# Water, Sanitation and Hygiene Promotion Manual

International Federation
of Red Cross and Red Crescent Societies

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# Water, Sanitation and Hygiene Promotion Manual

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A training package for field officers and
community volunteer leaders

# Module 4

## Planning, monitoring and evaluation

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# Module 4: Planning, Monitoring and Evaluation

## UNIT 1: NEEDS ASSESSMENT

**1.1 General approach to needs assessment survey**

Assessment is a vital element of the program planning process and it provides the information on which decisions will be made. While good information does not guarantee a good program, poor information almost certainly guarantees a bad one.

The need assessment cycle: Assessments are grouped in three categories i.e. rapid assessment, detailed assessment and continual assessment.

Rapid assessment: This is undertaken after a major change such as an earth quake or sudden refugee displacement. The assessment provides information about the needs, possible intervention types and resource requirements. A rapid assessment normally takes one week or less. It is followed by detailed assessments.

Detailed assessment: A detailed assessment may be done for any of the following reasons:

- A rapid assessment has been done and more detailed information is required.
- The Red Cross /Crescent is considering starting operations in a new area and requires detailed information to inform the decision.
- The Red Cross /Crescent suspects that the situation is changing slowly and needs more information ( for example a slowly developing drought).
- Detailed assessments generally take about one month, but could take more or less time, depending on the size of the area, the complexity of the issues and resources available.

Continual assessment: This occurs when the Red Cross /Crescent has carried out a detailed assessment and is now operational in an area. Continual assessment is a process whereby information is continually up dated. Effective continual assessment helps to identify changes quickly. When a change is identified, a rapid or detailed assessment can be done. Information from the continual assessment is used as secondary information during rapid and detailed assessment.

### *1.1.1 Needs assessment tools*

**Observation**

Observations means watching or noticing by using all our five senses, seeing, touching, tasting, hearing and smelling. One person cannot observe everything, especially at the same time. Observations are also limited by our culture, up bringing, and personal experience. Observations can only be used as a reliable source of information when the observations are focused (they are directed on what we want to know, learn and understand). Systematic observations follow a fixed plan so that things are observed through efficient and unbiased way.

**Interviews**

An interview is a meeting of two or more persons face to face .The purpose is to find out what is in the mind of the person (s) being interviewed. Interviews are used where observations cannot be done directly, e.g. peoples' perceptions of past or future aspirations. Interviews may seem easy but require skill to collect meaningful information. Interviews are open or unstructured when the persons being interviewed respond in their own words to express their own personal views. The purpose of the unstructured interviews is to learn about people's views on the behaviour of interest, to learn their terminology, judgments and to capture their perceptions and experiences.

The various types of unstructured interviews include:

- Informal conversational interviews: these are spontaneous informal conversations with individuals or groups on the subject of interest. This type of interviewing allows maximum flexibility to discuss any topic related to the assessment. Informal conversations are particularly useful in combination with open or unstructured observations, as they allow for on spot discussions.
- Key informant interviews: a key informant is a person who has special knowledge, at least in some subjects or topics of interest and with whom the interviewer develops an on going relationship of information exchange and discussion. The difference between a general informant and a key informant is that, general informants primarily give information about themselves whereas key informants provide information about others or specific situations, events and conditions in the study area.
- Focus group discussions: is an open discussion among a small group of people on a specific subject. In the discussion, the emphasis is on the free exchange of views and experiences. Focus group discussions have the advantage of generating a large amount of information in a relatively short time. And because of the group interaction, more in depth information is often generated than through topic focused interviews. Focus group discussions are a powerful method to explore subjects of interests and to gain a deeper understanding of attitudes, perceptions, beliefs and wishes of the group participants.
- Topic focused interviews: Here, an interview guide or checklist is prepared with subjects and topics to be covered during the interview. The guide provides a framework for the interviewer to formulate questions and to explore the topics on the list. Topic focused interviews are often fruitfully combined with unstructured observations.
- A semi structured interview is one in which the interviewer knows exactly what information he/she wants but where the questions are not put in a specific order, or even directly on the subject of interest .The questions will not follow the inflexible format of a questionnaire. Although the wording of the questions is determined beforehand, the answers are still open ended. The respondent is free to give his or her own words, thoughts and insights in answering the

questions. This technique is useful when time is limited and is desirable to have the same information from a number of people. As the answers are open ended, the emphasis in this type of interview is still on gaining in-depth understanding. However, as the questions are standardized, the answers from the various respondents will be comparable enough to combine them into frequencies of responses.

- Structured interviews: They have closed instead of open ended questions, but otherwise resemble semi structured interviews. In closed questions , the answers are limited to a predetermined set of choices .The advantage with this method is that it allows for easy coding and analysis of the answers and the interviews are easier carried out by less experienced interviewers as no probing for full answers is required.
- Surveys are usually in the form of a questionnaire. A comprehensive survey of the information on water and sanitation needs of the community is important. A copy of typical survey questionnaires is given in ANNEX VI.

**Standards**

Professional associations and accrediting bodies often provide standards for water and sanitation issues. The bodies that accredit water and sanitation issues have laid standards for the service. The SPHERE standards are useful in emergency situations since they assist in the planning of the operations designs by stipulating minimum standards for each WASH intervention.

**Analysis of statistics, records**

Analysis of available records on water and sanitation can tell about the needs of the community.

**Suggestion box**

A suggestion box is a very basic needs assessment tool. Complaints - whether received through a suggestion box or not - can fall into this category of needs assessment tool.

**Meetings, reports, newsletters**

Attending community water and sanitation meetings, reading water and sanitation newsletters can also serve as a needs assessment tool.

With all of the above needs assessment tools, it is important to document how you measured need for knowledge-based information and how you responded to the measured need.

### *1.1.2 Steps or processes in needs assessment*

The activities may not necessarily follow this order - this will depend on the type of assessment to be done. The steps are:

- Perform a “gap”analysis to identify the current WASH status, available skills and knowledge of the community through preliminary review of secondary information.
- Identify the type of assessment to be done and the tools to be used.

- Identify the team to undertake the assessment and design the terms of reference for the assessment.

The proposed assessment mode should:-
- Identify the community's priorities and importance of possible water and sanitation activities.
- Identify the causes of the performance problems and/or opportunities.
- Identify possible solutions and growth opportunities.
- Compare the consequences if the water and sanitation program is or is not implemented.
- Generate and communicate recommendations for intervention.

It is recommended that the same people be responsible for all the phases of the assessment cycle. This enhances understanding of the context, minimizes loss of knowledge and improves consistency between different program phases.

Assessment fatigue occurs when an area has been assessed many times by different agencies. The people are frustrated because they are repeatedly expected to answer the same questions, often with no obvious results. Under such circumstances, an assessment is unlikely to produce useful information.

# Module 4: Planning, Monitoring and Evaluation

## UNIT 2: MONITORING AND EVALUATiON

### 2.1 Background information and rationale

To track the envisaged impact resulting from the Red Cross and Red Crescent water and sanitation actions, a robust and dynamic monitoring and evaluation system should be institutionalized. The monitoring should be marked by periodic reviews involving the beneficiaries, the targeted groups as well as other key stakeholders.

### 2.2 Definitions of M&E

Monitoring is a continuing function. It uses systematic collection of data on specific indicators to inform management and the other stakeholders of an on going International Federation or National Society operation on the extent of progress and achievement of results in the use of allocated funds. Monitoring is to check on how project activities are progressing and involves both systematic and purposeful observation.

Monitoring involves giving feedback about the progress of the project to the donors, implementers and beneficiaries of the project. Reporting enables the gathered information to be used in making decisions for improving project performance. It is important in project planning and implementation.

Evaluation is the systematic and objective assessment of an on going or completed operation, program, policy, design, implementation and results. The aim is to determine the relevance and fulfillment of objectives as well as efficiency, effectiveness impact (overall goal) and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons into management decision making.

Evaluation is important in:

1. Identifying the constraints or bottlenecks that hinder the project from achieving its objectives. Solutions to the constraints can then be identified and implemented.
2. Assessing the benefits and costs that accrue to the intended direct and indirect beneficiaries of the project. If the project implemented is for example, the protection of a spring, evaluation highlights the people who fetch and use water and the people whose land is wasted and whose crops are destroyed during the process of water collection.
3. Drawing lessons from the project implementation experience and using the lessons in re-planning of projects in that community and elsewhere.

4. Providing a clear picture of the extent to which the intended objectives of the activities and project have been realized. Evaluation can and should be done: (a) before, (b) during and (c) after implementation.

### *2.2.1 Why monitoring and evaluation before project implementation*

- Assess the possible consequences of the planned project(s) to the people in the community over a period of time.
- Make a final decision on what project alternative should be implemented and
- Assist in making decisions on how the project will be implemented.

### *2.2.2 Why monitoring and evaluation during project implementation*

Monitoring should be a continuous process which should inform the evaluation process and should take place in all project implementation activities. This enables the project planners and implementers to progressively review the project strategies according to the changing circumstances in order to attain the desired activity and project objectives.

### *2.2.3 Why monitoring and evaluation after project implementation*

This is to retrace the project planning and implementation process and results after project implementation. This further helps in:

- Identifying constraints or bottlenecks inherent in the implementation phase.
- Assessing the actual benefits and the number of people who benefited.
- Providing ideas on the strength of the project, for replication and
- Providing a clear picture of the extent to which the intended objectives of the project have been realized.

### *2.2.4 Simple monitoring and evaluation process*

This process tries to address the following issues of the project:

- What was done?
- Who was involved?
- What did community members and project staff think about the activities?
- What are their suggestions for improvement?
- Were the objectives met?
- Were the objectives effective?

### *2.2.5 What are the levels of monitoring*

Monitoring should be carried out by all stake holders at all levels. Each level, however, has specific objectives for monitoring methods and roles.

### The results chain

| | | |
|---|---|---|
| RESULTS | IMPACT (Overall goal) | The positive and negative, intended or unintended long term results produced by an IFRC operation or National Society either directly or indirectly. It is the highest level to which an IFRC or National Society operation is intended to contribute. |
| | OUTCOMES<br>OUTPUTS | The medium term results of an operations outputs. The products capital goods and services which result from an IFRC or National Society operation. |
| | ACTIVITIES | Actions taken or work performed through which inputs are mobilized to produce specific out puts. |
| | INPUTS<br>(Resources) | The financial, human or material resources required to implement the operation. |

For monitoring to be effective, there is need to have a mechanism of giving feedback to all people involved at all levels (community, district, national and donor)

A logical approach can be used

| Log frame hierarchy | Performance indicators | Means of verification | Assumptions and risks |
|---|---|---|---|
| Goal<br>Higher objective to which this operation along with others, is intended to contribute | Impact Indicators (increasingly standardized ) to measure program performance | The program evaluation system | Goal to super goal<br>Risking regarding strategic impact |
| Purpose<br>The outcome of an operation. The change in beneficiary behaviour, systems or institutional performance because of the combined output strategy | Outcomes<br>Measures that describe the accomplishment of the purpose. The value, benefit and return of the investment. | People, events processes, sources of data for organizing the operation's evaluation system | Purpose to goal<br>Risk regarding program level impact |

| | | | |
|---|---|---|---|
| Outputs<br>The actual deliverables, what the operation can be accountable for producing | Output indicators<br>That measure the goods and services finally delivered by the operation | People, events, processes sources of data –supervision and monitoring system for validating the operation‘s design | Output to purpose<br>Risks regarding design effectiveness |
| Activities | Inputs /Resources<br>Budget by activity monetary, physical and human resources req ui red to produce the outputs | People, events, processes, sources of data –supervision and monitoring system validating implementation progress | Activity to output<br>Risks regarding implementation and efficiency |

## Log-frame and monitoring questions

| | | |
|---|---|---|
| GOAL | Measuring changes at goal level requires a longer time frame, and is therefore dealt with by evaluation and monitoring | What is causing the delay or unexpected results? |
| PURPOSE | Are the intended outcomes being achieved? | Is there anything happening that should lead management to modify the operations implementation plan? |
| OUTPUTS | Are outputs leading to the achievement of the purpose? | |
| ACTIVITIES | Are activities leading to the expected outputs and are activities being implemented on schedule and within the budget? | |
| INPUTS | Are finance, personnel and materials available on time and in the right quantities and quality? | |

### Log frame and evaluation questions

| | | |
|---|---|---|
| GOAL | Impact<br>What changes did the operation bring about?<br>Were there any unintended changes? | Sustainability<br>Are the benefits likely to be maintained for an extended period after assistance ends? |
| PURPOSE | Effectiveness<br>Were the operations objectives achieved? Did the outputs lead to the intended outcomes? | Relevance<br>Were the operations objectives consistent with beneficiaries needs and with Red Cross policy? |
| OUTPUTS | Efficiency<br>Were the stocks of items available on time and in the right quantities and quality? | |
| ACTIVITIES | Were activities implemented on schedule and within budget? | |
| INPUTS | Were outputs delivered economically? | |

### *2.2.6 Community monitoring*

Monitoring at this level involves:

- **Identifying community project**
  This should be identified in a participatory manner to reflect the community needs and stimulate people's interest in the implementation and monitoring of the project. If the process of project identification is not well done and does not reflect community interests, it is likely that the communities will not participate in the monitoring of the implementation activities:

The specific objectives for monitoring at this level therefore include;
- Ensuring that the projects are implemented on time.
- That they are of good quality and
- That the project inputs are well utilized.

- **Identifying the team(s) to spearhead the monitoring of the project in the community**
  The roles of each team, how they should carry out the monitoring process, the use and sharing of information generated with other groups within and without the community, should be specified and explained.

- **Designing a work plan that guides project monitorin**g
  The work plan should specify the activities in the order that they will be executed and the individuals to execute them. This helps the people monitoring to know the activities that should be carried out by particular individuals in a given period of time. If the activities are not carried out, the people monitoring get guidance in coming up with solution(s).

- **Determine the major activities** from the work plan. Whereas all activities in the work plan are necessary and should be monitored, it is useful to identify the major activities on the basis of which objectives and indicators would be set.

- **Determine the indicators for each activity objective.** The indicators help the team monitoring to tell how far they have gone in achieving the objectives of each activity. In our example, one indicator could be the number of bricks made. Compare what is happening with what was planned should be done in the process to tell whether the project is on schedule and as planned. The monitors should check at the indicators to measure how far they have reached in achieving the objectives. This should involve looking at the quality of work to ensure that it is good. The monitoring team may need to involve a technical person like a local artisan or a technician from the district to ascertain the quality of the project (if it is of a construction).

  The monitoring team should then agree on how often they should visit the project site as a means of verifying what is taking place. To avoid big deviations from the work plan in community projects, monitoring visits should be carried out at least once a week. During the project visits, the team should look at what is happening (observe) and talk to every body who is involved in the project.

  For each activity, the monitoring team should identifythe objectives. Whenever a monitoring visit is carried out, those monitoring should write down their findings. They can use a form or agree on any other reporting format that captures the findings of the exercise in relation to the work plan.

  The findings from the monitoring visits should be discussed with other members of the implementation committee. The monitoring and implementation teams should use the information collected to detect and solve the problems facing the project. The monitoring and implementation teams should store the information well and use it for future actions and to inform other stake holders. At each site, there should be a file in which copies of monitoring reports and other documents related to the project are kept.

## 2.3 Volunteer/field officers monitoring

The volunteer/field officers should get information from the community for the project that they are monitoring (monitoring performance in relation to turning the inputs into outputs). They should also monitor the outcome of the project (e.g. the effect of latrine construction in schools on the enrolment levels). The volunteer and field officers should also monitor the increase in strength, capacity and power of the target community to stimulate its own development.

**The objectives therefore include:** Supporting the improvement in project performance and measuring the applicability of the way the project was designed in relation to community strengthening. The methods for monitoring that can be adopted at this level include:

- Routine monitoring and
- Qualitative support.

**Routine monitoring and supervisory support**
This requires the Project Coordinator, Community Development Assistant, other technical staff and politicians at the community to visit the project sites to ascertain what is happening in relation to what was planned. A copy of the work plan and community monitoring reports should be kept in the project site file. This will help whoever wants to compare progress with the work plan and get comments of the monitoring team to do so without necessarily tracing the members of the monitoring team who may not be readily available.

During routine monitoring, discussions should be made with all the people involved in the implementation and monitoring of the project. Look at the manner in which each team performs its duties (as a means of verifying the increase in community capacity). Make and record comments about good and bad elements in the project. Recommend solutions showing who should undertake them, with financial, time and the negative effects that may accrue to the project if they are not taken. A copy of the comments should be left in the project site file/book and the other discussed and filed at the community.

The community should organize discussions of project progress at least once a month. Also file and submit a project progress report as part of the routine monthly reporting to the volunteer and field officers office respectively.

The major issues to look at during the volunteer and field officers routine monitoring include:

- Levels of actual community and donor contributions (including funds, materials, time and expertise).
- Timely implementation and quality of projects.
- Appropriate use and accountability of community and donor resources.
- Level of community involvement in the project.
- Commitment and performance of community committees; and

- Timely use of information generated through the community routine monitoring.

**Qualitative enquiry**

The volunteer and field officers should organize focus group discussions, key informant interviews, and community group discussions, with communities and other key informants at least twice a year.

These enquiries would help the volunteer and field officers to:

- Verify some of the information collected by the community.
- Get information on issues that are not captured during the routine monitoring.
- Discuss on spot with the communities on possible solutions to problems hindering project performance; and
- Discuss with the community, learn from them, and explain capacity building issues.

These qualitative enquiries should be simple and involve the community members to reduce the costs and enable the community members to learn how to conduct them as a means of community strengthening. The outputs should be analysed in relation to the community and routine volunteer and field officers findings and should also be used to discuss solutions. Findings should be well documented and shared at the national level in order to assist national level management information.

The major issues during the qualitative enquiries include:

- Establishing whether the projects were the community priorities (also the appropriateness of the project identification).
- Community members'knowledge and appreciation of the project methodology, and their willingness to participate and contribute to the project activities.
- Effectiveness of the community members during project monitoring.
- Opinions of community members on quality and use of resources (accountability).
- Skills (e.g. decision making capacity and negotiation skills), acquired by specific categories of people in the community during project implementation.
- Community knowledge of their rights and obligations.

Before qualitative enquiries, each volunteer and field officer should identify and discuss any management information gaps to form periodic themes. Specific designs would also be agreed upon at this stage.

## 2.4 Monitoring at national and donor level

Monitoring at the national and donor level is to find out if project inputs are well used (desired outputs are being realized), project design is appropriate, and for learning.

The objectives of monitoring at this level include:

- To ensure that the inputs are efficiently and effectively utilized.
- That the planned activities are being realized.
- To measure the applicability of the methodology to community strengthening.
- To draw lessons from the project intervention for future projects in the country and beyond. The lessons will provide the basis for project methodology replication.

The methods for monitoring at this level include:

- Routine monitoring.
- Action research and qualitative enquiries, and
- Surveys.

### Routine monitoring

Routine monitoring should be done on a quarterly basis by project staff and the donor planning unit to check on the levels of activities and objectives. Since the donor gets information about the projects and activities through volunteer and field officers progress reports, national and donor routine monitoring should be limited in scope.

Routine monitoring should cover aspects that appear contradictory, problematic, very satisfactory or unique. These would enable the donor office to provide the necessary support and draw lessons.

#### Action research and qualitative enquiries

The donor office should carry out in-depth qualitative enquiries once a year. These should focus on drawing lessons from the project design and implementation experiences for replication. Therefore, the major issues at this level include:

- The contribution of community projects on national and donor priorities.
- Satisfaction derived by the communities (levels of service and facility utilization).
- Capacity of the community to operate and maintain the services and facilities.
- Ability of the community members to pay for the services and facilities.
- Appropriateness of the project methodology in light of national policies.
- Leadership, authority and confidence within communities.
- Capacity building and functioning of Local Governments and District personnel.
- Representation (especially of women and youth) in the community decision making process.
- Replication of experiences in other projects and training institutions.
- Capacity building of existing individuals and institutions, and
- The functioning of the monitoring and management information systems.

### Surveys

Surveys should also be conducted to gather quantifiable data and supplement the information generated through other methods. These can be contracted to research institutions such as at universities.

### Monitoring issues and procedures at different levels

Monitoring issues and procedures for each level are described here. This is to emphasize that the stake holders should spearhead but not exclusively carry out all monitoring. In practice, the issues and procedures of the different stake holders overlap. Each stake holder should support others in monitoring responsibilities. Issues mentioned here are not exhaustive but indicate what should be done. Each level should therefore collect information on any other issues deemed relevant to the particular situations.

These are presented as three tables

(1) Community level,

(2) Volunteers and field officers level,

(3) National level, indicating the key issues at each level.

### Community level

At the community level, the three main actors who have a stake in the community strengthening intervention are the:

- CBO Executive or Implementing Committee (CIC) of the community project.
- Community mobilizers; and
- Project Development Committee (PDC).

The following table looks at the main issues of interest, monitoring indicators, means of observing, frequency, and suggested monitoring procedures, for each of these three stake holders.

**Table 17: Monitoring at community level**

| Stake holder | Issue | Monitoring indicator | Means of observing | Freq. | Monitoring procedure |
|---|---|---|---|---|---|
| | Timely implementation of projects | Number of project activities implemented in time. | Reviewing the Weekly project site files | Weekly | Members use routine monitoring form |
| Executive committee | Appropriate use of project resources | No materials misused | Routine project visits, project quality check | Weekly | Members use routine monitoring form. check quality using the technician's guidelines |
| | Proper collection and storage of project information | Percentage of projects with project site files; number of reports in site files | Reviewing the project site files | Weekly | Members of the project committee review the project site file, reports and comments |
| | Realistic project implementation work plan | Number of project work plans with well sequenced activities | Compare activities in the work plan with how they are implemented | Monthly | Mobilizers (1) review sequence of project work plans with a technical person, and (2) conduct monthly project site visits |
| Community Mobilizers | Community participation in project activities | Number of persons performing their roles | Number of activities. Amount of resources provided by the community | Monthly | Project site visits. Discussions with people about their contributions. |
| Project Development Committee | Accountability of project resources | Percentage of resources accounted for | Resource accountability form | Quarterly | PDC members use project resource accountability form |

**Volunteer and field officer level**

At the volunteer and field officer level (more than one community), the main actors who have a stake in the community strengthening intervention are:

- Community Development Assistants (CDAs);
- Planning Unit; and
- District Project Coordinator, (DPC) who, if a ministry official, is usually a Community Development officer (CDO), or an NGO equivalent.

The following table looks at the main issues of interest, monitoring indicators, means of observing, frequency, and suggested monitoring procedures, for each of these three stake holders.

**Table 18: Volunteer/ field officer monitoring level**

| Stake holder | Issue | Monitoring indicator | Means of verification | Freq. | Monitoring procedure |
|---|---|---|---|---|---|
| Community Development Assistant | Functioning of mobilizers and community committees | Number of committees performing their roles | Review of each committee's performance | Twice a year | CDA during the qualitative enquiries determine the performance of each committee |
| Community Development Assistant and Planning U nit | Identification of projects that fall in the district plan and national priorities | Number of projects under the district plan | Review of project identification reports. Project visits | Twice a year | The planning unit reviews the plans from the parishes, to establish if they fall under the district plan and national priority areas |
| | Community leaders acquisition of community management skills | Number of villages using community participation in planning and implementing projects | Review of project reports. Focus group discussions and other qualitative enquiry techniques. | Twice a year | Planning unit conducts qualitative enquiries to find out if communities are participating in project activities. District specific procedures must be designed when exercises take place |

**National and Donor Level**

At the national and donor level, there are two main stake holders, (1) The national agency that is implementing the intervention or project, and (2) any external or international donors that are contributing to the intervention or project.

Table 19: Monitoring at national and donor level

| Stake holder | Issue | Monitoring indicator | Means of verification | Freq. | Monitoring procedure |
|---|---|---|---|---|---|
| | Community knowledge of methodology | Proportion of people aware of the methodology. | Surveys, focus group, discussions, key informant interviews | Annually | Agency or Ministry design and conduct the annual studies |
| National agencies office | Effectiveness of the project design | Percentage of project outputs attained. Percentage of design aspects appreciated by the community | Review of project reports, surveys, focus group discussions, key informant interviews | Annually | Agency or Ministry design and conduct the annual studies |
| and Donors | Adaptation of implementation experiences by other projects and institutions in the country | Proportion of the project design aspects adapted | National and international discussions | Annually | Agency or Ministry conducts meetings with academic institutions and community projects to find out the methodological aspects that have been replicated |

## 2.5 Importance of indicators in monitoring and evaluation

Indicators are concrete, specific descriptions of what you will measure. An indicator is a quantitative or qualitative factor that provides a simple and reliable means to measure achievement or reflect the changes connected to a project /program. Each selected indicator can include the number or percentage of participants projected to achieve it. A source of information should be specified with details of when, how and by whom the necessary information will be collected.

**Indicators**

- Should be SMART –Specific, Measurable, Accurate, Realistic and Time bound.
- Indicators should be objectively verifiable (meaning that different persons using the same indicators would obtain the same measurements).

Outcome indicators (purpose level) reflect the target population and type of benefits.

Outcome indicators include coverage of target group access to, use of and satisfaction with the delivered aid.

**Means of verification**

Indicators can be measured at a reasonable cost by existing means or by procedures to be developed by the project. Responsibility is clearly defined.

**The indicators are important in that they:**

- Provide opportunity to demonstrate progress towards achievement of expected annual monitoring and reporting available sources of data and the information needs of the community.
- Improve management of the process.
- Provide insight into the interpretation of the program's impact on health results.

**Common weaknesses in indicator selection**

- Too many indicators are selected –managers have a tendency to ask for too much information. They assume that the more they know the better they will be prepared. However, the result is often information overload. The trap of including too many indicators should be avoided, as this will add to the work and cost of collecting, recording and analyzing the data.
- Don't select overly complex indicators –some indicators present major problems for data collection either in terms of skills or resources required.
- Don't over concentrate on physical progress indicators. Information about outcomes is also required.

## 2.6 Performance indicators in monitoring and evaluation

The indicators have the purpose of determining the success or failure of a project / program being monitored or evaluated using a number of criteria on a regular, on-going basis.

They provide a basis for timely and appropriate interventions which assist the long time functionality and financial sustainability of the project/program.

Selection of performance indicators should ensure that they are specific, easily understood and measurable.

**Table 21: Types of performance (results) indicators**

Impact indicators are specific information or evidence that can be gathered to measure progress toward program goals and objectives. When direct measurement is difficult or impossible, impact indicators measure effectiveness of program activities.

| Type of results indicator | Key indicators | Means of measurement and timing | Responsible party |
|---|---|---|---|
| Output | Immediate visible result. (Examples:<br>• No. of Community Development Councils (CDCs) and/or Water Supply and Sanitation Users' Group (WSSUG) formed, trained and involved in project planning and implementation,<br>• Community Action Plan prepared,<br>• Hygiene promoters (Male/Female), pump maintenance or valve mechanics chosen, water point caretakers identified and trained, | Regular monitoring<br><br>(Community planning) | Assign a national/rural/ grassroots responsible party |
| | • Hygiene education activities such as house to house visits, training by teachers, training by Mullah etc. as planned are carried out,<br>• Number of water points/ water system constructed.<br>• Numbers of hygienic sanitation facilities (Latrines) constructed.<br>• Operation and Maintenance System established. | (Community planning and implementation)<br><br>(implementation) | |
| Process | Actions taken by beneficiaries and facilitators to achieve a desired outcome, such as institutional arrangements and changes in behavior. (Examples:<br>• Percentage of community members who involved in electing/ selecting WSUG.<br>• Percentage of community members who involved in preparation and endorsement of Community Action Plan.<br>• Percentage of women involved in site selection.<br>• Percentage of community contribution,). | Regular monitoring (implementation and post)<br><br>(Community planning and implementation) | Assign a national/rural/ grassroots responsible party<br><br>Community will participate in monitoring |

| | | | |
|---|---|---|---|
| Outcome | Medium-term result<br>(Example:<br>• Percent increase in number of households with improved access to water points.<br>• Percent increase in number of households with improved access to hygienic sanitation facilities.<br>• Percent increase in the number of individuals that practice hand washing with soap at critical junctures.<br>• Increased capacity of Government Agencies (central and provincial) to monitor the sector and manage contracts.<br>• Increased capacity of local NGOs and private sector in social mobilization and the construction of water points and sanitary latrine (total number of units / year). | Benefit monitoring, impact study, technical audit, special studies<br><br>(post and evaluation)<br>Impact study, Special study<br><br>(Program evaluation) | Assign a national/rural/grassroots responsible party<br><br>[Community will participate in monitoring] |
| Impact | The long-term result that comes from achieving outputs and outcomes. Typically measured several years after final disbursement.<br>(Example:<br>• Percent decrease in the prevalence of diarrhoea, disease morbidity among children under five years.<br>• Time saving and reduction in domestic drudgery through greater accessibility.<br>• Enhanced overall domestic productivity through decrease in use for the water supply of the household). | Impact study, Special study<br><br>(Program evaluation) | External evaluators and/or donors |

**Examples of impact indicators are**

- Percentage of children under <36 months with diarrhea in the last two weeks, wherediarrhoea is defined as more than three loose stools passed in a 24 hour period.
- Quantity of water used per capita per day, where all the water collected by or delivered to the household and used for personal purposes is considered.
- Percentage of child caregivers and food prepared with appropriate hand washing behavior, where appropriate hand washing includes the time at which it is done and the technique used.
- Percentage of population using hygienic sanitation facilities, where sanitation facility is defined as an excreta disposal facility, typically a toilet or latrine, and hygienic means there are no faeces on the floor or seat and there are few flies.

One or more of these indicators, or equivalent alternatives, are to be used in the reports of projects with water and sanitation components and should be collected at baseline, mid-term and final-year evaluations.

**Monitoring indicators**

- Percentage of households with year-round access to improved water source (where access means either direct connection to the home or a public facility within 200 metres of the home).
- Percentage of households with access to a sanitation facility (where sanitation facility is defined as above).
- Percentage of recurrent costs for water supply services provided by the community served, (where recurrent costs refer to the full operating and maintenance costs of the water supply system that services the community).
- Percentage of constructed water supply facilities maintained by the communities served (where the constructed facilities refer to those established by the NGO or project).

The choice of indicators for annual monitoring and reporting should be decided based upon a review of available sources of data and the information needs of the community.

The primary purpose of collecting and reporting the monitoring indicators is to improve management. These indicators can also provide valuable insights into the interpretation of the program's impact on health. In addition, reporting the annual indicators may provide a further opportunity to demonstrate progress towards the achievement of results.

## 2.7 Reporting and documentation

### *2.7.1 Reporting in general*

Reporting is an integral part of monitoring. Reporting requires some analysis that goes beyond a mere description of the monitoring activities.

Monitoring information is:

- Compiled in standard and adhoc reports.
- Shared with implementing partners, donors and beneficiaries.
- Used to draw conclusions in evaluations.

There are various examples of reports:

- Community project reports
- Monthly progress reports
- Mobilizers'routine reports
- Field trip reports and
- Meeting reports.

Each separate report should be correctly identified. At the very beginning are the main identifiers, including at least the title (period and location the report covers) and the author. At the very end are some identifiers that should appear on every document.

Each report should include the following:

- The name of the author(s) and what it is all about should be clearly marked at the beginning of the report.
- The "What it is all about"should include the geographic area and the time period about which you are writing.
- You should include your title and position as well as your name as author.
- Some necessary identifying information should be placed at the bottom of the last page.

**Monthly progress reports**

The following refers to any routine progress report: monthly, bimonthly, quarterly, biannually or annually. A progress report is different from a situation report (sit rep) in that a sitrep merely states what has happened and what was done about it during the reporting period. A progress report, in contrast, relates activities to objectives.

The most important distinction to make, therefore, is to distinguish between activities (inputs) and the results of those activities (outputs) or effects on the target group.

The donors, the headquarters of the implementing agencies, the leaders in the target group, and the agencies monitoring the project and administering the donors' funds, all need to know how well and how much the project activities have led to attaining the project objectives.

The most important distinction to make, therefore, is to distinguish between activities (inputs) and the results of those activities (outputs) or effects on the target group. Although progress reports may differ among several formats, somehow that distinction must be made.

Design your report with two major headings: For each project objective, include a section on

(1) activities and

(2) results of those activities.

A good progress report is not merely a descriptive activity report, but must analyze the results of those reported activities.

The analysis should answer the question, "How many of the project objectives have been covered? Always review the project objectives before writing any monthly progress report. Usually these are found in the "Project Document"(ProDoc).

In the analytical component of the report, those objectives could be listed, each as a separate section with a separate sub title. There should be an analysis of how well the author has moved towards meeting each objective. Where the objective has not been covered, if over covered or under covered in any quantitative aspect, there should be an explanation.

**Community project reports**

A detailed monthly narrative report should include how far each of the intended objectives has been covered, the reasons they were not fully covered, any lessons learned, and suggestions and reasons about changing the objectives if they were found to need changing.

The narrative report can include information about events and inputs (what actions were undertaken, see below), but should emphasize on outputs (the results of those actions as they lead to achieving the stated objectives). Attention should be paid to the number and location of beneficiaries. The monthly report would best be organized into sections corresponding to the sections of the proposal.

**Financial reporting**

A detailed monthly financial report should include the money that was received and from where, (1) money spent , listed line by line according to the budget categories in the proposal, reasons for over- or under- spending, and an assessment of how well the expenditures contributed to reaching the stated objectives of the project.

### Mobilizers' routine reports

Mobilizer's objectives are different from the objectives of a community based project, so progress reporting (on reaching objectives) will be different.

The desired result of the work of a mobilizer is a mobilized community. The job description of a mobilizer is to mobilize; and that encompasses several elements (e.g. community unity building, ensuring participation of marginal and vulnerable groups, setting community priorities, management training, encouragement, leadership without politics). The difference between a community project report and a community mobilizer's report is that their objectives are different. The community projectobjectives is simple"to build a school," or "to rehabilitate a water supply."

This intervention involves three important elements:

1. Awareness raising,
2. Mobilization and
3. Management training.

Community management training first raises awareness for the need of transparent accountability; ways in which all community members can see for themselves that the received resources are actually directed to the project and not diverted to other things.

Then the training goes on to the "How" of transparent financial accountability, the keeping of accurate double entry ledgers, the linking of receipts to entries, the production of accurate and valid financial statements and budget outcomes.

Here is a matrix that relates mobilizers'usual objectives with what should be included in mobilizers' reports.

### Field trip reports

All major field trips should be reported in separate field trip reports. A field trip should have a purpose, so your report on the trip should begin with indicating what the purpose of the trip was. The purpose should justify making the trip, even if you fail to achieve what you set out to do on the trip. The purpose should directly relate to at least one of the objectives of the project, as listed in the project document.

Technical details, of course, can be listed in any orderly fashion, dates and locations of the travel, persons met (with their titles, agencies' names, times of meeting, venue, and so on), sites seen, meetings attended. Make your list easy to read, easy to understand, and brief but complete.

- A field trip report should emphasize the results of that trip.
- Did you achieve your purpose?
- To what extent was the purpose achieved?
- Why?
- What unexpected observations did you make?

- What consequences do those observations have?
- Have you observed indicators of any results of previous projected activities?
- Should any project objectives be modified from what you observed?
- Did you identifyany new problems?
- Did you come to any new conclusions, alone or in discussion with some of the persons you met or meetings you attended?
- Ensure that you reporton the extent to which you achieved the purpose of your trip.

**Meeting reports**

All meetings, of course, should have a purpose, and the purpose must be related to achieving the objectives of the project.

Reports on those meetings, therefore, should concentrate on the purpose and indicate the result of the meeting in terms of progress towards meeting those objectives. It is precisely in meeting reports that you can get misled by using the passive voice.

The preparing of written reports is part of the substantive management skill training. The reproduction and distribution of narrative reports must be included in proposals and contracts.

**Workshop reports**

Workshop reports are just as valuable as community project and mobilizers field activity reports.

After each workshop, the coordinator (with input from the other facilitators, including a written report from the main trainer) should write a report.

The report should not be a list of activities that took place. Each report should be analytical, and focus on the results of the activities that took place, and how far they covered the objectives of the workshop. As with all reports, such reports should not end with a list of activities, but indicate the results of those activities (the degree to which the desired ends are reached) and with lessons learned (about holding a workshop, not the lessons included in the workshop, which are in this case activities).

- What topics should be included?
- Background, introduction.
- Factors and causes of project successes.
- Reasons for a project’s failure to reach objective.
- The community’s participation (decision making).
- The community contribution (donations, inputs e.g. labour, sand cash).
- Needed changes (e.g. changes in strategies).
- Unanticipated problems.
- Lessons learned.
- Recommendations (specify to whom).

Every report should compare what was expected / desired with what happened. Emphasize results of actions taken over description of the actions themselves.

Remember to attach your training program and list of participants as appendices to your report. Give details such as:

- Quality of participants'response and participation.
- Competence of facilitators.
- Achievements of stated objectives.
- Daily evaluation feed back on sessions.
- Constraints and final course evaluation by participants.
- Recommendations for future action.

### *2.7.2 A model report format*

#### Monitoring the community training: Preparing a community training workshop

**Training reference**
Designing a training workshop and writing a proposal for resources to hold it, are similar in many respects to designing and proposing a project.

These guidelines are similar to project design, except that the "project" you want to plan for is a training workshop. A "project design" for a workshop can also be called a training curriculum.

**Justifying the workshop**
Whenever you want to organize a training session, it must be justified in terms of strengthening the community. You must be able to argue a case for holding the workshop by answering the following questions:

- What is its purpose?
- What output is expected from it?
- How do the outputs relate to the purpose?
- Do they strengthen communities?
- How will you measure the output?

If your workshop proposal has clearly explained the purpose and is well planned and well designed, then you are more likely to get financial and other support.

**Planning the workshop**

Before you draw up a training programme, ask yourself:

- Is this training going to mobilize, motivate, encourage active participation and impart practical techniques?
- What kind of outputs and indicators are likely to come from the workshop?
- What changes is your training going to make over the current situation? (You want to cause changes of organization, attitudes, behaviours, participation or skills).

- What growth, development or empowerment will result from those changes?
- Will your training enable you to make quantifiable observations (such as 50% compared to only 18% of community members are now paying their water bills)?

**Objectives**

The objectives and the justification of the training should be complementary and not conflicting. Justification should be to solve a felt need. For example, if the justification for drawing up a training program is because "some water sources and sanitation projects do not have management committees,"then the objective of your training proposal is, " to train community members as a way to mobilize and organize a group to manage the water source and sanitation project."

## Target group (beneficiaries) or participants

Your target group (beneficiaries) or participants must be related to your planned output. The number of participants is dictated by the severity of the problem and budget. Your aim is to bring about change so as to help the community develop. The people to be trained are the ones to do the work and solve the problem.

So, for example, in training for managing a community facility, you don't just invite a whole lot of people for management training. Choose community members who are committed and available to do the work.

In this example, this would mean 7-10 people only. Gender balance means that, of the target group, at least 50% should be women and youth. Do not choose a participant only because she is female, or only because he is male. The women, youth and men must be committed and available to manage the community project.

**Do not**

1. Invite participants just to satisfy other obligations.
2. Invite officials, leaders and administrators just because you want to impress them.

**Resource persons**

Your workshop resource persons should be experts in the respective subject areas; not just ex-officio officials or politicians.

In a water and sanitation workshop for example, the resource persons should be health inspectors, health educators, water engineers and/or management training experts. Government officials can be invited to officiate either at the opening or closing mainly to keep them well informed. In the proposal write-up, you must state clearly why each resource person is an expert. You also must have a well defined role for each. Training modules should have contract forms in which the resource person is expected to declare their specialties. This can be used to determine the rate payable to each resource person.

**Course content or subject matter**
Attach a detailed course programme. This makes evaluation of the validity and relevance of the training proposal easier. The course description should indicate the various training methods to be used: e.g. role play, videos, demonstration, audio presentations, simulations, focus group discussions, group work. The topics should be described, not merely listed. As much as possible, indicate who will be a resource person and for which topic. Allocate tasks early to enable resource persons to prepare well and make contact with the resource person well in advance.

**Budget**
The budget should tally with the duration of the training. Variations are expected on the amount to be paid to resource persons (depending on the number of topics covered, how many days and so on).

Costs must be rational. The number of support staff should vary with their administrative responsibilities. Night allowance also varies according to number of nights spent by the various people. Aggregated budgets are not acceptable.

**Venue**
Not all venue facilities are the same. A venue that costs 40,000/= per day should have facilities like over head projectors, air cooling system, TV monitors and deck; whereas a venue without those facilities should charge between 1 5,000/= to 20,000/= per day. Cost of meals can not be the same at all venues.

Rural areas should cost less than urban areas. Within urban areas, variations are reflected by quality. A five star hotel will charge more per meal than a two star hotel.

Hence, the venue needs to be stated in the proposal. The venue should be paid for in accordance with location and facilities being offered. You should selectvenues which are relevant to the conditions of the target group. In the example of community water and sanitation management training, a rural setting, like a boarding school or community centre, would be suitable.

**Report writing**
A well-written report is the only feed back and evidence that your sponsors can rely on. Therefore, in your proposal, you should indicate how and when the training report will be submitted together with accountability. Some funding agencies insist on a target time. You must comply with that if you hope to present any more future training proposals.

### *2.7.3 Documentation*

**Definition**
Documentation means keeping of records, supply of documents or supporting references for a project. Project documentation is used to provide information on the progress, and to provide a history of the various activities for future reference to the aid administrator, a project reviewer, or some other third party.

The advantages of documenting community projects are that documentation:
- Facilitates team development of the stakeholders.
- Clarifies issues raised by the project team.
- Identifies the project goals and aims.
- Is considered a pivotal communication medium.
- Prevents delays and rework.
- Allows for effective monitoring of the project.
- Provides traceability of what is done and the stakeholders involved.

**Documentation for community projects**
Organizers of community projects are supposed to keep documents and financial records of their project. They are supposed to keep all records with proper dates of:
- when they developed project proposals;
- dates they sent them to potential supporters;
- dates they had contacts to public officials (politicians, opinion leaders, and other stakeholders);
- prepared outreach materials;
- dates they proposed and undertook education work to strengthen their community.
- dates of community meetings reports;
- all workshop reports.
- how to communicate their work and events in the community.
- records of other social projects in the community.
- records on identified new capacity-building resources.

The main documents of a project are:
- Projectproposal
- Interim project reports
- Final project report.

All of these documents should be filled or kept at:
- The volunteer or field officer's offices and
- The national or donor projectimplementing agency offices.

Number of people suffering from water borne diseases (data from the local clinic)
- Broken pipes (time taken between reporting and repairing)
- Leaking toilets.

Table 20: Indicators to be used in M&E in water, sanitation and hygiene

| Indicator | Sub-indictor |
|---|---|
| 1. Use of latrines | A1. Cleanliness of latrine<br>A2. Extent of use<br>A4. Extent to which babies faeces are deposited in toilet |
| 2. Keep water free from faecal contamination | B5. Type of container used for carrying water.<br>B1. Type of container used for storing water at dwelling.<br>B2. Means of removing water from container.<br>B3. Storage of ladle (if used). |
| 3. Hand washing after defecation | C1. Location of hand washing place.<br>C2. Conditions at hand washing place.<br>C3. Extent to which hand washing facility is |
| 4. Hand washing before food preparation | D1. Location of hand washing place.<br>D2. Extent to which hand washing facility is used. |
| 5. Causes of diarrhoea | No sub-indicator |
| 6. Prevention of diarrhoea | No sub-indicator |

### *2.7.4 M&E parameters for WatSan facilities, tracking progress, post project*

The following are the WatSan facilities monitoring and evaluation indicators:

- Number of stand wells.
- Number of stand pipes.
- Number of spring wells.
- Number of latrines.
- Percentage reduction in water and sanitation related diseases (cholera, body diarrhoea, malaria, typhoid, etc).
- Reduction in child and infant mortality.
- Reduction in hospital mortality.
- Reduction in hospital attendance.
- Active participation of children in out door activities.
- Increase in school attendance especially for girls.

# ANNEX VI: TYPICAL NEEDS ASSESSMENT QUESTION TO BE ADDRESSED DURING THE NEEDS ASSESSMENT

Details of the area of survey
- Name of the village?
- Name of the district?
- Date of interview?
- Category of the community?
- Name of the worker/interviewer?
- Number of people in the community?

**Water**
- Is there a water facility within the community (Yes/No)?
- Is there a functioning water point within the community? (Yes/No)
- Is there a public water point within the community's vicinity? (Yes/No)
- Is the water apparently of drinking quality at the water point? (Yes/No)
- Is there water storage facility in the vicinity of the community? (Yes/No)
- What type of water storage facility is the community using?
- What type of containers is available for taking the drinking water?

**Sanitation**

Are there toilets in the community (Yes/No)

Type of sanitation facility (in numbers) in the community
- Toilets
- Urinals
- Lavatory

- Does the community require more sanitation facilities? (Yes/No)
- Are the toilets and urinals clean? (Free from visible garbage, faecal matter on floor,
smell not too bad enough to stop use, no puddles, not too many flies) (Yes/No)
- Is there water storage facility and mug inside or beside the toilets? (Yes/No)
- On what day(s) is the toilet/sanitation facility cleaned?
- Who cleans the toilets/sanitation facility?
- Are the toilets easy to open or kept in lock and key? (Yes/No)
- Is there any hand washing facility in the community? (Yes/No)
- Type of hand washing facility in the community? (Washbasin, hand pump, water stored in a bucket or any vessel, washing space, others).

- Is the community trained in hygiene education? (Yes/No)
- What and how are the resources generated for buying soap, mugs, buckets etc?
- Have the workers been taught anything about hygiene (safe water, household sanitation, personal hygiene)?

Status of institutions associated with the community water supply and sanitation

- Frequency of financial, monitoring, information, education, communication meetings/seminars.
- Which are the common water borne and sanitation related diseases prevalent in the community? (diarrhoea, dysentery, typhoid, cholera, malaria, others)
- Has there been regular health check ups in the community? (Y/N)
- Has the de-worming process been taken up in the community? (Y/N)
- Does the community have health index card? (Y/N)
- What is the community's mortality rate due to water and sanitation related diseases?
- Is there any community based monitoring system?

# ANNEX VII: A SAMPLE MEMORANDUM OF UNDERSTANDING BETWEEN IFRC AND MATHARE-INI WATER AND SANITATION COMMUNITY

## Memorandum of understanding

**By and between**

IFRC and the Mathare-ini Water and Sanitation Community

IFRC and the Mathare-ini water and sanitation community wish to enter into a Memorandum of Understanding (“Agreement”) for the purpose of developing the Mathare-ini water and sanitation community project for fiscal year 2007-2008 throughout all project areas.

The water and sanitation project to be developed pursuant to this Agreement is for Mathare-ini community provided by the IFRC and is intended to expressly benefit the Mathare-ini community.

The project is necessary because there are significant water and sanitation problems within Mathere-ini that require urgent attention and modalities for the implementation and sustainability of the project thereafter which increases the effectiveness of the project. IFRC activities will be to provide equipment, technical support and initial spares while the community will provide labour and basic materials for the project.

The parties to this Agreement view this as an opportunity that will have multiple benefits for the Mathaire-ini community.

Under this Agreement, the IFRC will provide KSH: 750,000 for FY 2007/08 to fund the water and sanitation project in support of improving the health status in Mathare-ini community.

Terms of Agreement:
July 1, 2007 through June 30, 2008

Execution of Agreement:
This Agreement must be approved by the Mathare-ini Water and Sanitation community and the IFRC prior to execution by the parties.

Termination of Agreement:
Either party may terminate this Agreement by giving sixty (60) days written notice to the other.

_________________________________________ Date:____________________

Community development officer I FRC

__________________________________________ Date:____________________

Peter M. Macharia, Chairman
Mathare-ini community water and sanitation

**Approved:**

_______________________________________ Date:____________________

MP.Kigumo, Jamleck Kamau, patron
Mathare-ini community water and sanitation

# GLOSSARY

**Planning with a gender perspective**
This involves clearly defining the roles and functions of both men and women in management, operation and maintenance. Planning with a gender perspective might also highlight the need for specific capacity-building activities.

**Decentralization process**
The main trend is for communities to be responsible, while the private sector (formal and informal) can contribute actively in the maintenance of systems. This process is underway in most developing countries and has a definite impact on the way institutions deal with the provision of water supply services.

**Communication**
Communication can enhance the coordination of activities and implementation of policies. Communication could be from central to local level and vice versa, and between private agencies and development agencies. A proper information and monitoring system rely on effective communication channels.

**Public /private partnership**
Public or the private sector can operate, maintain, and manage the service under contractual agreements.

**Co-responsibility between communities and municipalities**
Implies that the tasks, responsibilities and functions of both parties are clearly defined.

**Capacity-building at all levels**
It is needed, especially in an environment of changing roles and responsibilities induced by the decentralization process.

**Inventory records**
Consists of supplies that the organization needs to keep on hand for efficient operations and maintenance. The supplies may include repair, parts, spare pipes, spare values, taps, channels, paints, electrical supplies, tools and lubricants.

**Diarrhoea**
Frequent runny or watery bowel movements (poop), usually brought on by gastrointestinal (GI) infections caused by viruses, bacteria, or parasites.

**Terminology in disaster and emergency response**
The definitions below correspond to the time sequence following the occurrence of a rapid onset disaster.

**The relief phase**

This is the period immediately following the occurrence of a sudden disaster (or the late discovery of a neglected/deteriorated slow-onset situation) when exceptional measures have to be taken to search and find the survivors as well as meet their basic needs for shelter, water, food and medical care.

**Rehabilitation**

Rehabilitation is the operations and decisions taken after a disaster with a view to restoring a stricken community to its former living conditions, while encouraging and facilitating the necessary adjustments to the changes caused by the disaster.

**Reconstruction**

These are the actions taken to re-establish a community after a period of rehabilitation subsequent to a disaster. Actions would include construction of permanent housing, full restoration of all services, and complete resumption of the pre-disaster state.

**Mitigation**

Mitigation is the collective term used to encompass all actions taken prior to the occurrence of a disaster (pre-disaster measures) including preparedness and long-term risk reduction measures. (Mitigation has been used by some institutions or authors in a narrower sense, excluding preparedness.)

**Preparedness**

Consists of activities designed to minimize loss of life and damage, organize the temporary removal of people and property from a threatened location, and facilitate timely and effective rescue, relief and rehabilitation.

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