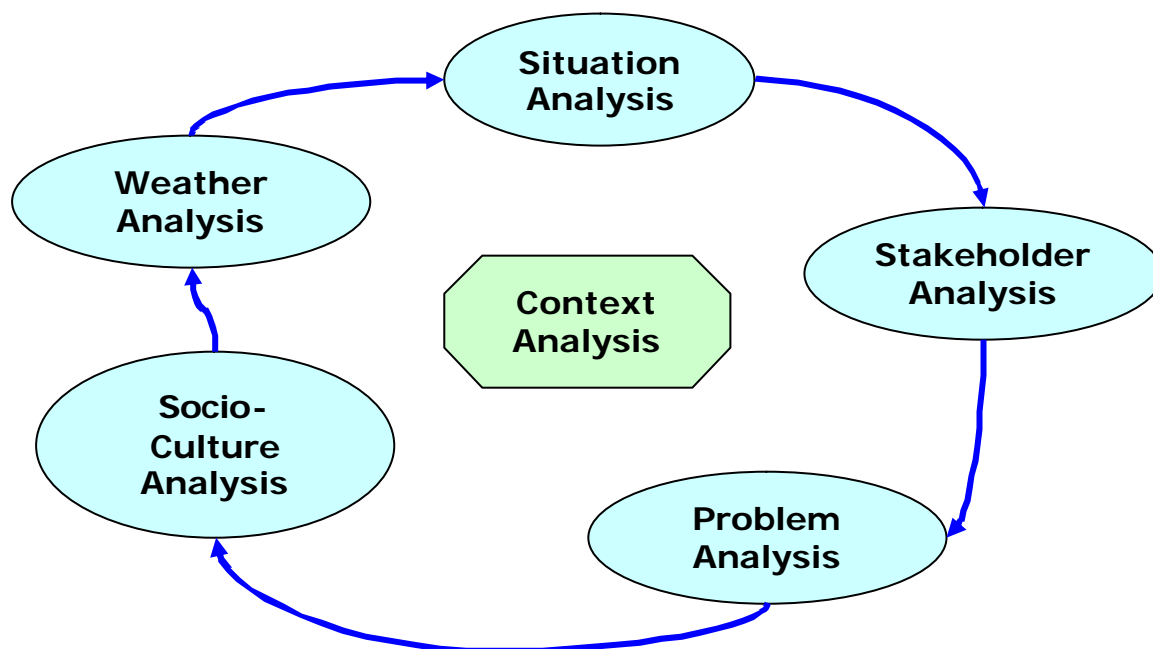


Session 4: Context Analysis

This session was focused over context analysis with a description of the components under context analysis. This session was facilitated by Mr. Gautam.

The facilitator began with asking the participants – what steps are required before undertaking a Needs Assessment in the field. The participants initially misunderstood as the requirement and the need which may arise from the field. The facilitator took charge of the situation and explained the query once again and led to the following five broad concerns which are instrumental in constituting the context analysis.

The participants were explained about the context issues and the components that make the overall context of any area. This was explained using the diagram mentioned below:



After a discussion in the groups, the participants were asked to do a group exercise and develop what they understand by different components of the context analysis. The topics were divided as follows:

Sl. No.	Analysis point	Team responsible
1.	Situation analysis	Kosi Division
2.	Stakeholder Analysis	Bhagalpur Division
3.	Problem Analysis	Tirhut Division
4.	Socio-Culture Analysis	Purniya Division
5.	Weather Analysis	Darbhangha Division

The participants developed their charts and presented them that were as follows:

Situation Analysis (Kosi Division)

- Distance of river from the village
- Whether the village is inside the embankment or outside
- If village is close to the river, the distance of the breaking point of the embankment
- Geographical situation of the embankment, e.g.
 - Village is established at high place or low place
 - The situation of the access road of the village from the main road
 - Situation of high shelter place
 - Population of the village, sources of livelihood, methods of livelihood and its situation
- Local resources viz. boat, tractor, telephone, resources to store drinking water etc.
- Situation of toilets
- Local community organizations, self help groups, women organizations, etc.
- Situation of vulnerable groups viz. disabled, old aged people, pregnant women, widow etc.
- Situation of agriculture
- Situation of pet animals
- Situation of loss to agriculture due to wild animals
- Situation of Govt. and non Govt. aid
- Situation of linkage of village with the panchayat
- Situation of education

Stakeholders (Bhagalpur division)

This team listed out the important stakeholders in a community. These are as follows:

- PRI members
- SHG leaders
- Local leaders
- Govt. officials
- ICDS workers / Health workers
- Religious leaders (spiritual)
- Local medical practitioners
- School teachers
- Local money lenders
- Traditional birth attendants
- Youth volunteers
- Old respectable and experienced persons
- Sailor
- Doctor
- Mason
- Hand pump
- Ration supplier
- NGO / Local NGO

Problems Analysis

This team developed the list of important problems that the affected community faces during a disaster. These are as follows:

1. Food
2. Water (drinking)
3. Toilet
4. Sanitation and hygiene
5. Shelter
6. Communication
7. Power
8. Transportation
9. Lighting
10. Non food items
11. Health facilities
12. Anti social activities

Socio – Culture Analysis

- Socio – culture analysis
 - Local language
 - Dress
 - Religion
 - Living style
 - Sources of livelihood
 - Festivals
 - Art and culture
 - Social structure
 - **Level of blind faith**

Weather Analysis

Weather analysis was done based on the Hindi months that are followed in many states of India. The following table gives the details of weather analysis by the group:

Sl. No.	Season	Cropping system	Flood situation	Comment of crops
1.	Chaitra	Harvesting of Rabi crops • Sowing of paddy • Cropping of Jute	Possibility of flood	Jute crop stays in water too. (Kanhar, Baraugar)
2.	Baishakh			
3.	Jyestha			
4.	Ashadh			
5.	Saawan	Time of fruiting in paddy	Dangerous situation. Time of complete flood	Rabi crops and oil seed crops (Tilhan) are taken after the flood as the soil becomes fertile.
6.	Bhado			
7.	Ashwin	• Harvesting of few crops of paddy (Gaddar) • Sowing of wheat		
8.	Kartik			
9.	Agahan	• Harvesting time of paddy • Sowing of wheat and oil seed crop (Tilhan)		
10.	Paush			
11.	Magh			
12.	Falgun	Time of fruiting in wheat		

This was further reinforced by the facilitator by demonstrating few pictures of weather analysis done by the community.



Session 5: Sectoral Analysis

This session was focused over the understanding of the needs of the community after a disaster and how these needs are categorized under different sectors. The sectors were also explained according to the Sphere Handbook and focus was also provided over understanding the importance of a multi sectoral assessment team. This session was facilitated by Mr. Raman Kumar.

The participants were asked to enlist the basic needs that arise after a disaster occurs. The responses were collected on chart papers.

The participants were then explained about the Sphere Handbook and the sectors according to the handbook. The participants were then asked to arrange the identified needs into the sectors according to Sphere.

According to Sphere Handbook, there are four main sectors. These are:

- 1. Water Supply, Sanitation and Hygiene Promotion**
- 2. Health Services**
- 3. Food Security, Nutrition and Food-Aid**
- 4. Shelter, Settlement and Non-Food Items**

There was a discussion over where to place the soaps etc. Some of the participants were putting it under water supply, sanitation and hygiene promotion as it is related to personal hygiene, whereas few said that it should be put into the Shelter, Settlement and Non-Food Items as it is an item provided as relief.

Post flood basic needs

- Boat
- High place
- Food materials
- Safe drinking water
- Shelter
- Medicines
- Fodder
- Toilets
- Health center
- Light arrangement
- Fuel
- Education / school
- Life jacket
- Torch
- Ropes
- Clothes
- Community kitchen
- Cooking utensils
- Cleaning of dead animals
- Soaps
- Bleaching powder
- Polyethylene packets
- Mats, plastic sheets
- Bathrooms

This point was made clear to the participants and then they were asked to arrange the items in different sectors. The participants done this with the interaction of facilitator as follows:

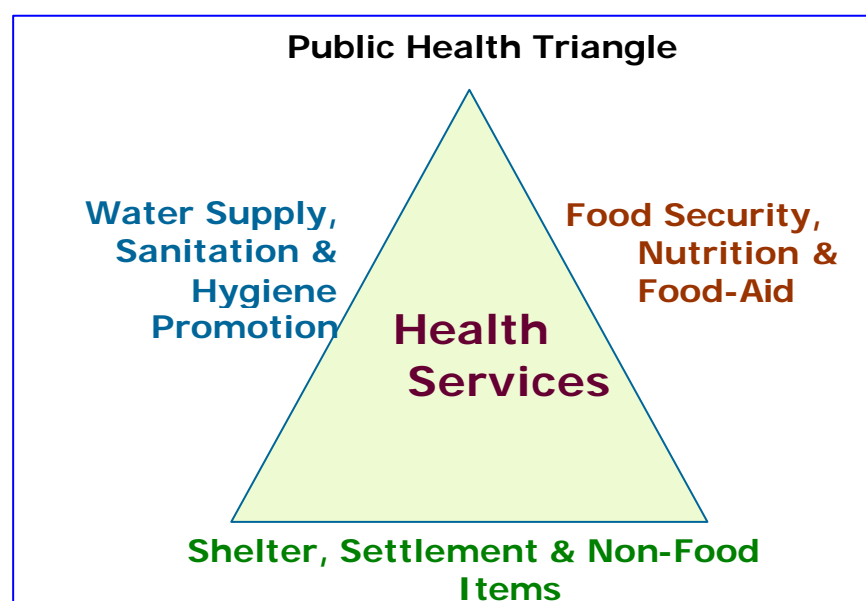
Sl. No.	Needs	Related sector No.
1.	Boat	-
2.	High place	4
3.	Food materials	3
4.	Safe drinking water	1
5.	Shelter	4
6.	Medicines	2
7.	Fodder	3

8.	Toilets	4
9.	Health center	2
10.	Light arrangement	4
11.	Fuel	4
12.	Education / school	4
13.	Life jacket	-
14.	Torch	4
15.	Ropes	4
16.	Clothes	4
17.	Community kitchen	3
18.	Cooking utensils	4
19.	Cleaning of dead animals	1
20.	Soaps	4
21.	Bleaching powder	4
22.	Polyethylene packets	4
23.	Mats, plastic sheets	4
24.	Bathrooms	4

Note: The participants had arranged the items in sector numbers that were written in the chart during the training. The numbering may not tally with that in the Sphere Handbook. It should be tallied with the sector numbers mention above in the report.

Public Health Triangle

The participants were explained about the Public Health Triangle. A discussion was made on the effect of the needs of different sectors on the Health of the communities.



Qualities of a good assessment team

The participants were then asked about the qualities of a good assessment team. The responses were as follows:

- It should be an expert team
- It should have specials / experts from all sectors
- There should be a good team leader
- Team should have ability of working with the community
- They should use local language
- They should have adequate format and tools

The participants were then explained about the brief paper for assessment. This should be written in advance before going for assessment.

Brief Paper for Assessment

The important components of a brief paper are as follows:

- Background information
- Context analysis
- Need for assessment
- Area for assessment
- Time line for assessment
- Team composition
- Tools for assessment
- Budget/Resources

Day 2

(10 June, 2008)

Session 1: Basics of Assessment, Tools & Methodologies

This session was focused over the basic information about the assessment and the different tools and methodologies used for assessment. This session was facilitated by Mr. Gautam.

The participants were explained about why, how, where, when, what and who of an assessment. All these questions describe the need of assessment and the features it should have.

The participants were also explained about the assessment cycle. As every phase of a project, assessment may also be treated as a sub – project and it may also contain different phases. The following were the main phases of assessment cycle:

- Identify information needs and resources
- Collection of data
- Analysis and interpretation of data collected
- Concluding report
- Designing / modification in response (program planning according to assessment reports)

The participants were also explained about the importance of balance between speed and time during assessment. If speed is not maintained and assessment took so long to be completed, analyzed and shared, there might be huge loss to the communities that will not get relief and response in time. Besides, it is also a matter of fact that if the assessment is done much fast to help the response reach to the communities in quick time, there would remain chances of mistakes and lack of accuracy in the assessment.

The participants were also described about the common assessment format developed by Sphere URS. This was provided to the participants and they were told to study it. Afterwards, the participants were explained that this format had been developed in consultation with several humanitarian agencies and organizations. These include CRS, LWSI, OXFAM, CARE, UNICEF, SEEDS, CARITAS, CASA, World Vision, Concern Worldwide, German Red Cross, SCF, ADRA, EFICOR, Christian Aid, DCA, Action Aid, Goal India, UNDMT, Vietnam IAG, Orissa IAG, Gujarat IAG and RVC etc.

Session 2: Participatory Tools for Information Gathering

This session was focused over different tools that are used for collecting information during assessment. Besides, the benefits and limitations of each of the tools were also a key point during the session. This session was facilitated by Mr. Omkar Singh.

During the session the participants were asked to enlist different tools that they used in their fields or information collection in their projects or other activities. Participants provided many names in the response. These are as follows:

- Group discussion
- Focus group
- Survey/questionnaire
- Observation
- Interview
- Seasonality mapping
- Social mapping
- Resource mapping
- Historical mapping
- Time line

Afterwards, the participants were asked to do a group work on few tools that are highly used during needs assessment in emergency situations. The exercise was to find out the best situation for using the tool, its benefits and the limitations.

The following are the presentations made by participants:

Presentation 1: Interviews

Situation	Benefits	Limitations
Before disaster	More number of people can be interviewed	
During disaster	The beneficiary only can provide exact information about the situation	More number of people can not be interviewed
	Through discussion with the stakeholders, information can be collected about the support they can provide and the needs can be accessed	All people are not available at time
	Experienced people help with their experience and the data about the village	Often, the old or experienced people hesitate to speak out

Presentation 2: Observation

- Difficulties in transport
- Distribution and services are not according to needs
- Lack of focus group
- No participation of villagers in distribution

- Government service providers are unwilling for their responsibility
- Lack of exact / accurate data and information
- Reach people support the affected people by their own resources

Presentation 3: Questionnaire

- A lot of information could be collected
 - Type of emergency
 - Affected area
 - More affected areas / less affected areas
 - Affected families, households
 - Total population
 - Total loss, deaths
 - Data about livelihood
 - Health related information
 - Education
 - Water and sanitation
 - Food and dress related information
 - Social security
 - Political situation
- Limitations
 - Information out of questionnaire could not be collected

Presentation 4: Transect walk

Sl. No.	Benefits	Limitations
1.	We go till where we can and if the road is blocked after that, we can assess the degree of effect over the area	We can move only till the foot road
2.	We can assess the situation by looking at it, instead of believing over the told things	Can not assess the actual loss
3.	Affected community feels that our sympathy is with them	We can only provide little relief
4.	We can calculate approximate distance by walking on foot	Only approximation could be done
5.	We can suggest the relief centers or agencies about the time and means of transport etc about the area	

Presentation 5: Focus Group Discussion

- Benefits
 - More information is collected in less time
- Limitations
 - Focus groups are needed to be done in different groups viz. ASHA workers, education, school teachers, community leaders, Anganwadi etc.
 - Sometimes, the data generated is wrong as the concerned person don't provide accurate information due to fear or other reasons.

Session 3: Sphere Handbook as a Tool for Assessment

This session was focused over the introduction of Sphere Handbook and its structure. Besides, the use of the handbook in assessment and targeting was also a key learning objective of the session. This session was facilitated by Mr. Raman.

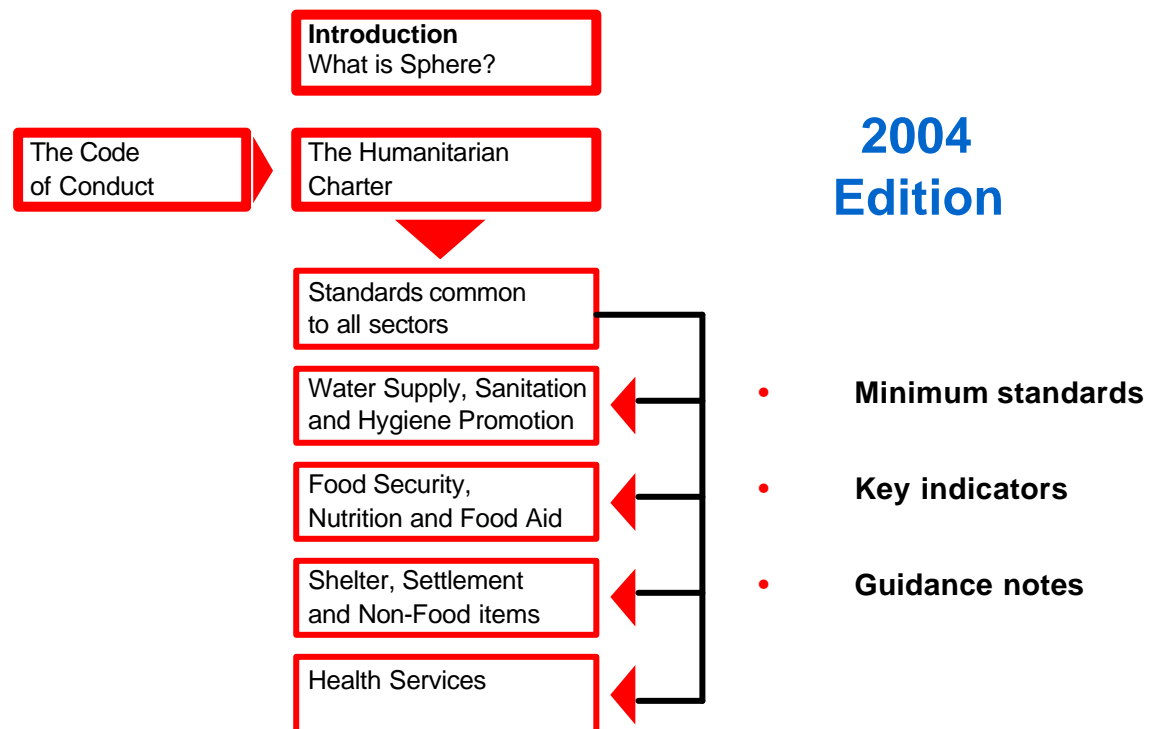
The participants were asked about what they understand by the term “Sphere”. The responses were as follows:

- It is a project
- It is universal
- It is a key
- It is global
- It guides us etc.

The participants were then explained that the Sphere is three things. These are:

- **Knowledge** (Sphere Handbook)
- **Process** (of collaboration)
- **Commitment** (towards quality & accountability)

They were then explained about the structure of the Sphere Handbook. The structure of the handbook is as follows:



The participants were asked to open their handbooks and find out different sections in the book. They were also explained about Minimum Standards, Key Indicators and Guidance Notes related to each topic. They were also promoted to search the Minimum Standards, Key Indicators and Guidance Notes for initial assessments and targeting in the standards common to all sectors part.

Session 4: Targeting Vulnerable Groups & Special Needs

This session focused over the effective identification of the vulnerable groups in some emergency situation and identifying their special needs. This session was facilitated by Ms. Ketki.

The participants were asked to write down one word or phrase on a post it. All the responses were then collected and arranged on a chart paper. Afterwards, the participants were asked to categorize them into different categories of vulnerability.

The participants were explained about different types of vulnerabilities as follows:

- Physical vulnerability
- Socio-cultural vulnerability
- Political vulnerability
- Economic vulnerability

The vulnerable groups may include the following:

- Women
- Children
- Adolescents (in few cases)
- Pregnant women
- Disabled
- Old aged
- Sick people
- HIV-AIDS patients
- Widows
- Single women
- Orphans
- Social backward classes
- Poor families
- And many more based on the circumstances and situations

The participants were also described about the specific needs of the vulnerable groups. Each vulnerable group may have its specific needs. These must be met in order to ensure proper, dignified and safe life of them.

Mr. Sharbendu also added to the participants on the implications of Sphere Handbook in identifying vulnerabilities and addressing their specific needs in the context.

Session 5: Food, Nutrition & WATSAN Assessment

This session was focused on Food, Nutrition and WATSAN assessment in the affected communities. This was done through a simulation exercise with the participants. The session was facilitated by Mr. Gautam.

The participants were divided into groups for the exercise. The groups were as follows:

Sl. No.	Team	Role
1.	Team – 1	Flood affected community
2.	Team – 2	Panchayat 1. Gram Pradhan 2. Panchayat committee members
3.	Team – 3	NGOs / relief workers
4.	Team – 4	Govt. department 1. Supply department 2. Health department 3. Water department

The scene was as follows:

The community is flood affected and they are in trouble. The NGOs wanted to assess the needs of the affected communities and support them. The Govt. departments say that they have already provided relief to the affected community. Panchayat and committee members are not able to calm down the angry community as the community is demanding their rights and proper relief arrangements.



Mr. Gautam explaining about vulnerable groups and their needs

When NGOs enter to the community, they also faced problems in handling them. Afterwards, they tried to explain them that they can help them if the community supports them in getting right information.

Afterwards, the exercise was stopped and the participants were asked to tell what they felt. The responses were as follows:

- No NGO estimation
- NGO good, PRI not good
- NGO value and rapport not seen
- Govt. and community Gap
- Community not aware
- Community fully participatory
- Immediate response was needed
- Agents/middlemen present
- Difference seen between saying and doing
- Data collection was difficult

- Lack of awareness in community
- NGOs did not ask vulnerable groups
- Government role nil
- Community representatives worked effectively
- Government support is proper but doesn't reach to community
- Vulnerable groups went backward
- Social activists low
- Community support through PRI

The participants were then explained about the minimum standards on water, sanitation and hygiene promotion. The standards on food security and nutrition were also discussed with them and understanding was linked with the exercise done.

It was also explained to the participants that there is a strong need of coordination among all to provide an effective response. Example of Bhuj earthquake was given to the participants where lack of coordination among relief agencies resulted in duplicity of relief work at one hand and on the other hand many families and people did not get any relief.

Day 3

(11 June, 2008)

Session 1: Shelter, Camp Site & Health Infrastructure Assessment

This session was focused over Sphere standards of shelter and camp site planning in an emergency situation. The structures and settlement planning linked with the individual and public health were also key learning objectives of the session. This session was facilitated by Mr. Raman.

The participants were explained about the Sphere standards of shelter and settlements in emergency situations. The main points discussed were as follows:

- Provision for safe access to water, sanitary facilities, health care, solid waste disposal, graveyards, social facilities, schools, worship place, meeting points, recreational area
- Minimum surface area of **45m²** for each person
- Covered floor area per person **3.5m²**
- Design of shelter should be well suited to the occupants
- Local resources and materials used
- 1 toilet / 20 people
- Toilets for ladies and gents in 3:1 ratio
- Toilet should be less than 50 meter distance from shelter
- Hand pumps
 - At least one hand pump for 250 people
 - Should be in a circle of not more than 500 meters
 - 15 liter water per person per day
 - Line should not take 15 minutes to take water
 - 20 liter pot should be filled within 3 minutes

There was a good discussion on the minimum surface area of **45m²** for each person and the covered floor area per person **3.5m²**. The participants were explained that the surface area includes the availability of water, sanitary facilities, health care, solid waste disposal, graveyards, social facilities, schools, worship place, meeting points, recreational area etc. whereas the covered floor area is only meant for the sitting and sleeping area for a person.

The participants were asked to do a group work and develop shelter and camp site plan for their own selected villages and

The participants were given an example of a family where a husband, wife, a child and the father in law and mother in law of the bride live. If we have to make an emergency shelter for this family, can we provide a single tent with no partitions in it and feel that our job is done?

In a typical Uttar Pradesh and Bihar scenario, the bride doesn't even sit in front of her father in law. She can not rest, take food or sleep in the same room where the father in law is present.

Moreover, if we have provided a mat in this family, the bride will not use it as the husband and the father in law are using it and the bride will only sit on the damp clay.

That's why, it is always necessary to keep the socio-cultural aspects of the target community in mind during the planning process and involve the community at all stages.

populations. The villages and the population were as follows:

SI. No.	Team	Village	Population
1.	Team – 1	Kadwa	1250
2.	Team – 2	Madhubani Ghat	4500
3.	Team – 3	Atari	4000
4.	Team – 4	Lohada	3112
5.	Team – 5	Devgan	5000

The following are the presentations made by the groups.

SI. No.	Indicator	Value
1.	Name of village	Kadwa
2.	Population	1250
3.	Household	200
4.	Male population	675
5.	Female population	575
6.	Pregnant women	06
7.	Lactating mothers	20
8.	Disabled	2
9.	Children (0-5 years old)	80
10.	Area for living space	4375 sq. mt.
11.	Surface area per person	51875 sq. mt
12.	Number of toilets	50
13.	Water	18750 liters daily
14.	Hand pump	5 (16.6 liters per minute)
15.	School	1

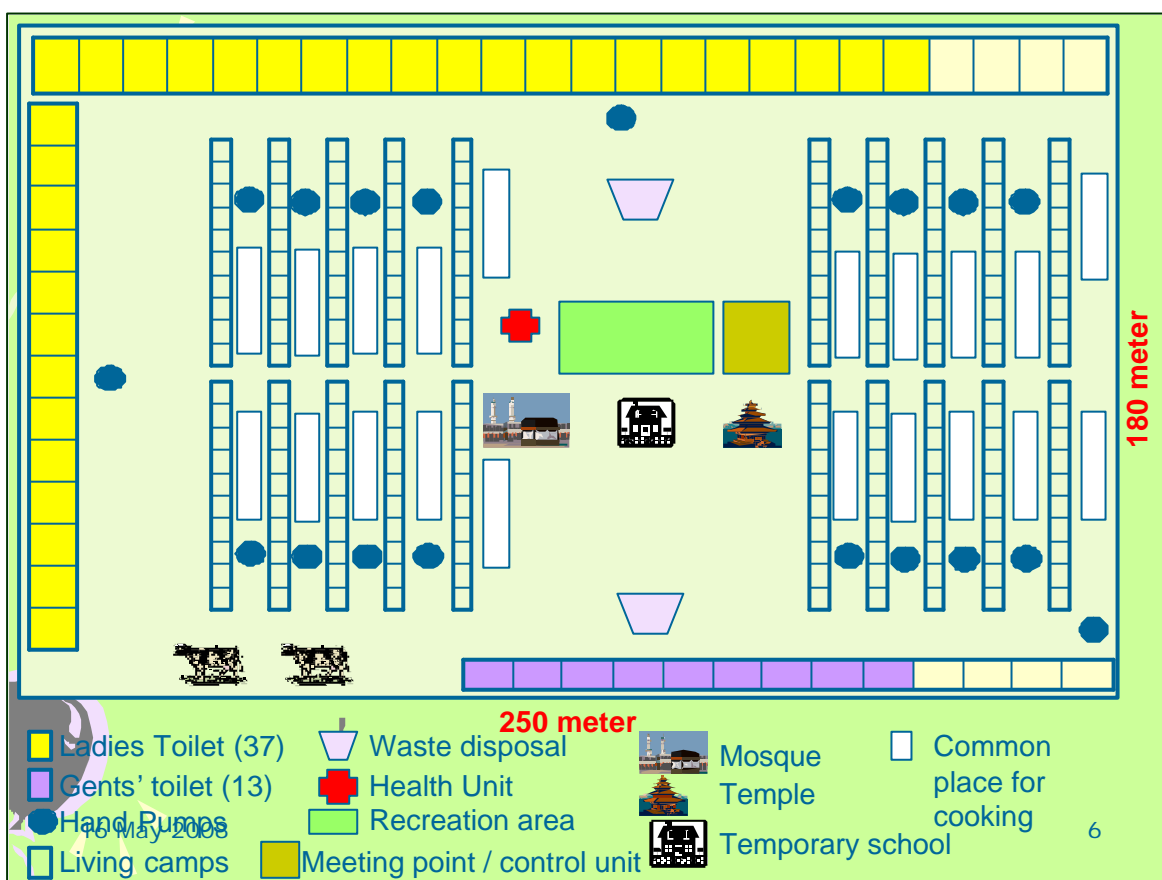
Comments were made over the calculation of the numbers of pregnant women, lactating mothers and children etc. It is explained that there is a general ratio provided in sphere handbook that helps in finding/calculating the population distribution.

Another presentation made is as follows in which the team had calculated the requirements for a displaced family of 700 out of the total population of the village that is 5000.

SI. No.	Indicator	Value
1.	Name of village	Devgan (Dalit village)
2.	Population	5000
3.	Male population	2625
4.	Female population	2475
5.	Displaced population	700
6.	Male	375
7.	Female	325
8.	Number of shelters	100
9.	Area for living space	2450 sq. mt.
10.	Surface area per person	31500 sq. mt
11.	Number of toilets	35

12.	Toilets for women	27
13.	Toilets for men	8
14.	Fulwari Pathshala (School)	1
15.	Reading room	1
16.	Medicine camp	1
17.	Hand pump	5
18.	Place for cattle	5
19.	Place for fodder and medicines of cattle	1

At the end, the participants were shown a model of a camp site for 1000 people. The calculations were according to the Sphere standards.



The participants were asked to find out gaps in the presented model. They were able to list down the following gaps:

- Women living in the camps at lower right area of the model will find the toilets made for them much far (more than 50 meter)
- No. of hand pumps are much high for the population of 1000 people only
- There is no bathing place for women

This clearly indicated the understanding of the participants over the shelter and camp site planning according to Sphere standards.

Session 2: Information Analysis and Prioritization

This session was focused over the analysis of the collected information during needs assessment and identification of actual needs by prioritizing them from among other needs. This session was facilitated by Mr. Gautam.

The participants were explained through group discussion that the data collection would be useless if the collected data could not be analyzed and brought in to usable form as information. This requires compilation of data, identification of priority and finally conclusion as a report.

The following steps show the sequence of analyzing information:

- Collection of all information from different teams / Sources
- Cross verification
- Compilation
- Needs identification
- Prioritization
- Conclusion report

The participants were encouraged to think over the priority factors in needs identification and analysis. The following was the priority order shared with the participants:

- Life saving
- Protection of affected community
- Psycho – Social needs
- Rehabilitation & reconstruction

Thus, it is clear that the needs that affect the life saving of individuals and communities must be given highest priority. Afterwards, the protection measures are taken which are followed by the psycho-social needs of the communities. At the end, the priority shifts towards the rehabilitation and reconstruction needs of the communities.

The participants were also explained the suggested format for reporting after an assessment and analysis of needs. They were explained that recommendation is a must part of the report as it can initiate the response process.

FORMAT FOR REPORTING AN ASSESSMENT

- **Background**
- **Situation analysis**
- **Methodology adopted**
- **Time frame**
- **Team composition**
- **Sample and sample size**
- **Problem analysis**
- **Recommendations**

Session 3: Logistics Assessment & Project Planning Guidelines

This session was focused over logistics assessment and planning of a project. This session was facilitated by Mr. Gautam through an exercise.

All the participants were brought to ground. They were asked to make two rows. From both of the rows, two volunteers were selected and they were asked to bring bucket and mug. They were asked to get water in the buckets. These water filled buckets were placed at the start of the row and two empty buckets were placed at the end of the row.

The teams were to fill the empty buckets with water by transferring water of the filled bucket through passing it to each person standing in the row. Both the teams started and began transferring water with a mug to the other bucket that was empty.

At the end, one team was able to finish its water of first bucket and transferred it to the unfilled bucket at the end of the row.

The facilitator explained the participants that they had wasted a lot of water during the process in making it fast. Besides, the other team could not even finish its stock of water and all water could not have been transferred to the end. This is what happens in the real life relief distribution activities.

The participants were described about the basic things of logistics assessment and its planning. They were explained that logistics is an end to end job comprising of the following stages:

- Sourcing/Procurement
- Transportation
- Warehousing
- Distribution
- Accounting
- Reporting

The participants were explained that logistics is a combination of the following characteristics:

- Right materials
- Right place
- Right time
- Right storage
- Right quantity
- Right quality
- Right accounting
- Right reporting



Learning exercise on logistics assessment and planning

Thus the participants were able to assess and analyze the logistics related components in the emergency situations.

Session 4: Forward Planning

This session was focused over forward planning by the participants based on the learning of the training. The session was facilitated by Dr. Bhanu (IAG Convener, Uttar Pradesh).

Dr. Bhanu explained the participants the need of coordinated approach towards disaster management and community development. Besides, the participants were also explained about the paradigm shift in the approach of relief to development with a humanitarian base.

All of the participants then developed their plan for the future regarding their intervention area. They all planned to conduct the context analysis of the area they have selected and send it to the IAG of Bihar & Uttar Pradesh as well as the Sphere India office.

The format used for the forward planning was as follows:

Sl. No.	Responsible person	Village selected	Panchayat	Block	District	Date of completion	Date of submission

PROJECT CYCLE MANAGEMENT

(Session reports)

Day 1

(12 June, 2008)

Session 1: Introduction & Ice Breaking

This was the first day of the three days training on Project Cycle Management held in Bipard, Patna (Bihar). Most of the participants of this training have already attended the three days training on Needs Assessment in Emergencies held at the same venue during the previous three days.

To have a recapitulation of the learning during the training on Needs Assessment in Emergencies, and to provide the new participants get mixed with the groups and get a glimpse of the context of the training, an exercise was conducted in the participants.

All of the participants were divided into three groups. Each group was allotted one day from the training on Needs Assessment in Emergencies and they were told to work in their respective groups and present the learning and content of the day allotted to them.

Two groups presented the contents in oral descriptions. Other groups added into the gaps of their presentation. One group presented the recapitulation through a role play. All participated in the role play and afterwards, they also explained the left things to other groups.

The participants were asked to tell their expectations from the training of Project Cycle Management.

The participants were again divided into groups for rest of the training days. They were provided responsibilities of

- Hall & Training Management
- Food Management
- Lodging Management
- Time Management

Expectation of participants from PCM training

- How to write a standard proposal
- What are the problems of community
- Targeting local needs
- What is sequence of contents in a proposal
- How to develop community contingency plan
- What is the planning process
- Training in simple language
- What are steps of a project
- How to develop strategy
- How to find out activities from needs
- Going towards disaster to development
- Processes of record maintenance
- How to involve community in planning process
- Write proposals for overall Bihar problems (state level planning)

Session 2: Concepts and Terms in Project Cycle Management

This session was focused over the introduction and definitions of the terms and concepts in Project Cycle Management. This session was facilitated by Ms. Ketki.

During the session, discussion was facilitated over the difference between project and non project work and a programme. Examples were provided to the participants on a project and non project work.

One of the participants linked it to the education and school. This was further explained that construction of a school building may be considered as a project work whereas running of the school would be a routine and non project work. The construction of school building was a fixed duration task in which inputs were involved. It also produced a unique output, the school building. The running of the school is a continuous process and it will not come to an end. Hence it was considered as a non project work.

The participants were also explained about a programme and a project. Some of the participants told that a project may have several programs in it. This confusion was explained to them that what they are considering as programs in a project, are in fact activities under that project.

A program is a set o interlinked projects that have a common goal or theme. They tend to achieve the common goal although they may have different approaches or means.

Similarly there may be various sub-projects in a project, and all of these possess the characteristics of a project. They were given example of the training which may be considered as a project and the sessions may be considered as sub-projects.

They were explained that this breakdown of project into sub-project may go further deep till the sub-project has the characteristics of a project.

Session 3: Project Cycle in Emergencies & Introduction to Logic Based Tools

This session was focused over the project cycle in emergencies and different Logic Based Tools used for project planning. This session was facilitated by Mr. Raman.

The participants were asked to describe the stages of the project cycle. They were able to list the following stages:

- Assessment
- Analysis
- Design / planning
- Implement
- Monitor & Evaluate

The participants were also explained that the project cycle during emergencies has very rapid course of time. All stages are needed to be done very fast and they are to be closely monitored.

Introduction to Logic

The participants were then asked about what they understand by the term "LOGIC". Their understanding was made clearer with description and few examples by the facilitator.

Example 1

Fact – 1: Eating fruits is good to health.

Fact – 2: Mango is a fruit.

Logic: Eating mango is good to health.

Example 2

If A = B

And B = C

Logic: A = C

Example 3

Fact – 1: Man is mortal.

Fact – 2: Raju is a man.

Logic: Raju is mortal.

This way, the participants were able to understand the concept of logic. Many more local examples were elicited to explain the term clearly to the participants.

It was explained to the participants that logic links the cause and effect. Similarly when we discuss about a project, logic will be there in the objectives, strategies, activities, outcomes, and ultimate impact. Every term and every step of a project is closely linked to other ones through logic.

Logic based tools

Afterwards, the participants were brought to a discussion over logic based tools for project planning. They were explained the following two tools used for planning:

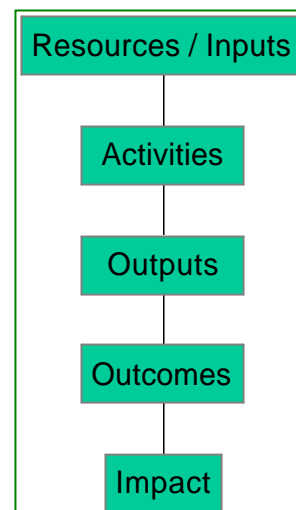
1. Logic Model (Kellogs Foundation)
2. Logical Framework Analysis (DFID)

The participants were explained about the structure of the logic model as follows:

This model is based on simple logic that resources and inputs are required to do the activities which will generate some output and outcome and that will ultimately provide the impact needed in the process.

The difference between output and outcome was also discussed among the participants and the point was made clear with the help of examples.

It was explained that the outputs are direct products of activities; types, levels and targets of services to be delivered. On the other hand, the outcomes are specific changes in behaviour, skills, knowledge which can be seen in a long term time.



Introduction to Logical Framework Analysis (LFA)

The participants were asked how many of them have heard about the LFA. Few participants had heard about it, and few had used it in their works. One of the participants was called to show the structure of the LFA. He prepared a table similar to the project planning matrix (PPM), and later he also demonstrated the same table in his laptop to all participants describing that this is a Logical Framework Analysis (LFA).

After assessing the current knowledge of the participants, they were introduced to the concept and structure of the Logical Framework Analysis (LFA). They were explained that a LFA is not only a project planning matrix, as shown by the participant, but it is a combination of three components, that are:

- Situation Analysis
- Strategy Analysis
- Project Planning Matrix (PPM)

They were explained that the situation analysis is again a combination of three things that are:

- Stakeholder Analysis
- Problem Analysis
- Objective Analysis

Session 4: Situation Analysis

This session was focused over different components and tools of situation analysis. This was facilitated by Mr. Gautam.

It was explained to the participants that the situation analysis of this stage has many things in common with the context analysis they had already done in the needs assessment training. The situation analysis consists of the following components:

- Stakeholder analysis
- Problem analysis
- Objective analysis

Stakeholder Analysis

An exercise was done among the participants to identify the stakeholders in the community. For the exercise, the participants were provided slips on which name of one stakeholder was written. Everyone has to play the role of the stakeholder written on their slip and let the others identify the stakeholder.

After the exercise, the participants were able to list down number of stakeholders in the community. Now they were told to analyze the stakeholder in perspective of their problem and situation.

A format was shared with the participants for analyzing the stakeholders. The format was as follows:

Sl. No.	Stakeholder	Their interest	Their effect	Their relation with others	Their capacity / Motivation	Resources required to involve them

The participants were asked to do a group work and present the stakeholder analysis.

Presentation – 1: Stakeholders' analysis

Sl. No	Stakeholder	Their interest	Their effect	Their relation with others	Their capacity / Motivation	Resources required to involve them
1.	PRI members	Village development, safe drinking	Knowledge and effect over Government	Relation with community	Elected by community, time to time trainings by	Training for capacity building

		water and sanitation	department	and Government	Government	
2.	SHG leaders	Their interest in the development of the community	Have deep reach in community (being women)	Relation with financial organizations and others	Strong organization	Training for capacity building

Presentation 2: Stakeholder's analysis

(Darbhanga Division) – Ajay Kumar, Alok Kumar, Prabhakar, Anand Kumar, Honey, Sudhir Kumar, Manohar Kumar

- **Water & sanitation**

- **Stakeholder**

- Panchayat Mukhiya
- ASHA

- **Their interest**

- Mukhiya is connected to the Panchayat and he has responsibility for the community
- ASHA works in the field of health in the Panchayat

- **Their effect**

- Mukhiya has effect in the community and is also directly linked with the Government system
- ASHA is treated as the daughter in law of the Panchayat. So, people, especially women, listen to her carefully.

- **Their relation with others**

- Mukhiya has direct relation with the community
- ASHA is directly related with the women

- **Their capacity**

- Mukhiya can help availing the benefit of Government programs.
- ASHA can help availing the benefit of Government programs.

- **Resources needed to involve them**

- One day orientation workshop
- One day orientation workshop

Problem Analysis

After these presentations, the participants were described about the problem analysis tools. They were asked to choose one main theme around which every team has to proceed for the exercises during the remaining group works of the training. The participants chose **Water and Sanitation**.

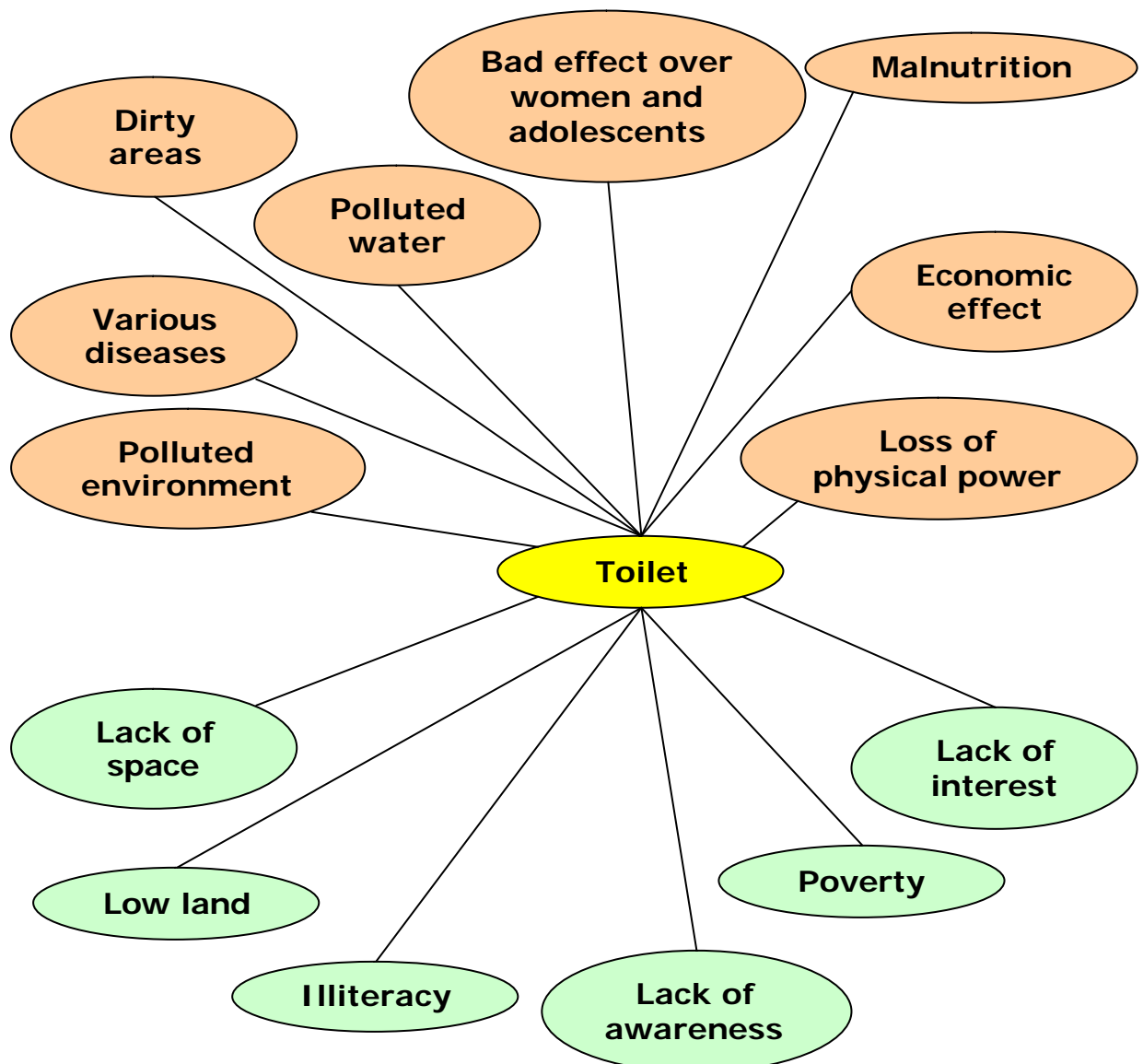
Now, the participants were asked to develop problem tree around the theme of water and sanitation. They were shown a model of problem tree and explained that the problem tree consists of causes at the roots, main problem as the stem and the effects as the branches and leaves.



Participants' presentation on Problem Tree

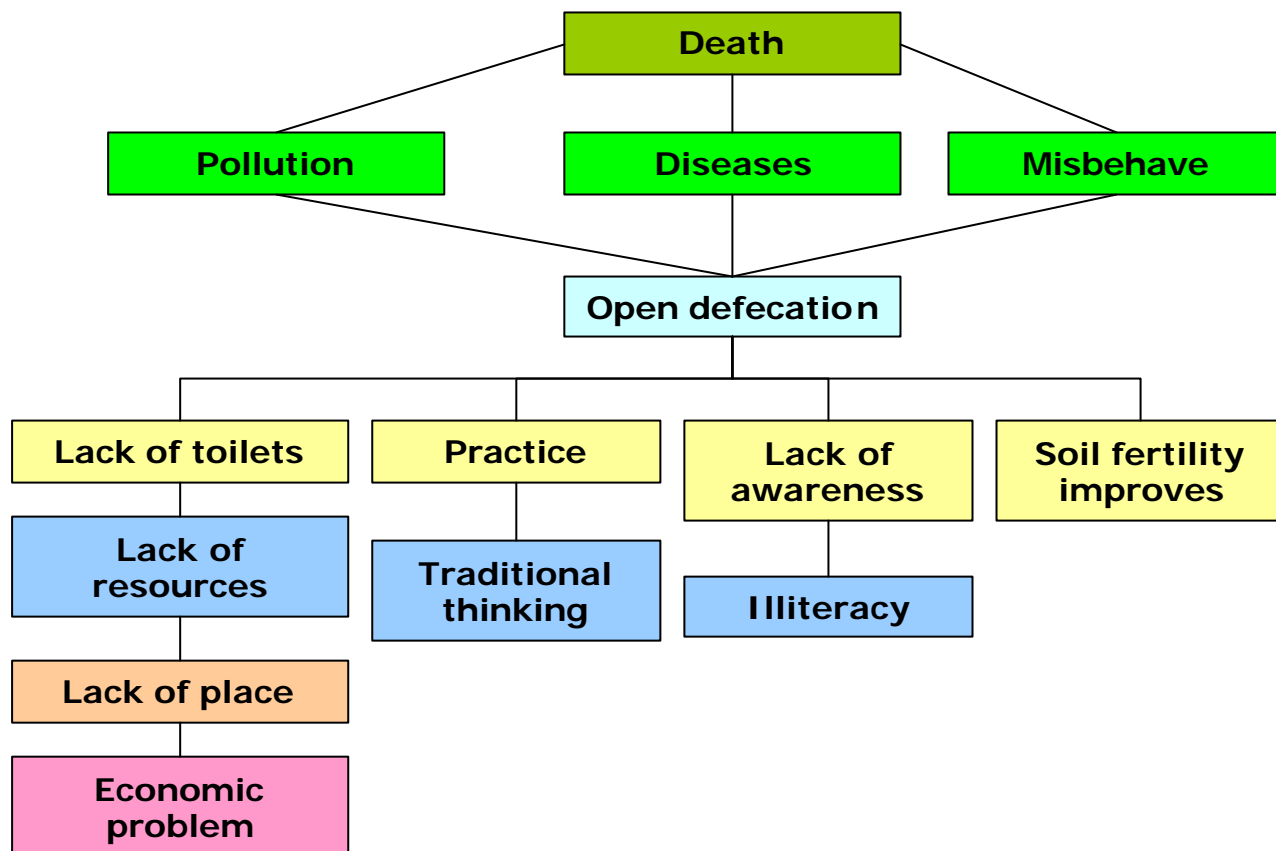
The participants worked on the problem tree and presented it as follows:

Presentation 1: problem tree of toilet



Another team has presented problem tree on open defecation.

Presentation 2: Problem tree on Open Defecation



Objective analysis

The participants were then described on how to analyze and set objectives for their problems and situation. They were also explained that objectives can be derived from the problems themselves as the objectives are meant to address the same.

In this process, the problem tree is used to derive objectives. One of the participants shared that the problem tree is converted to objective tree when its mirror image is taken and the narratives are replaced with the positive statements of the same situation. This way, we can get the means to end approach of objective analysis.

The participants were then asked to develop objectives for their problems. The following are the presentations made by the participants:

Presentation 1: Objectives

- People will be sensitized about toilets
- People will develop habit o using toilets

- Proper management of excreta
- Reduction in communicable diseases

Presentation 2: Objectives

- Ensure safe drinking water
- Reducing infections
- Promote hygienic education among community and children

Presentation 3: Objectives

- Awareness about harms of not having toilets
- Developing awareness about the benefits of having toilets
- Sensitizing Health committee about the issue
- Development of clean environment

Presentation 4: Objectives

- Availability of safe drinking water for the community
- Arrangement of safe toilets for community and making them aware about its benefits
- Information dissemination about water borne diseases in the community
- Awareness about benefits of safe drinking water
- Awareness about water drainage
- Arrangement for management of dead bodies of animals

These presentations were put into discussion for all groups and everyone added their comments wherever they found necessary.

Afterwards, the participants were described about the points to be considered during objective setting. This is known as SMART objective.

SMART objectives

The objectives should be SMART in nature. This means:

S = Specific

M = Measurable

A = Achievable

R = Relevant & Realistic

T = Time bound

Session 5: Strategy Analysis & Project Planning Matrix

This session was focused over development of strategy for achieving the desired objectives and understanding and using the project planning matrix in project planning. This session was facilitated by Mr. Raman.

Strategy analysis

The participants were described about the strategy analysis. First of all they were explained about what is a strategy. This was described as follows:

- **A strategy is**
 - *Focused on the big picture & the long term solution*
 - *Deals with whole situation*
 - *Facilitates policy making*
 - *Supports more detailed planning*

A strategy requires to be based upon or thinking over the following points:

- *What is current situation*
- *What result we want*
- *What resources we have*
- *Who are our stakeholders*
- *How we manage risks*

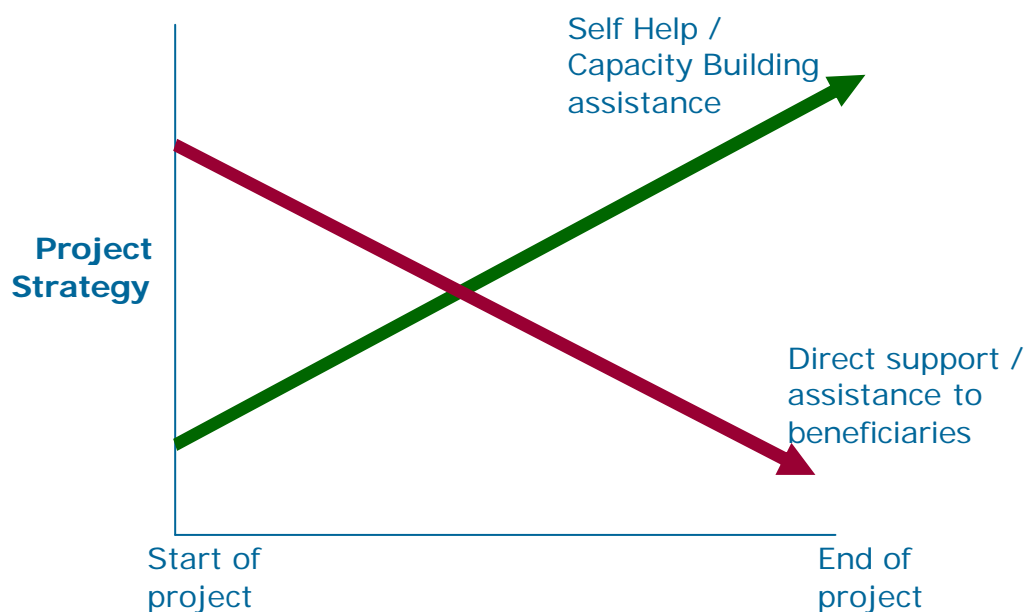


Prof. Mishra explaining strategy analysis to the participants

One more important aspect during strategy analysis was explained to the participants that a project's strategy should have to major components. These are:

- Increasing the self help or capacity building assistance from the beginning of the project to end
- Reducing the direct support / assistance to the beneficiaries from beginning of the project to end

This is illustrated by the following graph:



The participants were also explained that the gender consideration is an important component of strategy analysis. Besides, the KISS principle should also be taken care of while developing strategy.

KISS Principle

Keep It Straightforward & Simple

The participants were asked to choose one common objective now, on which they would develop their strategies. The decided objective was as follows:

Common Objective for all groups: To ensure availability of safe drinking water for 50 families for 90 days during flood

The participants were asked to develop strategies for the common objective and present it. The presented strategies by the participants were as follows:

Presentation 1: Strategy Analysis

- Formation o CBOs
- Rapport building
- Advocacy and liaison with Government and other institutions
- Training on water treatment
- Resource mobilization
- Community awareness

Presentation 2: Strategy Analysis

- Survey of sources of drinking water
- Training to youth for water purification
- Sensitizing community for rain water harvesting
- Coordination with Government and other departments or resource availability
- Advocacy and coordination with Government department

Project Planning Matrix (PPM)

After the presentations over strategy analysis, the participants were described about the project planning matrix part of the LFA. The structure of the project planning matrix was shared to them as follows:

Narrative Description	Measurable Indicators	Means of Verification	Important Assumptions
Goal			Goal to Super Goal
Objective / Purpose			Objectives / purpose to Goal
Output			Outputs to objectives / Purpose
Activities	Inputs		Activity to Output

Important definitions were described to the participants which were as follows:

Goal: Wider problems the project will help to resolve

Objectives / Purpose: The immediate impact on the project area or target group, i.e. the change or benefit to be achieved by the project

Outputs: Specifically deliverable results expected from the project to attain the purpose

Indicators are 'Quantitative ways of measuring or qualitative ways of judging timed achievement of goal'

Means of Verification: Cost effective methods & sources to quantify or assess indicators

Assumptions:

- external factors necessary to sustain objectives in long run
- External conditions necessary if achieved project purpose is to contribute to reaching project goal
- Factors out of control which, if present, could restrict the progress from outputs to achieving project purpose

Work Breakdown Scheduling (WBS)

The participants were explained about the meaning of the work breakdown scheduling. Under this, the objectives were taken to find out the activities that would help in achieving the objectives. The activities may further be broken into sub-activities as required.

Day 2

(13 June, 2008)

Session 1: Presentations on PPM

The participants were told to find out activities for their objectives and then develop their project planning matrix. They were told to take only two activities along with the objective. They were also told to leave the assumption part for their ease.



Participants doing group work on Project Planning Matrix

The participants did the groups work and presented as follows:

Presentation 1: Project Planning Matrix

	Narrative	Measurable indicators	Means of verification
Objective	To ensure safe drinking water for 50 families during flood	50 families getting safe drinking water	Interaction, documents verification
Activity – 1	Training to 10 volunteers on water treatment or 5 days	No. of participants participated	Training attendance register, photographs, reports
Activity – 2	Procurement of 25 packets of halogen tablets from line department	No. of packets received	Receiving register, stock register
Activity – 3	Distribution of halogen tablets among trained 10 youth	No. of youth received halogen tablets	Distribution register
Outcome	Availability of safe drinking water among 50 household	No. of families accessing safe drinking water	Interaction, documents verification

Presentation 2: Project Planning Matrix

	Narrative	Measurable indicators	Means of verification
Objective	Ensure safe drinking water for 50 families during floods for 90 days	No. of families start getting safe drinking water	Documents, photographs, reports
Activity – 1	Meeting with PRI members and target groups	No. of PRI members and target groups start attending meetings	Meeting minutes, registration, photographs, banners
Activity – 2	Training to the CBOs on water testing and treatment	No. of trainings conducted and participation of CBOs	Meeting minutes, registration, photographs, banners

All the presentations were discussed and the groups added their comments over them.

Session 2: Activity & Time Planning Tool

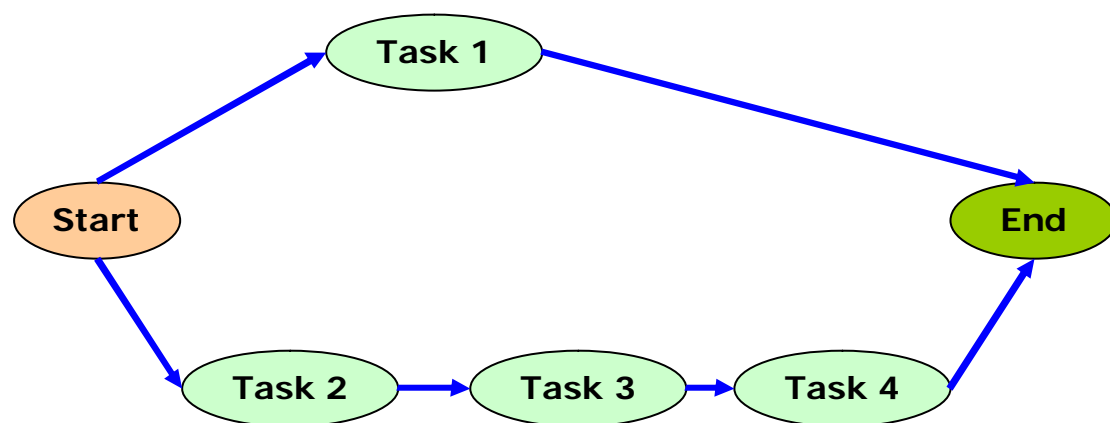
This session was focused over the Gantt chart that is an activity and time planning tool in the project. Another tool discussed was the arrow diagram that also helps in deciding the sequence of activities in a project. This session was facilitated by Mr. Gautam.

The participants were explained about the project planning tools that help in reducing the time and proper sequencing of the activities. These are:

- The Arrow Diagram
- The Gantt Chart

Explanation on the arrow diagram was provided to the participants with the help of the following diagram:

Arrow diagram



This helps in understanding which tasks can be done simultaneously and thus the project can be speeded up.

Gantt Chart

The participants were then explained about the Gantt chart that is a powerful tool of activity and time planning. It also helps us in identifying the critical activities and the critical path.

Participants were told to do group work and develop their Gantt chart on the activities they had planned in the project planning matrix. The participants presented the following:

Presentation1: Gantt chart

Sl. No.	Activity	Month - 1				Month - 2				Month - 3			
		W -1	W -2	W -3	W -4	W -1	W -2	W -3	W -4	W -1	W -2	W -3	W -4
1.	Community meeting / selection of place	█	█	█	█	█	█	█	█	█	█	█	█
2.	Meeting of purchase committee	█											
3.	Quotation	█											
4.	Material selection / decision		█										
5.	Purchase / transportation		█										
6.	Labour / installation		█	█									
7.	Monitoring	█	█	█	█	█	█	█	█	█	█	█	█
8.	Documentation				█				█				█

The participants were explained the benefits of using a Gantt chart and also how it can be used to identify the critical activities.

Session 3: Resource Planning

The resource planning session was focused over how to plan for what material, finance, and human resources are needed to carry out an activity and the project. This session was facilitated by Mr. Raman.

The participants were explained that they would need three main resources in their activities. These are:

- Financial resources
- Material resources
- Human resources

They were explained that the Gantt chart could be extended to plan on these resources and get a quick overview on all things. They were explained the system of how it helps in estimating the amount or resources required in a given period of time.

The participants were provided group work to develop their resource plan on the basis of their Gantt chart. The participants presented the following resource planning:

Presentation 1: Resource Planning

Sl. No.	Activity	Month - 1				Month - 2				Month - 3				Budget	Material	Human resource
		W - 1	W - 2	W - 3	W - 4	W - 1	W - 2	W - 3	W - 4	W - 1	W - 2	W - 3	W - 4			
1.	Community meeting for hand pump installation / site selection													200	Register, pen	PC
2.	Health Camp													10000	Medicines, register, pen, pad, health card	Doctor, PC, nurse, volunteer
3.	Orientation of PRIs													25000	Pen, pad, table, chair, chart, paper, marker, audio-visual system	PC, trainer
4.	Programme review meeting													5000	Review meeting register	Program staff
5.	3 days child rights training													40000	Pen, pad, table, chair, chart, paper, marker, audio-visual system	PC, trainer

Sl. No.	Activity	Month - 1				Month - 2				Month - 3				Budget	Material	Human resource
		W - 1	W - 2	W - 3	W - 4	W - 1	W - 2	W - 3	W - 4	W - 1	W - 2	W - 3	W - 4			
6.	Financial management training for SHGs													35000	Pen, pad, chair, table, chart paper, marker, audio-visual system	PC, trainer
7.	Hand pump installation (6)													90000	Pipe, nut, bolt, cement, bricks	Mason, labour, staff team monitor
8.	Water testing													30000		
9.	Total	45200	40000	25000	5000	90000	5000	25000					235200			

Presentation 2: Resource planning

Sl. No.	Activity	Month - 1				Month - 2				Month - 3				Budget	Material	Human resource
		W - 1	W - 2	W - 3	W - 4	W - 1	W - 2	W - 3	W - 4	W - 1	W - 2	W - 3	W - 4			
1.	Meeting with community and PRI for formation of Mahila Mandal (Women Group)															
2.	Door to door visit													-	-	VF
3.	Deciding date, place and time for the meeting													-	-	VF
4.	Planning for the meeting before meeting													50	Meeting register	PC + VF
5.	Stationary purchase meeting for													1000	Register, scale, inkpad, resource kit	PC
6.	Arrangement of refreshment or meeting													1200	Snacks, biscuits, sweets, tea	PC
7.	Total		1050	400				400					400	2250		

Day 3

(14 June, 2008)

Session 1: Financial Management

This session was focused over the financial management systems in a project. This session was facilitated by Mr. Gautam.

The participants were explained that budget and finance management are two different things. Budget may be for some activity or component of project. But the financial management involves a lot of things.

The finance management includes cash flow and fund flow. These two must be balanced and properly managed. There may be situations when the cash flow is accurate but the fund flow is not balanced.

The resource planning sheets helps here too. Since we can know the requirements much before, there would be time to manage for these resources. Demand would be put in advance to the concerned authority for sanction and release of the resources.

There are two systems of expenses. In the first situation, the amount and resources are demanded in advance and expenses are met; and in the other situation, the expenditure is done and reimbursement is made on that.

The participants were also explained about the FCRA rules and regulations that imply on the foreign funds.

Inputs were also provided on bank reconciliations and bank statements. All participants were able to understand the concept and importance of finance management.

Session 2: Logistics Management

This session was focused over the conceptual understanding of logistics, and its importance in proper running of project. This session was facilitated by Prof. Mishra (IAG convener, Orissa)

The participants were described about the important components of Logistics Management that included the following important components:

- Right materials
- Right place
- Right time
- Right quantity
- Right quality
- Right accounting

The procurement, register maintenance, warehousing, safety, transport, distribution, and many other things collectively become the part of logistics management.

The participants were provided examples on logistics management and proper warehousing. It was also explained to them that if there is some damage or theft like incidence in the stock, it must be report immediately. All events relating to logistics must be reported whether it may be a positive or negative event.

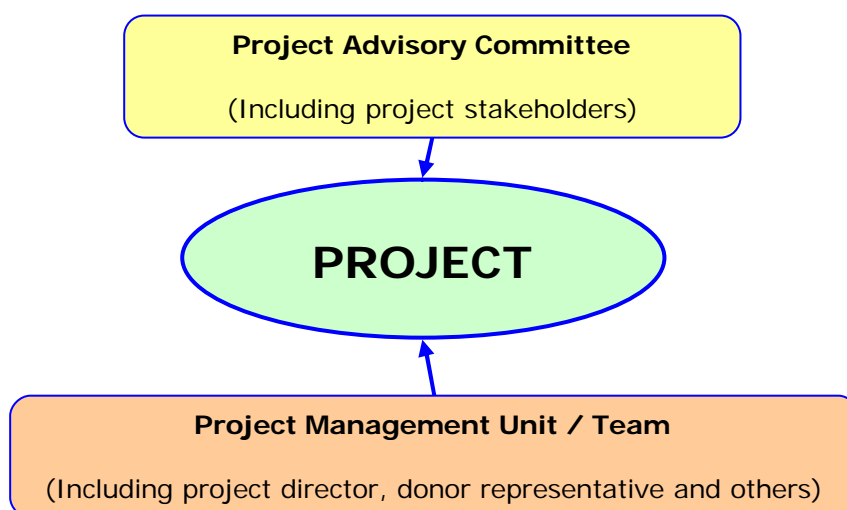
It was also explained to them that if proper systems are adopted, there is no need to get a man in transport and deliveries of goods from one place to another. Everything would be recorded, received, and maintained in a proper way and channel.

Session 3: Project Management framework

This session focused over the systems of project management framework and the document format of a proposal. This session was facilitated by Mr. Raman.

The participants were asked that now they have developed a proposal and it is almost finalized. Now, how will you ensure that the things written in the proposal document shall go on in the right direction and all the things will go smoothly?

In the answer to this, the participants were described that there is a need of a system to manage the project. For this purpose, there may be needed a Project Management Team and a team of advisors that may be called as a Project Advisory Committee. The structure may be as follows:



The participants were also provided inputs over how to use Logical Framework as a tool for project management.

The participants were described that the **Project Advisory Committee** has power to change the path or direction of the project as it is formed of the stakeholders of the project. If the project stakeholders don't find the project to be achieving the desired outputs for the intervened community they may provide noteworthy inputs and recommendations for the Project Management Team.

The **Project Management Unit / Team** is however responsible for smooth implementation of the project activities and its timely completion. All the physical and financial components of the project are in supervision of the project management unit.

The participants were then provided the final format for writing the project document. It was as follows:

- Cover page (including Project Title, Submitted To & Submitted By)
- Brief profile of organization
- Proposed area of project
- Project background
- Context analysis
 - Situation analysis
 - Problem analysis
 - Problem statement
- Objective analysis (Goal & Objectives of project)
- Scope & Methodology
- Strategy analysis
- Project Planning Matrix (including Indicators, Means of Verifications & Assumptions of following:
 - Goal
 - Objectives
 - Activities
 - Outputs
 - Outcomes
- Project Duration
 - Gantt Chart (relating activity and time)
- Project Team
- Resources & Budget
- Monitoring & Evaluation strategy
- Project Management Strategy (involving stakeholders)

The participants discussed about the percentage of different heads of an ideal budget. It was explained to them that it depends on different donor agencies and their policy. However the present system of budget planning demands only 8 – 15 percent in admin and salary heads and rest all budget goes into the programs head.

Session 4: Participatory Monitoring & Evaluation

This session was focused over the monitoring and evaluation of the project with involvement of the target groups in the process and making the process participatory. This session was facilitated by Mr. Vikrant Mahajan (Chief Operating Officer, Sphere India).

The participants were asked about the different stages of the project cycle. The participants were able to tell the stages. Then, the participants were asked what step they were missing out and what step is necessary to track the project progress. The participants collectively pointed towards the monitoring and evaluation component.

The participants were then explained about the importance of monitoring and evaluation in the proper implementation and achievement of desired results in the project.

It was also explained to the participants that the process of monitoring and evaluation should be participatory because it helps in many ways. Some of the benefits are:

- Empowerment of the communities
- Transformation through Equity
- Informs project with the wisdom of the community
- Active interest of the community
- Fosters accountability
- Ensures sustainability of the project
- No distinction between I and you
- Lesser conflicts and frictions



Session 5: Forward Planning

The forward planning was facilitated by Mr. Vikrant at the end of the training. The participants were encouraged to use their skills and knowledge earned during this training for the well of the community they are working with. They were also promoted to disseminate their knowledge to wider communities and organizations.

Mr. Akash (Plan International, Patna) told a story to the participants. The story was about a tube light and a candle and inspired the participants to behave as a candle as the candle has capacity to spread light in the entire world by lighting other candle but a tube light can not do this.

The participants were encouraged to use their knowledge and skills in a way so that the community can be benefited the most. What the participants have gained from the trainings of Needs Assessments in Emergencies and Project Cycle Management must be utilized to enrich the community and to serve the community with a humanitarian approach.

Participants List

	<p>Aparajita Ghatak GIS Specialist, ACTED, New Delhi Phone: 011-41354861 E mail : delhi.gis@acted.org</p>		<p>Rani Jha Monitor, ACTED, Madhubani district, Bihar Phone: 9905445790 E mail :</p>
	<p>Mahadev Prasad BGVP, Sitamarhi Phone: 9431426288 E mail :</p>		<p>Omkar Prasad Singh Sr. Prog Coordinator, CENCORD, Centre for Communication Resource Development A-16 Budha Colony, Patna; Tel: 0612-2523857; Cell: 9431428757 E mail :</p>
	<p>Ajay Kr. Jha Programme Coordinator, GPSVS, Madhubani Phone: 9334731832 E mail :</p>		<p>Sanjay Kumar BWDS, Sewa Kendra, Kurjae, Patna Phone: E mail :</p>
	<p>C. Jerry Project Coordinator, BWDS, Sewa Kendra, Kurji, Patna Tel: 0612-2262809; Cell: 9430033095 E mail :</p>		<p>Sr. Amala Nirmal Mahila Kalyan Kendra, C.I. C. Sisters, Professor colony, Allal patty, DNTC (Post), Darbhanga- 846 003 Phone: 06272-234230 E mail :</p>

	<p>Alok Kumar Project Coordinator, NIDAN Bihar Cell: 9934717239; Email: alokirm@gmail.com</p>		<p>Sandeep Pathak Consultant, New Colony, Madhopur, Suryakund, Gorakhpur, Uttar Pradesh Tel: 9336106439; Email: s.or.pathak@gmail.com</p>
	<p>Manohar Prasad Sharma Office-in charge, Sarvapriya Khadi Gramodyoga Samiti, Katghara, Jamalpur, Gogri, Khagaria Bihar Cell: 9968025847</p>		<p>Kamlesh Kr Singh Programme Manager, NIDAN Phone: 9835012779 E mail :</p>
	<p>Poornima Rani Adithi Plan Project, Muzaffarpur district, Bihar Phone: 2245145 E mail :</p>		<p>Navin Kumar Adithi Plan Project, Muzaffarpur Bihar Phone: 9835011269 E mail :</p>
	<p>Kamal Kishor Singh Field Coordinator, Samta Gram Seva Sansthan, B2 panscheel House, Kidwaipur, Patna-1 Mob: 9835897576; Email : samtagram@yahoo.co.in</p>		<p>Krishna Mohan Singh Field Mobiliser, Kisan Vikas Trust, Gaushala road, Khagaria, Bihar Cell: 9430042559</p>
	<p>Ram Binay Singh Project Coordinator, Bihar Gramin Vikas Parishad Samiti, Cell: 9931928967</p>		<p>Bharat Kumar Field Worker, Samajik Chetna Kendra, Khairi, Madhepur, Madhubani, Bihar Cell: 9939299235</p>

	<p>Hamid Raza SSEVK, Mehsi, East Champaran Cell: 9431638168 Email: ssevkmehsi@yahoo.co.in , ssevkmehsi@yahoo.com</p>		<p>Rajgir Kumar Muzaffarpur Development Agency, Jai Prabha Smriti Bhawan, Jai Prakash Path, J.P. Vihar, P.O.- RK Ashram Bela, Muzaffarpur- 843116, Bihar Tel: 0621-2283034; Mob: 98354442533; Email : mdaramesh@yahoo.co.in</p>
	<p>Sanjay Mishra Project Coordinator, Nav Jagriti, Tel: +91-990495493 Email:</p>		<p>Honey kumari Office staff, CARD, Samastipur Cell: 9934259895</p>
	<p>Alpana Ekka Assistant Coordinator, SSC, Purnia Bihar Tel: 06454-229523; Cell: 9801962730</p>		<p>Pramod Kumar Project Coordinator, Nav Jagriti, Saran Phone: 9934850971 E mail :</p>
	<p>Kamlesh Kumar Village frontier, Nav Jagriti, Sikati village, Block Parsa, Saran dist, Bihar Phone : 9430663950 E mail :</p>		<p>Vijay Kumar Project Coordinator, I. D. F, Patna Tel: 0612-2588692; Cell: 9835809947 E mail :</p>
	<p>Prabhakar Sachan Project Manager, IDF, Patna Phone :9931416120 E mail : prabhakarsachan101@gmail.com</p>		<p>Sudhir Prasad Singh Samajik Chetna Kendra, Khairi, Madhepur, madhubani, Patna Tel: 9939299235</p>
			<p>Anand Kumar Project Coordinator, Bihar Gramin Jagrukta Abhiyan Samiti, Madhurya lok, Ratanpur, Vishanpur, Begusarai Bihar Cell: 9955931708; Tel: 06243-263215 ®; Email: bgjas1@rediffmail.com</p>

Trainers' team

	<p>Gautam Gupta 188 Kundra ghat, Gorakhpur Uttar Pradesh Tel: 9305575054 Email : gautam_pgvs@hotmail.com</p>		<p>Raman Kumar C/O Daya Shanker Gupta Behind DAV Degree College Diwan Bazaar (South) Gorakhpur- 273001 Uttar Pradesh Tel: 09336041661 Email: k.raman.kumar@gmail.com</p>
	<p>Mrs. Ketki Kumari C/O Braj Bihari Sheikh pur, Krishna Puri Akhara ghat, Muzaffarpur, Bihar Tel: +91-9835852981 Res: 0621-2210923 Email: brajketki@gmail.com</p>		<p>Prof. Sibnarayan Mishra Facilitator Red Cross Bhavan Sachivalay Marg Bhubaneshawar 751 022 Phone: ++91-0674 - 2390228 ++91- 9437698800 E mail: sibarenu@yahoo.com</p>
	<p>Dr. Minakshi Thorat Baglow No. 30 Rakshak Society Aundh Camp Pune – 411027 Ph. 9823199365 E-mail: thoratmeenakshi@vsnl.net</p>		<p>Dr. Bhanu Convener IAG Uttar Pradesh 3/109, Vishal Khand, Gomati Nagar, Lucknow Mob: 09335910650 e-mail: pgvs_123@yahoo.com Pgvs_123@hotmail.com</p>
	<p>Vikrant Mahajan Bldng No 302/3 Kaushilya Park Hauz Khas, New Delhi – 110016 Tel: +91-9818666831 Email: vik.267@gmail.com</p>		<p>Sharbendu De Sphere India Building no 3, Flat no 302/3, Kaushilya Park, Hauz Khas New Delhi 110 016 +91- 9971726690 E mail: trainings@sphereindia.org.in, de.sharbendu@gmail.com</p>
	<p>Sanjay Chauhan Qtr No 3, Gujarat Bhawan Chanayka Puri New Delhi- 110021 Tel: +9899715465 Email: sanjay_tlc@rediffmail.com</p>		

Training Contents & Materials

These can be found in the CD provided with the report.