

ABOUT

Community Project Management

About us and this book

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Introduction

This module aims to provide an introduction to the main concepts and techniques of community project management and to develop the skills needed to implement successful projects. It is designed for learners with no prior experience in community projects but can also serve as a practical guide for current development workers.

This book is particularly for:

- Aid and NGOs workers
- Community and development workers and volunteers
- Students studying a development related discipline
- NGOs and non-profit organisations to use with their beneficiaries and local staff capacity building

Course Components

Student's Book

- Seven units of content, vocabulary, exercises and activities
- Learning outcomes for each unit
- Case studies at the end of each chapter to review knowledge
- A glossary with vocabulary, highlighting key concepts and development jargon from the book.

Teacher's Book

- Student's book pages interleaved with teacher's notes
- Teacher's notes containing instructions, explanations, and answers to student's exercises
- Introduction to the course with advice on how to use the book
- Extra activities
- A glossary with vocabulary, highlighting key concepts and development jargon from the book.

Why this module?

- Community Project Management was designed for Myanmar adults bearing in mind their specific needs, context and learning environment
- It can be taught to adults with little educational background
- Teachers are not required to have background knowledge in project management or to be fluent in English; Teacher's Book provides clear and easy-to-follow instructions and supporting explanations
- The course is written in intermediate English and technical words are fully explained
- Learning tasks are designed for low-resource settings.

Using this module

The units in this module follow the project management cycle, so it is most useful to follow the order of the textbook from start to finish. In each unit you will find the following activities. Some suggestions on how to conduct the activities are included.

Activity

These are exercises that include comprehension questions, case-study analyses and reflection questions to help students understand and practice the concepts in the unit. In this teacher's Book you will find a suggested group size for each activity – individual, pairs or small groups. The stronger students can be grouped with weaker students to help with challenging material.

These are guide only, which teachers can follow if they wish. You may wish to promote more feedback as a whole class, depending on your class size. You are encouraged to display the answers on the board when reviewing the exercises instead of verbalising alone, so that students

can retain the information and take notes. The following are some suggestions of how answers can be reviewed in an interactive way:

- **Chart Exercises**
You can create a large model of the chart on the board and have students write their answers on strips of paper or sticky notes. These can be taped to the board, displaying all the students' answers at once. You and the students will be able to move or remove the answers as you like when evaluating them together in class.
- **True or False & Classifying Exercises**
Students can create separate signs for the answers, such as 'true' and 'false' or other words and phrases that represent the items in a list need to be classified under. After the students discuss answers in their corresponding groups, ask a representative from a group to lift up the correct sign every time you call out an item from the list. In this way, you can assess the groups' understanding all at once and see which topics need further explanation.
- **Case Study Exercises**
These involve reading comprehension questions. Before you review the answers, you can ask someone from each group to summarise a section of the reading text in Burmese to further their understanding.

Discuss

These discussion prompts give students the opportunity to ask each other questions and to share their ideas and personal experiences with each other. In most cases these discussions should be done in small groups, without the need to write down detailed answers. The discussion exercises can also be adapted into different forms.

In a panel discussion, select students to sit for a discussion in front of the class. Choose students that come from diverse backgrounds. Have the audience, the other students, ask their own questions in addition to those from the textbook. Each student of the panel will answer, using their own opinions.

In an interview, students will sit for an in depth discussion with their partner and record their partner's answers. This method will be best if the discussion exercises are in the beginning of the class, section or unit. After the class/section/unit is over, the students can review their answers and see how their opinions and understanding have changed.

Vocabulary

These boxes provide definitions of useful words from the texts. Encourage students to translate these words if they need to, and to look up any other vocabulary they may find difficult. Although this textbook is written in English, it is not designed to teach or test language. Allow students to ask questions and to discuss concepts in their first language if they need to. There is also a glossary in the back of the book, containing more definitions. A Myanmar translation of the textbook is also available. Please get in touch if you would like a copy of the Myanmar version.

Focus

At the end of each unit you will find a focus activity. These are case-studies designed to help students review the themes of the unit and to practice the skills they have just learned. As this module is designed as a practical guide, there are no tests included. However, these focus sections provide a natural review, and teachers could use the exercises and presentations produced in these sections as the basis for assessments if they wish. You can also turn the focus to their community. Use the same focus exercises in reference to their community and projects being implemented in their community to further their understanding.

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UNIT 1

Introduction to projects and project management

- 1.1 What is a project?
- 1.2 What is 'project management'?
- 1.3 What is a 'project life cycle'?

By the end of this unit students will be able to:

- define a project and give examples of the basic elements of a project
- describe different concepts of project management
- identify areas in a community for project development
- explain the stages of the project life cycle

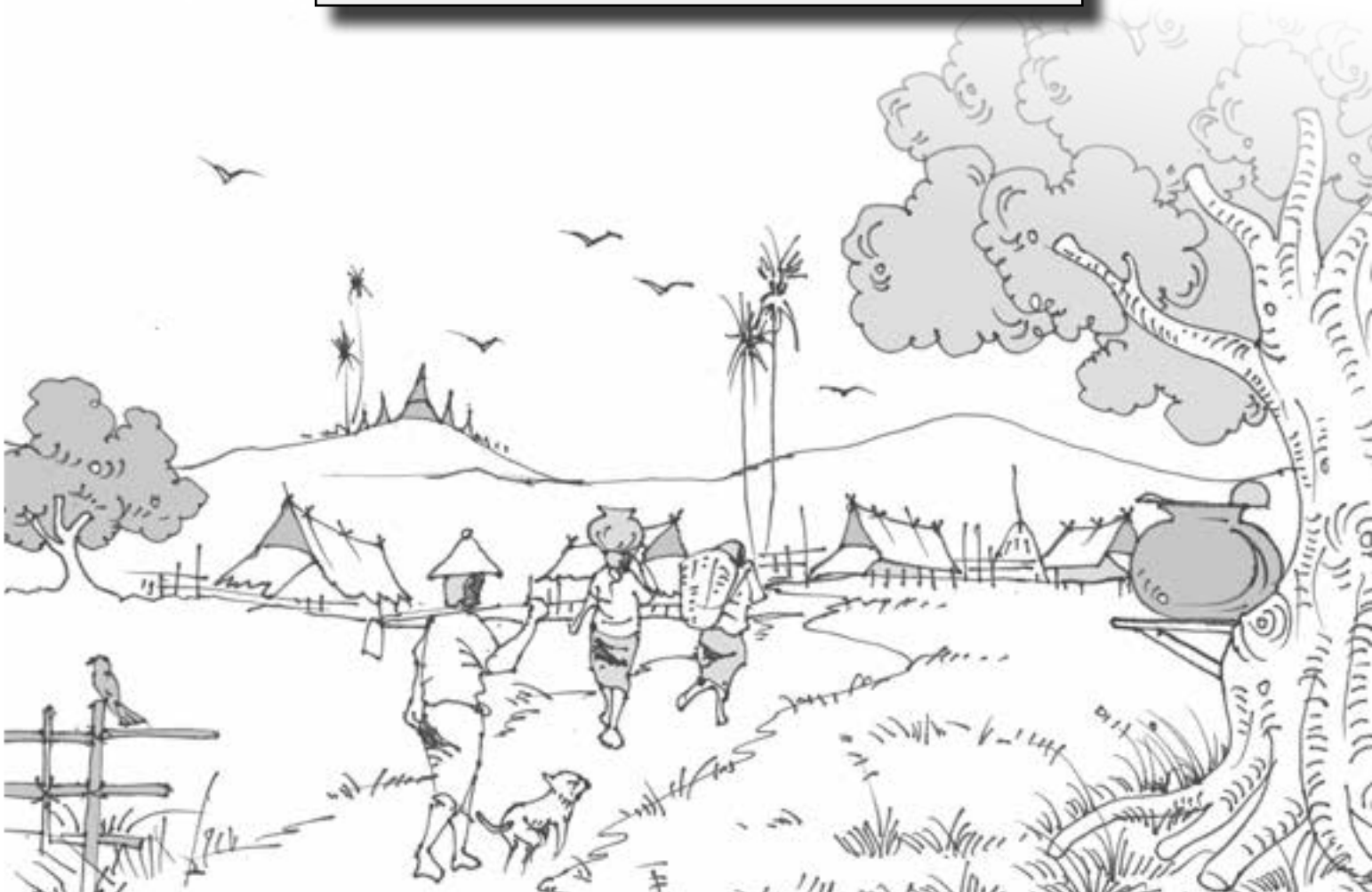
UNIT 1

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1.1 What is a 'project'?

Every day we do several simple tasks, for example we get dressed, prepare a meal, we travel to a school or job. At school or at work we also do many tasks, such as taking notes, attending meetings or writing assignments or reports. Each task achieves something - helping you study later or giving you information about your schedule for the next week.

When many tasks are organised to achieve a goal, a time frame is made to complete them and a plan created to use certain resources that is called a project.

→ A project is a temporary process that is developed to solve a well-defined goal or objective. It has a clear start and end time, a set of tasks and a budget.

Projects have four basic elements and a successful project manager must organise each of these:

- resources
- time frame
- money
- scope (overall size of a project)

Vocabulary
timeframe (n):
the period of time during which something happens

All these elements are connected and each of them must be managed effectively and together if the project is to be a success.

ACTIVITY 1

Look at the list below. Which of these fit the definition of a project?

- | | |
|-------------------------------------|--------------------------------------|
| A university English department | A hospital surgery |
| A science experiment | Job-skills training for young people |
| A village health education training | An organisation that trains teachers |

Discuss

What examples of projects have you seen in your community? Share your examples in small groups.

ACTIVITY 2

Read the project overview and complete the table on the following page:

Project Overview

In order to improve safety for the children, a local primary school has decided to build a fence around its grounds. Parents have been participating in fund raising for the

materials, a local builder has been contacted and work is scheduled to be done during the Thingyan holiday when the children will not be disturbed by the building work.

1.1 What is a ‘project’?

Students read the text then answer the questions below.

If needed, explain:

Resources - these are the physical things you need to complete a task

Time frame - this is how long the project will take

Money - this includes the cost of resources and the source of the money

Scope - this is the focus of the project and answers the question ‘how will you know when the project is completed?’ It is important that projects have a clear scope so that time and resources do not get diverted to other things.

ACTIVITY 1

SUGGESTED: SMALL GROUPS

Answers:

A science experiment

A village health education training

Job-skills training for young people

These fit the definition of a project because they have a clear goal and tasks, will have a start and an end time, and will require specific resources.

The other examples do not fit the definition of a project because they do not have a start and an end time.

Discuss

Students’ answers will vary.

Encourage students to refer back to the definition of a project if they are unsure.

ACTIVITY 2

SUGGESTED: INDIVIDUAL, THEN PAIRS TO COMPARE

Students should complete the table using the examples of each element from the text.

Students answers may vary slightly. Encourage students to write as many examples as they can think of and to compare their answers.

Possible answers include:

FOUR BASIC ELEMENTS OF A PROJECT			
RESOURCES	TIME FRAME	MONEY	SCOPE
<i>Materials for the fence, including wood, wire, nails etc</i> <i>Tools for building the fence, including hammers, saw etc</i> <i>Human resources - the local builder</i>	<i>During the Thingyan holiday</i>	<i>Money raised by parents fundraising</i> <i>Costs: Materials, the builder</i>	<i>Completing the fence</i>

1.2 What is ‘project management’?

Students read the text then answer the question below.

ACTIVITY 1

SUGGESTED: SMALL GROUPS

Students brainstorm the words they identify with project management.

As a feedback option, you can group students answers on one mind map on the board under different headings.

Students’ answers will vary. Possible answers include:

People - *project manager, staff, volunteers, community members*

Management - *tasks, goals, action plan, timeline, problem solving*

Money - *budget, donors, funding, donations, fundraising*

Resources - *materials, equipment*

Students should then read the definitions on the following pages to compare with their answers.

FOUR BASIC ELEMENTS OF A PROJECT			
RESOURCES	TIME FRAME	MONEY	SCOPE

1.2 What is 'project management'?

Project management is how we organise, control and lead a project from its start to its finish. The person responsible for leading a project is often called a 'project manager'.

Project managers:

- manage or co-manage the four elements of a project,
- encourage community participation with the project team in project activities,
- have the responsibility to guide their team in understanding the community context,
- ensure the community can maintain the benefits of the project after the project is finished.

Vocabulary

context (n): the facts, background and history of a situation

ACTIVITY 1

What is project management to you?
With a partner, make a mind map of all the words you associate with 'project management'.

PROJECT
MANAGEMENT...

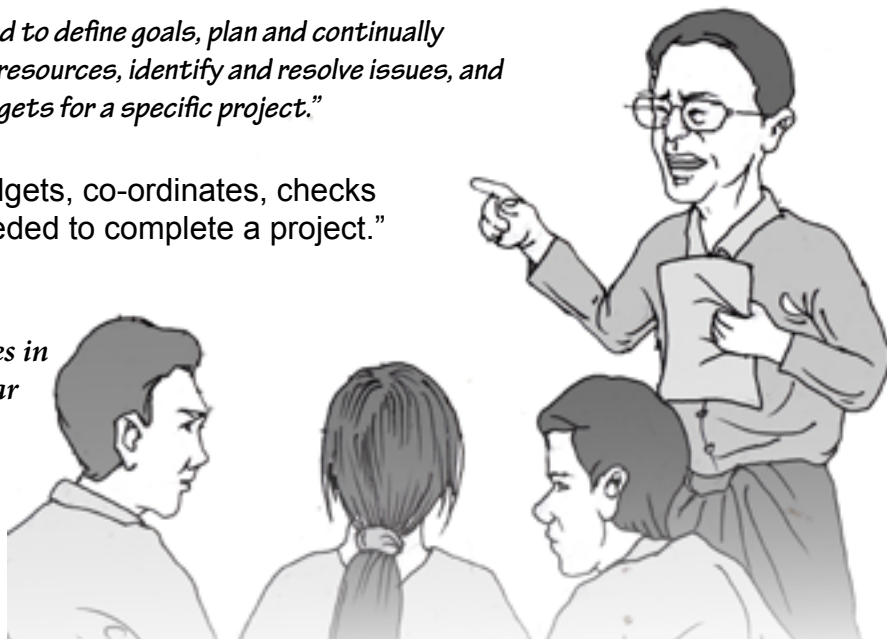
Discuss

Read the following additional definitions of project management and compare with your ideas from the previous page.

“...the many ways used to define goals, plan and continually watch over tasks and resources, identify and resolve issues, and control costs and budgets for a specific project.”

“...leadership which plans, budgets, co-ordinates, checks and controls the resources needed to complete a project.”

“...using knowledge, skills, tools and techniques in many different activities in order to meet the needs of a particular project.”



Vocabulary

development (n):
a process to make something stronger or better

This unit focuses on projects and project management for improving communities. In this context, project management looks at problems in a community and tries to solve them. These problems are usually environmental, economic or political. When we work to change these problems, we are working in community development.

Political:

Political problems relate to issues of power, control, leadership, providing resources, and participation in decision-making.

Environmental:

Environmental problems affect the world around us. They can be *Physical* - relating to access to and use of natural resources; or they can be *Social* - relating to education, health and social status.

Economic:

Economic problems relate to money concerns, including working for a salary/ income, access to technology, and having ways of making money.

ACTIVITY 2

Match these projects to the different categories of community projects:

- | | |
|---|--|
| 1. Cleaning rubbish from the roads outside the school | 4. Organising a local full-moon party |
| 2. Building a new library | 5. Repairing broken street lights |
| 3. Training people how to start an internet cafe | 6. Organising a bus to take workers to a local factory |

Discuss

Students' answers will vary.

The terms political, environmental and economic are used here in ways that might be new to students. Allow time for students to read the descriptions and to discuss and ask questions if they are unsure.

Highlight that political problems do not only relate to politics and government, but to all issues about leadership, power and access.

Environmental is used to describe all issues that relate to the world around us and includes two different groups: Physical meaning natural resources, land use, building and housing and Social issues such as healthcare and education - some students might prefer to think of social issues as a separate category, and this is ok.

Economic problems relate to anything connected with money and/or work including access to work, technology and skills training.

ACTIVITY 2

SUGGESTED: PAIRS, THEN SMALL GROUPS TO COMPARE

Answers:

Political:

4. Organising a local full-moon party

1. Cleaning trash from the roads outside the school - this is a Physical Environmental project

2. Building a new library - this is a Social Environmental project

5. Repairing broken street lights

Economic:

3. Training people how to start an internet cafe

6. Organising a bus to take workers to a local factory

Environmental:

1.3 What is a ‘project life cycle’?

Students read through the stages of the Project Cycle and discuss how the stages are related. There is a lot of information to take in, so allow plenty of time and answer questions as needed.

Discuss

There are lots of connections to be made and students’ answers will vary.

Some possible ideas include:

Assessing the community and their needs through discussions builds up a relationship with community members which will help you gather resources and support, will help with managing communication during implementation and will facilitate honest dialogue at the end of the project to evaluate its success

Situational analysis of the community and assessing resources and limits during project planning will help you understand the risks to your project during implementation

Preparing a budget during project planning helps you manage financial resources during implementation and provides a way to evaluate your use of money at the end of the project

Preparing action plans during project planning helps you monitor activities during implementation by providing you with checklists to compare

Monitoring during implementation helps you evaluate the success of a project by providing information on activities as they were completed

Making recommendation during project evaluation helps you define needs for situational analysis in future projects

1.3 What is a 'project life cycle'?

There are different stages to any project involving many parts and activities. These stages make up what we call the project life cycle.

A project life cycle has four main stages. Each cycle is very different, but also connected to the stages before and after it. So it is important to understand the whole cycle in a basic way before studying each stage in more detail.

The project cycle stages are:

1. Situational analysis

At this stage a project manager and the project team meet with members of a community where a project will take place. The project team undertakes three main activities:

- assessing the community
- assessing needs
- identifying and defining problems



2. Project planning

The project team and community members discuss what will happen during the project and make a plan for all the activities.

Usually these steps include:

- defining project goals and objectives
- assessing resources and limits
- preparing an action plan
- preparing a budget
- getting resources, materials, money or other support



Discuss

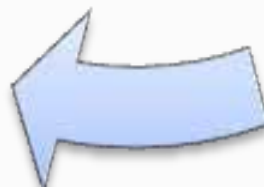
How is each stage of the project cycle connected to the other stages? For example, how does talking with the community about their needs help you gather resources for your project?



4. Project evaluation and reflection

After the project is finished the team and community members look back on all the activities and decide if the project goal was successfully achieved. Steps to accomplish this include:

- evaluating success
- identifying lessons learned
- making recommendations for future projects



3. Project implementation

The project team and community members organise and begin the project activities. This stage continues until the project is finished. Steps to complete this include:

- managing communication
- managing resources: physical, financial and human
- managing risks and contingencies (what might go wrong during a project)
- monitoring (checking the progress of project activities)

ACTIVITY 1

Match the following activities to the correct project below. You may use activities for more than one project.

a) Improving street lighting in a community

b) Organising a youth event for local schools

c) Raising awareness of malaria prevention

Then decide which stage of the project cycle each activity belongs to:

1. Finding out how much material costs
2. Confirming how many students will take part
3. Meeting with the teachers and students of a school to discuss what they are interested in
4. Re-interviewing health workers to find out if there have been any changes
5. Deciding that you want your project to be organising a sports day for local schools
6. Learning that it is difficult for people to travel down the road because it is too dark at night
7. Researching malaria infection rates
8. Phoning the electricians to confirm the date they will start work
9. Designing and producing a poster showing how to use mosquito nets
10. Finding out if participants would like to hold another event next term/year
11. Interviewing health workers at a local clinic
12. Reserving a playing field



Can you think of any more activities that you think would be necessary to complete each project?

Myanmar Youth Forum
Our Voices! Our Rights! Our Society!



ACTIVITY 1

SUGGESTED: PAIRS, THEN SMALL GROUPS TO COMPARE

Answers:

a) *Improving street lighting in a community*

6. *Learning that it is difficult for people to travel down the road because it is too dark at night -* **Situational Analysis**

1. *Finding out how much material costs -* **Project Planning**

8. *Phoning the electricians to confirm the date they will start work -* **Project Implementation**

b) *Organising a youth event for local schools*

3. *Meeting with the teachers and students of a school to discuss what they are interested in -* **Situational Analysis**

5. *Deciding that you want your project to be organising a sports day for local schools -* **Project Planning**

1. *Finding out how much material costs -* **Project Planning**

2. *Confirming how many students will take part -* **Project Implementation**

12. *Reserving a playing field -* **Project Implementation**

10. *Finding out if participants would like to hold another event next term/year -* **Project Evaluation**

c) *Raising awareness of malaria prevention*

7. *Researching malaria infection rates -* **Situational Analysis**

11. *Interviewing health workers at a local clinic -* **Situational Analysis**

1. *Finding out how much material costs -* **Project Planning**

9. *Designing and producing a poster showing how to use mosquito nets -* **Project Implementation**

4. *Re-interviewing health workers to find out if there have been any changes -* **Project Evaluation**

There are many different activities that might be added to these projects and students' answers may vary. Possible answers include:

a) *Improving street lighting in a community*

Planning the location of street lights - **Project Planning**

Installing the street lights - **Project Implementation**

Interviewing community members to find out their reaction to the new lighting - **Project Evaluation**

Preparing a budget - **Project Planning**

Raising funds (money) for the event - **Project Planning**

Delivering posters, information material and training to local clinics - **Project Implementation**

Monitoring the numbers of posters displayed / mosquito nets given out - **Project Implementation**

Comparing the number of new malaria cases identified before and after the project - **Project Evaluation**

b) *Organising a youth event for local schools*

c) *Raising awareness of malaria prevention*

The 4-D Cycle

Discuss

Students' answers will vary. Appreciative Inquiry is based on the idea that positive results can be achieved by building on positive elements that already exist, rather than focusing on negative elements that you want to change. This means that you look at what is working well, for example networks or communication channels, and what resources are available and plan projects that will take advantage of these strengths to help you reach your desired goal.

To help students understand this concept it can be helpful to write the two parts on the board and ask students to brainstorm what they mean:

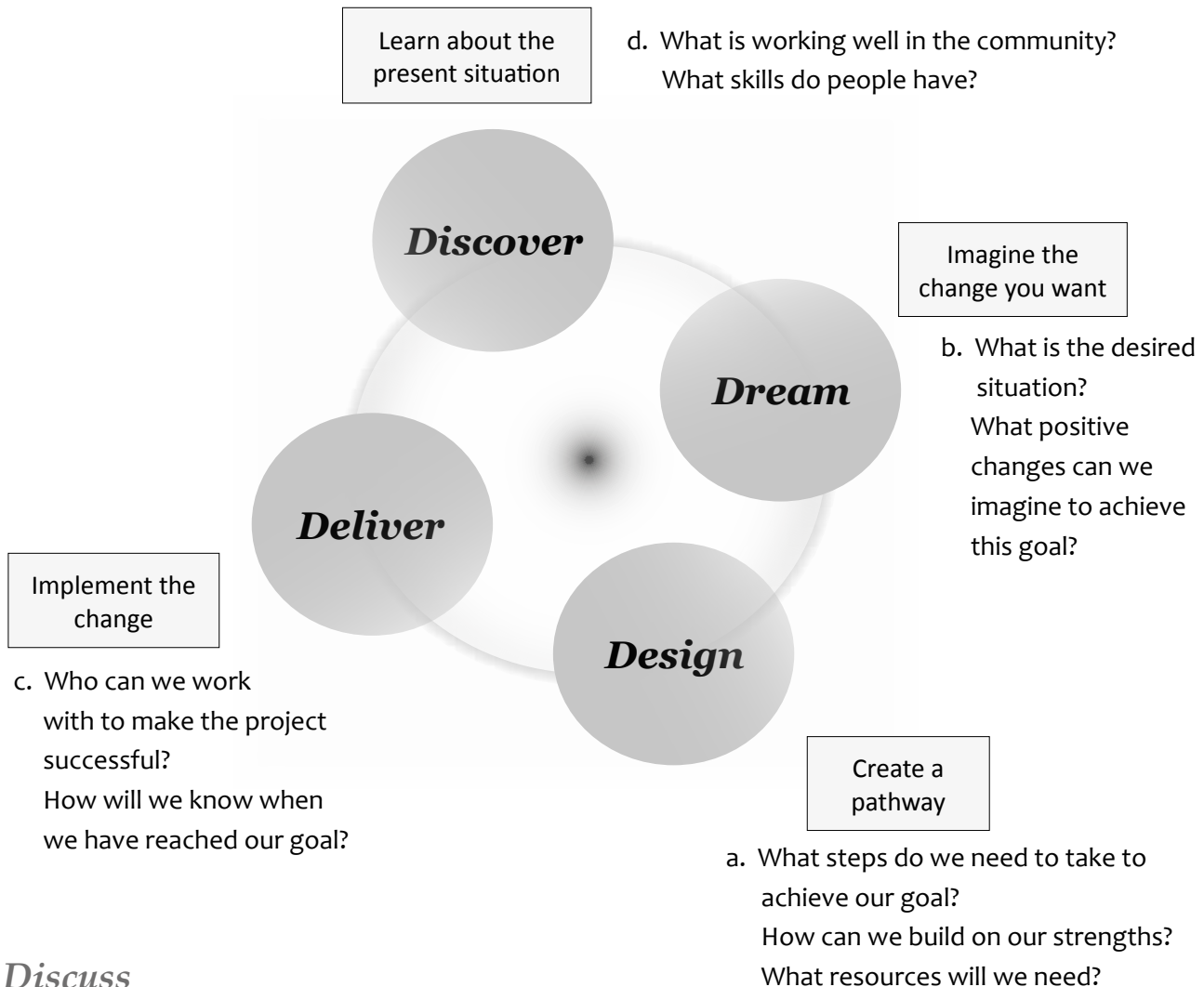
Appreciative - (adj.) from Appreciate (v.) - to value and to recognise the value of something;

Inquiry - (n.) from Inquire (v.) - to question, ask and explore

ACTIVITY 2

SUGGESTED: INDIVIDUAL, THEN PAIRS TO COMPARE

Answers:

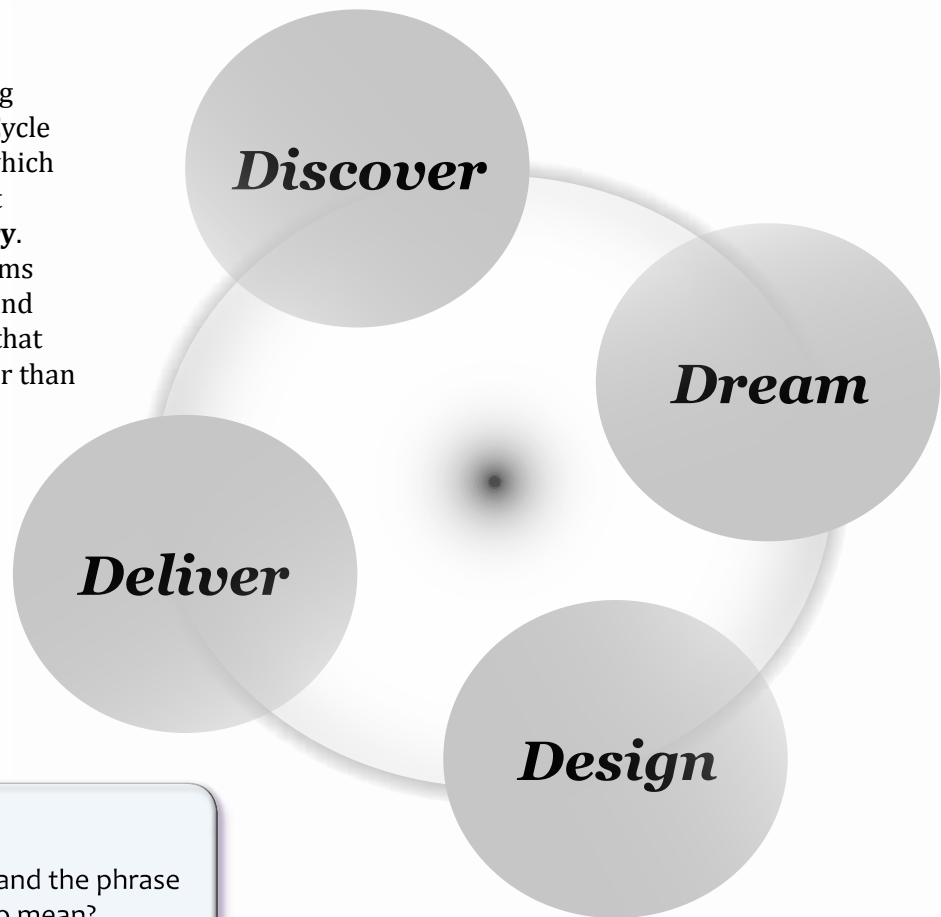


Discuss

Students' answers will vary.

The 4-D Cycle

Another way of thinking about the Project Life Cycle is with the 4-D Cycle, which is based on the concept of **appreciative inquiry**. Appreciative inquiry aims to look at the positive and build on the strengths that you already have, rather than focusing on negatives.



Discuss

What do you understand the phrase *Appreciative Inquiry* to mean?

ACTIVITY 2

Match the following description headings to the correct stage of the 4-D cycle diagram:

Imagine the
change you want

Learn about the
present situation

Make the change

Create a
pathway

Then match the example questions below to each heading:

- What is the desired situation?
What positive changes can we imagine to achieve this goal?
- What steps do we need to take to achieve our goal?
How can we build on our strengths?
What resources will we need?
- Who can we work with to make the project successful?
How will we know when we have reached our goal?
- What is working well in the community?
What skills do people have?

Discuss

How does this model differ from the Project Life Cycle on p.7?
What similarities and what differences do you see?
Do you see any advantages or disadvantages with this model?

Unit 1 Focus

Maternal and child health case study

Around 4 million babies worldwide die each year in the first month of their lives.

Read the description below for the Ekjut project and answer the questions:



In rural India a trial has been using women's groups to spread the word about safe childbirth and how to care for new-born babies. The trial set up groups of women who had recently given birth in Jharkand and Orissa. Each group met once a month with a local woman acting as a facilitator. She led discussions on why the group thought the babies were dying. Often the answer was because of evil spirits.

Through the discussions the group began to learn that poor hygiene or nutrition, or lack of access to medical care, are the causes of death. The women then came up with their own ideas of how to improve the outlook for the mothers and babies. These included clean home delivery kits, ways of keeping the new-born babies warm, and an emergency fund to pay for transport to clinics.

The results of the trial have shown that by the second year there was a 45% drop in deaths in new-born babies compared with similar areas where there were no groups. And there was a half as much post natal depression amongst the new mothers in the groups.

1. List the problems the project addressed.
2. What activities were planned to address these problems?
3. List the reasons for the success of the group



Unit 1 Focus

Maternal and child health case study

This case study shows an example of a successful project that was conducted in India and introduces some of the ideas relating to the community development approach that will be explored in detail in Unit 2.

More information, including a video, can be found at: www.ekjutindia.org

SUGGESTED: INDIVIDUAL, THEN PAIRS TO COMPARE

Answers:

1. *Poor mother and child health / High infant mortality rates*
2. *Setting up groups of new mothers to meet once a month with a local woman facilitator; the groups discussed why they thought babies were dying; through discussions the women learned the causes of poor health and death, then thought of their own ideas to help address these causes.*
3. *The groups were very participatory - in other words the women were able to share their own ideas with each other.*

They were supported by a local facilitator who would know their language, their culture and their context so they might feel more comfortable expressing their ideas than with someone from outside the region.

The facilitator was there to support and encourage discussion not teach the women or tell them what to do

The groups were for new mothers, so they could feel comfortable expressing themselves with others in similar situations.

The women came up with the solutions together, rather than just being told what to do, so they had a greater sense of ownership and empowerment - these ideas will be examined in more detail in the following unit.

UNIT 2

Introduction to communities and development

- 2.1 What is a community?
- 2.2 A community development approach
 - 2.2.1 Participation
 - 2.2.2 Empowerment
 - 2.2.3 Sustainability
 - 2.2.4 Impact

By the end of this unit students will be able to:

- define 'community' and give examples of different types of community
- identify the elements of a community development approach
- describe how participation, empowerment and participation relate to community development and project management
- explain the need to balance impact in community development practices

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Introduction

In the previous unit you were introduced to projects and project management. This unit focuses on preparing you to manage projects that work at the community level. They can vary in size from organising a training workshop on how to set up an email account to building and repairing bridges, schools or roads. No matter what the goals of your project you will need to understand and work with the community where the project is happening. This unit will help you understand the idea of what a community is, explain the importance of working with a community and give you some ways to do both of these things.

2.1 What is a community?

The broadest meaning of community is simply a group of people who share certain things in common. However, a community can mean many different things in different contexts. Here you will look at three different common meanings of community.

Discuss

What does the word 'community' mean to you?

Local communities

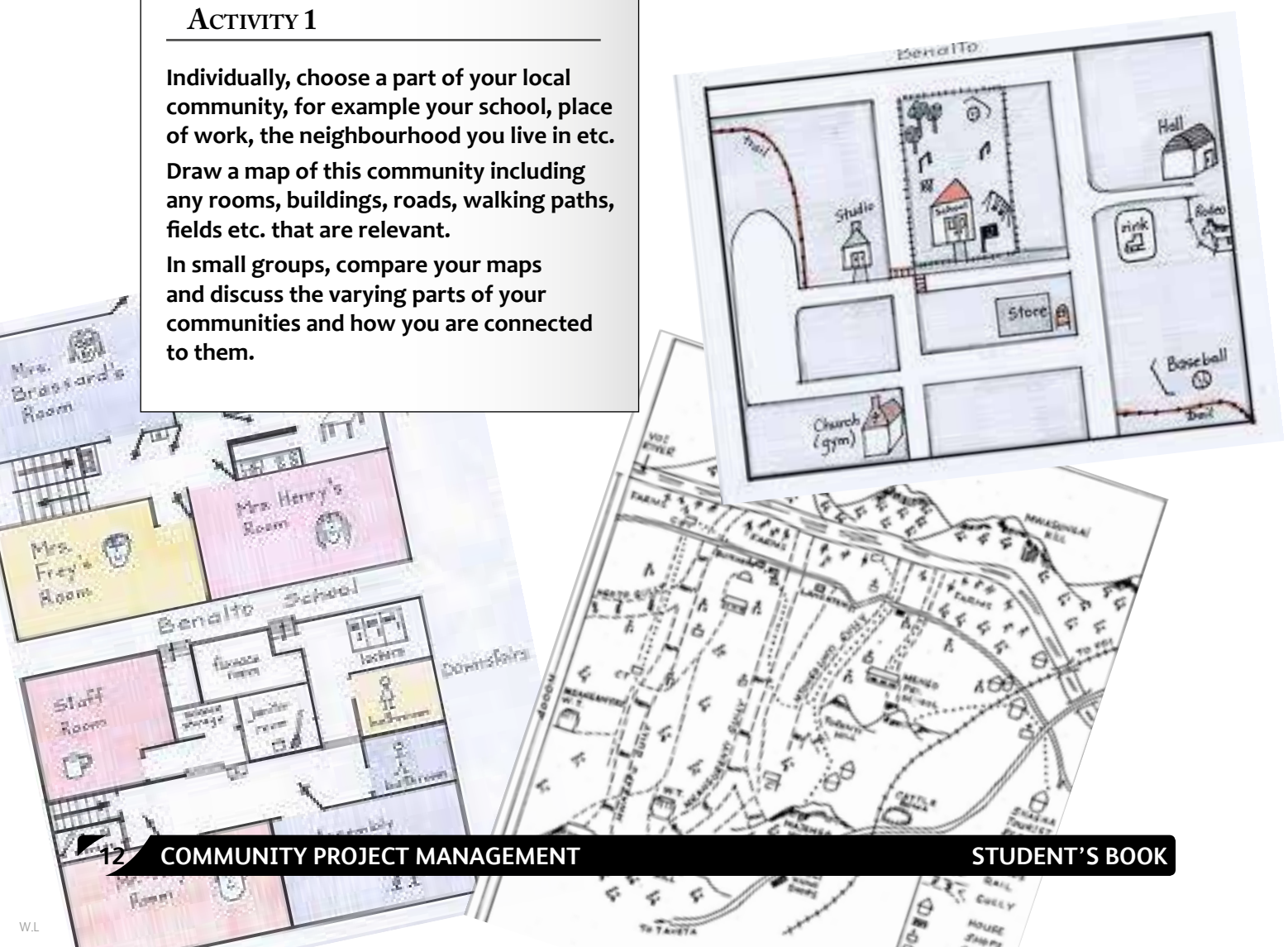
We may use this term to describe a local group of individuals; what they share in common is being in the same place. So we refer to everyone who lives, works or studies in a particular place as a community. For example, the people of a school are a community. The teachers, students and employees of the school all share the school together. They share the location and so are in the same place much of the time and also share similar interests in education and in the schools itself. The people of a village are also a community, so are people in your street or neighbourhood. We can talk about different communities, meaning simply the people of different places.

ACTIVITY 1

Individually, choose a part of your local community, for example your school, place of work, the neighbourhood you live in etc.

Draw a map of this community including any rooms, buildings, roads, walking paths, fields etc. that are relevant.

In small groups, compare your maps and discuss the varying parts of your communities and how you are connected to them.



Introduction

2.1 What is a community?

Discuss

Students' answers will vary.

Local Communities

ACTIVITY 1

SUGGESTED: INDIVIDUAL, THEN SMALL GROUPS TO COMPARE

Mapping is a very useful tool when you want to familiarise yourself with a community, as it helps to highlight how communities are connected as well as issues like access, which spaces/resources are shared, and which areas or groups of people are isolated.

In this activity, students are introduced to the concept of mapping communities by choosing a community that they are familiar with such as their school, workplace or neighbourhood to draw.

When students have finished drawing, encourage them to explain their maps to each other and describe how they connect to the places, which places are shared by who, which places are popular, and which places are neglected.

Community of interest

ACTIVITY 2

SUGGESTED: INDIVIDUAL, THEN SMALL GROUPS TO COMPARE

Students' answers will vary.

Imagined communities

ACTIVITY 3

SUGGESTED: PAIRS, THEN SMALL GROUPS TO COMPARE

Students answers may vary slightly - encourage students to explain why their choices.

Suggested answers:

1. A local women's organisation - *a community of interest as they share an interest in supporting women rather than a particular location*
2. The students of a school - *a local community as they share the school location*
3. NGO health workers - *a local community as they share a work place / a community of interest because they share an interest in healthcare, and may participate in forums etc / an imagined community as they may feel connected to a more global network of people working for NGOs and in healthcare*
4. A badminton team - *a community of interest as they share an interest in playing badminton*

Community of interest

Sharing the same place, however, is not the only thing that people can share. For these communities being in a certain place is not what makes them connected, but instead it is an interest such as a hobby, a belief or a job. We call these communities of interest.

For instance, we could refer to:

- a community of farmers or teachers (they share an interest in farming or teaching)
- a group of mothers who have small babies
- a group of people that like to play football in your neighbourhood
- shop keepers in a township

ACTIVITY 2

List the different communities of interest in your school or your local community. How are these communities different from a local community?

Refer back to the maps you made in ACTIVITY 1. Can you identify any communities of interest?

Imagined communities

Sometimes the members of a community all live together, but sometimes they are scattered. Think of nationalities, ethnic groups or religious communities. Members may be located in different places all over the world, but they feel a connection through a shared identity. A community of this kind is an *imagined* community. For example some people will never get to see all the other members of their community. However they can learn about them, imagine them and still feel connected to people they cannot see. People can also be part of many different communities at the same time..

ACTIVITY 3

Decide what kind of community you think each of the following is. You may think some groups can be more than one kind of community. Explain your answers.

1. A local women's organisation
2. The students of a school
3. NGO health workers
4. A badminton team



Understanding imagined communities can help local groups feel connected to bigger, more global movements and this can offer support. For example, a local women's community group might organise an event to celebrate International Women's Day. By doing this they are connecting to an imagined community of women around the world, and can learn about the experiences of other women's groups. This can also provide local groups with an opportunity to publicise their achievements to a wider audience.

Belonging to communities

Communities may at first appear to consist of similar people that are different from people outside the community. For example, in a school you have all of the teachers as a small community. However, a community is also likely to have many differences within it. For example, there are male teachers and female teachers, and then maybe they are from different ethnicities, have different hobbies, or believe in different religions. People belong to many different communities at the same time in each of the three kinds of communities and this can change during a person's lifetime if they change jobs, finish school or move to a new place.

Discuss

Which communities are you a member of?

Are they local, imagined or communities of interest?

Community projects

The important thing to remember is that communities are not simple and how people identify with them affect what projects that community might want and how to manage those projects within those communities.

ACTIVITY 4

Think about the needs of the following three communities:

a. An urban district with many shops and restaurants in a big city

b. A large farming community in Kachin state

c. A monastic primary school for orphans nearby Mandalay.

Complete the table below with three possible projects for each community.

Types of projects	a)	b)	c)
Political: What kind of organisation or social club might be useful to form?	<i>Example: Developing a shop-owners' association.</i>		
Environmental: What sort of environmental problems could be solved?	<i>Example: Buying and installing rubbish bins for the street to keep the area cleaner.</i>		
Economic: What project could raise money or increase resources for these communities?	<i>Example: Organising a street fair to increase business and attract new customers.</i>		

Discuss

Look at the types of communities above. Can you think of any issues, benefits or problems that might happen in these communities during these projects?

Belonging to communities

Discuss

Students' answers will vary. You could model by giving examples of the communities you feel a member of, e.g. the area you are from (local), the school you teach at (local), the wider teaching communities (interest and imagined), any clubs you are part of (interest).

Community projects

ACTIVITY 5

SUGGESTED: SMALL GROUPS

There are many different projects that might benefit these three communities and students' answers will vary. If necessary remind students of the types of community project on page 6.

1. Students start by brainstorming possible problems / needs for the three communities, for example problems for community a) might include trash and waste management because there are lots of shops, restaurants and people in the area.
2. Next students discuss projects to address these needs, then complete the table with their responses. Encourage students to explain and compare their answers with other groups.

Possible answers include:

Types of projects	a)	b)	c)
Political: What kind of organisation or social club might be useful to form?	<i>Example: Developing a shop owners' association</i>	<i>Holding monthly village meetings with representatives from all community groups</i>	<i>Setting up after-school clubs e.g. a football club</i> <i>Forming a teachers' association and connecting with other schools in the area</i>
Environmental: What sort of environmental problems could be solved?	<i>Example: Buying and installing trash bins for the street to keep the area cleaner</i>	<i>Picking up plastic bags</i> <i>Installing water purification systems</i>	<i>Improving the school buildings</i> <i>Planting a garden</i>
Economic: What project could raise money or increase resources for these communities?	<i>Example: Organising a street fair to increase business and attract new customers</i>	<i>Providing transport to connect with other villages and towns and to make it easier to sell goods at other markets</i>	<i>Raising funds through holding a concert / bake sale</i>

2.2 A community development approach

Allow students time to read the text and answer questions as needed.

2.2 A community development approach

There are many programmes and groups who are working around the world to try and improve living conditions for people. Some of these groups and programmes try to work on several different issues at the same time.

Others only try to address one issue or problem in a community. Nevertheless, most community development programmes are concerned with achieving a goal of improving the lives of people in a particular community.

A community development approach is designed to:



Vocabulary

grassroots (n):
local, from within
a community

implement (v):
to do, to [begin to]
make the changes

A community development approach is based upon the idea that development starts at the grassroots level. The willingness to begin change, the creativity and the energy of the people will be very important if people are to improve their own lives. This approach uses participatory processes and voluntary efforts. If people at the grassroots level become aware of their condition and the reasons for those conditions, they can organise to:

- clearly define their needs, problems, and issues
- cooperatively develop plans and strategies to meet their needs
- implement such plans with their best participation to enjoy the benefits of their work

ACTIVITY 1

Label these examples Yes or No if they use a complete community development approach. If not, explain why.

1. A new graduate from university comes back home. They learned in their classes about this new way to reduce poverty by giving cell phones to people. It worked in India, so they brought many cell phones back to their home, gave them to people they are friends with, without any training.
2. An empty space in the town is turned into a garden to grow food for a local school. The teachers, local government officials, and parents of the students worked together to clean the land, plant the seeds and build the water pipes and a small building for tools. The people living nearby the new garden weren't asked before the project started and felt too much respect for the teachers and officials to come to any meetings.



2.2.1 Participation

Vocabulary

beneficiaries (n):
the people who
benefit from a
project

Community participation is a process where beneficiaries of a project are actively involved in all stages of the project development. Instead of just letting the project leader of an NGO make the changes and lead the project, members of the community help to make decisions regarding the direction of the project and help implement the project. There are a number of reasons why community participation is so important when working in and with the community:

- Community participation is an effective way to identify, gather and then use local resources, as well as organise people's energy, wisdom and creativity to change and improve their situation.
- Participation allows people to meet needs they have already identified in the past and any new issues they recognise in ways that are uniquely useful to their particular condition.
- When people actively participate in their own community development programmes they tend to be more committed to ensure the success of the project.

This last reason is directly linked to two other important aspects of community development that we will look at shortly: empowerment and sustainability.

ACTIVITY 1

SUGGESTED: PAIRS

Answers:

1. No - the needs of community members have not been identified, there has been no co-operation between community members and the project, there is no clear plan to the project, cell phones have been given to friends rather than identifying people who may need them.
2. No - there are elements of a community development approach but it is not complete. Teachers, local government officials and parents of students have worked together, showing participation, and the work has been done by community members giving a sense of ownership. However there are members of the community who have been left out of the plans and their opinions have not been asked even though they are affected by the project, so it is not inclusive and may lead to tensions later on.

2.2.1 Participation

It may be useful to remind students of the unit 1 focus case study as an example of the successful use of participation and empowerment in projects.

ACTIVITY 1

SUGGESTED: INDIVIDUAL, THEN SMALL GROUPS TO COMPARE

Students' answers will vary - there is no right order of importance, so students should explain why they have made their choices.

ACTIVITY 2

SUGGESTED: PAIRS

Answers:

1. *Passive - community members are involved but are not contributing to the design of the project or making decisions*
2. *Passive - community members are contributing, but only resources, not ideas and they are not influencing changes or decisions*
3. *Passive - community members are participating, but are not in control of decisions during the project*
4. *Passive - community members are involved in implementing and producing the results of the project, but they are not participating in decision making*
5. *Active - community members are participating in decision making*

ACTIVITY 1

Read the following list of reasons why participation is a good thing. Rank them in order of importance to you.

- projects are more effective if members of the community are involved
- participation is an efficient means of using local resources and expertise
- participation empowers people*
- people have the right to be involved*
- projects are a better match for the local situation if members of the community are involved*
- participation increases accountability

Compare your answers in small groups. Discuss why you ranked the items as you did. Are there any other reasons you would add to the list?

Active involvement of people in their own community development projects is needed for success. However, the amount of participation depends on the community context, including culture and empowerment of community members. Also, the type of project and the management style of project leaders will determine how much people want to participate or are able to participate.

Participation varies - it can be more passive or indirect, where community members are not engaged in decision-making, or it can be a more active and direct process. Where community members have more influence are able to affect changes to a project. Although the aim of participation should be 'active involvement' much participation is in fact passive.

ACTIVITY 2

Look at the following ways participation is understood. Decide if they are active or passive.

1. Community members attend a meeting about the proposed project.
2. Community members are asked to contribute money or labour (and occasionally goods) during the project's implementation stage.
3. Community members are consulted at the start of a project and provide feedback at the end of a project.
4. Community members are involved in producing the results of the project activities.
5. Community members are involved in deciding who will have both power and responsibility over project activities.
6. Community members are involved in real decisions-making at every stage of the project.

2.2.2 Empowerment

Vocabulary

capacity(n):
all of the skills,
knowledge and
ability of a group

Empowerment is both knowing and using your capacity to understand your needs and taking steps to improve your situation. A key aspect of empowerment is that you improve your situation without always having to rely on outside help. Empowerment is an idea that is made possible through people's participation, yet it is more than participation.

For people to become empowered several conditions are necessary:

- they must see clearly what is really happening around them in their community
- they must be able to reflect on the conditions and situations that affect their environment
- they must take steps to make the necessary changes to improve their situation

Vocabulary

reflect (v): to
think carefully
and deeply about
something

For many decades around the world there has been a growing dependence by many communities on outside 'help' for solutions to their problems. This is an increasing concern at all levels of the international development community, with governments and community members. Many people worry that this continued dependence on assistance keeps people powerless and, therefore, possibly under the control or influence of other groups, agencies and leaders.

In theory, the more empowered communities become, the more they free themselves from dependence on outside sources and the more they can control their own future. Everything a community development worker does to promote community empowerment helps ensure that in the future less and less outside money and resources are used on problems that can be solved by communities themselves.

ACTIVITY 1

Answer the questions below:

1. Why do you think some communities have been dependent on outside help?
2. Why are many people concerned about this dependency?
3. How does empowerment help communities be more independent?

Compare your answers with a partner

Key types of decisions include:

- where they are in their current situation,
- where they want to go and then developing plans to reach their goals.
- putting these plans into action relying on the people's own shared power.

Empowerment is much more a process than a result because it is hoped that people's sense of empowerment will continue to increase throughout their lives.

Empowerment gives people the ability to decide more for themselves instead of being told.

Empowerment ensures that people have the ability to:

- live independently
- think more about future opportunities for improvement
- plan and implement necessary and systematic changes
- accept responsibility for the results of their choices.

Discuss

In small groups, create a definition of empowerment in your own words.

Compare your definitions as a class.

2.2.2 Empowerment

Students read the text then write answers to the comprehension questions.

ACTIVITY 1

SUGGESTED: INDIVIDUAL / PAIRS

Answers:

1. *Students' answers will vary. Possible answers include communities' lack of power or control over decision making and actions that affect them; the idea that community development is slower and more complex than just giving money to solve a problem, so in the past donors may not have put effort into empowerment and community development; it is easy to accept help/money if it is offered but without conditions or support there may be no lasting change.*
2. *People are concerned because this dependency leaves communities powerless to improve their own situation and they may be easily controlled by others (groups, agencies or leaders).*
3. *Empowerment helps communities be more independent because they take control over their own situation and rely less on others.*

Discuss

Students' answers will vary.

Empowerment is quite a hard concept to define - it contains the idea of increasing awareness and understanding of how actions affect you, gaining control over aspects of your life and participating in making decisions about your life and circumstances. Empowerment takes time, and continues throughout a person's life.

When students have compared their definitions, write a final definition on the board that brings all their ideas together, and that all students can agree on. Ask students to write it down and use this as your class definition of empowerment, referring back to it later as needed.

ACTIVITY 2

SUGGESTED: INDIVIDUAL, THEN SMALL GROUPS TO COMPARE

Answers:

1. Empowering members of the community to take responsibility for people's health provided a more lasting solution to health problems; this empowerment lead some health monitors to learn and develop further to become community health workers.
2. Villagers were provided with health and hygiene training to help them understand why and how they were getting sick, so they had knowledge of their own situation;
Health monitors were chosen by local leaders, so the communities were responsible for making choices and decisions;
Health monitors were given extra training, so they developed more lasting skills;
Health monitors were members of the community and remained after the project team left, so the community was responsible for the continued improvement of their own health;
Health monitors were given support in developing skills further if they wished (becoming interns at the clinic).
3. The village is now less dependent on outside help because they have been provided with knowledge to understand the link between health and hygiene and individuals in the village are better skilled to support continued and future improvements.
4. Students' answers will vary.

2.2.3 Sustainability

Discuss

Students' answers will vary.

Sustainability means that a community development project will continue have lasting benefits for a community, and that the community will be able to take responsibility and ownership for the continued improvements. Sustainability is important so that effort and money is not wasted by needing to be repeated, but can be ongoing.

ACTIVITY 2

Read the following case study and answer the questions.

Case Study

In a small local village people were often sick, but didn't know why. A local health clinic sent a team to give a health and hygiene training. The team explained how simple habits such as washing hands with soap and water after using the toilet and before eating or drinking could help prevent sickness. They encouraged the village leaders to choose three 'health monitors' that could make sure people remembered how to wash their hands. The team then gave extra training to these 'monitors' so they would be

able to know if people's health was improving and also how to help people continue to take care of their health. After the team left the village, the health monitors continued to check the hand washing practices of the villagers. From time to time the monitors would give a small check-up of people's health and then report to the local clinic. Over time the health of the villagers improved. Two or the health monitors decided they wanted to become community health workers and became interns at the clinic.



1. What does this story tell you about empowerment?
2. List three ways the villagers were empowered.
3. Is the village more or less dependent on outside help for future improvements? Explain your answer.
4. List three examples of how you have been empowered in your life.

2.2.3 Sustainability

Vocabulary

sustainability (n): being sustainable, being able to continue

donor (n): a person or group who gives money for a certain purpose

Sustainability is a very important and often used word in almost every area of development. Donors of money and resources often want to know what will be the long-term benefits, or, impact of a project's goals and activities. More importantly, community members want to believe that they will be enjoying the results of all their ideas, discussions, and hard work for a long time, and, hopefully, that their problems are solved once and for all.

Discuss

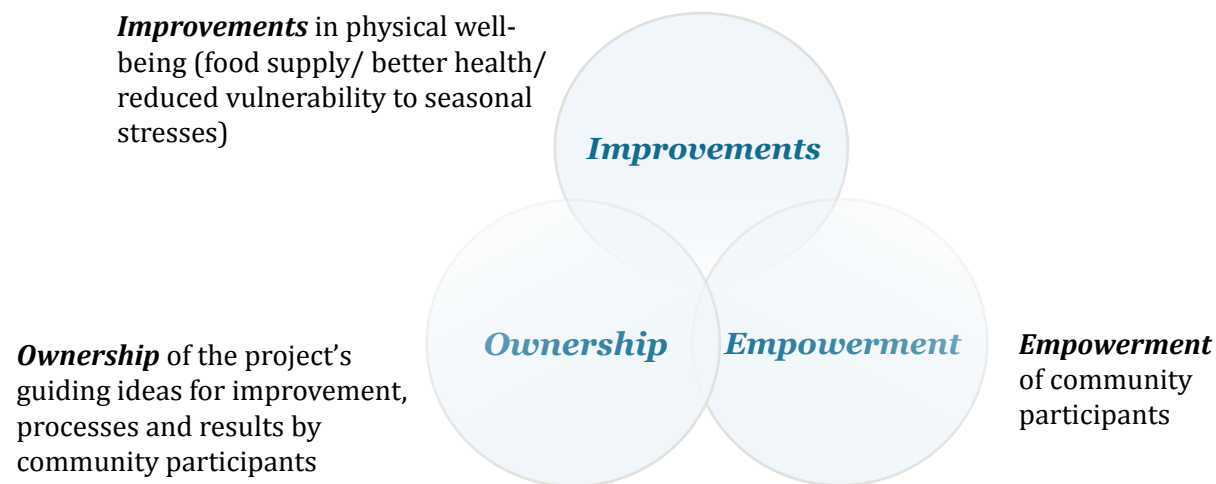
What does sustainability mean for a community development project?

Why do you think sustainability is an important goal?

Important elements for sustainable impact of community projects

During organising and implementing a community-based project there are key elements that help ensure community members continue to enjoy the benefits of the project long after the project is completed.

Three essential components of sustainable local community development projects are:



Sustainability is introduced and maintained through three basic activities:

1. Providing the necessary resources for the communities to implement activities.
2. Building the capacity of the community in relation to knowledge and skills to utilise the resources effectively to implement the activities.
3. Empowering the community from the beginning by including them throughout the decision making processes including all parts of assessing, planning, designing, and implementing the programmes.

ACTIVITY 1

Read the following example of a sustainable project and answer the questions.

Project Overview

A community project team together with their target community identified that clean drinking water was the most necessary issue to be addressed. While planning the start of the project activities, team members and community members found local sources of materials for their water filter. Community members collected these materials and made sure they were at the work site before the start of the project activities. Team members and community members worked together to build a water filter system for their community. After constructing the filter system, the team then provided the necessary training to teach how to maintain the filter system they had designed and built together with the community members. This insured that they could continue to benefit from the filter for a long time. Community members could now provide their own source of clean water.

1. Identify the three elements of sustainability in the case study.
2. Identify the activities in the case study which correspond to each element of sustainability.
3. Do you think this project will be sustainable? Why / why not?



Important elements for sustainable impact of community projects

Ask students why they think these three components are essential for sustainable community projects.

Communities need to see **improvements** so that they see results from their efforts and are motivated to continue.

Communities need to feel **ownership** of a project so that they feel invested and in control and want to see the project succeed.

Communities need to be **empowered** so they have the necessary knowledge and skills to manage the project and the confidence to lead and make decisions.

ACTIVITY 1

SUGGESTED: INDIVIDUAL, THEN PAIRS TO COMPARE

Answers:

- Improvements - the community now has clean water*
Ownership - community members were responsible for actions during implementation
Empowerment - community members have the skills to provide themselves with clean water and the understanding to maintain the system
- Improvements - community members were consulted and identified clean water as the most important need ; they now have a source of clean water. This is important because without the community identifying the need themselves they may not view project actions as an improvement.*
Ownership - community members were responsible for finding and collecting local materials and helped to build the filter system. This is important because the community have invested their time and effort in the project, so will be motivated to continue to maintain the system.
Empowerment - community members received training to build and understand how to maintain the system, so they have expanded their skills and knowledge. They participated actively in the project and were given control over decision making and responsibility in sourcing materials.
- Students' answers may vary - this project should be sustainable because it has the three main elements of sustainability and the community have the skills, motivation and commitment to continue to care for the system.*

2.2.4 Impact

Discuss

Students' answers will vary. Possible answers include:

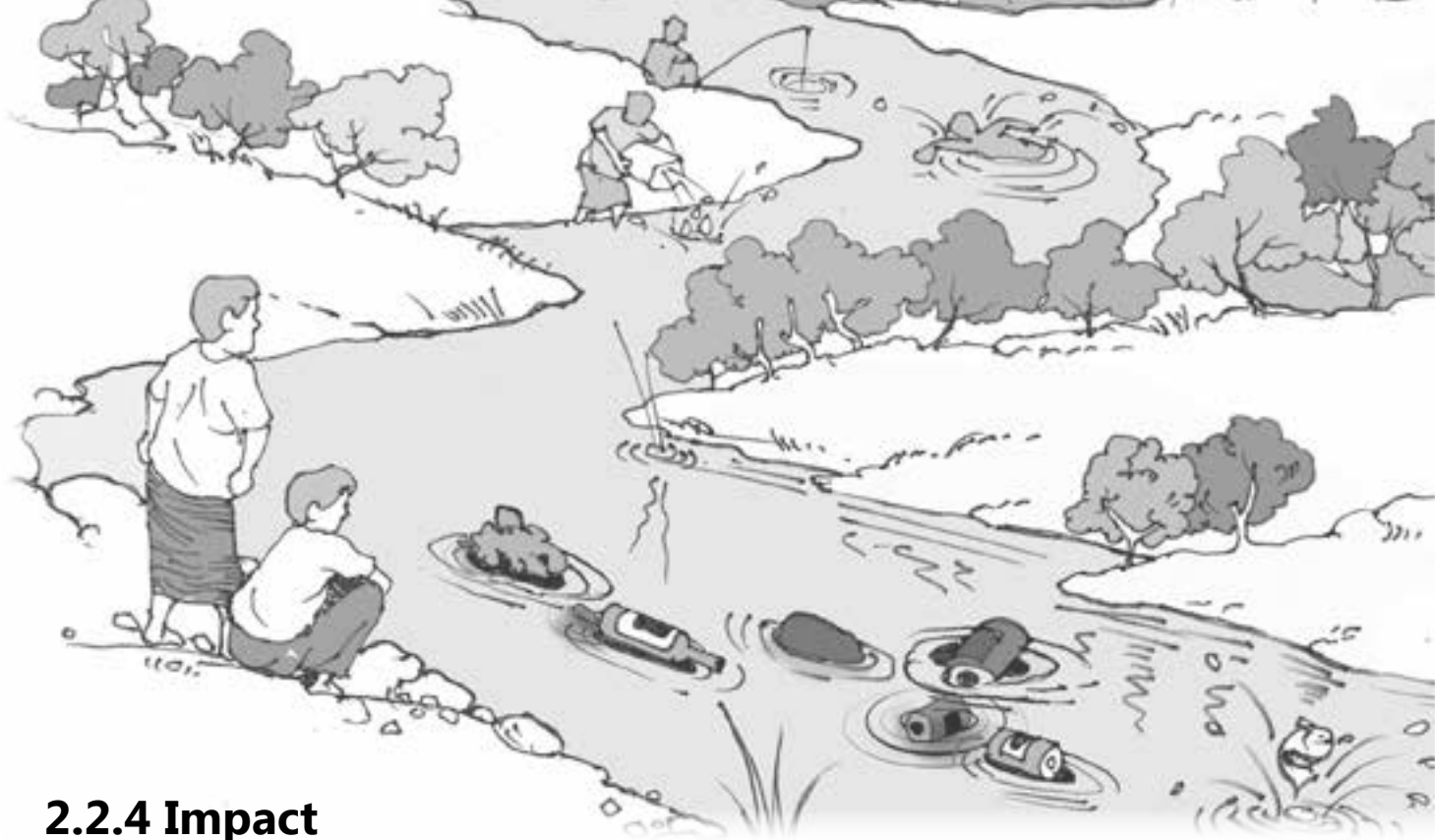
1. *Because they didn't have anywhere better to put their trash;
Because the river was close to their houses and it was easy to throw the trash in the river and let the water carry it away.*
2. *River becomes more and more polluted;
People's health becomes bad because of polluted river water;
Fishing becomes difficult due to pollution;
Conflicts between neighbours start or increase due to trash in the river water.*
3. *People meet to discover the needs of everyone on the river;
People understand that the river is important to everyone;
Together everyone thinks of different ways to get rid of the trash.*

After discussion, give feedback as a whole class by writing answers on the board.

Explain that this story is about understanding the impact that our actions can have on others. This is important when planning a project so that it has as much positive impact and as little negative impact as possible.

Ask students to read the text below.

Balancing positive and negative impact



2.2.4 Impact

Imagine that you and your best friend are fishing in the small stream behind your house one day. As you fish you both notice something small floating towards you. Then you notice that it is a plastic bag that is filled with rubbish. The bag goes by and neither of you think anything else about it. Soon you both notice another small bag, like the first one, floats past you, then another and then another. You both are confused and upset because you are not used to seeing rubbish in the water where you like to fish. 'Why is there rubbish in the water?' you wonder. Who could be throwing it in the river?

You and your friend walk upstream in the direction from where the rubbish came. Soon you come to a place where you see some people from your neighbourhood or village come to the edge of the stream and throw in other bags of rubbish from their houses.

Discuss

Why do you think the people were throwing their rubbish into the river?

List the problems that might occur if people continue to throw their rubbish into the river.

What are some possible solutions to this situation?

Balancing positive and negative impact

Vocabulary

impact (n):

the effect of one thing or action on another thing or action

target

community (n):

the people who the project is for

A main goal of community development is to design the most effective and helpful community development projects that work to change an unwanted situation into one which benefits as many and harms as few people as possible. However, every development project has some potentially negative impact for the target community, for the people that live in neighbouring communities and possibly for the larger area surrounding both the target community and its neighbouring communities. The larger your project, the greater the impact it is likely to have over a wider area - large projects like a national hydro-electric dam, for example, affect not only the small communities and villages where the dam will be built, but can also affect the entire area and even the other countries in the region.

As a development worker it is necessary to be able to apply an understanding and knowledge of how project design can impact a target community, its surrounding neighbours and the region. This kind of project design requires working with community members to design projects that address their needs, have maximum positive impact and have minimal negative impact outside the target community.

It is important to work with communities to design projects that meet their needs with few negative changes to the lives of people who live outside and around the target community. Community members and people who live in the same area of the target community are more likely to support a project if the benefits are greater than the possible problems. You can increase people's empowerment and project sustainability if the people are able to create solutions that strengthen the connections with their neighbours instead of creating more divisions.

ACTIVITY 1

Research a project or change that you have seen or heard of in the news that people did not want to happen.

Did they live and work near the project or were they indirectly affected?

Why did they want the project or change to stop and were they successful?

Discuss

Why is it important to understand the impact of a community project?

How can you find out what positive and negative impacts a project will have?



Discuss

Students' answers will vary. Possible answers include:

It is important to understand the impact of a community project so that you can measure how successful your project has been and so that you can do things to minimise any negative impact.

It is also important for communities to understand the impact of a project so that they will be motivated to participate and benefit from improvements, and so that they can discuss any negative impact they feel.

You could find out what impact a project might have by:

Asking community members - making sure to ask different groups in the community;

Asking neighbouring communities;

Researching the project area;

Finding out the impact of similar projects in other areas;

ACTIVITY 1

SUGGESTED: INDIVIDUAL RESEARCH AT HOME, THEN SMALL GROUPS TO COMPARE IN CLASS

Students' answers will vary.

Unit 2 Focus 1

Balancing impact: debate

Divide the class into two groups and allow time for groups to prepare a debate based on the information provided.

Group 1

SUGGESTED: GROUP

Students answers will vary. Possible answers include:

Reasons to support your argument:

- *The dam will provide electricity for the town so there will be fewer power cuts*
- *People will have a better quality of life e.g. they may be able to use air conditioning*
- *Business will be able to operate without interruption, so there will be more jobs and people in the town will have more money*
- *With more money the town will have more influence*
- *Children will be able to do their homework with better lighting, so they may do better in school*
- *With consistent electricity, hospitals will provide better services to care for people*
- *There will be less pollution as fewer people will use diesel generators during power cuts*
- *The town will be more modern and may attract more visitors, investors or tourists*

Negative impact:

- *More people might move to the town, so it might become crowded*
- *The electricity may be expensive and you may have big bills*
- *If villagers need to be compensated, where will the money come from? Your electricity may be more expensive or you may have to pay a tax.*
- *If farm land is going to be flooded, the price of some foods may go up.*

Unit 2 Focus

Balancing impact: debate



Situation: You are attending a meeting to discuss the building of a dam to supply a hydro-electric power plant. The purpose of this meeting is to decide if the project will go ahead or not.

Divide into two groups and prepare a debate using the information provided.

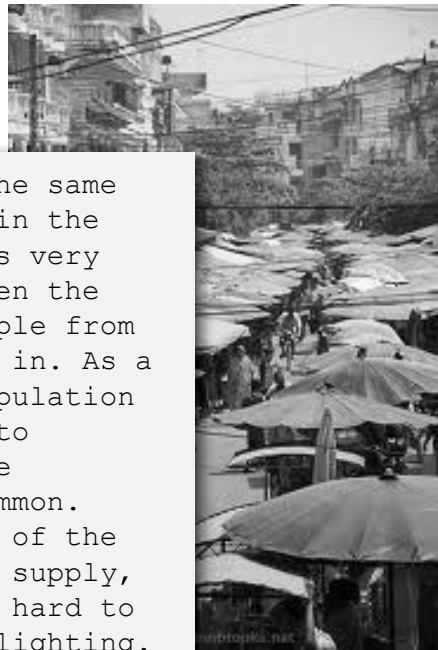
Group 1 look at the information below, and Group 2 at the information on the following page.

Group 1

Read the background data.

Background: You have lived in the same town all your life. The town is in the south of your country where it is very hot. In recent years you have seen the town grow rapidly in size as people from the surrounding countryside move in. As a result of the large growth in population there is not enough electricity to meet the needs of everyone in the town, and power cuts are more common. Businesses are suffering because of the interruptions to the electricity supply, and children complain that it is hard to do school work without adequate lighting.

View: You are in support of the building of the dam.



How would you and your community benefit from the construction of the dam?

Make a list of reasons to support your argument.

Determine three ways that the project might negatively affect your community.

Hold the debate with the other group and try to reach an agreement.

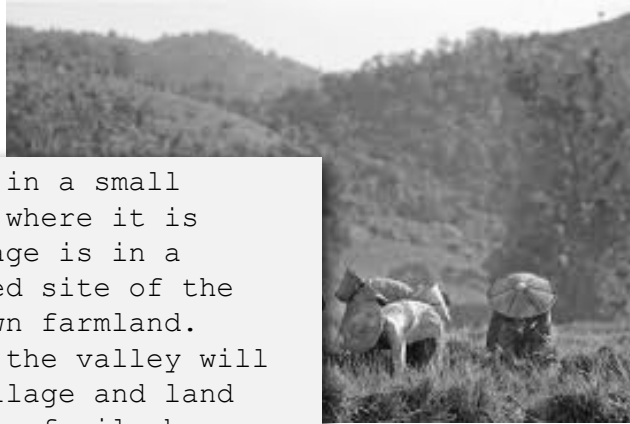
Unit 2 **Focus**

Group 2

Read the background data.

Background: You live in a small village in the north, where it is quite cool. Your village is in a valley near the planned site of the dam, where you also own farmland. When the dam is built the valley will be flooded and your village and land will be destroyed. Your family has lived in this valley for generations and you don't know where you will go. You do not have the money to replace all the crops you will lose from your farmland.

View: You do not want the dam to be built.



How would you and your community be negatively affected by the construction of the dam?

Make a list of reasons to support your argument.

Determine three ways that your community might be able to benefit from the project?

Hold the debate with the other group and try to reach an agreement.

After the Debate

Answer the following questions:

1. Are you satisfied with the result of the debate?
2. How did you reach an agreement? Was it easy?



Group 2

SUGGESTED: GROUP

Students answers will vary. Possible answers include:

Reasons to support your argument:

- *You will lose your house and your land*
- *Without the money you earn from farming your land you will not be able to provide for your family*
- *You do not know where you will move to and you will lose your community networks of friends, neighbours and associations*
- *You will lose your family history - even if you are compensated with money and a new house, you cannot replace the history of your home*
- *You have always been a farmer, you do not have the skills to get a different kind of job*
- *The dam will cause environmental damage - land, trees, plants and animals will be destroyed*
- *There will be a lot of disruption in building the dam and it will take time, so even if you move to a nearby area there will be noise and traffic from trucks and building supplies*

Benefits:

- *If you are given compensation you may be able to build a nice home*
- *If you move to an area closer to a town, your children might have better opportunities for education and training*
- *The dam project may provide the area with improved infrastructure such as better roads and transport links*

When both groups have prepared, bring the class together to hold the debate.

Remind students of the situation - the purpose of the meeting is to decide if the project to build the dam will go ahead or not. If there is strong disagreement then it will not be possible to go ahead with the project - in this situation you could encourage students to think of alternative suggestions.

After the Debate

The aim of the debate is for students to see how projects can impact different people in very different ways. Encourage students to compare their different reactions to the project.

SUGGESTED: WHOLE CLASS

Students answers will vary.

Strategies to minimise negative impact may include:

Providing compensation to villagers

Providing displaced villagers with a new area to live and land to farm

Training schemes to provide villagers with new skills

UNIT 3

Stage 1: Situational analysis – collecting data

- 3.1 Understanding the context
- 3.2 Collecting data
 - 3.2.1 Observation checklists
 - 3.2.2 Questionnaires, interviews and discussion groups
- 3.3 Technique development

By the end of this unit students will be able to:

- describe the community in which you are working
- describe the role of various data collection methods
- develop different techniques for collecting data

UNIT 3

Stage 1: Situational analysis – collecting data

- 3.1 Determine the context
- 3.2 Collecting data
 - 3.2.1 Observation checklists
 - 3.2.2 Questionnaires, interviews and discussion groups
- 3.3 Technique development

By the end of this unit students will be able to:

- describe the community in which you are working
- describe the role of various data collection methods
- develop different techniques for collecting data



3.1 Understanding the context

In the previous unit you studied the concept of community and also the key parts of community development. Based on this understanding, the first step for a project manager is to clearly understand the community she/he is serving. This process of learning about the community is often called 'situational analysis.' Project managers increase their knowledge of the situation within the community by understanding the community. This also helps them, together with the community, to begin thinking of how to achieve project goals. Situational analysis can be started before the project planning stage. This approach gives useful and specific information ensuring the project goals more closely match the actual needs of the community.

ACTIVITY 1

Read the sentences below and mark them true or false.

1. A complete situational analysis is the best way to understand how the community works.
2. Situational analysis makes clear the important social, economic and political conditions in the community
3. Community members are not able to define the problems and know why they need to make changes.
4. Situational analysis provides useful information to help develop project activities and goals.
5. Project managers not community members should decide how successful the project is.

Compare your answers with a partner.

Vocabulary

analysis (n):
the examination
of something,
to know more
about it

Parts of a community

One of the first tasks of a situational analysis is to prepare to visit a target community.

In order to understand the community, you need information, but before you can visit a community you need to know what kind of information to collect. If you are working in a community that you are familiar with, you will already know a lot of what you are looking for. However, if you are working in a community that is new to you, you will need to collect information directly from a number of areas within a community.



You can find some (occasionally all) of these parts in most communities. Effectively managing a project will depend on how well a project team can learn about these parts of a community and use that knowledge at each stage of the project cycle.

3.1 Understanding the context

ACTIVITY 1

SUGGESTED: INDIVIDUAL, THEN PAIRS TO COMPARE

The answers to these questions are not all to be found in the text, students are expected to think of their own responses.

Answers:

1. True - *a complete situational analysis means you learn how a community works.*
2. True - *these are all important factors that you need to know about a community before you begin your project, and these should be examined in a situational analysis.*
3. False - *community members are best place to describe their problems and what changes they want to see.*
4. True - *project goals and activities should be developed using the information gathered in situational analysis.*
5. False - *both project managers and community members should be involved in evaluating how successful a project is.*

Parts of a community

When preparing a situational analysis it is useful to think of all the parts of a community that you can to help you understand how they relate to each other and how this might affect your project. The aspects of a community that you want to consider may be people, places, organisations or groups, or they might information or relationships. Not all communities will have all aspects.

Discuss

Students' answers will vary. Other categories that students may think of include religion, law, environment, transport, infrastructure or communication. Some examples may fall in more than one category.

Possible examples include:

Information about people	-	age, gender, religion, ethnicity
Education	-	schools, teachers, literacy rates
Social / power relationships	-	gender relations, wealth distribution
Leadership	-	community leaders, elders
Political / government	-	political parties, levels of participation, voting system
Issues / problems	-	unemployment, poor health, land use
Culture / tradition	-	full-moon day celebrations, dress
Community organisations	-	sports clubs, churches/mosques/temples
Economic activity	-	shops, markets, employment rates, industry
Health	-	hospitals, clinics, doctors, health workers

ACTIVITY 2

SUGGESTED: PAIRS

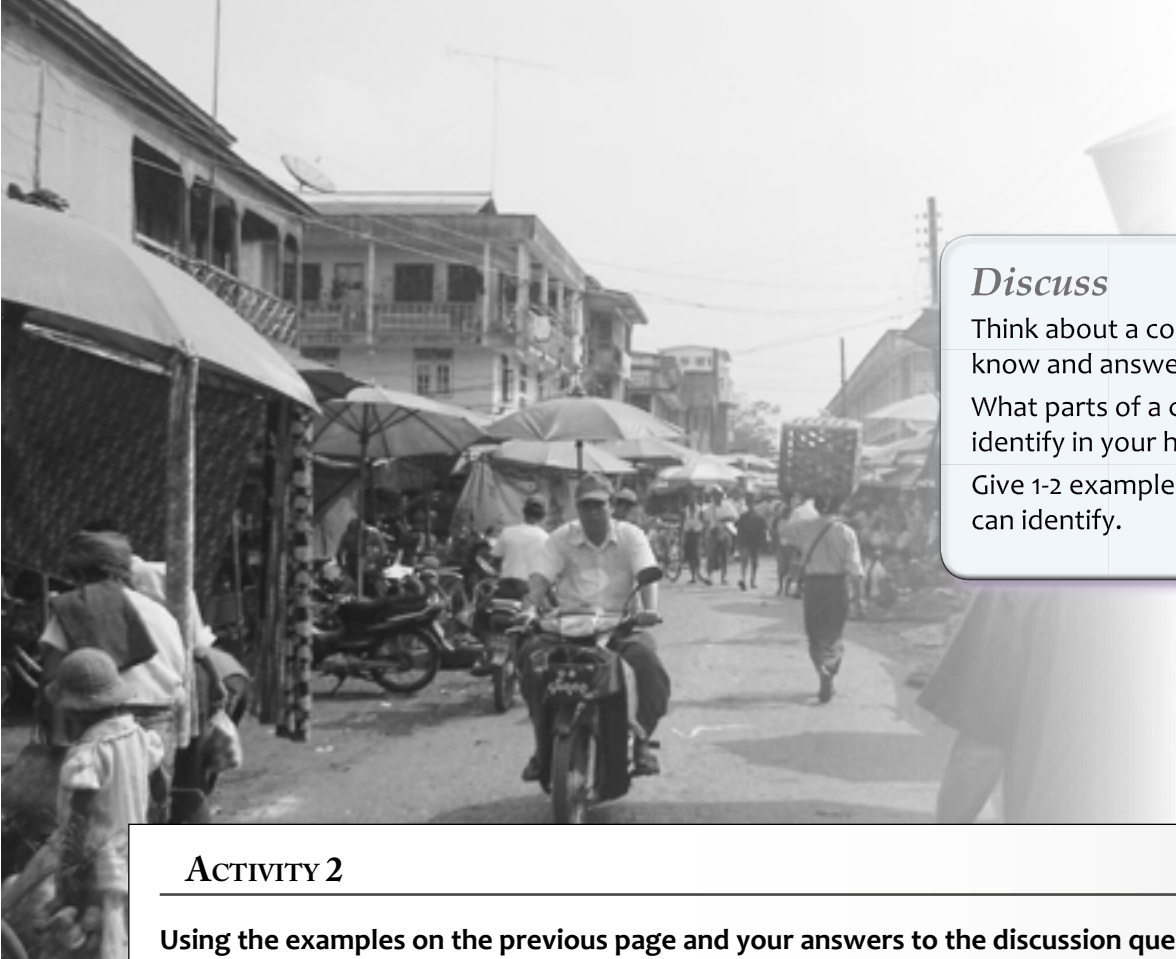
Some items may correspond to more than one part of the community.

Answers:

1. Economic activity
2. Community organisation / leadership
3. Health
4. Transport / infrastructure
5. Government / law
6. Social relations
7. Infrastructure
8. Leadership
9. Economic activity
10. Education
11. Economic activity
12. Issues / problems
13. Economic activity / land distribution / environment
14. Economic activity / transport
15. Economic activity
16. Political / government
17. Leadership
18. Community organisation / issue / problem
19. Transport
20. Culture / tradition
21. Education / culture / tradition

Discuss

Students' answers will vary.



Discuss

Think about a community that you know and answer these questions:
What parts of a community can you identify in your home community?
Give 1-2 examples for the parts you can identify.

ACTIVITY 2

Using the examples on the previous page and your answers to the discussion questions, match these items to the corresponding parts of the community:

- | | |
|---|--|
| 1. Motorcycle repair shop | 12. The large number of dogs that live in the streets |
| 2. Youth organisation office | 13. Rice fields |
| 3. A clinic | 14. The trishaw men that wait at the corner |
| 4. The road that floods every rainy season | 15. A tea shop |
| 5. Police checkpoint | 16. The local political party office |
| 6. Twenty new families that moved in last month | 17. The local official's office |
| 7. Houses | 18. An old monastery that needs repairing |
| 8. The community council | 19. The bus station |
| 9. A betel nut stand | 20. The banyan tree people tie cloth around and burn candles at |
| 10. The tuition offered by the retired teacher | 21. The woman teaching her nieces and their friends how to make clothes for a festival |
| 11. A DVD shop | |



3.2 Collecting data

There are many different ways of collecting data for your situational analysis, and to make sure the process is effective you need to ask yourself the following questions:

What kind of information do you need?

Where can you find it? (the source)

How will you collect the information? (method)

When are you going to do it?

Vocabulary

data (n): facts or information used to make decisions

Generally when preparing, a project team needs to learn what a community would like to change. To do this it is important to learn what the present situation in the community is and how members of that community would like it to change and improve. Basically, project team members should study the community's current situation and then what the community understands as its desired situation. Have an open mind and let the community members direct you towards the issues they have. They could be from any of the different parts of a community.

To collect data you usually need to conduct surveys, where you create a list of questions that you ask or a list of things to look for within a certain place or situation.

Using more than one way to collect information will help you get the most useful data - these might include:

- Questionnaires
- Observation checklists
- Interviews
- Discussion Groups

Usually a project team does surveys at the beginning of any project cycle. Then you can better understand the current situation and priorities of that community. However using surveys to discover people's changes in behaviour or opinions can be very useful during the monitoring and evaluation stages of the project cycle as well.

Vocabulary

survey (n): an investigation of the behaviour of a group usually done by asking questions

Questionnaire

1) Name (Optional) _____

2) Age: ☐ 14-19 ☐ 20-29 ☐ 30-39 ☐ 40+

3) Gender: ☐ Male ☐ Female

4) Occupation of Head of Household _____

5) Do you read newspapers: ☐ Yes ☐ No

6) What attracts you most about _____

7) Which type of newspaper do you prefer? ☐ Free ☐ Paid

8) Do you read news on the internet? ☐ Yes ☐ No

9) Do you use social media? ☐ Yes ☐ No

10) Do you use a mobile phone? ☐ Yes ☐ No

11) Do you use a laptop? ☐ Yes ☐ No

12) Do you use a tablet? ☐ Yes ☐ No

13) Do you use a smart TV? ☐ Yes ☐ No

14) Do you use a smart fridge? ☐ Yes ☐ No

15) Do you use a smart car? ☐ Yes ☐ No

16) Do you use a smart home? ☐ Yes ☐ No

17) Do you use a smart garden? ☐ Yes ☐ No

18) Do you use a smart pet? ☐ Yes ☐ No

19) Do you use a smart child? ☐ Yes ☐ No

20) Do you use a smart dog? ☐ Yes ☐ No

21) Do you use a smart cat? ☐ Yes ☐ No

22) Do you use a smart bird? ☐ Yes ☐ No

23) Do you use a smart fish? ☐ Yes ☐ No

24) Do you use a smart plant? ☐ Yes ☐ No

25) Do you use a smart flower? ☐ Yes ☐ No

26) Do you use a smart tree? ☐ Yes ☐ No

27) Do you use a smart grass? ☐ Yes ☐ No

28) Do you use a smart soil? ☐ Yes ☐ No

29) Do you use a smart water? ☐ Yes ☐ No

30) Do you use a smart air? ☐ Yes ☐ No

31) Do you use a smart light? ☐ Yes ☐ No

32) Do you use a smart sound? ☐ Yes ☐ No

33) Do you use a smart smell? ☐ Yes ☐ No

34) Do you use a smart taste? ☐ Yes ☐ No

35) Do you use a smart touch? ☐ Yes ☐ No

36) Do you use a smart feel? ☐ Yes ☐ No

37) Do you use a smart think? ☐ Yes ☐ No

38) Do you use a smart act? ☐ Yes ☐ No

39) Do you use a smart speak? ☐ Yes ☐ No

40) Do you use a smart move? ☐ Yes ☐ No

41) Do you use a smart stop? ☐ Yes ☐ No

42) Do you use a smart wait? ☐ Yes ☐ No

43) Do you use a smart go? ☐ Yes ☐ No

44) Do you use a smart come? ☐ Yes ☐ No

45) Do you use a smart leave? ☐ Yes ☐ No

46) Do you use a smart stay? ☐ Yes ☐ No

47) Do you use a smart sleep? ☐ Yes ☐ No

48) Do you use a smart wake? ☐ Yes ☐ No

49) Do you use a smart eat? ☐ Yes ☐ No

50) Do you use a smart drink? ☐ Yes ☐ No

51) Do you use a smart smoke? ☐ Yes ☐ No

52) Do you use a smart smokeless? ☐ Yes ☐ No

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100) Do you use a smart smokeless? ☐ Yes ☐ No

ACTIVITY 1

Label these statements **true** or **false** according to the text above:

1. Surveys are only for the first stage of the project cycle.
2. After a survey, the team can tell the community what it should change.
3. You can use more than one method to collect data for the same situational analysis.

3.2 Collecting Data

Students read the text then answer the comprehension questions.

ACTIVITY 1

SUGGESTED: INDIVIDUAL / PAIRS

Answers:

1. *False - surveys can also be useful during the monitoring and evaluation stages*
2. *False - one of the purposes of conducting a survey is to hear from the community what they themselves would like to see changed*
3. *True - there are several different ways to collect data, and it is useful to use more than one method for the same situational analysis*

ACTIVITY 2

SUGGESTED: INDIVIDUAL, THEN PAIRS TO COMPARE

- | | |
|---------------------------|--|
| 1. Questionnaires | <i>c. A written set of questions with a choice of answers, completed independently by participants</i> |
| 2. Observation checklists | <i>a. A written list of items completed independently by the project team</i> |
| 3. Interviews | <i>d. Asking questions to individual participants, one at a time</i> |
| 4. Discussion Groups | <i>b. Asking questions to groups of several participants together to hear their opinions</i> |

Answers:

3.2.1 Observation checklists

ACTIVITY 2

Match the data collection method on the left with the corresponding description on the right:

- | | |
|---------------------------|---|
| 1. Questionnaires | a. A written list of items completed independently by the project team |
| 2. Observation checklists | b. Asking questions to groups of several participants together to hear their opinions |
| 3. Interviews | c. A written set of questions with a choice of answers, completed independently by participants |
| 4. Discussion Groups | d. Asking questions to individual participants, one at a time |

When collecting information for the target community there are several important points to keep in mind:

- There is no one best way to get information from community sources
- Always use several different techniques
- Always be respectful of people's
 - Time
 - Privacy
 - Cultural beliefs and practices
 - Right to participate or to not participate
- Invite and include people from all areas of a community to share their knowledge and ideas.

It is important that community members feel comfortable, as some may be unsure at first if they want to give you the information you need; they may have had bad experiences with interviewers from other organisations, the police or the government, or they may feel shy about talking about their family, or health, or financial situation. Make sure community members know why you are asking certain questions and what you will do with their information.



3.2.1 Observation checklists

Observation checklists are lists of items to look for and observe when visiting a target community. For example, surveyors might look at:

- Physical conditions of a community – is it clean and well-kept, or not
- The overall condition of people
- The number of houses, schools, clinics, or businesses
- The location of any resources in the village

Observation checklists are very useful to double-check or support the information from surveys. For example, if the information recorded in an interview or group discussion is different from what you see or experience, then you will want to find out why the information doesn't match.

ACTIVITY 1

You are planning a project to improve the facilities at a local school.

Look below at the observation checklist for the school buildings:

Observation Points:	Yes/No	Number:	Remarks:
Classrooms:			
How many classrooms are there?			
How many students are in each classroom (on average)?			
Are any classrooms usually empty during the school day?			
What condition are the classrooms in?			
Facilities:			
Are there separate toilet facilities for boys and girls?			
Is there a canteen or lunch area?			
Is there space for students to play during breaks?			
Is there any green space near the school?			
Other:			

1. Complete the observation checklist for your school, or one which you are familiar with.
2. What other Observation Points would you add to this checklist?
3. On a separate piece of paper, draw a new observation checklist relating to the behaviour of staff and students at the school.

Compare your checklists in groups, then answer the following questions:

4. Did you choose the same points to observe as the other groups?
5. How are the results of your observations going to affect your project planning?



3.2.2 Questionnaires, interviews and discussion groups

Asking the right questions

Choosing the right questions to ask depends on what information you are trying to find out. Sometimes you will need factual information; sometimes you will need people's opinions. The important thing is that you are aware of the different types of questions so that when you are collecting information, you can change the kinds of questions you are using if you are not getting useful results.



ACTIVITY 1

SUGGESTED: PAIRS, THEN SMALL GROUPS TO COMPARE

If you are in a school, students can walk around the school buildings together and complete the checklists. This activity can be used as the start of a mini-project to discover what projects might be suitable for your school. If you are not in a school, students can complete the checklists with information they remember from a school they are familiar with.

If it is not possible for your class to complete their own observation checklists, students could look at the examples on the following pages and discuss which points might be areas for projects, and how they would follow-up further (such as with interviews).

Students' answers will vary. Possible answers include:

1. *See example observation checklist on next page.*
2. *See example observation checklist on next page.*
3. *See example observation checklist on page 32.*
4. *Students' answers will vary.*
5. *For example, if you observe the students don't have a covered area to play when it is raining, your project might involve building a sheltered playground.*

3.2.2 Questionnaires, interviews and discussion groups

Asking the right questions

Example observation checklist for school buildings:

Observation Points:	Yes/No	Number:	Remarks:
Classrooms:			
How many classrooms are there?		8	6 medium sized and 2 smaller
How many students are in each classroom (on average)?		25-30	max.20 in the smaller rooms
Are any classrooms usually empty during the school day?	No	0	rooms are always full, sometimes teachers use outside space too
What condition are the classrooms in?			quite good - freshly painted last year in light colours; desks are old and heavy; classrooms get very hot, not much air movement - sometimes teachers leave classroom doors open
Facilities:			
Are there separate toilet facilities for boys and girls?	Yes	4	2 for boys and 2 for girls
Is there a canteen or lunch area?	Yes	1	lunch area is quite small - students have lunch at different times
Is there space for children to play during breaks?	Yes	1	large playground, but no covered area, so nowhere to play when it is raining
Is there any green space near the school?	Yes	-	a park on the other side of the road, but buildings on either side of the school.
Other:			
Is there a car park?	Yes	1	very small - only big enough for a few cars (not all teachers); parents park their cars in the street in the morning and afternoon for drop-off and pick-up
Is there much traffic near the school?	some	-	road gets busy in the afternoon
Is there a computer room?	No	0	Classroom 1 has 3 computers - if classes want to use the computers, teachers must arrange to use this room
Is there a separate staff room for teachers?	Yes	1	a small staff room, quite crowded, needs more storage space
Is there a library?	No	0	

Questions used in collecting information are usually of three kinds:

Open questions that want a person to think before answering and to give long answers. People are encouraged to give their opinions and feelings about the subject. These questions often begin with phrases such as *what do you think...*, *describe...*

Example: *What environmental problems affect your community?*

Closed questions are often 'yes or no' questions, or can be answered with a single word or short sentence. They might include locations or times. These questions are usually quick and easy to answer so the interviewer keeps control of the conversation.

Example: *Do you recycle plastic bottles?*

Leading questions 'lead' a person to give a certain answer. Usually the person asking the question has a 'right' answer to the question in his/her mind. People ask these questions when they may already know the answer and want the other person to support their information.

Example: *A lot of people use charcoal fires, don't they?*



ACTIVITY 1

Complete the following definitions with the correct terms:

open questions

closed questions

leading questions

1. _____ are often used for questionnaires because they
 - are easier for people to answer
 - take less time
 - increase the chance that people will complete the document
 - are easier for you to analyse
2. _____ can be useful for interviews, group discussions and questionnaires because they help check information you have heard from others (also called 'cross-checking')
3. _____ are good in interviews and group discussions if you
 - have lots of time
 - want to hear people's ideas, opinions and stories
 - want to encourage them to share personal and community information

ACTIVITY 2

Match the following examples with the correct definition above:

1. Where is the school?
2. How good are the doctors and nurses in your community?
3. Do you agree that we need to repair the bridge?
4. What problems do you have during rainy season?
5. Many people think more trees are important to help keep the community cooler in the hot season. Is that right?
6. Do you want to have more bus shelters in your community?
7. Are you interested in reading books?
8. Do you like drawing or painting?
9. In your opinion, is there enough water for all of the people in the village to farm with and use in their homes?
10. Why are more people moving to this community?

Interviewing individuals and facilitating groups

You can use the same set of interview questions with a single person and with a group. However, different skills are needed for both kinds of interviews.

Discuss

List six important things that have to be done when preparing for an interview.

ACTIVITY 3

What is different from doing a one-on-one interview and a group interview?

List the differences in the table.

Individual Interview	Group Interview

ACTIVITY 4

Below is a list of tips for conducting interviews. Some of these are for conducting individual interviews, some are for conducting group interviews while other are for conducting both kinds of interview.

Label each tip as either *individual*, *group* or *both*.

1. Invite people from as many different social groups as possible
2. Encourage people to ask you questions as well
3. Answer people's questions honestly.
4. Sometimes It can be better to have women interview women and men interview men
5. Don't force anyone to talk
6. Keep the conversation open and comfortable, but stay on topic
7. Choose a place and time where as many people as possible can participate
8. Don't keep people longer than is necessary
9. Try to not let any one person speak too much
10. Choose an open, comfortable place to talk
11. Small groups are easier to manage than large groups.
12. Give everyone an equal chance to speak

→ Remember, by showing respect to everyone – especially those who are not willing to participate – you will help people to see that you have their best interest in mind. Eventually people will be more likely to trust your team and take part in changing their community.



Interviewing individuals and facilitating groups

Discuss

Students' answers will vary. Possible answers include writing a list of questions, arranging a convenient time and location with community members, making sure community members are informed of the process and that a broad range of community members can participate (e.g. men and women, different ethnicities, religions and ages).

ACTIVITY 3

SUGGESTED: INDIVIDUAL, THEN SMALL GROUPS TO COMPARE

Students' answers will vary, possible answers include:

Individual Interview	Group Interview
<i>One-to-one interviews</i> <i>Each interview may be shorter, but process of interviewing everyone individually may take a long time</i> <i>Can ask more personal questions</i> <i>More private - participants may feel more free to give honest answers</i> <i>Participants may feel more intimidated - process seems more formal</i>	<i>Several community members responding to each question</i> <i>Need to allow time for lots of discussion for each question asked</i> <i>Need to ensure a balance of people respond</i> <i>Participants may disagree with each other</i>

ACTIVITY 4

SUGGESTED: PAIRS

1. Both	7. Group
2. Both	8. Both
3. Both	9. Group
4. Individual	10. Individual
5. Both, but particularly important for individual interviews	11. Group
6. Both	12. Group

Answers:

3.3 Technique Development

ACTIVITY 1

SUGGESTED: PAIRS

In many situations it is appropriate to use a variety of kinds of survey, and students' answers may vary from the suggestions below.

Answers:

- | | |
|---|--|
| 1. Checklist / research - this can be found out from census records / data without asking community members (who may not know exactly). In areas without official data you could conduct individual interviews with community leaders | bridges; individual / group interviews to get community opinions |
| 2. Checklist / research - as above | 5. Observation checklist, to observe pollution, litter, waste disposal etc; questionnaire to get an overview of community members opinions; and group interviews to get more details on community opinions |
| 3. Individual / group interviews | 6. Questionnaire |
| 4. Observation checklist to observe for yourself the condition of roads and | 7. Questionnaire |

Discuss

Students' answers will vary. Possible answers include:

Observation checklist - low resource; quick; responses are easy to evaluate and compare

Questionnaires - answers are easy to compare; doesn't take too much of community members time

Individual interviews - project team learns more details and hears individuals' personal perspectives; opportunity to develop a relationship with community members; community has the opportunity to ask questions as well

Group interviews - project team gets a more in depth understanding of community's opinions, attitudes and relationships; community has the opportunity to ask questions as well

ACTIVITY 2

SUGGESTED: INDIVIDUAL, THEN SMALL GROUPS TO COMPARE

Students' answers may vary slightly. Suggested answers:

Situational Analysis - Technique Development			
Project Field	Information Needed	Source	Technique/Method
Example: Forest Management	the condition of the plants	the forest (plants, trees)	observation checklist
	how people use the forest	local community members who use the forest	questionnaires, group discussions
	official logging practices	district forestry department	questionnaires
	unofficial logging practices	local community members who use the forest, youth environmental group	individual interviews
	changes to the forest	older community members	group discussions
	previous activities to protect the forest	youth environmental group, older community members	questionnaires, group discussions

3.3 Technique development

It is important to choose the right tool to get the best responses for the information you need to collect. Usually you will need to use several methods, or techniques, to collect all the data you need from different sources to start planning your project. The four main tasks are:

- Choosing the most important areas you want to know about
- Finding the source or sources of this information
- Deciding on the best techniques for collecting this information (observation checklists, interviews etc)
- Designing a tool to use that technique (for example, writing a questionnaire)

Vocabulary

technique (n): a way or method of carrying out a particular task

ACTIVITY 1

Choose the most appropriate kind of survey (observation checklist, questionnaire, individual/group interviews) to find out each of the following pieces of information:

1. The population of your community.
2. The number of schools in the community.
3. The feeling of safety in the community.
4. How good the roads and bridges are.
5. How clean the community is.
6. The types of food people eat.
7. How many times people get sick every year.

To help plan what methods of data collection you will use for your project situational analysis, it is helpful to use a table like the one below:

Discuss

What do you think are the advantages of each technique?

Situational Analysis - Technique Development			
Project Field	Information Needed	Source	Technique
Example: Forest Management	<i>The condition of the plants</i>	<i>The forest (plants, trees)</i>	<i>Observation checklist</i>

ACTIVITY 2

Match the information below to the correct part of the table. You can use items more than once. Compare your answers in groups. If your answers are different, discuss why you have chosen your responses.

District forestry department	Youth environmental group	Changes to the forest
How people use the forest	Official logging practices	Previous activities to protect the forest
Local community members who use the forest	Individual interviews	Older community members
Group discussions	Unofficial logging practices	Questionnaires

Unit 3 Focus

Interview techniques case study

Read the project description below and answer the questions:

A team from the local youth organisation agreed that they would like to try a project in hygienic, environmentally-friendly waste and rubbish disposal in a poor part of Mandalay. They developed a questionnaire and planned to hold a group discussion with the members of that community. Then they distributed questionnaires to the community and they invited the people to a group discussion they would have one week later on Sunday. Some community members are happy to see the youth group team interested in helping them, some of the people are worried about the changes they might make and are worried that they will get in trouble if they complain about the current situation.

On the next Sunday the project team met with 10 male members of the community. During the meeting the team asked the community members to share their opinions and so were able to get a lot of useful information. At the end of the meeting the project team and the community members had formed a good working relationship.



1. Complete the table with information from the case study:

Positive Results	Actions by the team that produced positive results	Areas for improvement

2. List the things the project team did well.
3. List three ways the project team could improve their information collection methodology.
4. Develop six group interview questions that the project team can use during the information collection exercise.

Unit 3 Focus

Interview techniques case study

This case study shows an example of a project team collecting data for a project. While there are some elements to their procedure that produce good results, they overlook some key steps which may lead to problems for the project later on.

Students read the text then answer the questions.

SUGGESTED: PAIRS, THEN SMALL GROUPS TO COMPARE

Students answers will vary. Encourage lots of discussion and allow time for students to practice their role plays.

1. Students answers may vary slightly.

Positive Results	Actions by the team that produced positive results	Areas for improvement
<p>Some community members are happy to see the youth group interested in helping</p> <p>The project team get useful information from the community</p> <p>The project team and the community members at the meeting have developed a good relationship</p>	<p>Distributed questionnaires and invited community members to a group discussion</p> <p>Some community members felt worried about the changes the youth group might make - a group discussion is a good way to overcome these fears, as community members have the opportunity to ask questions and share their concerns</p> <p>The project team allow the community members to speak and share their opinions</p>	<p>We do not know how widely the questionnaire was distributed, or in what language, but the fact that only 10 people attended suggests a more inclusive process is needed</p> <p>Some community members felt worried about the consequences of complaining and may have stayed away from a group discussion for this reason</p> <p>The group is not representative of the target community: only 10 people attend, they are all men - women need to be engaged as well</p>

2. Students compare their answers to 1. in small groups
3. and 4. Students' answers will vary. Possible questions include:

What do you do with your rubbish?

Are you satisfied with the way waste is disposed of at the moment

There seems to be a lot of plastic bags and rubbish in the streets. Is there a rubbish collector?

How often is rubbish collected?

Are there any recycling facilities nearby?

Do you experience any health problems? Do you think there may be a link to health and the environment around you?

UNIT 4

Stage 1: Situational analysis – needs assessment

- 4.1 Developing a profile of the target community
 - 4.1.1 Stakeholder analysis
- 4.2 Identifying needs and wants: gap analysis
- 4.3 Prioritising needs
- 4.4 Negotiating needs

By the end of this unit students will be able to:

- describe the community in which you are working
- conduct a SWOT analysis
- identify stakeholders
- describe the difference between needs and wants
- conduct a gap analysis
- assess community needs

UNIT 4

Stage 1: Situational analysis – needs assessment

- 4.1 Developing a profile of the target community
 - 4.1.1 Stakeholder analysis
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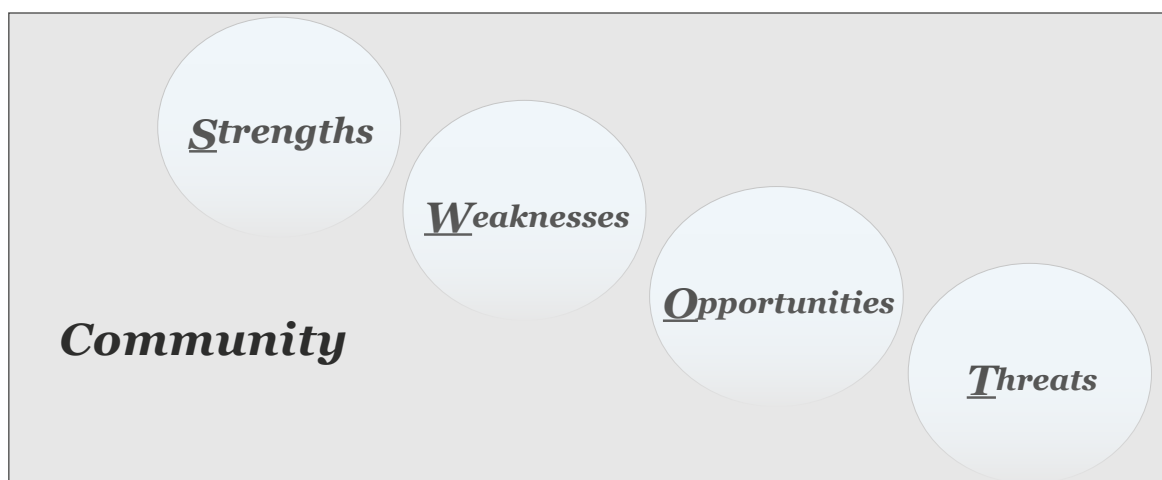
4.1 Developing a profile of the target community

After a collecting data through surveys, a project team can meet, share and discuss the information they found. From this information the team members:

- Have a deeper understanding of the community
- Know more about its available resources
- Begin to see possible issues, needs and problems that can be addressed through a project

A useful tool in developing a profile of your target community is called a **SWOT** analysis. This is where you list:

- the current **STRENGTHS** of a community,
- the current **WEAKNESSES**,
- the **OPPORTUNITIES** that you see in the community that can help the project succeed,
- and any possible **THREATS** that might stand in the way of the project's success.



ACTIVITY 1

You are conducting a situational analysis of a community to investigate the need for women's economic empowerment activities. Through your community assessment you learn the following information:

- There is a community women's group that meets every Friday morning
- Many women have a low level of education and often do not have basic literacy skills
- Men have expressed concern about women spending more time away from home
- Many women are already very busy with other tasks including household chores and childcare
- Women play an active role in many areas of community life
- A small number of women run successful businesses in the community, including market stalls, a teasshop and a beauty salon
- Public transportation is poor
- Many women expressed a desire to participate in income-generating activities

Match the information to the correct part of the SWOT analysis chart above.

Discuss

Look again at the example SWOT analysis you just completed. What impact would this information have on your project planning?

4.1 Developing a profile of the target community

Students read through the text. If needed, explain:

Strengths - these are the positive points in the community that you can build on and will help your project succeed.

Weaknesses - these are points that will require more support so that they don't negatively affect your project.

Opportunities - these can help your project; they may be individuals or other groups in the community that you may be able to work with, or they might be sources of funding or support.

Threats - these are obstacles that might stand in the way of your project succeeding; you need to anticipate them so that you can find ways to make sure they don't harm your project.

It may help students to think of Strengths and Weaknesses as internal aspects that come from within the target community, whereas Opportunities and Threats are external and come from outside your target community.

ACTIVITY 1

SUGGESTED: PAIRS

Answers:

Strengths	Weaknesses	Opportunities	
Women play an active role in many areas of community life	Many women have a low level of education and often do not have basic literacy skills	There is a community women's group that meets every Friday morning	Men have expressed concern about women spending more time away from home
Many women expressed a desire to participate in income-generating activities	Many women are already very busy with other tasks including household chores and childcare	A small number of women run successful businesses in the community, including market stalls, a teashop and a beauty salon	Public transportation is poor
		Threats	

Discuss

Students' answers will vary.

Project planning should aim to take advantage of strengths and opportunities and to minimise or reduce the impact of weaknesses and threats. Here there are opportunities to work with the women's group and the successful business women - these groups should be consulted and could be useful implementing partners for your project. If women are busy and do not have basic literacy you will need to demonstrate how the project will help improve their lives, and you may plan literacy classes as part of your project. You will need to find ways to reduce the threats, so men should participate in discussions so that they understand the importance of the project to women and to their family; also if public transportation is poor you will need to choose a central location that is easy for most women to access, or consider providing transport or making home visits.

ACTIVITY 3

SUGGESTED: GROUPS OF FOUR OR FIVE

Students' answers will vary. If necessary remind students of the definitions on the previous page.

4.1.1 Stakeholder analysis

Stakeholders

Discuss

Students' answers will vary.

There are no right or wrong answers - all the quotes may be true, but students may not agree that they apply in all circumstances. For examples, stakeholders do not have to have money or power, but can be anyone in the community who is affected by the project. It is important that minorities, the disadvantaged, and vulnerable members of communities are included as stakeholders as their participation is very important to successful community development outcomes.

ACTIVITY 2

Working in groups of 4 or 5, imagine you and your group members want to organise a collection of food, clothing and school items to donate to a school for orphans.

Write down your responses to the following questions:

1. What are the Strengths of your group members that you can use to help you complete your task?
2. What are the Weakness that you need to work around or seek help with?
3. What Opportunities are available to you?
4. What are the Threats that might affect your ability to complete your task?

4.1.1 Stakeholder analysis

Stakeholders

A stakeholder is a person, group, organisation or system who affects or can be affected by the issue or project. Sometimes stakeholders are part of the community you are serving, sometimes they are outside the community, but they are still important to involve. Some stakeholders are very powerful and may be able to voice their opinion more freely than others. It is important that you do not forget the people in the community who traditionally have very little power. It is essential that their opinions are represented when you are planning and implementing a project.

Involving stakeholders presents many challenges in project management. Different people can have different opinions, different needs and can sometimes just not like each other.

Stakeholders are connected to one another in many different ways. Before you start your project, it is important to thoroughly understand your stakeholders and how they are related to one another.

Discuss

Read the following views on stakeholders. Do you agree or disagree?

“The opinions of stakeholders matter to community members and to the success of a project.”

“Stakeholders are respected members of the community.”

“Stakeholders are influential and hold positions of power in the community.”

“Stakeholders often know many people in the community and communicate with them regularly.”

“Stakeholders can have resources they are willing to share including funding, supplies, meeting space, etc.”

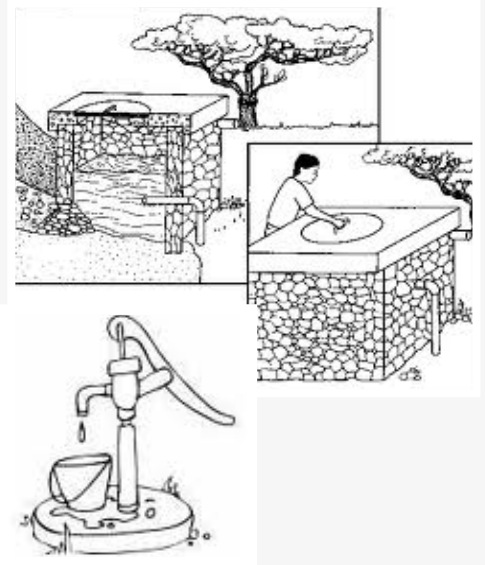
ACTIVITY 1

Read the following overview of a community project:

Project Overview

Your organisation is planning to implement a water and sanitation programme to improve the conditions in a rural village. At the moment much of the water that villagers use for drinking, cooking, washing and cleaning comes from nearby ponds. These ponds often dry up in dry season and in rainy season the area floods. Villagers

frequently suffer from illnesses as a result of these water problems. Your project plans to introduce flood-proof water storage tanks and pumps to help provide the village with usable water all year round, and to train community members in safe water practices and how to maintain the equipment.



Read about each person and discuss why they might be a stakeholder for this project.



Ni Mon

This is Ni Mon, he is the village head and is well respected, many people go to him for advice.

Achai

This is Achai, he is the village head's assistant and works with him on a daily basis. The village head's approval will be necessary if the water and sanitation programme is to go ahead.



Khin Tway Yee

Khin Tway Yee works for a community based organisation that has many resources such as training facilities. These facilities could help the water and sanitation programme.



Kyaw Thet

Kyaw Thet organises a group of the community members. They help families by making them food whenever someone is sick. A water and sanitation programme would directly affect the people they help.

This case study highlights the variety of stakeholders that may be affected by a project at a community level. There may also be other stakeholders from neighbouring communities or local authorities that may have an interest in the project.

Allow students time to read all the information and ask questions before answering the questions. Students answers will vary, so encourage students to compare and explain their ideas in discussion groups.

ACTIVITY 1

SUGGESTED: PAIRS, THEN SMALL GROUPS TO COMPARE

Answers:

1. *Ni Mon - social / power relations and leadership*

Achai - connected with leadership in the village

Khin Tway Yee - community organisation

Kyaw Thet - community organisation

Moe Mon - connected to economic activity as he may provide financial support

Htoo Htoo - her issues are connected to education, as the project will improve her ability to go to school; they also connected with economic activity as she is needed to work at her family teashop

Maw Maw - social relations and communication

2. *The project should improve the health of all villagers, giving them consistent access to safe water.*

Kyaw Thet spends a lot of his time supporting community members who are sick. The water project will help his work by improving the health of villagers, leaving him and the other community members in his group more time to support others in need (such as the elderly).

If Moe Mon donates money to the project or offers his support, he may get increased status in the village.

The project could improve Htoo Htoo's life because if villagers have better health thanks to the new water system, she will not be required to work in her family's tea shop so often and will have more time to go to school.

3. *Ni Mon and Achai could negatively affect the project if they do not support it, as they are in positions of authority in the village. If they support the project they will have a positive affect as villagers respect their advice.*

Khin Tway Yee is a valuable implementing partner - her organisation can support the project with resources such as training facilities.

Kyaw Thet organises a group of community members, this could be useful to get people to help with building the water system.

Moe Mon will help the project if he donates. His example may also encourage others to donate.

Maw Maw may help in spreading information about the project, by encouraging villagers to support it and informing people about meetings. She may also be able to help the project team with information about the village. However if she does not support the project she may tell villagers to oppose it.

1. **Strengths** - community members are active in supporting development - Kyaw Thet runs a community group that supports sick people and Moe Mon gives money to charitable causes; community members seem to have a close relationship and respect the village elders

Weaknesses - if the village elders do not support the project it may be difficult for the project to succeed; if many villagers get sick it may be difficult to find volunteers to help with the project and to receive training to maintain the system

Opportunities - Khin Tway Yee runs a CBO that you can work with as an implementing partner

Threats - the village may be isolated, making transporting materials difficult

2. *Maw Maw may provide a challenge as she may not always spread accurate information. It is possible that some community members may not like her.*

Working with Ni Mon, Achai and the village leader may be difficult if they do not support the project, as they are influential, so it is important they are consulted and support the project.

3. *The best way to avoid these problems is to have open channels of dialogue, so community members (particularly leaders) will understand what the team aim to achieve, how the project will improve their lives and will feel they are able to talk to the project team if they have concerns.*

It will also be necessary to find suitable community members to train in safe water practices and to maintain the system - Khin Tway Yee and Kyaw Thet may be able to offer advice on selecting suitable volunteers.

Discuss

Students' answers will vary.

It is important to know which groups hold power and which do not in a community so that you can ensure your project is inclusive and will help improve the lives of those who need it. Community development projects aim to support those with less power for a more balanced, equal and sustainable future, so you want to make sure your project does not neglect groups with less power. You also need to engage with groups with power as they may be able to offer valuable support to your project.

ACTIVITY 1



Moe Mon

This is Moe Mon, in the past he has donated to the local orphanage. He may be willing to donate to the water and sanitation programme as well.

Htoo Htoo

Htoo Htoo is a ten-year-old girl and often misses school because she has to work in the family teashop when someone gets sick and can't work.



Maw Maw

This is Maw Maw, she knows everyone in the village and what they are doing. She is very good at spreading information.



Answer the following questions then compare your answers in groups:

1. Which parts of the community do these stakeholders come from (refer back to p.26)?
2. What impact could this project have on these stakeholders?
3. What impact could these stakeholders have on the project?
4. What Strengths, Weaknesses, Opportunities and Threats can you identify for this project?
 - Strengths -
 - Weaknesses -
 - Opportunities -
 - Threats -
5. List four potential challengers you will face when working with these stakeholders.
6. Describe how you will solve the different challenges you have listed above.

Discuss

Which group(s) of people are the most powerful in your community?

Which group(s) are the least powerful?

Why is this important to know?

4.2 Identifying needs and wants: gap analysis

One of the first things you need to do as a project manager or community development worker is identify the needs of your target community.

A very useful tool to help you look at a current situation and a desired situation is to do a **gap analysis**. This method looks at the difference between 'what is' (present situation) and 'what should be' (desired situation), prioritising these gaps and discovering ways of bridging them.



Sometimes during surveys the members of a community can tell you clearly what they see as needs and sometimes after the survey a project team might discover a new need. It is important that any new needs are shared with the community and that they support it and also see it as a priority, rather than the project team choosing and forcing the community to accept that project.

Discuss

In small groups, think of your own communities. How would you do a gap analysis of your target community? Who would you ask?

How should a project team assess or decide which needs are the most important, the best for that community and the most likely to succeed?



ACTIVITY 1

Read the following description of a country affected by a natural disaster:

Case Study

In January 2010 there was a powerful earthquake in Haiti that killed over 220,000 people. 1.5 million people became homeless – many went to live with host families in different

parts of the country, and many others lived in temporary camps. Thousands of schools, clinics, administrative and government buildings were damaged or destroyed.

Working in small groups, choose one of the following sectors and complete a gap analysis using the table below:

Shelter	Health	Education	Security
GAP ANALYSIS			
Present situation	Desired situation	What needs to be done to 'bridge the gap'	

Compare your gap analysis with another group.

4.2 Identifying needs and wants: gap analysis

Discuss

Students' answers will vary.

There is no right or wrong answer for how a project team should assess the needs of a community, it will be different in each community situation and will also depend on the scale, expertise and resources of the project team. In all cases, the community should be consulted and should participate in decision making.

ACTIVITY 1

SUGGESTED: SMALL GROUPS OR PAIRS (DEPENDING ON CLASS SIZE), THEN MIXED GROUPS TO COMPARE

Students read the case study. Tell students that their analysis is going to focus on supporting the communities surviving the earthquake, not rescue efforts - the emergency services are responsible for rescue and recovery.

Divide the class into four groups and assign each group a sector to complete a gap analysis. Make sure students complete at least four activities in the right-hand column ('what needs to be done to bridge the gap?')

When all groups have finished, mix up the groups and students compare their gap analysis. Encourage students to ask each other questions and to explain their responses.

Example: Shelter

GAP ANALYSIS		
Present situation	Desired situation	What needs to be done to 'bridge the gap'
Houses have been destroyed - people have no shelter	Everyone has adequate shelter	Temporary housing needs to be provided - with host families or in tents / camps Land needs to be cleared to provide space for camps Materials need to be sourced and delivered People need to set up the tents

4.3 Prioritising needs

Levels of priority can vary - you may list several needs as the same level of priority (for example 1-most urgent, 2-important but secondary, 3-not urgent, or you may prioritise needs individually in the order you wish to address them.

If necessary, write the following example on the board as a model:

1 NEED / PROBLEM	2 HOW COMMON	3 HOW SERIOUS	4 HOW IMPORTANT	5 LEVEL OF PRIORITY
Adequate temporary shelter needed for those left homeless	Very common - many people living in camps	Serious - families need protection	Very important - rains are forecast	1-Urgent

ACTIVITY 1

SUGGESTED: PAIRS, THEN SMALL GROUPS TO COMPARE

Remind students that they are not involved in rescue efforts, but are planning projects to support communities that have been affected by the earthquake.

Students' answers will vary. Other sectors for students to consider may include food supplies and access to safe drinking water, sanitation, rebuilding, restoring communications (telephones, radio etc), providing counselling, rebuilding government and leadership.

Students may have different ideas about the level of priority, but generally basic needs such as food, water, medical attention for the injured will be the first priorities.

Discuss

Students' answers will vary. It is important to consult the target community, as the example on the following page will show. Because this is an emergency situation it more difficult to follow a conventional community assessment as community relationships will have broken down. You could conduct site visits, interview individual community members, and/or hold meetings in safe locations for those who are able to attend.

4.3 Prioritising needs

The next stage in the assessment process is to prioritise these needs. This is done using a **needs prioritisation table**, like the one below.

1 NEED / PROBLEM	2 HOW COMMON*	3 HOW SERIOUS	4 HOW IMPORTANT	5 LEVEL OF PRIORITY

*For example, how many people are affected?

ACTIVITY 1

Look again at the problems affecting communities in Haiti after the earthquake.

Choose 10 needs/problems and list them in the needs prioritisation table above.

Think about all sectors (the ones from the previous activity and any others you can think of such as food supplies and access to drinking water).

Compare your answers in groups. Do you agree about the level of priority?



Discuss

The priorities of the community may differ from the priorities that the project team have.

How can you involve the community in the needs prioritisation process?





4.4 Negotiating needs

Your perception of needs is likely to differ from that of the community. The community may highlight certain problems that seem unimportant to you. Likewise, you may think certain things are a problem but the community might not. Moreover, people often express their needs according to what they know, or think, you can provide. For example, a community may express a need for medical care when visited by a medical organisation, or for schools when visited by an education organisation.

Vocabulary

negotiate (v): try to reach an agreement or compromise by discussion with others

ACTIVITY 1

Read the case study below and answer the following questions:

1. Was it right for the community to build a wall instead of a school?
2. How should the aid organisation have responded to the community's actions?
3. What should happen next?



After the earthquake in Haiti, there was so much damage that many survivors had to move to new areas and construct new communities. In one settlement, people who were resettling to the new area used materials that had been distributed for building a school to build a big wall at the back of the village instead. The aid organisation responsible for the school programme was concerned about this 'diversion' of aid. But when they talked to members of the community, they realised that there was a large cemetery behind the village. The community felt haunted by the 'spirits' of the people who had been killed and this was the source of much tension, distress and illness. Once the wall had been built, the living conditions in the village greatly improved as the population felt safer and comforted.

4.4 Negotiating needs

ACTIVITY 1

SUGGESTED: SMALL GROUPS

Students answers will vary.

This is a good example of when a project team and a target community identify very different needs. The aid organisation should have consulted the community more to find out what they felt was the most urgent need, and the wall should have been a priority. The building of the wall has provided the community with comfort and security, and will help improve their mental health - these are all goals that a community development project would want to support, so the aid organisation will probably be satisfied with this result. The organisation will now need to assess what is needed in order to complete their original project of building a school - more materials/funds etc.

Some students may feel that it is important that project money and resources are not diverted or used in other ways, and this is an important point to highlight particularly if a project is funded by outside donors. Legally, it is important to stick to budgets and donors may withdraw funding if it is not used as planned - you may be guilty of fraud if you take money for one purpose and use it for something different. This reflects the importance of situational analysis and community consultation, so that a project team and the community can agree on a planned project.

Unit 4 Focus

Stage 1 Consolidation

Yula Valley extended case study

Students read the information provided about the fictional Yula Valley region. This case study provides students with a chance to apply the skills they have been developing over the previous units to an extended situation. In the following units students will return to this case study, so make sure students keep their work safely in a place that they can refer back to later on.

SUGGESTED: PAIRS

Students' answers will vary. From the information provided, students may anticipate:

Transportation problems due to isolated location

Health problems relating to mining work

Inadequate health services

Poverty

Poor living conditions

Poor levels of education leading to difficulty in finding alternative employment

Low income levels

Women's inequality (based on literacy, levels of education and average income)

Possible 'brain drain' of those with better skills leaving the valley to find work in other towns

You may want to draw students' attention to the different religions in the community, as this may be important later when they are planning community consultations.

Stage 1: Yula Valley extended case study

Read the information provided below about the fictional Yula Valley region:

Overview

This remote valley stretches approximately 28km along a river surrounded by forested hills. There are several mineral mines and quarries nearby and the majority of the working population, both men and women, are employed as mining and quarry workers and daily labourers. Most of the people are poor and earn very little for the long hours they work in difficult conditions. The communities lack many basic amenities including adequate health services, educational facilities, and employment opportunities. Family members share open houses, with up to fifteen living in cramped conditions.

1. What do you anticipate are some of the problems experienced by this community?
2. Compare your ideas in small groups. Then look at the following pages for more information.

YULA VALLEY POPULATION STATISTICS			
	Total	Male	Female
population size	46,000	51%	49%
life expectancy (years)	60	58	62
adult literacy	63%	68%	57%
average number of years in education	6	6.5	5
average daily income (USD)	\$0.30	\$0.33	\$0.27

“Life is hard here

- that’s why only those with no alternatives stay.”

(42 year old female resident)

Unit 4 Focus

Yula Valley extended case study cont.

Read the information provided about the community before planning a situational analysis:

Employment
<p>Traditionally, many people were farmers and earned their living selling their produce locally and at markets in nearby towns. Some people still work in agriculture, however since the rise of mining in the region, much of the farmland has been lost or the soil contaminated.</p> <p>The most common form of employment now is in the quarries and mines or associated labouring work. Men earn slightly more than women for these jobs, and women often take on extra work selling snacks to support themselves and their families. Some of the more fortunate ones are owners of small household industries.</p> <p>There are serious environmental and health hazards in the mining and quarry work, but the workers have no knowledge of their legal rights and their employers do not provide safeguards such as masks.</p>

Health
<p>As a result of working in the mines, pulmonary problems such as tuberculosis and silicosis are rampant amongst adults.</p> <p>Water-borne diseases due to the lack of clean drinking water are frequent and particularly affect children. Infant mortality rates are high with the most common causes of child death being pneumonia and diarrhoea due to inadequate living conditions, poor hygiene and contaminated water, as well as malnutrition and low birth-weight.</p> <p>There are two primary health centres that serve the inhabitants:</p> <ul style="list-style-type: none"> - One centre has a doctor that comes in twice a week from a neighbouring town 35km away and a health worker who works six days a week. - The other centre has two health workers who work full time. They treat many minor injuries and sicknesses, but lack the facilities and the training to diagnose and treat serious conditions.



Unit 4 **Focus**

Yula Valley extended case study cont.

Students read through the information and compare their answers from the previous page.

Vocabulary support:

Household industries - self-employment, usually making things from home, such as clothes or food items

Pulmonary problems - health problems that affect the lungs and breathing

Tuberculosis - a disease that affects the lungs; can be cured with medicine

Silicosis - a lung disease caused by breathing in dust from mines, quarries and construction sites

Rampant - very common

Malnutrition - poor health as a result of not having enough healthy food to eat

An acute shortage - a very severe lack, i.e. there is not enough safe drinking water

SUGGESTED: PAIRS, THEN SMALL GROUPS TO COMPARE

1. Students' answers will vary. Possible examples include:

Education - primary schools and the teachers that work there; children that go to secondary school away from the valley

Social / power relationships - the mine owners and managers are in positions of power over the community members

Leadership - community leaders

Issues / problems - health problems; environmental damage; lack of safe drinking water; few alternative sources of employment; poor transport links; lack of secondary schools

Culture / tradition - traditional farming practices are under threat

Economic activity - workers in quarries, mines and labouring jobs; women selling snacks; small household industries; some agricultural work

Health - two health centres, the doctor and health workers; significant health problems for community members

Law - community members, especially mine workers, seem to have little knowledge of their legal rights

Environment - the damage to the environment from mines and quarries, including soil and river contamination, deforestation and water shortages; flooding and drought

Transport - poor public transport links; roads flood in rainy season

Students may feel they need more information on leadership, any community organisations or the politics of the valley.

2. You could assign different groups of students a different project field to analyse based on the parts of the community identified above. The following example can be written on the board as a model:

Situational Analysis - Technique Development			
Project Field	Information Needed	Source	Technique/Method
Health	How many community members visit the clinics	Data from clinic files	Interview with health workers

Environment
<p>The river has traditionally provided all the water used by communities in the valley including for drinking and bathing, however due to the increase in mining activity in the region the water has become contaminated with minerals and pollutants. As a result there is an acute shortage of safe drinking water and most inhabitants cannot afford to buy purified bottled water, leading to an increase in water-borne diseases.</p> <p>A large part of the forest around the valley has been cut down because of the quarries and mining activity, which has led to soil erosion. In rainy season the valley often floods and travelling via road is very difficult. In the hot season the land is very dry making it difficult for people to grow crops and vegetables.</p>

Education
<p>The valley has several co-educational primary schools, but there are no middle or high schools. Students must leave if they want to continue their education after primary school. Although many adults have little education themselves, there is an appreciation of education and if they can afford it parents willingly send their boys to schools in towns outside the valley. However, due to the difficulties in transportation parents are less willing to send their daughters to high schools as they are concerned for their safety. Some girls do leave for higher schooling but they usually have to live in the towns outside the valley and support themselves as few parents can afford this expense.</p>

Collecting data:

1. Based on the information provided, identify as many parts of the community as you can. What further information would you like to have?
2. Use the table below to plan what data you would like to collect and how you would collect it (observation checklists/questionnaires/interviews):

Situational analysis - technique development			
Project field	Information needed	Source	Technique/Method



Unit 4 **FOCUS**

Yula Valley extended case study cont.

Community Needs Assessment

- Complete a SWOT Analysis of the community, listing at least one example for each:
 - STRENGTHS -
 - WEAKNESSES -
 - OPPORTUNITIES -
 - THREATS -
- What stakeholders do you think might be involved?
- Complete the Gap analysis table with as many needs as possible that you can identify.
Compare your answers in groups, adding in alternative ways to 'bridge the gap'.

GAP ANALYSIS		
Present situation	Desired situation	What needs to be done to 'bridge the gap'

- Using the needs you have identified, complete the needs prioritisation table below.
Compare your answers in groups, explaining why you have assigned each level of priority.

1 NEED / PROBLEM	2 HOW COMMON*	3 HOW SERIOUS	4 HOW IMPORTANT	5 LEVEL OF PRIORITY

Unit 4 Focus

Yula Valley extended case study cont.

Community Needs Assessment

SUGGESTED: PAIRS, THEN SMALL GROUPS TO COMPARE

- Students' answers will vary. Possible answers include:

Strengths - *parents value education; small business holders; primary teachers, health workers and religious leaders unify community*

Weaknesses - *low levels of education, particularly amongst girls and women; poor health*

Opportunities - *links with nearby towns through markets, schools and doctor*

Threats - *geographical isolation of community; weather conditions; opposition from mine owners*

- Possible Stakeholders:

Community leaders

Health workers

Mine owners

The doctor that visits from a neighbouring town

Parents

Youth that have studied in nearby towns

Teachers

Mine and quarry workers

- Students' answers will vary. The following example can be written on the board as a model:

GAP ANALYSIS		
Present situation	Desired situation	What needs to be done to 'bridge the gap'
<i>Health problems associated with mining work (tuberculosis and silicosis)</i>	<i>Fewer health problems for workers</i>	<i>Safe work practices including using masks Developing health services e.g. expanding clinics</i>

- Students' answers will vary. The following example can be written on the board as a model:

1 NEED / PROBLEM	2 HOW COMMON*	3 HOW SERIOUS	4 HOW IMPORTANT	5 LEVEL OF PRIORITY
<i>Health problems associated with mining work</i>	<i>Common amongst mine and quarry workers</i>	<i>Serious - big impact on individual health and on finances for families</i>	<i>Important for stability of families</i>	<i>High Priority</i>

UNIT 5

Stage 2: Project planning

- 5.1 Setting goals and objectives
- 5.2 Assessing resources and constraints
- 5.3 Writing action plans
- 5.4 Budgets

By the end of this unit students will be able to:

- identify and develop goals and objectives
- develop SMART objectives
- assess resources and constraints
- write an action plan
- explain the purpose of a budget
- compile a budget

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- compile a budget



Introduction

Once you have completed your situational analysis of the community and have a clear understanding of what the community needs, it is time to start designing the project. The traditional method is for organisations to design the project themselves after consulting the community during the assessment phase. However, **participatory project design** focuses on involving members of the community in every aspect of planning the project. Organisations that use this method believe that it is the community's right to be involved and that the project will be more successful if it is involved.

Whichever method you choose, be aware that as you plan the project you may have to change certain things that you've already done. For example, you may have to change your objectives or part of your project because you might not have all the resources you need. It is very important that you remember to talk to the stakeholders and community members if you are changing anything that you agreed upon previously. Equally, it is important to monitor the situation in the community for any changes that might impact your project.

ACTIVITY 1

Answer the following questions based on the text above:

1. How is participatory project design different from the more traditional method?
2. How is project design a repetitive process?
3. What are some reasons you may have to change your objectives or project plan?

5.1 Setting goals and objectives

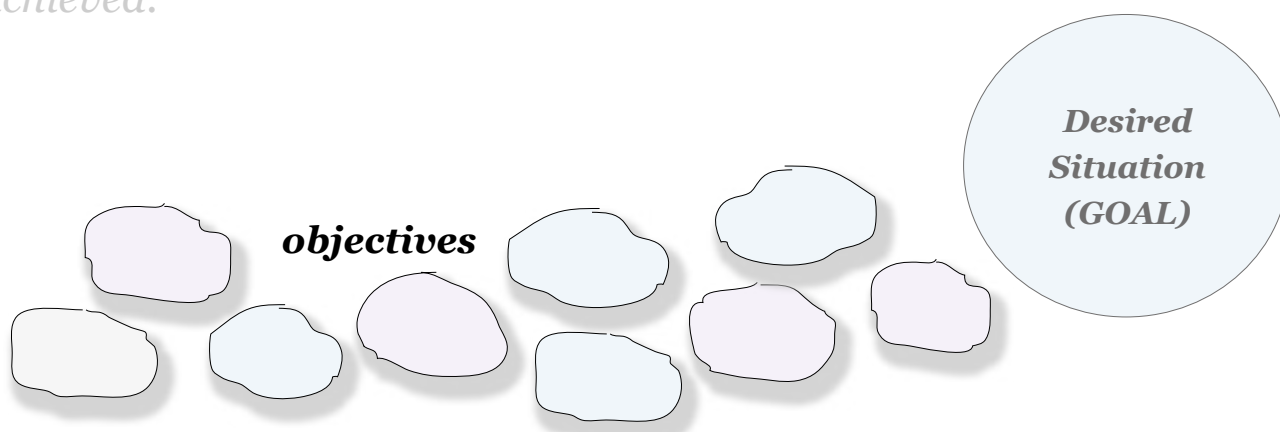
Determining goals and objectives based on needs is an important part of planning a community development project. The success of any project depends on how well the goals and objectives are prepared. Goals and objectives set the direction of a project and clearly specify what needs to be accomplished in order for the project to be successful.

Discuss

What is the difference between goals and objectives?

Compare your ideas with the definition below.

*"A **goal** describes the desired situation. The **objectives** are the steps needed to change from the present situation to the desired situation. These steps are activities that need to be done so that the goal can be achieved."*



Introduction

ACTIVITY 1

SUGGESTED: INDIVIDUAL, THEN PAIRS TO COMPARE

Answers:

1. Participatory project design involves the community in every aspect of project planning, whereas in traditional project design the project team will design the project independently after consulting with the community.
2. Project design can be repetitive because sometimes you need to change things you have already done, and you always need to talk to community members and stakeholders again if you make changes.
3. You may have to change your objectives or plans if you do not have the resources you need (such as enough money). Students may think of other reasons why you might have to make changes, for example if you cannot get permits for certain actions, if relationships with implementing partners change, if the cost of materials goes up, if there are weather or environmental changes.

5.1 Setting goals and objectives

Discuss

Students' answers will vary. Encourage students to share their ideas before they look at the definitions that follow - this could be done by closing textbooks for the discussion.

ACTIVITY 1

SUGGESTED: PAIRS

Answers:

Goal:

To improve oral hygiene in a community

- | | |
|---|---|
| 2. Host a film evening that highlights the effects of poor oral hygiene | visit the community and conduct a clinic |
| 7. Conduct a training evening on oral hygiene | 10. Produce posters to advertise the events |
| 8. Advertise for a dentist to | |

Goal:

To prepare for a local election

- | | | |
|---|---|---|
| 1. Hold a discussion forum in the town hall the week before elections for community members to ask the candidates questions | 4. Publicise the event with information about each candidate | 9. Train volunteers to oversee voting |
| | 6. Find a suitable location for voting (e.g. a school building) | 10. Produce posters to advertise the events |
| | | 12. Register candidates three months before elections |

Goal:

To improve medical care for pregnant women

- | | |
|---|--|
| 3. Conduct three community training events on medical issues during pregnancy | 10. Produce posters to advertise the events |
| 5. Train midwives who will lead the training events | 11. Provide midwives with emergency birth kits |

Objectives

It is not always necessary, or realistic, for all objectives to answer all of these question, but they provide a guide to encourage students to be as precise as possible to make their objectives effective.

Discuss

Not all the objectives listed in activity 1 answer all these questions. To make some of the objectives more efficient more details need to be added.

For example, objective a. is detailed and answers the questions what, where, when and who (how much is not necessary here). However, objective b. only answers the question what, and so more details are needed, such as what will the film be, where will it be shown, at what time etc.

Goals

In general terms, a goal defines what is expected of a project. It is a statement that describes the circumstance that should result from a project, such as *lowering malnutrition* or *increasing literacy among women*. Goals are broad and show general intentions.

ACTIVITY 1

Match the objectives below to the corresponding goal.

Goal:
to improve
oral hygiene in a
community

Goal:
to prepare for
a local
election

Goal:
to improve
medical care for
pregnant
women

Objectives:

1. Hold a discussion forum in the town hall the week before elections for community members to ask the candidates questions
2. Host a film evening that highlights the effects of poor oral hygiene
3. Conduct three community training events on medical issues during pregnancy
4. Publicise the event with information about each candidate
5. Train midwives who will lead the training events
6. Find a suitable location for voting (e.g. a school building)
7. Conduct a training evening on oral hygiene
8. Advertise for a dentist to visit the community and conduct a clinic
9. Train volunteers to oversee voting
10. Produce posters to advertise the events
11. Provide midwives with emergency birth kits
12. Register candidates three months before elections



Objectives

For an objective to be efficient, it should address the questions *who*, *what*, *where*, *when* and *how much/many*:

For example:

- What is the activity?
- Who should do the activity?
- Where will the activity take place?
- When will the activity take place?
- How many people are needed or how many supplies?

Discuss

Look again at the objectives listed in **ACTIVITY 1**. Do they address these questions?

To develop clear and effective objectives it is useful to think **SMART** - this is a tool used in project management as a way of evaluating objectives to see if they are:

Specific
Measurable
Achievable
Realistic
Time-Bound

ACTIVITY 2

Match the following evaluation questions to the correct part of the SMART framework:

- | | |
|---|--|
| 1. When will the objective be achieved? | 4. Can the objective be measured - does it answer <i>how much / how many</i> ? |
| 2. Is the objective precise - does it answer <i>who, what where</i> ? | 5. Do you have the capacity (resources/time/knowledge) to do this? |
| 3. Is the objective practical or is it too ambitious? | |

For example here is a project goal with a SMART objective:

Goal: To raise the literacy levels of people who live Pickens County, Georgia, USA

Objective: To organise an Adult Literacy Class in the Pickens County Public Library, from January to March 2013, in order to provide basic skills in reading and writing to 58 adults who cannot read and write.



This objective is SMART because it is:

Specific:	we know <i>what</i> (an Adult literacy class), <i>who</i> (58 adults who can't read or write), and <i>where</i> (the Pickens County Public Library)
Measurable:	we can measure the success by the number of adults trained, and by their ability to read and write at the end of the project
Achievable:	there are adults needing/willing to take the classes and there is a place for the classes to take place
Realistic:	the target number is not too high (58 adults)
Time-Bound:	we know <i>when</i> (from January to March 2013)

ACTIVITY 2

SUGGESTED: INDIVIDUAL, THEN PAIRS TO COMPARE

Answers:

Specific 2. Is the objective precise - does it answer *who, what, where*?

Measurable 4. Can the objective be measured - does it answer *how much / how many*?

Achievable 5. Do you have the capacity (resources/time/knowledge) to do this?

Realistic 3. Is the objective practical or is it too ambitious?

Time-Bound 1. *When* will the objective be achieved?

It may be difficult for students to see the difference between Achievable and Realistic. They are similar in idea, but the key difference is that Achievable means there are appropriate resources and facilities to complete the objective. For example, it may be Realistic to hold a health training workshop for 20 people, but if there is no suitable training location available then the objective is not achievable.

ACTIVITY 3

SUGGESTED: PAIRS

Answers:

Specific:	<i>We have details of what (a Citizen Crime Warning Group), who (for the 48 families in the area), and where (the Jakarta City Public Housing area)</i>
Measurable:	<i>We can measure the number of patrols and the number of participants in the group</i>
Achievable:	<i>There are enough families in the area (48) to be able to provide citizen patrols</i>
Realistic:	<i>The scale of the project is not too large - a one month trial and for 48 families.</i>
Time-Bound:	<i>We know when - during January 2013</i>

ACTIVITY 4

SUGGESTED: PAIRS, THEN SMALL GROUPS TO COMPARE

Answers:

- Specific** Yes - details: three scholarships (what) for Burmese students (who/where) for one year, at least \$3000 each (how much)

Measurable Yes - three scholarships, and the amount of money awarded

Achievable Yes, if the organisation has the money available (at least \$9000)
Maybe No, if the organisation has not raised the money

Realistic Yes - the number of scholarships is not too high

Time-Bound Yes - 2012 entry, but we do not know exactly when to apply
- Specific** No - we need more details about who, what, where and how many

Measurable Yes/No - we can measure the number of materials delivered and the number of schools receiving materials, but we do not have a target to compare this too

Achievable Probably, but we need more information

Realistic Probably, but we need more information

Time-Bound No - 'over the next few years' is not specific enough
- We do not know any details of how this objective will be achieved, so it sounds more like a goal than an objective.

Specific Yes/No - details: reducing malaria deaths by 30% (how much) in children under five (who) in Shan State (where). But we do not know what or how

Measurable Yes - we can measure against the target of 30%

Achievable Don't know - perhaps if the organisation has the necessary resources and expertise

Realistic No/Don't know - 30 percent sounds like a very high target for only one year

Time-Bound Yes - 2012

Students' answers will vary as to how to make the objectives smart. Students should compare their answers in small groups

ACTIVITY 3

Look at the following project goal and objective.
Identify how this objective is SMART.

Goal: To create a safe living environment in the city of Jakarta, Indonesia

Objective: To start a Citizen Crime Warning Group in the Jakarta City Public Housing area during the month of January 2013 in order to provide citizen safety patrols throughout the day for the 48 families living in the area.

Specific:	
Measurable:	
Achievable:	
Realistic:	
Time-Bound:	

ACTIVITY 4

Look at the following objectives. Are they SMART?

Explain your answer.

1. Increase the number of scholarships available to Burmese students by introducing three new scholarships for students to apply to in 2012. Each scholarship awarded will be a minimum of \$3000 per scholarship.
2. Provide teaching and learning materials to as many new schools as possible over the next few years.
3. Reduce by 30% the number of children under five dying from malaria in Shan State in 2012.

Rewrite the objectives as necessary so that they are SMART.



5.2 Assessing resources and constraints

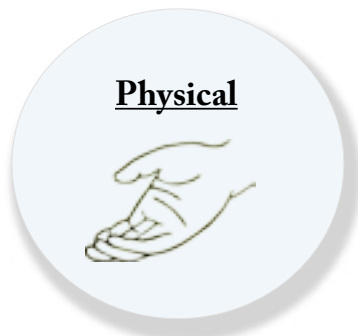
After deciding on your goals and objectives, it is important to assess the resources you need and have, as well as the constraints, or limits, that you may face. You have to examine them in relation to your project's specific objectives.

Resource assessment gives you a clearer idea of what strengths the community has that can be used for your project and what needs to be provided from outside.

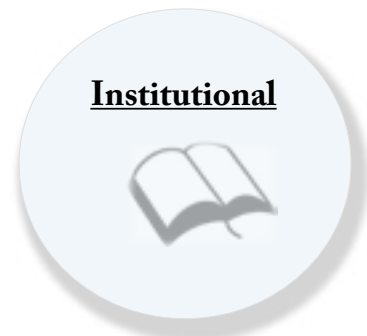
There are three major types of resources in a community: **physical**, **human** and **institutional**.



Human resources relate to people



Physical resources are things that you can see or touch.



Institutional resources relate to skills and knowledge.

ACTIVITY 1

Look at the following list of resources. Decide if they are physical, human or institutional.

- | | |
|---------------------|---------------------|
| 1. Health worker | 6. Equipment |
| 2. School teacher | 7. Roads |
| 3. Carpentry skills | 8. Doctor |
| 4. School | 9. Community centre |
| 5. Health centre | 10. Local knowledge |

What examples of these resources are in your target community?

Constraints are expected or unexpected things that could slow or limit progress of your project. Assessing constraints is necessary in order to identify and solve potential problems. It is important to predict potential constraints so you are prepared if and when problems come up.

For example, you might want to work with the doctor at a local clinic, however that doctor might only visit the clinic twice a week so you will be limited to those days.

Vocabulary
constraint (n):
a limitation or restriction

ACTIVITY 2

Look again at the list of resources in ACTIVITY 1 above.

What constraints or limits might you experience when working with each resource listed?

What examples of constraints do you see on these resources in your target community?

Compare your answers in small groups.

5.2 Assessing resources and constraints

ACTIVITY 1

SUGGESTED: INDIVIDUAL, THEN PAIRS TO COMPARE

Answers:

1. Health worker - *Human*
2. School teacher - *Human*
3. Carpentry skills - *Institutional*
4. School - *Physical*
5. Health centre - *Physical*
6. Equipment - *Physical*
7. Roads - *Physical*
8. Doctor - *Human*
9. Community centre - *Physical*
10. Local knowledge - *Institutional*

Students should compare examples of resources in their communities in pairs or small groups.

ACTIVITY 2

SUGGESTED: PAIRS, THEN SMALL GROUPS TO COMPARE

Students' answers will vary.

Force field analysis

ACTIVITY 1

SUGGESTED: INDIVIDUAL, THEN PAIRS TO COMPARE

Answers:

Helping Forces	Hindering Forces
<ol style="list-style-type: none">1. The project is scheduled during the holiday time (this could be a hindering force if it means key partners will be away)3. The head monk of a local monastery supports your project	<ol style="list-style-type: none">2. The local government isn't friendly towards your project4. Nobody in your project team is from the same age group as most of the community
Ways to strengthen	Ways to reduce or remove
<ol style="list-style-type: none">1. This may be a helping force, for example if your project is building work at a school, as you will want to complete the work while there are no students - if this is the case you can strengthen the project by making sure the work is finished on schedule (if it is a hindering force, then you may need to reschedule certain activities, or find alternative partners)3. You can strengthen relationships by regular consulting and strong dialogue, by listening to their suggestions and making changes to your plans if necessary; public meetings may be useful for other community members to see there is support for your project from community leaders	<ol style="list-style-type: none">2. Consult local government to find out why they may be unhappy; explain clearly the project goals and activities so there is no confusion; involve local government members in needs assessments; ensure you act within the law4. This doesn't have to be a hindering force, but make sure you have consulted the community thoroughly so you are familiar with customs and attitudes - for example, adults planning a youth event will want to find out what music the participants like to listen to

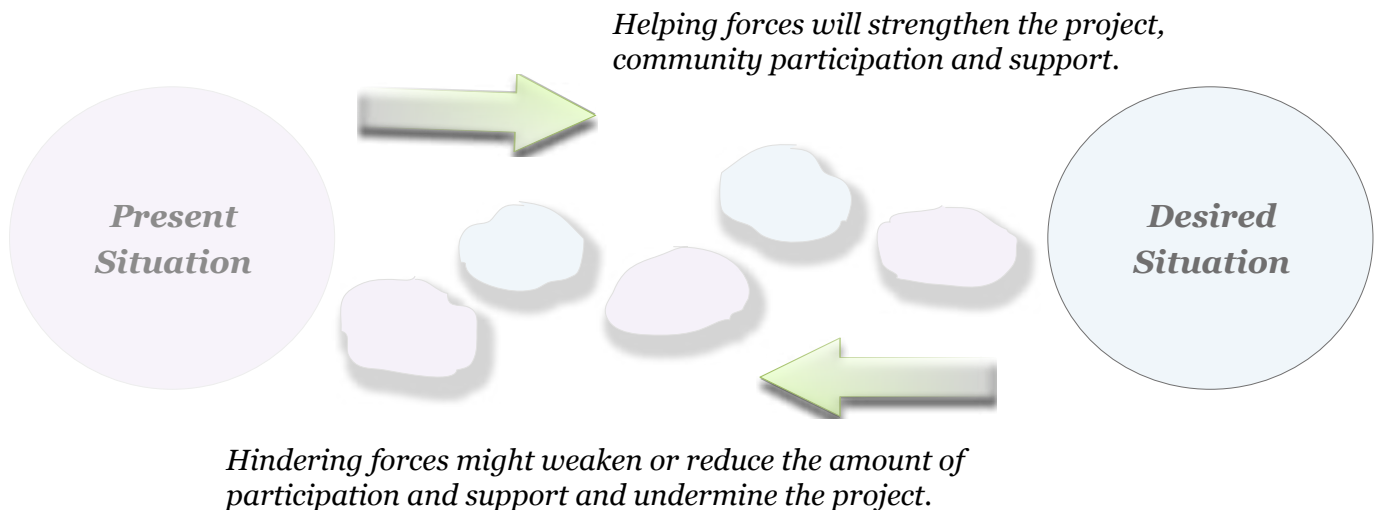
Force field analysis

In any real-life situation there are factors that help or hinder a project's development. These can come from all parts of the community and can include:

- Political factors
- Social factors
- Economic factors
- Cultural or traditional factors

These forces can particularly affect community participation and support for a project, so it is important to identify them and develop strategies to further strengthen the helping factors and to weaken the hindering factors.

A **force field analysis** is one method used to identify these helping or hindering factors.



ACTIVITY 3

Complete the table below with the following examples of Helping Forces or Hindering Forces. Sometimes you might think they can be both.

1. The project is scheduled during the holiday time
2. The local government isn't friendly towards your project
3. The head monk of a local monastery supports your project
4. Nobody in your project team is from the same age group as most of the community

Think of one way to strengthen each Helping Force or reduce each Hindering Force.

Helping forces	Hindering forces
Ways to strengthen	Ways to reduce or remove

5.3 Writing action plans

Now that you have assessed the needs of your community, developed goals and objectives based on prioritised needs and determined the resources and constraints of a project, you are ready to develop the project activity plan. This is also known as an action plan or an implementation plan.

Action planning is the process that guides the day-to-day activities of a project to ensure that all activities get completed successfully and on time. Action plans also provide a useful record for monitoring the progress of your project.

For each objective, your action plan should include:

- **What** needs to be done,
- **When** it needs to be done,
- **Who** is going to do it
- What **resources** are needed to do it.

It is also a good idea to include **communication** in your plan, to ensure that everyone involved in the project is kept up-to-date with activities.

Look at the example project action plan below:

Goal: To improve community health through access to safe drinking water					
Objective 1: To install three water filters in the community centre buildings by end of March					
Activities	Time needed	Resources needed	Person/people responsible	Communication	Completion date
Example: Move the materials to the location for the water filter	4 hours	Pick up truck, five people, petrol money	Myat Min (project team member)	Myat Min to liaise with volunteers + building manager	14th March

To be effective, action plans should be **complete, clear** and **current** (up-to-date) - this means you will have to adjust your action plan if any changes occur that affect your project.

ACTIVITY 1

1. Complete the project action plan above with as much detail as you can for at least two more activities.
2. Make sure that your list of activities is in the correct order.
3. Describe in one short paragraph why your project plan meets the criteria of being complete, clear and current.

5.3 Writing action plans

Action plans and budgets are two of the most useful working documents when you are planning and implementing a project, so it is worth spending time with the class to make sure they are comfortable with how to create them. Action plans should be updated as projects develop and if any changes are made to the project, these should also be reflected in your action plan. They also provide a useful record of who is taking responsibility for which activity and can provide a starting point for monitoring and evaluation.

If students need more practice, a useful extension activity can be to plan a class event such as an end of term party or exhibition of work so that students can write an action plan that they will follow themselves.

ACTIVITY 1

SUGGESTED: PAIRS, THEN SMALL GROUPS TO COMPARE

Students will return to this case study in the next unit, so remind students to keep their notes in a safe place so that they can refer back to them later.

Students' answers will vary. The action plan below provides an example:

Goal: To improve community health through access to safe drinking water					
Objective 1: To install 3 water filters in the community centre buildings by end of March					
Activities	Time Needed	Resources Needed	Person/People Responsible	Communication	Completion Date
4. Example: Move the materials to the location for the water filter	4 hours	Pick up truck, five people, petrol money	Myat Min (project team member)	Myat Min to liaise with volunteers + building manager	14th March
3. Clear areas where filters are to be installed	2 hours	Two people at each site, cleaning supplies (bags, brush)	Soe Soe + Aung Kyaw	S.S. and A.K. to team leader + building manager	12th March
2. Agree areas where filters are to be installed	1 day (during site visit)	Transport to community centre	Team leader + building manager	Team leader + building manager to all team + community centre users	20th Feb
1. Site visit	1 day	Transport to community centre	Team leader + Myat Min + Soe Soe	Team leader to all team + building manager	20th Feb
5. Install water filters	2 days	Materials (water tanks, filters), installation equipment, ten people	Min Htet (specialist)	Min Htet + team leader to update volunteers, all team + building manager	26th March

5.4 Budgets

Discuss

Students' answers will vary.

Students read the text then answer the question below.

When planning budgets, be as accurate as possible - this will involve finding out costs and suppliers. Students may think that it is better to over-estimate the cost of materials to make sure they have enough money, however this is not possible if your project is funded by money from donors as they need to know exactly where money is being spent. It is better to plan a reserve of money to cover unexpected costs.

ACTIVITY 1

SUGGESTED: INDIVIDUAL, THEN PAIRS TO COMPARE

Answers:

Operational costs	Materials	4. Renting an office
1. Phone bills	10. Notebooks and pens	Travel
3. Internet charges		8. Return bus ticket to Bangkok
9. Printing costs	Permits	
	6. The cost for a visa for a visiting speaker	Salaries
Equipment		2. Hiring an IT engineer
5. Hiring a truck	Facilities	
7. Two laptop computers		

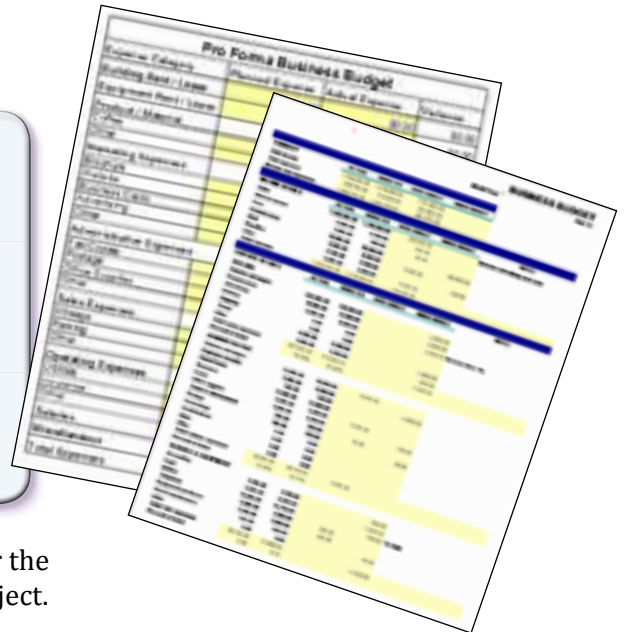
5.4 Budgets

Discuss

Answer the following questions:

- What is a budget?
- What should be included in a budget?
- How are budgets useful?
- How do you develop a budget?

Then read the information below and check your answers.



A budget is a plan that lists all the financial information for the activities you need to do to successfully complete your project.

In order to know how much money you will need to complete your project, first you need to draw up a list of the cost involved for each activity. In many community development projects, preparing a budget is required by a funding agency or by a development organisation. Even if a project does not have a source for funding, the project team needs a budget to estimate how much money is required. This will help them plan on how much money they need to find and can help funders understand why the project needs the money.

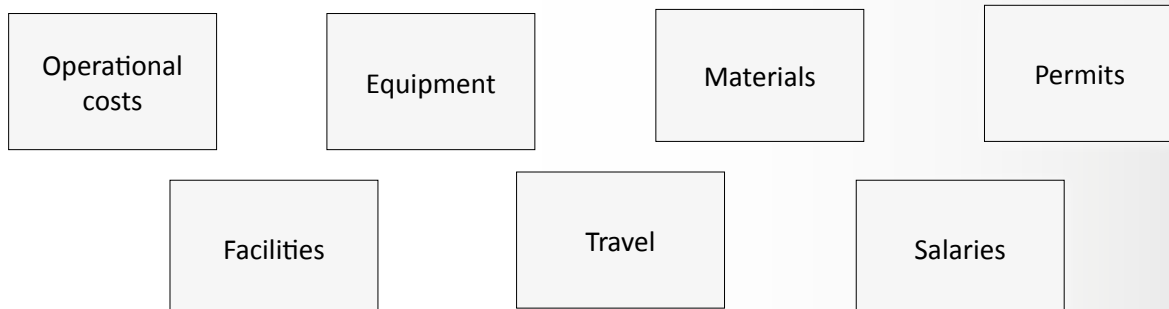
A budget is also a tool for implementing a project plan by:

- communicating the exact plan of activities
- controlling the costs of those activities
- helping plan for problems that might happen
- providing a systematic way to check and evaluate project success.

Budgets will vary depending on the kind of project you are planning, but it is important to include all items such as facilities, equipment and materials, as well as any costs for services, staff wages, and incidental costs for travel or refreshments, that you might need to fulfil your objectives.

ACTIVITY 1

Look at the following examples of categories for a budget:



Match the items below to the appropriate budget category above:

- | | | |
|--------------------------|---|---------------------------------|
| 1. Phone bills | 5. Hiring a truck | 8. Return bus ticket to Bangkok |
| 2. Hiring an IT engineer | 6. The cost for a visa for a visiting speaker | 9. Printing costs |
| 3. Internet charges | 7. Two laptop computers | 10. Notebooks and pens |
| 4. Renting an office | | |

There are generally two types of payment that you need to budget for, which require different levels of information. These are ongoing costs (or operating costs) and one-off costs (or incidental costs).

Ongoing costs are payments or bills that need to be made regularly, such as monthly rent for a building or the salaries for staff. These can be fixed (the same every month) or they can be variable (they change depending on circumstances).

One-off costs are single payments, often for equipment or other physical resources.

Depending on the scale of your project, you might need to budget only for one-off costs, or more likely, a mixture of both single and ongoing costs.

For example buying a motor bike will involve a single one-off payment, but the cost of petrol and maintenance will be ongoing operating costs.



ACTIVITY 2

Look again at the list of items in ACTIVITY 1 on the previous page. Which ones are ongoing costs and which are one-off costs? Add two more examples to each category.

Discuss

Look at the project budget on the opposite page. What can you learn about the project? What do you think the project goal is?

ACTIVITY 3

The budget opposite is for the initial, start-up phase of a mobile community library project, which contains mostly one-off costs which are necessary before the library can start operating.

1. Do you think any start-up costs are missing from this budget?

In addition to the initial start-up costs, there will also be monthly costs for this project once the library starts operating.

2. What ongoing costs would you expect there to be each month?
3. Draw up a new operating budget template to show the monthly costs for the project.

Discuss

Read the comments below about the impact of budgets on project activities. Do you agree or disagree? Explain your responses.



“...helps the coordination of activities,”
A well prepared budget:

“...increases motivation of people involved in the project”

“...increases motivation of people involved in the project”

“...reduces the project costs by increasing the effectiveness of activities.”

“...reduces the project costs by increasing the effectiveness of activities.”

ACTIVITY 2

SUGGESTED: PAIRS

Answers:

Ongoing costs:

Phone bills

Internet charges

Printing costs (if they are regular)

Renting an office

Hiring an IT engineer

Extra examples: (student's answers will vary)

Travel allowance for volunteers

Fuel for a generator

Medicine for a clinic

One-off (incidental) costs:

Hiring a truck (e.g. for one day)

Two laptop computers

Notebooks and pens

The cost for a visa

Return bus ticket to Bangkok

Extra examples: (student's answers will vary)

Building material such as wood or
Concrete

Safety equipment such as helmets
And jackets

Discuss

Students' answers will vary.

Students can see from the budget that this is a project to start a mobile library using a van that travels round a community providing books and work areas for community members, particularly children, to read, learn and study.

The project goal might be to improve literacy, or access to education resources, amongst children in a specific community.

ACTIVITY 3

SUGGESTED: SMALL GROUPS

Students' answers will vary. Possible answers may include:

1. Students might think that petrol is missing from the budget (although fuel will also be an ongoing cost).
2. Ongoing costs might include: fuel, hiring a driver, insurance costs,
3. Students' answers will vary. Students' should just draw the template (without filling in the actual cost), then compare with another group.

Discuss

Students' answers will vary.

Books for All! Mobile Community Library Project

Mobile Library Start-up budget:			
	Cost (USD)	Number Required	Total Cost (USD)
Equipment			
van with side-opening door	up to 3,000	1	3,000
shelving units + fittings	25	4	100
folding tables	20	2	40
plastic stools	5	6	30
Services			
refitting interior	100	-	100
shelving installation	50	-	50
exterior painting	50	-	50
vehicle service (mechanic)	200	-	200
poster + leaflet design (graphic designer)	volunteer	-	0
Material			
reading books	donated	100+	0
record books	2.50	2	5
exercise books	0.50	20	10
other assorted stationary (pens etc.)	-	-	10
Permits			
vehicle registration	50	1	50
license renewal	25	1	25
Publicity			
poster + leaflet printing	0.05 per page	200	10
TOTAL:			\$3,680



Unit 5 **Focus**

Stage 2: Yula Valley extended case study review

Look back at the Yula Valley Case Study from Unit 4

1. Review the most important need you identified in the Yula Valley.
Write this need as a project goal.
2. Write three objectives supporting your goal, making sure they are SMART.
3. Choose one of your objectives and list the tasks that need to be carried out in order to achieve that objective.

Discuss:

- When each task needs to be done
- How long each task will take to complete.
- What resources you need to carry out these tasks
- Who is going to carry out each task.

When you have finished, put the information together in the action plan below.

Goal:				
Objective 1:				
Activities	Time needed	Resources needed	Person/people responsible	Communication

Unit 5 **Focus**

Stage 2 Yula Valley extended case study review

Allow students time to compare the needs they identified in the case study from Unit 4.

Students are now planning a project for the Yula Valley. Students should stay in the same groups when working on the projects, as the plans of each group will be different. You could assign each group a project area from the following list, to ensure that projects are different:

health, education, environment, transport, infrastructure

SUGGESTED: SMALL GROUPS OF THREE OR FOUR

Students' answers will vary in each group. Students should review the information from Unit 5 as necessary. Projects can be small in scale, for example if students want to plan a health project, they might choose to provide safety masks to mine workers and to run a campaign to promote their use using posters. Small projects like this are easier to manage and to measure results.

For budgets, students should estimate costs where they can. Any currency can be used, but ensure all groups use the same currency.

1. Prepare a budget template for your project:

Project Budget Title:				
Item	Description	Cost	Number required	Total Cost
Category _____				
TOTAL:				

Unit 5 **Focus**

Yula Valley extended case study review cont.

Talking about your project

It is important to be able to talk about the details of your project in an organised and systematic way. A very simple and effective way to organise your project information is to use the following talking points, or, main points as an outline:

1. **Context** - This gives some basic background information about the community where the project is taking place. Useful information could include:
 - a. **History** of the community
 - b. **Location** of the community
 - c. **Population** (who lives there)
 - d. **Realisation** (when the community recognised there was a problem it wanted to change)
 - e. **Reason** (why this community needs this project)
2. **Present situation** - The problem or situation that the community wants to address.
3. **Desired situation** - The goal or reason for the project.
4. **Bridging the gap** - Explain:
 - a. How you will reach your goal
 - b. What activities you have planned to change the present situation to the desired situation
 - c. What resources you need to complete your project

Use the information you have collected over the previous pages to prepare a presentation to the class providing as much detail about your planned project as possible.

Unit 5 **Focus**

Yula Valley extended case study cont.

Talking about your project

This activity provides students with the opportunity of practising their presentation skills. Students should stay in the same groups to plan their presentation, ensuring each member of the group gets a chance to speak.

As a guide it is good to allow 10 minutes for each group presentation, plus a few minutes for other groups to ask questions after each presentation.

If desired, this activity could be used as the basis for a group assessment.

UNIT 6

Stage 3: Project implementation

- 6.1 Project coordination and managing resources
 - 6.1.1 Physical resources
 - 6.1.2 Human resources
 - 6.1.3 Financial resources
- 6.2 Project monitoring
 - 6.2.1 Project evaluation
- 6.3 Risk management

By the end of this unit students will be able to:

- develop a plan for managing resources
- describe the purposes, processes, and components of monitoring and evaluation
- develop indicators for project objectives
- design monitoring and evaluation plans for measuring progress
- assess the impact and probability of risks
- plan how to manage risks

UNIT 6

Stage 3: Project implementation

6.1 Project coordination and managing resources

6.1.1 Physical resources

6.1.2 Human resources

6.1.3 Financial resources

6.2 Project monitoring

6.2.1 Project evaluation

6.3 Risk management

By the end of this unit students will be able to:

- develop a plan for managing resources
- describe the purposes, processes, and components of monitoring and evaluation
- develop indicators for project objectives
- design monitoring and evaluation plans for measuring progress
- assess the impact and probability of risks
- plan how to manage risks

Introduction

Project implementation is carrying out your plans. Sometimes this will be easy but sometimes you may find that the situation in the community has changed since you made your first project plan. When this happens, implementing the original project plan may not be easy. You might have to change all or part of your plan before you can implement the project successfully. However, if you have developed a strong relationship with the target community through the planning stages it will be easier to learn about and adapt to any changes that occur.

Discuss

How do community relationships and participation affect the success of implementing a project?

6.1 Project coordination and managing resources

One of the main activities in project implementation is resource management. Resource management is about making the most efficient use of the resources you have. The better you use what is available, the more successful you will be in achieving your goals.

The resources you need to manage as you implement your project are slightly different from the community resources you assessed at the planning stage - you will need to manage human and physical resources to ensure that activities are carried out successfully, but rather than managing the institutional resources of the community, it is now more important to manage the financial resources available to your project. If your project plan is sustainable, the institutional resources of the target community should improve.

The three main types of resources, therefore, that you need to manage during the implementation stage are:



Human resources relates to individual and team management

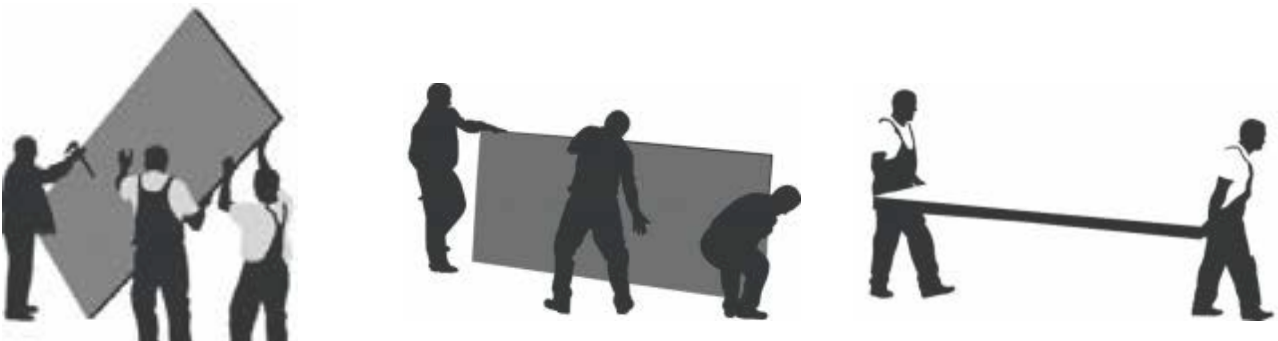


Physical resources are generally materials or equipment.



Financial resources are the money you have available for your project activities

They are often interconnected. For example, often you need to pay someone to borrow equipment and then send people to carry the equipment. However, we will look first at each separately over the next few pages.



Introduction

Discuss

Students' answers will vary. It is important to have good relationships with a community before implementing a project - this will ensure that you learn about any changes that may affect your project. If you do not have good participation from a community in your project then you may not be aware of changes in the community, and you also may find it more difficult to find volunteers for implementation.

6.1 Project coordination and managing resources

6.1.1 Physical resources

ACTIVITY 1

SUGGESTED: SMALL GROUPS

Students' answers will vary.

Items you need may include:

Food - snacks (crisps, fruit), a cake

Drinks - orange juice, lemonade, tea and coffee mix

Plates, napkins, cutlery

Hot water urn for tea and coffee

Music - mp3 player or cds, speakers or cd player

Decorations - table cloth, flowers, balloons

ACTIVITY 2

SUGGESTED: PAIRS

Students' answers will vary based on the action plans they completed in unit 5. Students may need time to compare their action plans if they are working in new groups. Possible answers may include:

1. *Pick-up truck, cleaning supplies (bags, brush), materials (the filter, water storage tank), tools for installation.*
2. *Need to ensure availability of items, that they can be purchased locally or delivered at a suitable time, and need to ensure they are transported to the appropriate place on time.*

6.1.1 Physical resources

A good use of physical, or material, resources can make your project a much easier task. Managing physical resources means having the right equipment/tools/materials in the right place at the right time.

ACTIVITY 1

In small groups, imagine you are planning a party for your class. What do you need (food, drink, music)?

Complete the table below. This table can then be used as a checklist to keep track of all your physical resources.

Item	Number	Person(s) Responsible	Date/Time Required
<i>Example: Plastic cups</i>	50	Soe Soe Myint	1hr before party starts

Compare your checklist with another group.

Did you identify the same physical resources needed?



ACTIVITY 2

Look back at the Action Plan you completed on page 54 to install water filters in a community centre. Answer the question below:

1. What physical resources can you identify in this action plan?
2. How would you need to manage these resources?

6.1.2 Human resources

Managing your human resources means ensuring that everyone knows what they should be doing at any time and ensuring that your team communicates effectively with each other, with project stakeholders and with community members.

ACTIVITY 1

Look back at the Action Plan you completed on page 54 to install water filters in a community centre. Answer the question below:

1. What human resources can you identify in this action plan?
2. What levels of communication can you identify?
3. How would you need to manage these resources?

Communicating information

Poor communication is the main source of tension and conflict between stakeholders. To avoid this you should make sure that everyone agrees on how and when important information is going to be communicated. Everyone should know how information is communicated:

- within the project team
- between the project team and members of the community
- between the project team and the donor/s
- between the project team and relevant authorities/other stakeholders

It is important to make sure that everyone who is involved with or affected by the project has access to information. Certain groups of people or individuals must not be excluded from the project due to a lack of information.

Teams and groups usually have meetings to share information. During your project you should have regular meetings with your team and, when possible, with community representatives so that everyone knows what is happening with the project and can raise and discuss problems, concerns and any changes to project plans and activities. These can be formal, organised meetings that are scheduled by the team or organisational leadership, or issues can be covered with informal meetings between team members and community members.

Discuss

In small groups discuss ways for keeping good communication formally and informally:

- | | |
|---|--|
| • Within the project team | • Between the project team and the donor/s |
| • Between the project team and members of the community | • Between the project team and relevant authorities/other stakeholders |

How do you think language issues can affect communication, particularly in a multi-lingual context?

6.1.2 Human resources

ACTIVITY 1

SUGGESTED: PAIRS

Students' answers will vary based on the action plans they completed in Unit 5. Possible answers may include:

1. Project team leader, building manager, volunteers, truck driver, other project team members.
2. Project team leader - project team members

Project team - volunteers

Project team leader - building manager

Building manager - community centre users

3. You need to ensure that the people with the appropriate skills, for example the team members who have the skills to install the water filters, are available at the right times. There needs to be regular dialogue between the community centre manager and the team leader through meetings and/or phone calls so that manager is aware of project activities. You also need to be able to contact community leaders to support finding volunteers to help with the project.

Discuss

Students' answers will vary.

Formal communication might include emails, reports and organised meetings, while informal communication might include more relaxed meetings, chats in the office, notes, phone calls, texts and also emails. It is usually best to have more formal communication with donors and authorities.

It is easy for miscommunication to occur when people speak different languages so it is always important to be aware of the languages spoken by different members of the team and community. Try to keep language clear and easy to understand and double check important information when necessary. You can also ask people their preferred method of communication - for example some people may prefer to use email rather than phone calls. You may also find that some people are excluded if they do not understand the language being used, so consider using translators if necessary.

ACTIVITY 2

SUGGESTED: SMALL GROUPS

Students' answers will vary based on their discussions.

6.1.3 Financial resources

It is very important that budgets are accurate and reflect the money that was spent. When money is being donated, you need to be able to show exactly how it is being used.

Students read the text then answer the question below.

ACTIVITY 1

SUGGESTED: INDIVIDUAL, THEN PAIRS TO COMPARE

The answers to these questions are not all to be found in the text, students are expected to think of their own responses. If students are unsure, encourage them to discuss why they are not sure.

Answers:

1. *True*
2. *False - it is very important to provide financial reports to outside donors*
3. *True*
4. *False - it is a good idea to integrate all project planning, including financial planning, together*
5. *True, good financial management proves you are responsible, and this may lead to future funding opportunities, but this is not guaranteed.*
6. *Some students may say true, as you should always collect receipts where possible. However, some students may say false, as it is not always possible to collect receipts particularly if an item is donated.*

Whether you are communicating formally or informally, it is always important to make sure there is a record of information, or notes, and that any issues, concerns, changes or ideas that come up in an informal conversation are shared with the larger team. When no records or notes are kept there is a higher probability of misunderstanding, tension and conflict arising due to poor communication.

Vocabulary

probability (n): the chances of something happening (often shown as a percentage)

ACTIVITY 2

Using the ideas shared in your discussions, draw up a checklist of advice for communication during project implementation.

6.1.3 Financial resources

Managing financial resources means managing the budget that you agreed at the planning stage - if your costs become higher than the budget you have, then you need to adjust your budget or look for more sources of money.

It is very important to keep detailed records of all financial transactions (i.e. every time money is involved). These records provide a detailed account of how much money has been spent and on what, and how much money has been earned or collected.

Monitoring plans show how much money the project is using compared to the budget and they highlight any financial problems such as if the project is using more money than it should be.



When buying any materials or supplies used in a project, it is very important to collect receipts. These receipts become part of the 'record' of what was bought as well as the how, when, where, and why money for a project was spent.

However, not all purchases or donated materials have receipts. In these cases, having a budget monitoring plan is even more important so that you can show how the money was used even if you don't have a receipt to back up the purchase or donation of materials, or the use of public transportation.

ACTIVITY 1

Label the following sentences as true or false:

1. Financial reporting is important for providing information on the conditions of project finances and progress of activities.
2. Projects that receive money from outside donors do not require financial reports.
3. Monitoring money that is raised and money that is spent is an ongoing process.
4. Individuals designing a project should not be part of designing the budget.
5. Good financial management will increase possibilities of additional and future funding with new donors.
6. You should always collect receipts to show how money was spent.

Compare your answers with a partner and discuss any differences.

ACTIVITY 2

Look at the following example budget for the materials for the Has Paw Lei school project. Then look at the example budget monitoring plan on the opposite page for the same project.

Project Overview

The Hsa Paw Lei community school wanted to improve the washing area behind the school kitchen. This area is used to wash dishes after eating and wash food for cooking every day. However, there

is no weather protection, so they plan to build a roof for the washing area. The project needs 167,500 Kyat for materials to build a roof for a washing place that is 5 meters long and 3 meters wide.

COST OF MATERIALS

No.	Unit	Description	Quantity	Cost Per Unit (in Kyat)	Total Cost (in Kyat)
1.	Wood (10 cm diameter) 5 meters long	Need for connecting the square roof frame to the building	3	8,000	24,000
2.	Wood (10 cm diameter) 3 meters long	Support poles for the roof	8	5,000	40,000
3.	Bamboo (5 cm diameter) 3 meters long	Framing poles for the roofing leaves	11	2,500	27,500
4.	Bamboo rope	For tying the roofing leaves to frame	2	3,300	6,000
5.	Roofing leaves 0.5 meters wide and 2 meters long	To make the roofing cover on the frame	100	700	70,000
TOTAL:					167,500



ACTIVITY 2

SUGGESTED: INDIVIDUAL, THEN SMALL GROUPS TO COMPARE

Students read through the information provided in the case study, then complete the monitoring plan on the opposite page.

1.

MONITORING PLAN					
No.	Budgeted Item	Budgeted Amount For Item	Actual Amount Spent On Item	Amount Remaining (In Total Budget)	Remarks
1.	Wood (10 cm diameter) 5 meters long	24,000	-	167,500	still needed - not available locally; may cost more
2.	Wood (10 cm diameter) 3 meters long	40,000	20,000	147,500	
3.	Bamboo (5 cm diameter) 3 meters long	27,500	-	147,500	donated by community member
4.	Bamboo rope	6,000	6,000	141,500	
5.	Roofing leaves 0.5 meters wide and 2 meters long	70,000	70,000	71,500	20,000 more needed
TOTAL:		167,500	96,000	71,500	

2. Currently the team has spent 96,000 kyat, with 20,000 more needed to be spent on roofing leaves and at least 24,000 needed for the 5 meter wood. This leaves 27,000 kyat extra to allow for the 5 meter wood to be more expensive than planned. The project is therefore not in danger of over-spending thanks to the donation of bamboo from the community.
3. Students' answers will vary. Students might suggest making sure they have a source for the wood identified when they are planning the budget.

ACTIVITY 2

MONITORING PLAN					
No.	Budgeted Item	Budgeted Amount For Item	Actual Amount Spent On Item	Amount Remaining (In Total Budget)	Remarks
1.	Wood (10 cm diameter) 5 meters long	24,000			
2.	Wood (10 cm diameter) 3 meters long	40,000			
3.	Bamboo (5 cm diameter) 3 meters long	27,500			
4.	Bamboo rope	6,000			
5.	Roofing leaves 0.5 meters wide and 2 meters long	70,000			
TOTAL:		167,500			

1. Use the following information to complete the project's budget monitoring plan above:

- Receipt for 20,000 kyat spent on 3 meter wood poles
- Receipt for 70,000 kyat for roofing leaves, but you learn that you still need 20,000 kyat more to cover the roof correctly.
- A team member tells you that a local community member has donated all the bamboo you need to your project.
- Receipt for 6,000 kyat of bamboo rope.
- The team member who was responsible for the 5 foot wood poles says he hasn't found any yet and might have to pay more to get them from the next village.



2. Do you think this project is operating according to its budget?
3. What would you suggest doing to improve the project's use of funds?

Compare your answers in groups.

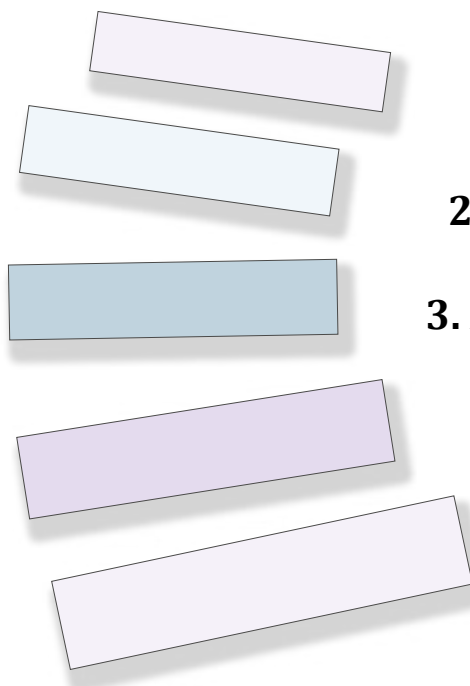
6.2 Project monitoring

As soon as a project is started it is necessary to monitor and check all the different activities, methods and the schedule to make sure all the events are taking place smoothly and efficiently.

The main reasons for monitoring a project include knowing:

- if all the activities are happening according to plan
- if all the necessary materials and other necessary items are reaching the project site on time
- if unexpected problems or issues are occurring
- if the expected results of activities, objectives are happening as planned
- if changes in the original plan are needed
- to put those changes into action if necessary

One type of monitoring system for implementing a project includes the following items in this order:

- 
1. A list of **objective activities** to be monitored
 2. The way the activity will be **checked** for progress
 3. Any **problems** that come up during the activity
 4. **Solutions** for correcting the problem
 5. **Person responsible** for monitoring an activity

ACTIVITY 1

Complete the first line of the Monitoring Work Plan on the next page using the information below:

- a. Rain delayed building by two days
- b. Build walls to 2.4 meters high
- c. Site Manager (Zaw)
- d. Wait for site and materials to dry out
- e. Measurements of walls taken from project site and materials checked against work plan



6.2 Project monitoring

ACTIVITY 1

SUGGESTED: INDIVIDUAL, THEN PAIRS TO COMPARE

Answers:

Monitoring Work Plan:

Objective:				
Activities	Monitoring Method	Problems (If any)	Solutions to Problems	Person Responsible
1. <i>b. Build walls to 2.4 metres high</i>	<i>e. Measurements of walls taken from project site and materials checked against work plan</i>	<i>a. Rain delayed building by two days</i>	<i>d. Wait for site and materials to dry out</i>	<i>c. Site Manager (Zaw)</i>
2.				
3.				

6.2.1 Project evaluation

ACTIVITY 1

SUGGESTED: PAIRS

Answers:

What should we evaluate?

- a. Impact of project
- e. Achievement of objectives
- l. Effectiveness of project
- m. Efficiency / Cost-effectiveness
- p. Achievement of activities

What is the purpose of evaluation?

- i. To see whether objectives have been achieved
- o. To find out how effective the project is
- q. To learn from experience so future activities can be improved
- s. To learn how well things were done

Who evaluates?

- b. The project manager
- d. Project staff
- f. Professional consultants
- h. Donors

When do we evaluate?

- g. At the middle of the project
- k. At the end of the project (final evaluation)
- r. At scheduled times during

the project

How does evaluation differ from monitoring?

- c. Focus
- j. Level of detail
- n. Timing

Monitoring work plan:

Objective: To build an extension to the medical clinic				
Activities	Monitoring method	Problems (if any)	Solutions to problems	Person responsible
1.				
2.				
3.				

6.2.1 Project evaluation

Objectives can be evaluated during the course of project implementation, not just at the end, to assess how well the project is working and to make any changes if necessary. Evaluation is the determination of the 'worth' of something.

Like monitoring, all evaluation plans should be carried out with members from the target community.

Vocabulary

evaluation (n): the process of looking back at the successes and/or failures of something

ACTIVITY 1

Use the information below to match the correct answers to the questions:

What should we evaluate?

What is the purpose of evaluation?

Who evaluates?

When do we evaluate?

How does evaluation differ from monitoring?

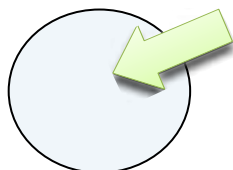
- a. Impact of project
- b. The project manager
- c. Focus
- d. Project staff
- e. Achievement of objectives
- f. Professional consultants
- g. At the middle of the project
- h. Donors
- i. To see whether objectives have been achieved
- j. Level of detail

- a. At the end of the project (final evaluation)
- b. Effectiveness of project
- c. Efficiency / Cost-effectiveness
- d. Timing
- e. To find out how effective the project is
- f. Achievement of activities
- g. To learn from experience so future activities can be improved
- h. At scheduled times during the project
- i. To learn how well things were done

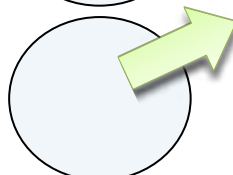
Indicators

One of the first steps in monitoring and evaluation is to select the indicators you will use.

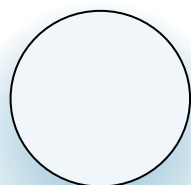
Indicators are pieces of information that show success and that allow you to measure the achievement of project objectives. Generally, there are three types of indicators:



Input indicators - describe what goes into the project, such as the number of hours of training, the amount of money spent, etc.



Output indicators - describe project activities such as the number of community workers trained, the number of women enrolled in mothers' clubs, etc.



Impact indicators - measure actual change from present situation conditions to desired situation conditions such as reduced infant mortality, reduced rate of population increase, and reduced number of adolescent pregnancies.

Input and output indicators are easier to measure than impact indicators, but they give only a partial measure of the success of the project.

ACTIVITY 1

Look at the example table below showing indicators for two objectives.

Is each indicator an *input*, *output* or *impact* indicator?

Goal: To increase the access of women in Tokara Village and neighbouring communities to reproductive health services.

Objectives:	Indicators:
1. To provide 1,000 women from Tokara Village and neighbouring communities with information on reproductive health and family planning by the end of one year through training workshops and home visits	<ul style="list-style-type: none"> a. Number of training workshops given b. Number of women attending each training workshop c. Number of home visits by the family planning educators
2. To refer all women requiring special treatment to the main city hospital.	<ul style="list-style-type: none"> a. Number of women identified as requiring special treatment. b. Number of women from Tokara Village and neighbouring communities receiving treatment at the main city hospital. c. Percentage of women identified as requiring treatment that actually received treatment.

Indicators

ACTIVITY 1

SUGGESTED: PAIRS

Answers:

Goal: To increase the access of women in Tokara Village and neighbouring communities to reproductive health services.	
Objectives:	Indicators:
1.	<i>a. Input indicator</i> <i>b. Output indicator</i> <i>c. Input indicator</i>
2.	<i>a. Output indicator</i> <i>b. Impact indicator</i> <i>c. Impact indicator</i>

Input indicators measure what you put into a project - here the number of training workshops given and the number of home visits made.

Output indicators measure the immediate results of your activities - the number of women trained and the number identified for treatment.

Impact indicators measure the effect of your project, the more lasting results - here the number and percentage of women who have received treatment and will now be healthier.

Discuss

Students' answers will vary. The indicators in activity 1 meet the criteria of being specific, clear, directly linked to the situation and clearly able to show change.

ACTIVITY 1

SUGGESTED: INDIVIDUAL, THEN PAIRS TO COMPARE

Students' answers may vary. Possible answers include:

Objective:	Indicators:
3. To train 300 mothers in nutrition and hygiene practices to reduce diarrhoea cases in children under five by the end of the year.	<p>a. Input - number of training workshops delivered</p> <p>b. Output - number of mothers attending workshops</p> <p>c. Impact - Percentage reduction in cases of diarrhoea in children under five</p>

Possible advantages:

Input and output indicators are easy to measure and to define when they have been achieved.

Impact indicator directly measures the aim of the project objective - to reduce diarrhoea cases in children under five

Possible disadvantages:

The input and output indicators are quantitative and do not guarantee results - just because training has been offered and mothers have attended does not mean that they will change their behaviour practices.

It is difficult to judge whether changes in cases of diarrhoea is directly related to the project or not. The number of cases may go up, but this does not necessarily mean the project has been a failure - there may be other influencing factors involved.

Developing an evaluation plan

Indicators should be:

- Specific and clearly stated
- Directly linked to the situation to be addressed in the project
- Able to clearly show change to anyone

Discuss

Do the indicators listed in ACTIVITY 1 meet these criteria?

Are there any other indicators you could add?

ACTIVITY 2

Look at the objective below, and write three indicators (one input, one output and one impact):

Objective:	Indicators:
3. To train 300 mothers in nutrition and hygiene practices to reduce diarrhoea cases in children under five by the end of the year.	a. b. c.

Compare your indicators with a partner.

What are the advantages and disadvantages of each indicator?

Developing an evaluation plan

One system for evaluating project objectives and activities includes the following items in this order:

1. A list of **objectives** to be monitored
2. The **indicators** that will be checked
For successful completion of objectives
3. **Source** of evaluation data
4. **Methods** or tools for evaluation
5. **Person responsible** for evaluating an activity

ACTIVITY 3

Look at the Evaluation Work Plan below.

Using the objectives and indicators from page 70, complete the table below with as much information as possible.

What do you think the data source and evaluation method for each indicator will be?

Evaluation work plan:

Objective	Evaluation indicator	Data source	Evaluation method	Person responsible
1. To provide 1,000 women from Tokara Village and neighbouring communities with information on reproductive health and family planning by the end of one year through training workshops and home visits	a. Number of training workshops given	Workshop team records	Compare records of workshops given with action plan; Check time frame	Daw May
	b.			
	c.			
2.	a.			
	b.			
	c.			



ACTIVITY 3

SUGGESTED: PAIRS

For this activity students do not need to complete the person responsible column.

Students' answers may vary. Possible answers include:

Evaluation Work Plan:

Objective	Evaluation indicator	Data source	Evaluation method	Person responsible
1. To provide 1,000 women from Tokara Village and neighbouring communities with information on reproductive health and family planning by the end of one year through training workshops and home visits	a. Number of training workshops given	Workshop team records	Compare records of workshops given with action plan; Check time frame	Daw May
	b. Number of women attending each training workshop	Workshop team records - attendance lists	Add number of women attending each workshop; check against targets	
	c. Number of home visits by the family planning educators	Home visit log, team records	Compare logs of home visits with action plan; check time frame	
2. To refer all women requiring special treatment to the main city hospital.	a. Number of women identified as requiring special treatment	Home visit log and interview notes	Check log and notes to see number of referrals made	
	b. Number of women from Tokara Village and neighbouring communities receiving treatment at the main city hospital	City hospital records	Liaise with city hospital to request data sharing	
	c. Percentage of women identified as requiring treatment that actually received treatment	Interviews with women identified as requiring treatment	Revisit women referred to hospital to check they received treatment - compare numbers of those who received treatment with records of those identified	

6.3 Risk management

Dealing with uncertainties

If necessary, remind students:

Physical risks - relate to material and equipment

Human risks - relate to people, e.g. the project team or community members

Financial risks - relate to money

Political risks - relate to regulation and authorisation, e.g. permits

Environmental risks - relate to the world around you, e.g. weather conditions

Activity 1

Suggested: individual, then pairs to compare

Answers:

- a. Human, because it directly involves a team member
- b. Political, because it involves regulations and procedure
- c. Financial, because it involves money and will affect your financial resources
- d. Physical, because it affects a physical resource, electricity, that you need
- e. Environmental, because it affects the world around you

Discuss

Students' answers will vary. There may be political risk in asking the hospital to share data - this may be against their policy, and you would have to look for another way to collect this data; there may be environmental risks such as flooding or physical risks such as not having sufficient transport which affect the home visits; a human risk might be not finding enough family planning educators meaning completing multiple visits will take longer.

6.3 Risk management

Dealing with uncertainties

While a project manager cannot know exactly what problems will happen for each project, it is important to be aware of the potential for problems and assess which risks are more likely than others and take steps to avoid them or prepare for them. Having plans or resources to manage them is a key part of every project, this is called risk management.

Just like when you are managing your resources, risks for a project generally fall into three categories: **physical**, **human** and **financial**. However there may also be other larger factors, such as **political** or **environmental** risks that might affect the success of your project.



ACTIVITY 1

Match the problems listed below to the correct category:

- | | |
|---|---|
| a. The project manager breaks her wrist | d. Your office has a power cut |
| b. The project team is refused a permit to travel | e. The area around your project site floods in rainy season |
| c. The price of materials increases | |

Risk management involves preparing a plan for what to do in case an emergency occurs. In order to do this, you need to assess what problems you are likely to encounter and what impact they would have.

Discuss

Look back at the evaluation work plan for the reproductive health services project.

What risks can you identify for this project?

How would these affect the project?



Impact

When trying to plan for possible problems it helps to have a way to decide if a problem will have a big or small impact on your project. The table below helps you assess the most immediate risks.

The high / low impact / probability matrix:

High impact / low probability
will have a very damaging effect on your project, but is unlikely to happen

High impact / low probability	High impact / high probability
Low impact / low probability	Low impact / high probability

High impact / high probability
will have a very damaging effect on your project and is likely to happen

Low impact / low probability
will not affect your project very much, and is unlikely to happen

Low impact / low probability	Low impact / high probability
------------------------------	-------------------------------

Low impact / high probability
will not affect your project very much, but is quite likely to happen

Risks that have both **high impact and high probability** are the problems you want to spend time planning for.

Risks that have **low impact and low probability** you generally don't need to plan much for.

ACTIVITY 2

As part of the project to improve the health of women in Tokara village, a series of workshops are planned on reproductive health and family planning.

Match the risks below to the appropriate box in the matrix:

- Technical problems interfere with the computer presentation
- Traffic noise from a nearby road can be heard inside the training room
- The workshop venue does not have air-conditioning
- The trainer is delayed by transport problems
- An earthquake hits Tokara village
- Community members do not support the project - it is seen as controversial
- Not many women attend the workshops
- Venue hire is more expensive than planned
- Not all the women in the village speak the same language



Discuss

List four other risks that could affect the project activity.

Impact

ACTIVITY 2

SUGGESTED: PAIRS, THEN SMALL GROUPS TO COMPARE

Students' answers may vary slightly - encourage students to explain the reasons for their choices:

High impact/low probability 5. An earthquake hits tokara village	High impact/high probability 4. The trainer is delayed by transport problems 6. Community members do not support the project - it is seen as controversial 7. Not many women attend the workshops 9. Not all the women in the village speak the same language
Low impact/ low probability 2. Traffic noise from a nearby road can be heard inside the training room 8. Venue hire is more expensive than planned	Low impact/high probability 1. Technical problems interfere with the computer presentation 3. The workshop venue does not have air conditioning

Discuss

Students' answers will vary. Other risks may include not receiving enough money to complete the project, a team member being ill or transport breaking down.

Discuss

Students' answers will vary.

The most important risks to focus on are the High Impact / High Probability risks. These could be managed by:

4. Making sure the trainer arrives in the village a day before the workshops are scheduled.
6. Making sure there is a detailed community assessment, and building up a good relationship with community members, including men who may misunderstand the project, so that the benefits of the project to all community members are clear.
7. Making sure the workshops are well advertised through appropriate means, and planning the workshops at a convenient time and location for women to attend.
9. Making sure this is known during the community assessment and hiring translators for workshops and home visits.

ACTIVITY 3

SUGGESTED: PAIRS, THEN SMALL GROUPS TO COMPARE

Students' answers may vary - encourage students to explain their responses.

Examples may include:

1. Risks	2. Category	3. Affect	4. Reasons
Plants may be damaged by heavy rains or dry, hot sun	Environmental	Plants may die and there will not be fruit and vegetables for the residents	Weather conditions of the area
Local suppliers may be upset that they are losing business	Human	There may be tension in the community	Once the care centre starts growing its own food it will not buy so much from local suppliers so they will lose money

5.

High impact/low probability	High impact/high probability Plants may be damaged by heavy rains or dry, hot sun
Low impact/ low probability Local suppliers may be upset that they are losing business	Low impact/high probability

6. To reduce environmental risk, plants need to be watered in hot season and small plants planted in areas that won't flood (like raised boxes).

It is unlikely that local suppliers will be upset, as they will have other clients to sell their produce to, but this could be avoided by including suppliers in discussion processes.

Once you have identified potential problems, you can plan for how you would manage them:

1. Anticipate – How can you prepare for the possible problem before it happens?
2. Minimise – If a problem does happen, how could you reduce the impact before it has time to get worse?
3. Handle – How would you deal with a problem as best as you can at whatever stage you discover it?

These three responses and their reflective questions are most effective when used together. They form an outline for a risk management plan.

Discuss

How would you manage the risks identified in Activity 2?

ACTIVITY 3



Project Overview

A local residential care centre for people suffering from long-term illnesses who are no longer able to live at home has started implementing a community garden project. The centre has decided to plant a fruit and vegetable garden in the land around the centre so that the residents will have an enjoyable way to pass their time while getting some light exercise. Once the garden is established the residents will use the fruit

and vegetables that they grow for cooking meals which will help reduce the operating cost of the centre so that more money can be spent on treatment and care. Any extra produce that is not needed for cooking can be sold to raise extra money. Volunteers have been recruited to help with clearing and digging the garden area before the residents and workers at the centre plant the fruit and vegetable seeds.



Read the case study and answer the questions below.

1. What are some possible problems/risks you can imagine in the case study?
2. Which categories (physical/financial/human/political/environmental) do the problems you identified fall into?
3. How would the project be affected by the problems you identified in each category?
4. What might be the reasons or causes for these problems?
5. Draw a high/low impact/probability matrix with the problems you identified.
6. What could you do to prevent, or lessen the impact of these problems?

Unit 6 FOCUS

Urban youth development project case study

Read the information provided below about a project to help ethnic minority youth, then answer the questions on the opposite page:

The problem: Ethnic minority youth in an urban community feel disconnected from their culture and their school settings and are at risk of involvement in negative peer activities.

Goals: To foster respect for traditional culture and increase a sense of belonging to a larger ethnic community among inner-city ethnic youth.

To encourage the development of healthy ways to express feelings of anger and alienation.

To reduce gang involvement of inner-city ethnic youth.

Partners: Native Friendship Centre, YMCA, summer camp, elders.

Resources: four summer staff at the Native Friendship Centre, contribution of a supervisor from the Friendship Centre, community space at the local YMCA, eight-week time slot at a summer camp, support of two native elders, use of two school buses, four parent volunteers, \$7500 in grant money to cover programme supplies and use of school bus.

Project notes

Two senior summer staff hired for 14 weeks will recruit and select youth, develop and lead programme activities for the two-part summer programme.

The programme will involve four weeks of urban activities and four weeks at the summer camp.

Two junior staff hired for 11 weeks will assist senior staff in preparation and follow-up activities and in leading summer camp programme.

Urban activities will include activities to teach youth about their culture and to explore creative arts and theatre, basketball and other sports activities at the YMCA, discussion groups involving elders, and joint planning by youth to culminate in a community project such as a mural painting, a theatrical event, or a youth-led nature walk for community members.

Camp activities will be similar to those offered in the city, but with increased focus on traditional culture and life skills, discussion groups, and outdoor sports activities.

One senior and one junior staff will lead 12 to 15 at-risk youth in the four-week urban programme with the assistance of an elder and two parent volunteers. The remaining staff and volunteers will lead a similar group in the four-week summer camp.

Unit 6 **Focus 1**

Urban youth development project case study

Students should read through the information provided then answer the questions on the opposite page. Students may feel that the project is not on track to meet its goals. Encourage students to be critical of the project where appropriate and to discuss how to make improvements to the plans.

SUGGESTED: PAIRS / SMALL GROUPS

1. Students' answers will vary, particularly for objective 3 - students may find it difficult to identify an objective that matches the goal of reducing gang involvement. This is because in the project notes there are no specific activities planned to address this goal. This is a weakness of the project and may support students answers to question 3.

Possible answers may include:

Objective 1	Activities
To hold a four week summer programme of urban activities for up to 15 ethnic minority youth to build a sense of community and learn about their cultural history	Hire two senior and two junior staff members
	Plan schedule of activities
	Liaise with elders to organise discussion groups on community and culture
	Liaise with YMCA to organise sports activities
Objective 2	
To hold a four week summer programme at a residential summer camp to promote healthy activities and learn traditional culture and life skills	Organise transport using school buses
	Plan culture, life skills and sports activities
	Confirm outline of activities with elders and with summer camp workers
Objective 3	
To provide an atmosphere of support and friendship to increase the confidence of participating youth and help them avoid involvement with city gangs	Engage four staff from the Native Friendship Centre, two native elders and four parent volunteers to support and oversee youth events

2. Indicators may include:

Input Number of at-risk youth that attend the programme

Output Responses given by participating youth, parents and elders in post-project questionnaires

Impact Number of arrests made by police of ethnic minority youth in the target area

3. It is useful for students to think critically about project plans, so encourage students to compare their ideas about whether or not this project will meet its goals.

Students may think that the project will not reach its goal of reducing gang involvement as there are no specific activities planned to address this.

4. The project is quite short term - an eight week summer programme may not provide sufficient long-term support for youth who are at risk of negative behaviour. More activities that could be planned might include a regular after-school group, or continued engagement with the Native Friendship Centre that may help reduce gang involvement

1. Use the information from the project notes on the previous page to complete the objectives and activities below.

Objective 1	Activities

Objective 2	

Objective 3	

2. Write a list of indicators for your project objectives.
Compare your indicators in groups. Which are input, output and impact indicators?
3. Based on the activities and indicators you have identified, do you think the project will meet its goals? Why or why not?
4. What changes could you make to this project to ensure it meets its goals (e.g. other activities you would add)?



Unit 6 Focus 2

Stage 3: Yula Valley extended case study review

Look back at the Yula Valley case study from Unit 4

1. What resources – physical, financial and human – would you need to implement your project?
How would you manage these resources?
2. Using the objective you identified in Unit 5, write two or three indicators.

Objective:	Indicators:
	a. b. c.

3. Draw up an outline of how you would monitor/evaluate the success of these indicators.
4. Identify 6 risks that might threaten your project in the Yula Valley.
Draw a high/low impact/probability matrix to categorise these risks.

High impact / low probability	High impact / high probability
Low impact / low probability	Low impact / high probability

Are these problems physical, financial, human, political or environmental?
What action could you take to protect against them?

Unit 6 Focus 2

Stage 3 Yula Valley extended case study review

Students' answers will vary based on the projects they have planned for the Yula Valley in Unit 5. Students should work in the same groups as before and compare their responses as a class when finished.

SUGGESTED: SMALL GROUPS OF THREE OR FOUR

This is the final exercise in the Yula Valley case study. As an extension activity, you could ask students to prepare a written project proposal outlining all the information they have gathered for their project using the following headings:

Background and Context

Rational (*explain the need for the project*)

Project Goal

Objectives

Action Plan

Budget

Indicators

Monitoring and Evaluation Plan

Risks

If desired, this activity could be used as the basis for an assessment.

UNIT 7

Stage 4: Comprehensive evaluation and reflection

- 7.1 What is a comprehensive project evaluation?
- 7.2 Comprehensive evaluation framework
- 7.3 Collecting information
- 7.4 Analysing information
- 7.5 Project reflection: lessons learned

By the end of this unit, students will be able to:

- plan a comprehensive project evaluation after completing all project activities
- evaluate the overall success of project goals and objectives
- use appropriate tools for collecting evaluation information
- apply lessons learned from the project evaluation to new and up-coming projects

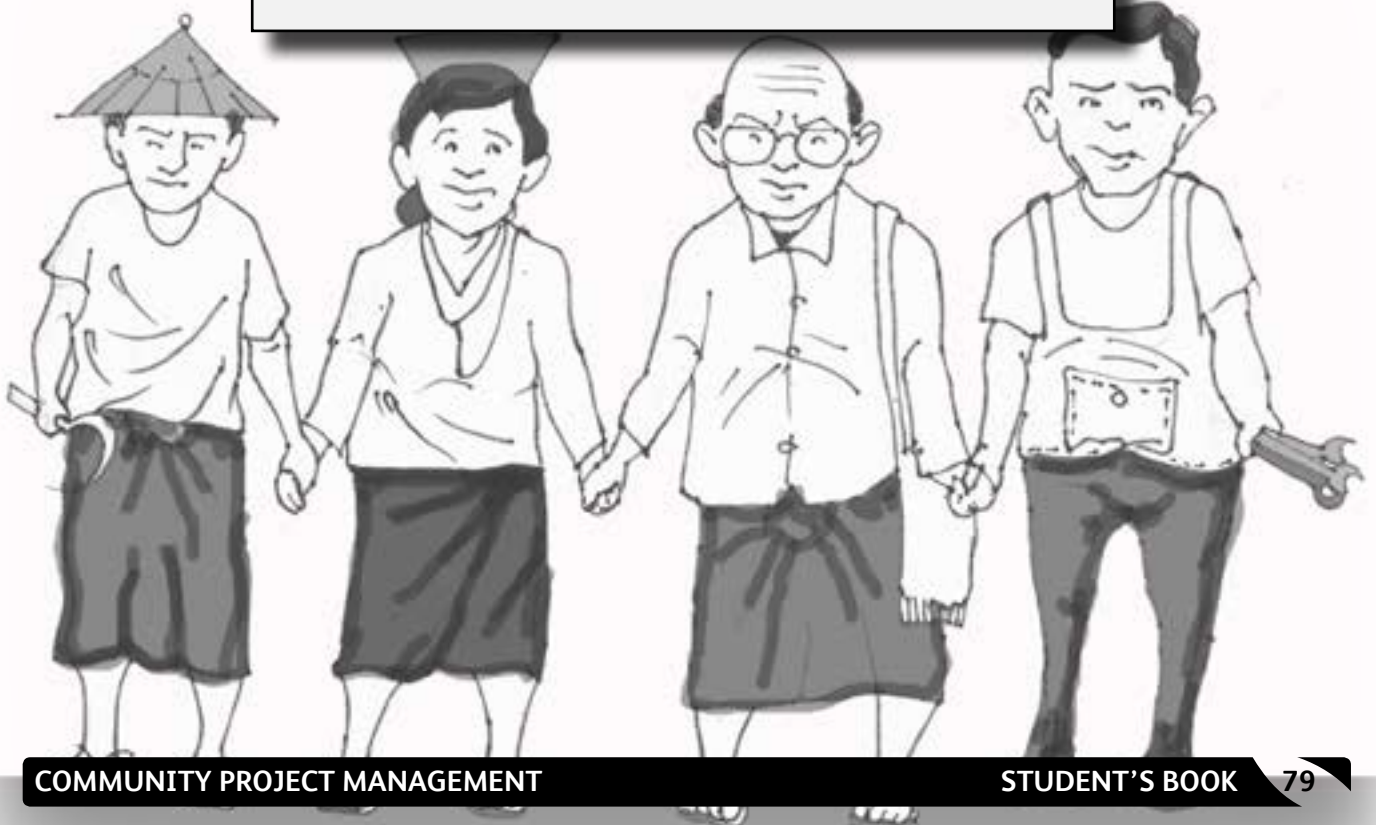
UNIT 7

Stage 4: Comprehensive evaluation and reflection

- 7.1 What is a comprehensive project evaluation?
- 7.2 Comprehensive evaluation framework
- 7.3 Collecting information
- 7.4 Analysing information
- 7.5 Project reflection: lessons learned

By the end of this unit, students will be able to:

- plan a comprehensive project evaluation after completing all project activities
- evaluate the overall success of project goals and objectives
- use appropriate tools for collecting evaluation information
- apply lessons learned from the project evaluation to new and up-coming projects



7.1 What is a comprehensive project evaluation?

A comprehensive evaluation is a review of the whole project, looking at its overall value and effect. Doing an evaluation helps us to see if the project has been successful, and also provides the following benefits:

- helping us to plan more effective projects in the future
- learning from successes and mistakes
- justifying activities to disinterested community members
- justifying activities to external funders or donors
- discovering if the project is having the effect we hoped it would
- helping to build and empower the community
- helping ensure the project's sustainability

Vocabulary

comprehensive (adj):
complete, total, very
detailed and with all
necessary information

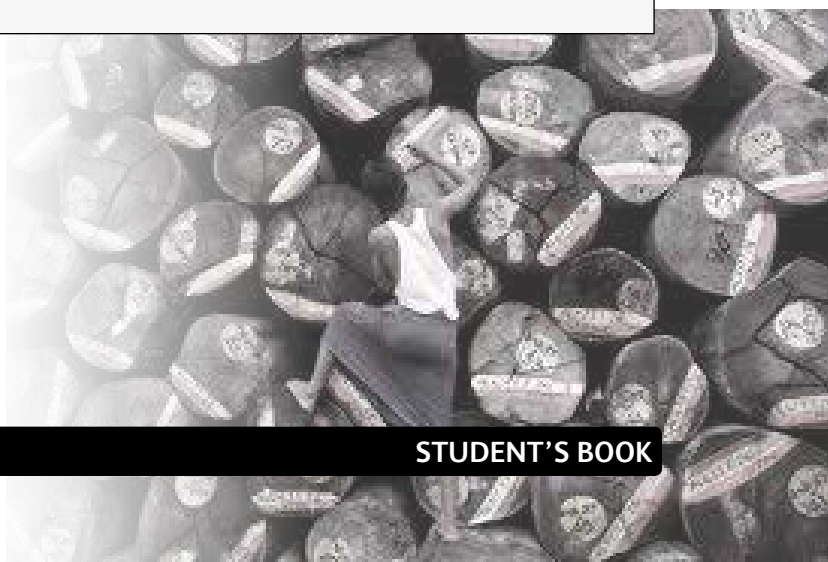
Evaluation can be carried out by an expert or outside consultant who is employed to assess the results of a particular project when it finishes. This is called external evaluation and is popular with many larger organisations. Internal evaluation is when an organisation evaluates its own project. Participatory evaluation is a form of evaluation, which involves as many stakeholders as possible in the evaluation process.

ACTIVITY 1

What do you think are the advantages and disadvantages of external, internal and participatory evaluations? Fill in the table below.

	Advantages	Disadvantages
Internal evaluation	<i>e.g. internal evaluators have more knowledge about the situation they are evaluating</i>	<i>e.g. internal evaluators are more influenced by a situation they are part of</i>
External evaluation		
Participatory evaluation		

It is very difficult to go back and set up an evaluation system once work on your project begins to happen, so you should decide what kind of evaluation you will have during your planning process. In fact, the information you collect during your needs assessment can also be used for evaluation after your project has been completed.



7.1 What is a comprehensive project evaluation?

ACTIVITY 1

SUGGESTED: PAIRS, THEN SMALL GROUPS TO COMPARE

Students' answers may vary. Possible answers include:

	Advantages	Disadvantages
Internal Evaluation	<i>Internal evaluators have more knowledge about the situation they are evaluating</i> <i>Internal evaluations will use fewer resources (time, money etc)</i>	<i>Internal evaluators are more influenced by a situation they are part of</i> <i>Others may not view evaluation results as reliable</i>
External Evaluation	<i>External evaluators have a more objective view</i> <i>It can appear more professional to others (such as donors) to have an independent evaluator</i>	<i>It may take more time as an external evaluator will have to become familiar with the situation and context</i> <i>It may be expensive</i>
Participatory Evaluation	<i>Gives stakeholders the opportunity to contribute their perspectives</i> <i>Empowering</i>	<i>It may take more time to gather everyone's opinion</i> <i>Stakeholders may not agree on project results</i>

7.2 Comprehensive evaluation framework

ACTIVITY 1

SUGGESTED: PAIRS

Answers:

WHY should it be evaluated?

- c. Will the information be used for the project team only?
- h. Is the information required by another organisation or donor?

WHAT should be evaluated?

- d. Will each stage need to be very deeply and specifically evaluated?
- g. Will an evaluation of only the major points from each stage be enough?

WHEN should it be evaluated?

- f. Is there a specific deadline by which the evaluation needs to be finished?
- j. Will the evaluation be done only one time after the completion of a project, or at different scheduled times? For example:
 - One month after finishing project?
 - Six weeks after finishing project?
 - Four months, after finishing project?

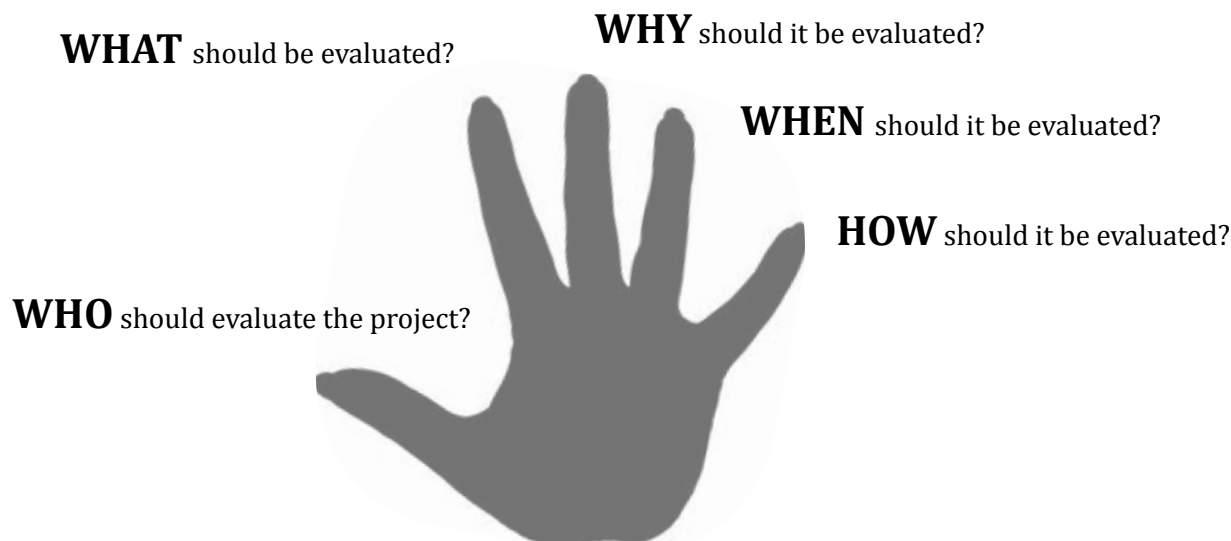
HOW should it be evaluated?

WHO should evaluate the project?

- a. Will only your team evaluate?
- i. Will other people/groups be involved?

- b. Can you evaluate your project with your own methods and tool?
- e. Is there another formal evaluation method or tool required by an outside donor that your team has to use?

7.2 Comprehensive evaluation framework



In answering these questions about your project, you get the framework for how you are going to evaluate your activities.

ACTIVITY 1

Match the questions below to each of the 5 questions above.

- | | |
|--|---|
| a. Will only your team evaluate? | g. Will an evaluation of only the major points from each stage be enough? |
| b. Can you evaluate your project with your own methods and tool? | h. Is the information required by another organisation or donor? |
| c. Will the information be used for the project team only? | i. Will other people/groups be involved? |
| d. Will each stage need to be very deeply and specifically evaluated? | j. Will the evaluation be done only one time after the completion of a project, or at different scheduled times? For example: |
| e. Is there another formal evaluation method or tool required by an outside donor that your team has to use? | <ul style="list-style-type: none"> • One month after finishing project? • Six weeks after finishing project? • Four months, after finishing project? |
| f. Is there a specific deadline by which the evaluation needs to be finished? | |

A simple and effective evaluation tool uses three basic comprehensive evaluation questions:

<i>What worked?</i>	What was effective in the way we conducted our project?
<i>What didn't work?</i>	What was not effective in the way we conducted our project?
<i>What needs to be done differently?</i>	What changes would we make for this project to be more effective?

Comprehensive evaluations need enough time to cover all four stages of the project life cycle. At a minimum the three basic evaluation questions need to be asked for each stage of the project. It is important to also evaluate your process of evaluation!

You can use the comprehensive project evaluation framework to answer the three reflective questions about your project activities throughout the project cycle:

Comprehensive project evaluation	What Worked?	What didn't work?	What needs to be done differently?
Situational analysis			
Project planning			
Project implementation			
Project evaluation			

7.3 Collecting information

In addition to the indicators that you monitored during implementation, you can assess your final outcomes using quantitative and qualitative data sourced from questionnaires and interviews.

Discuss

How could you use the techniques from Unit 3: Situational Analysis in a comprehensive evaluation?
Who do you think should be involved?

Qualitative

Qualitative data provides descriptive responses based on people's opinions, so the responses are more likely to vary from each other.

Qualitative questions can:

- ask how and why
- be open-ended questions
- ask for longer, more personalised responses

Quantitative

Quantitative data provides numbers, times, lengths and responses that can be easily categorised and compared equally.

Quantitative questions can:

- ask how much, how many,
- be yes/no or true/false questions
- use number scales or checklists

You may want to use different evaluation methods for different stakeholders. It is a good idea to plan how you are going to collect data carefully, just as you did when conducting the situational analysis, and make sure that checklists and questionnaires are prepared in advance. This is particularly important for workshops or events, as you may not be able to contact all the participants again.

If necessary, write the following example of evaluation notes on the board:

Comprehensive Project Evaluation	What Worked?	What didn't work?	What needs to be done differently?
Situational Analysis	<i>Community members participated in meetings and discussions; stakeholders were identified and consulted</i>	<i>Not many women attended community consultation meetings</i>	<i>Hold meetings at a different time that is more convenient for women; conduct individual interviews with female stakeholders</i>
Project Planning			
Project Implementation			
Project Evaluation			

If your class has already been involved in implementing projects, ask them to describe the process in small groups. Some students may be able to complete the evaluation table for a project they are familiar with.

7.3 Collecting information

The same methods for collecting data used in the Situational Analysis can be used to collect evaluation data. Ask students for examples of these, and remind them if necessary: *observation checklists, questionnaires, individual and group interviews.*

Discuss

Students' answers will vary. Students should look back at Unit 3 to refresh their memory of the data collecting techniques.

Observation checklists could be useful for evaluating a building project or an environmental project.

Questionnaires are useful for many kinds of projects, particularly workshops, training programmes or events.

Interviews could be useful to find out more detailed information from key stakeholders.

If an evaluation is to be participatory it should involve as many stakeholders as possible. Students should refer back to Unit 4 if necessary for details on stakeholders.

It is also a good idea to remind students only to collect information that they need. Community members, project participants and other stakeholders may not have a lot of time to contribute, and so it is important that evaluation questions are simple and targeted to be most effective.

ACTIVITY 1

SUGGESTED: INDIVIDUAL

Answers:

1. *Qualitative*
2. *Quantitative*
3. *Quantitative*
4. *Quantitative*
5. *Qualitative*

ACTIVITY 1

Read the following project description:

Domestic Violence Prevention Project

Goal: To reduce the incidence of domestic violence in the community

Objectives:

- 1) To promote a healthy attitude towards relationships and raise awareness of the consequences of abusive relationships through implementing a series of classroom-based training workshops for selected community members.
- 2) To train five community leaders to act as counsellors for people to talk to if they feel they may be in an abusive situation.
- 3) To provide mentor visits to help support counsellors and gather feedback.



Now look at the examples below from the evaluation questionnaire that was sent to project participants.

Decide if each question is a **quantitative** question or a **qualitative** question.

1. How would you describe your involvement in the relationship-abuse prevention project?

2. Please rate your satisfaction with this programme.

1	2	3	4	5
Very unsatisfied				Very satisfied

3. Which services did you receive? (Check all that apply.)

- ☐ Classroom instruction
- ☐ Counsellor training
- ☐ Mentor visit

4. Indicate whether the following statements are true or false:

a. Jealousy is a sign of love. **T / F**

b. When a woman gets hit by her partner, she must have provoked him in some way. **T / F**

5. How effective do you think the project has been in raising awareness of the warning signs of relationship abuse?



ACTIVITY 2

Complete the following table with the strengths and weaknesses below for each data type:

Data Type	Strengths	Weaknesses
Quantitative		
Qualitative		

- | | | |
|--|---|---|
| 1. Easier to combine data to get overall results | 5. Doesn't provide in depth information | 10. Provides in-depth "rich" information |
| 2. Analysis can be done quickly | 6. Fits within oral tradition | 11. Easier to design questions |
| 3. May not be suitable for large samples | 7. Less personal | 12. Difficult to combine data across participants |
| 4. Analysis is time consuming | 8. Seen as objective | |
| | 9. Difficult to design good questions | |

7.4 Analysing information

Once you have collected information from interviews, questionnaires and checklists, you need to collate the results so they can form part of your evaluation. From these results you will be able to draw conclusions about the overall successes of your project and make recommendations for future projects.

You will usually write a report to summarise the project and its impact based on the findings of your evaluation. Such reports are often required by donors to show the results of your activities, and are useful to publicise your achievements.

Vocabulary

collate (v):
to organise,
compare and
analyse text or
data

Discuss

Why do you think it might be a good idea to publicise the achievements of your project?

Are there times when you might not want to do this?

ACTIVITY 2

SUGGESTED: PAIRS

Answers:

Data Type	Strengths	Weaknesses
Quantitative	<i>Easier to combine data to get overall results Analysis can be done quickly Seen as objective</i>	<i>Doesn't provide in-depth information Less personal Difficult to design good questions</i>
Qualitative	<i>Fits within oral tradition Provides in-depth "rich" information Easier to design questions</i>	<i>May not be suitable for large samples Analysis is time consuming Difficult to combine data across participants</i>

7.4 Analysing Information

Discuss

Publicising your achievements might be a good idea to raise the profile of your group or organisation; it might help you get more funding ; it might help raise awareness of a specific issue and encourage others to change their behaviour (for example promoting recycling); it might help people who did not support your project to change their minds.

You might not want to attract publicity when you are working in a sensitive context, particularly when there might be risk to the communities you are working with. It is always important to make sure the safety of all stakeholders is protected.

ACTIVITY 1

SUGGESTED: SMALL GROUPS

Possible answers include:

Positive outcomes:

Participants found the event very informative and the presenter very knowledgeable;

Participants seem interested - they want to receive more information;

Participants seem engaged - some want more discussion opportunities.

Areas to improve:

Not many women attended;

Not a very diverse age range - not many people over 35 attended;

The time and location don't seem very convenient for most participants.

Direct students to think about the reasons behind the areas to improve. For example, why do they think not many women attended the event? It might be that the time or location was not convenient for women, or that the event was not advertised in a way women would see.

Recommendations

Students might recommend:

holding more events in the future, as participants want to learn more;

finding a new venue for future events;

holding future events at weekends or in the evenings;

considering the cost of transport - maybe providing a bus to transport participants if the venue is not easily accessible;

encouraging more women to participate - perhaps by advertising events to women's groups;

encouraging older people to attend - through advertising and by changing the time so that it does not conflict with people's work.

ACTIVITY 1

Read the following project information and look at the collated questionnaire results.

What are the positive outcomes, and what areas could be improved?

What recommendations would you make based on the questionnaire answers?

Project Overview

You organised a presentation on protecting the urban environment including a short video, tips for reducing pollution and ways to recycle rubbish.

At the end of the event, you asked participants to fill out a questionnaire containing eight quantitative questions and a comments section. Forty eight people attended the event and forty two completed questionnaires were returned.

Venue: Conference Room 1
City Standard Hotel

Date: Friday, 24th May

Time: 2-4pm

Collated Results

Total no. questionnaires received: forty two

Age:	<i>under 20</i>	<i>20-35</i>	<i>35-50</i>	<i>50+over</i>
	12	23	6	1
Gender:	<i>male</i>	<i>female</i>		
	31	11		
Was the event location convenient?	<i>1 (poor)</i>	<i>2 (ok)</i>	<i>3 (very good)</i>	
	10	28	4	
Was the timing of the event convenient?	<i>1 (poor)</i>	<i>2 (ok)</i>	<i>3 (very good)</i>	
	12	25	5	
Was the event informative?	<i>1 (poor)</i>	<i>2 (ok)</i>	<i>3 (very good)</i>	
	0	11	31	
Was the presenter knowledgeable?	<i>1 (poor)</i>	<i>2 (ok)</i>	<i>3 (very good)</i>	
	0	9	33	
Was there enough time to ask questions?	<i>1 (poor)</i>	<i>2 (ok)</i>	<i>3 (very good)</i>	
	5	31	6	
Would you like more information about ways to improve the urban environment?	<i>no</i>	<i>yes</i>		
	5	37		

Comments:

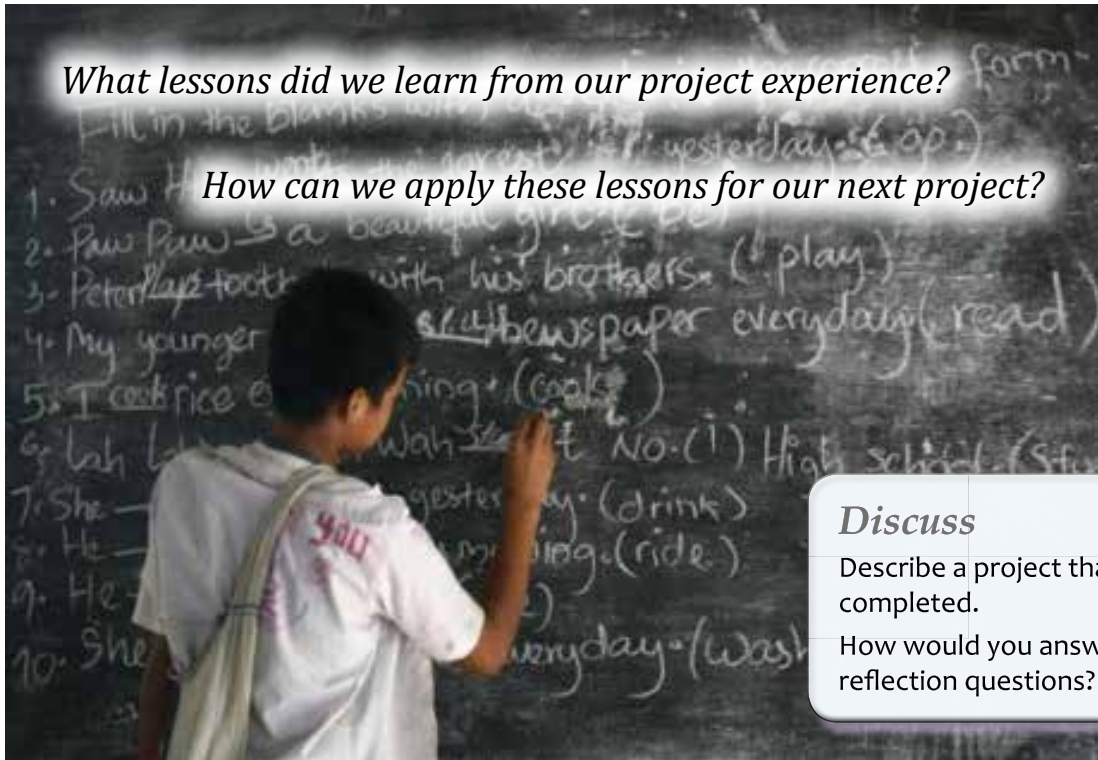
Seventeen people said they would prefer events in the evening or at weekends
Ten said that transport to the event location was expensive
Six people said they would like more discussion time

7.5 Project reflection: lessons learned

Once you have collected information and feedback from your project activities you should think personally about the experience of completing your project and how this experience will help inform your future work. Ask yourself two main questions:

What lessons did we learn from our project experience?

How can we apply these lessons for our next project?



Discuss

Describe a project that you have completed.

How would you answer the two reflection questions?

When you answer reflection questions, consider any challenges that you did not expect, how you responded to them and what you would do differently next time.

Course reflection

Working in pairs, interview your partner and write down their answers to the questions below. When you have finished change roles.

1. What do you understand a 'community' to be?
2. How have your ideas about project management changed during the course?
3. Describe an exercise or activity in the course that you particularly enjoyed. What did you learn?
4. Describe an exercise or activity that you found challenging. Why?
5. Think about your own communities. What needs have you identified?
6. How would you go about addressing these needs?



7.5 Project reflection: lessons learned

Discuss

Students should describe any project they have participated in - this might not be a community development project, it could be something like redecorating their house, or organising a family birthday party.

Students may describe this course if they have not completed a specific project, however the review section below will cover more detailed course reflection.

COURSE REFLECTION

SUGGESTED: PAIRS, THEN SMALL GROUPS TO COMPARE

This activity provides a way for students to review what they have learned on this course and to think about how they might put these skills into practice in their own communities.

If you prefer, this can be done as a final class activity after students have completed the focus exercises on the next pages.

Unit 7 **Focus 1**

Stage 4 Evaluations

CARE Cambodia: highland children's education project

Students read the information provided in the case study, then work in groups to answer the questions on the following pages.

CARE is an international humanitarian organisation that work in countries around the world to help improve the lives of communities, particularly for women and girls.

For more information about the work of CARE in Cambodia, visit: www.care.org.au/cambodia

Stage 4 Evaluations: CARE Cambodia: highland children's education project

Read the project information below then answer the questions on the following pages.

Background

North East Cambodia is home to approximately 115,000 Indigenous people. Most do not speak the national language, Khmer, and those that do only know a little. This inability to speak Khmer, their geographic isolation as well as their different religious beliefs and economic activities has resulted in the marginalisation of indigenous people from mainstream Cambodian society. Issues of land ownership and continued discrimination against them, threaten these highland communities with increased poverty and further marginalisation. Education is of particular concern. In the remote areas, 65 percent of official primary school age children do not attend school, while less than 10 percent of the total population completes primary school and even fewer highland children move on to secondary education. There are many communities without schools, with baseline surveys indicating that 93 percent of the target communities were illiterate. Even where there are buildings, classes are often not held because not many government teachers will stay at such posts.

Project Description

The project was developed by CARE Cambodia in close cooperation with the Ministry of Education, Youth and Sport (MoEYS) and funded by AusAID. The objectives were to:

- Address the needs of disadvantaged ethnic minority groups through the establishment of community schools targeting girls and boys who have never enrolled or who have dropped out of the formal system
- Provide the Ministry of Education, Youth and Sport with a model for the delivery of basic education in remote areas of Cambodia to highland minority peoples.

Unit 7 Focus

Highland children's education project cont.

1. Identify appropriate indicators for this project.

Key activities were to:

- Develop a bilingual curriculum using both the local language and Khmer, to act as a bridge to help children learn Khmer for later studies.
- Train local people as the teachers, using their local language and Khmer.
- Establish a Community School Board in each school responsible for the governance and management of the school while acting as an important and effective link between the community and the Project using traditional decision-making processes.



2. What are the short-term, intermediate and long-term aims of the project?
3. What methods would you use to evaluate this project?

Complete the table below.

Objective	Evaluation Indicator	Data Source	Evaluation Method



Unit 7 Focus 1

Highland children's education project cont.

SUGGESTED: SMALL GROUPS

Students' answers will vary.

1. Appropriate indicators may include: successful completion of writing bilingual textbooks; number of local teachers trained; number of Community School Boards established (should be one for each school worked with); number of schools using the bilingual curriculum; number of girls and boys enrolled and attending schools.

2. Aims of the project include:

Short-term to improve education facilities in remote areas

Intermediate to increase the number of children in schools in remote areas and support the learning of Kmer

Long-term to improve the literacy and education levels of communities in remote areas, leading to greater empowerment, better understanding of rights and engagement on a national level and reduced levels of poverty

3. Evaluation methods could include comparing data of school enrolment, conducting literacy surveys, interviews with teachers and interviews with parents.

If necessary the following example can be written on the board:

Objective	Evaluation Indicator	Data Source	Evaluation Method
To train local teachers	Number of teachers trained	Attendance logs from teacher training workshops	Compare lists of attendance numbers against targets; interview newly trained teachers to check they feel confident and supported in their new work

4. *Students' answers will vary. Encourage students to compare their answers with different groups and to explain the reasons for their responses.*

Successes of the project may include:

Increased confidence amongst community members

Improving communities understanding of their rights

Gaining the support of parents

Increasing the priority of education amongst communities

Providing flexibility to adapt to local needs

Raising the profile of the needs of remote ethnic communities with the government

5. *Students' answers may include increasing government links with the project, making the project more sustainable and improving transport.*
6. *Students answers may include more support for transferring responsibility for the continuation of the project to the Ministry of Education; and incorporating some income-generating activities to provide the necessary financial support and make the project sustainable.*

Read the quotes from stakeholders in the project and answer the questions below:

4. What, in your view, have been the successes of this project?
How do you support this view?
5. What, in your view, are some areas that needed improvement?
6. What recommendations would you make for this project to continue?



"It's a good model because we are able to adapt things like the calendar to the needs of the people. State schools can't do that." (Local Project Staff member)

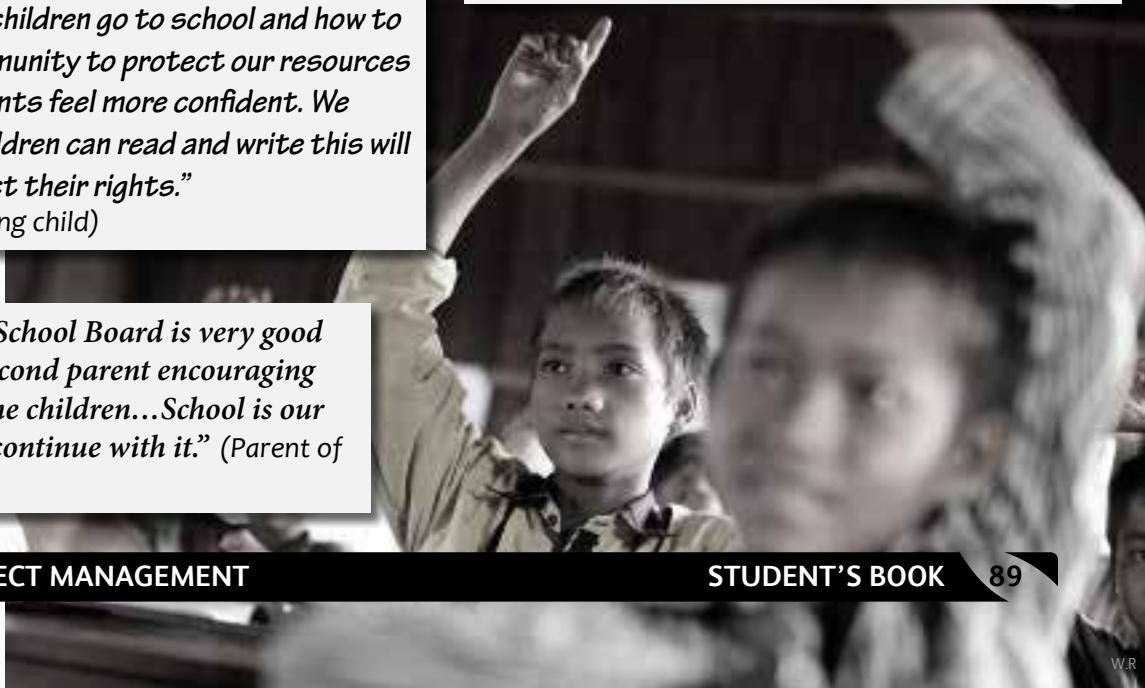
"What CARE is doing is very good...My concern is that when CARE drops out, what will happen then? The communities will have trouble running these schools on their own. Perhaps the Provincial Office of Education can take responsibility, but it can't do the same quality of work as CARE has done because it doesn't have the resources." (Government MoEYS Official)

"The government can't expect that teachers from the towns will go and live in remote villages. This project goes a long way towards solving this problem even though the community teachers may not meet the Ministry's standards for certification." (Project donor)

"It's not just education for the kids - the school has also helped with our village life... Now it has made people start to talk about the educational things - like ways to see all children go to school and how to encourage the community to protect our resources and our land... Parents feel more confident. We know that if the children can read and write this will help them to protect their rights." (Parent of participating child)

"The Community School Board is very good - they are like a second parent encouraging the teachers and the children... School is our treasure - we will continue with it." (Parent of participating child)

"Transport is very difficult and therefore the government staff won't want to go there. The attitude of government staff is not patient enough. At the moment the teachers get very strong support from us (project staff). But the government staff will blame the teachers if things are not running perfectly ... and community members won't have a chance to share their ideas with them. Maybe the government doesn't have enough money to support the schools." (Local Project Staff member)



EXTRAS!

Additional activities

Unit 1: Intro to projects and project management

Activity 1: Draw a Poster: Raising Awareness

Students have learned that problems in a community are usually environmental, economic, or political. Make them draw a poster to raise awareness of a problem in their community. Split them into small groups or pairs or have them work individually. Assign each group/person a category (environmental, economic, or political). Students should think of a problem in that category and a solution. With a few words and pictures, the poster should creatively show both the problem and the call to action.

Eg. Problem: Children in the village are unschooled because of the lack of teachers.
Call to Action: Become a teacher.

Activity 2: Fill in the Chart: Project Life Cycle Overview

Students write in a few sentences describing what actions to take in each stage of the project life cycle for the three sample projects below.

	Encouraging locals to wear helmets when riding motorcycles	Providing a free HIV test to poor people	Organising a bus to take children to school
1. Situational Analysis			
2. Project Planning			
3. Project Implementation			
4. Project Evaluation & Reflection			

Unit 2: Introduction to Communities and Development

Activity 1 Fill in the Chart: Sustainable Community Projects

Using the projects from Activity 4, students need to come up with ideas on how those projects can be sustainable with the following chart below.

	Example: Developing a shop owners' association.	Example: Buying and installing rubbish bins for the street to keep the area cleaner.	Example: Organising a street fair to increase business and attract new customers.
Resources What resources do you need to provide the community to implement the activities?			
Education How will you build the knowledge and skills of the community in order to utilise the resources?			
Empowerment How will you empower the community from the beginning to end of the project?			

Activity 2: Debate: Positive and Negative Impact

Divide students into small groups. Students engage in a debate to consider all possible harms and benefits a community project may cause. At the end of the debate, the class decides whether the project should be implemented or not. If the project is rejected, ask students to think about changes to the project that could be made to minimise the harms and maximise the benefits.

STORY 1: A group is proposing to clean up the local river that crosses the town. The river is piled up with rubbish because of the slums located along the river. The group asks to remove the deposits on the river and then demolish the slums. They propose that the 1,000 residents of the slums who have been living there for the past 60 years move to another area.

STORY 2: A group is proposing offering microfinance loans of 100,000 kyats to people in an impoverished community interested in starting a business. There are no jobs available in the village and many have left to the city. People are interested in getting the loans to start a convenience store or a second hand clothing shop.

Unit 3: Stage 1: Situational Analysis-Collecting Data

Activity 1 Observation Checklist: Local Place

Students compose and complete an observation checklist individually. The checklist can follow the same format as the one in Activity 1. Assign them a place in their community such as a hospital, school, farm, town hall, etc. Ask students to go there and spend at least an hour observing the conditions of the people and the place and identifying any needs they see.

Activity 2 Interview: Local Place

Assign students to return the local place to conduct a one to one interview with someone working there or receiving services from there. Before they do, make them write five in depth questions to ask and test them on their fellow classmates for feedback. Students should record the actual interviews on paper and write a reflection paragraph on how they believed the interview went, how they could better carry out the interview next time, and what findings they discovered.

Unit 4: Stage 1: Situational Analysis-Needs Assessment

Activity 1 Group Project: SWOT Analysis

Divide the class into groups. Students look at their past observation checklists and interviews and make a list of needs/problems they came across. Based on a group vote, they should decide on one need/problem they would like to tackle. They then need to present 2 projects that will help solve the need/problem.

Eg. Problem: Villagers are not benefiting from the increasing influx of tourists and the income from tourism is being exploited by tourism agencies.

Project Proposal 1: build the capacity of locals on how to attract tourists and on how to run a homestay as alternative accommodation.

Project Proposal 2: direct locals to job opportunities within tourism agencies, hotels and restaurants

Students need to create a SWOT analysis for each project and present them to the class to ask the class' opinion on the most promising project. Keep in mind if the project is sustainable.

Strengths	Weaknesses
Opportunities	Threats

Activity 2 Negotiation: Project Opposition

Pair a student up with a partner. Give one person the Community Project Manager card and the other the Community leader card. They cannot see what is written on the other card. Students read through their own cards and explain that they will sit in for a 15 minute negotiation talk with their partner. The community project manager should note down solutions he/she could propose while the community leaders should think about how to best express the concerns/frustrations of their character. In the end, you can debrief the students and ask them if any agreements were made.

Community Project Manager

You are planning to start a metal welding training program for men of a marginalised minority ethnic group in the town of _____. The community members from this minority are the most underprivileged people in the area. They have a hard time finding jobs because of discrimination from the majority ethnic group. So, when they learn to weld metals, they will be able to have a vocation and make a living for their families. However, as perfect as the project sounds, several members of the majority ethnic group in the area have opposed it and asked for it to be stopped. You call for a meeting with these community members to find out why. You want to negotiate to allow this project to continue.

Community leader

You are a local in a community, part of the majority ethnic group. You have a not very good impression of aid workers and NGOs because they have neglected to see the humanitarian needs of people from the majority group as well. While many aid and developmental programs have flooded into the town for many years, they have only targeted the needs of the minority group. You hear that someone is yet again starting another community development project for the minority men. The person plans to train them on welding metals and eventually give these people jobs. You are not very happy that people from your community are once again neglected. You and other people have asked for the project to be stopped. The community project manager calls you for a meeting to find out why.

Unit 5: Stage 2: Project Planning

Activity 1 Group Project: Goals & Objectives

Divide students into their original groups from the first activity in the last unit. Based on the previous group project, a project proposal has been selected. Now, ask students to create a goal and objectives for their project. After evaluating their written work, tape these up on the wall and a piece of paper below. Have students walk around and read their fellow peers' goals and objectives and write below possible activities that they would need to be performed in order to reach those goals and objectives. Ask students to keep the suggestions for later.

Unit 6: Stage 3: Project Implementation

Activity 1 Group Project: Action Plans

Students return to their original groups and develop an action plan, following the format on page 54. They will have to create a list of activities that need to be done to accomplish their goals and objectives, using suggestions from the previous group project. There should be an action plan for each objective. Look over their completed action plans, search for contradictions, and assess their understanding. Is the time allotted enough? Why did they give the responsibility to the particular person? Are they using excess or unnecessary resources? Etc.

Activity 2 Fill in the Chart

Complete an estimated list of all possible costs for the Anti-Drug Documentary Project. Be sure to indicate the category and whether the cost is ongoing or start-up.

Anti-Drug Documentary Project

You are alarmed by the growing numbers of drug users in a rural village on the outskirts of your city. You want to inform the youths about the harms of using drugs through the powerful medium of film. You have collected some interesting documentaries about real life drug addicts and plan to show them through a projector in an outdoor area for one night. You already have a large white cloth to use as a screen. However, you don't have the other equipment. You also need to get permission from the village head. You also have to think about how to get the villagers to know about the documentary screenings.

Categories: Operational Costs, Equipment, Materials, Permits, Facilities, Travel and Salaries.

Costs	Ongoing/Start-up	Category

Unit 7: Stage 4: Comprehensive Project Evaluation and Reflection

Activity 1 Survey: Project Evaluation

Students will choose one of two projects from the Planeterra Foundation. Students read through it and individually create a survey for the participants/beneficiaries of the project to answer. These questions should help determine the effectiveness of the project. They can look to the survey format on page 83 for inspiration. They can ask how many, yes/no, true/false, number scales, checklists, how, why, and open-ended questions.

It Starts with Sheep

Critical Need

In many countries across Sub-Sahara Africa, over-farming and deforestation have taken nutrients out of the soil. This has led to decreasing number of crops. Food shortage has become a major problem across the region. Many are living hand to mouth as factory-made fertilisers are unaffordable.

Your Impact

Rita and Jeff Rayman of The Guardian Project, started working with community participants across Rwanda, Uganda, and the Congo. They work to support sustainable farming as a source of income. They focus on communities around national parks to stop poaching of the wildlife and forests within. For every \$50, they buy a female sheep or goat for a family. Males are also given for reproduction. When animal manure is harvested and composted, large amounts of fertiliser can be made in four months at least. The fertiliser improves the quality of soil and so, increases the number of crops. Participants are trained to make fertiliser from these animals for their farms and they can sell extra animals at the market.

Women on Wheels

Critical Need

Many women and girls in India are often treated unfairly and ignored. They have a more challenging time getting resources such as education. When families' resources become less, they will be the first in their families to be taken out of schools. Many girls grow to be women that are dependent on their husbands to provide income to their family. This keeps them in the cycle of helplessness and makes them dependent on others, but not themselves.

Your Impact

Planeterra is providing resources, such as cars, to be used by women that have been trained by Planeterra partners, The Azad Foundation. Azad Foundation runs a commercial driver training program to empower poor women in Delhi. They are training poor women from nearby poor city regions to get their driver's license and become certified commercial drivers for other women or couples. Women are also trained in English, self-defense, CPR (lifesaving technique used in emergencies), women's rights, and communications. This 8 to 10 month course ends with Planeterra partners helping the beneficiaries receive their first driver's license. They then connect them with the resources to start working in a new respectable job. Over 65 women have been trained in this program and they currently have 11 cars on the road.

Activity 2 Group Project: Project Evaluation

Students can also use the table on page 88 to plan how they are going to evaluate their group project. Have them brainstorm as a group and fill in the table for each objective.

Objective	Evaluation Indicator	Data Source	Evaluation Method

GLOSSARY

Community Project Management vocabulary

A

Appreciative Inquiry (n) (9): creating change by looking at the positives and building on the strengths

Analysis (n): the examination of something to know more about it

Assess (v): decide the nature and amount of something

Action plan (n) (54): a guide of day to day activities that ensure all activities get accomplished on time.

B

Beneficiaries (n): the people who benefit from a project

Capacity (n): all of the skills, knowledge, and ability of a group

Consult (v): have a discussion with and seek advice from someone before doing an activity.

Budget (n) (55): a plan that lists all financial information for the activities you need to do to successfully complete your project

C

Context (n): the facts, background, and history of a situation

Community of interest (n) (13): community members who are connected through an interest such as a hobby, belief, or job

Collate (v): to organise, compare, and analyse text or data

Comprehensive (adj): complete, total, very detailed and with all necessary information

Comprehensive Evaluation Framework (n) (81): a plan that describes the evaluation which will be done in all project life cycle stages

Control (v): limit the level, or number of something

Closed questions (n) (31): questions which can be answered with a single word or short sentence

D

Development (n): a process to make something stronger or better

Donor (n): a person or group who gives money for a certain purpose

Data (n): facts or information used to make decisions

Discussion group (n) (29): asking questions to a group of several participants together to hear their opinions

E

Empowerment (n) (18): the giving of the ability to improve one's situation without always having to rely on outside help

Evaluate (v): decide the overall effectiveness of an activity after it has been done

Evaluation (n) (69): the process of looking back at the successes and/or failures of something

F

Feedback (n): information about people's reaction to the project

Force field analysis (n) (53): a method that identifies forces affecting community participation and support for a project

G

Grassroots (n): local, from within a community

Gap analysis (40) (n): a tool of finding how to bridge the gap between the present situation and the desired situation of the target community

Goal (n) (48): the desired situation that the project expects to make

H

High/low impact/probability matrix (n) (74): a table that assesses the most immediate risks

I

Imagined community (n) (13): community members who are located over different parts of the world but have a shared identity

Implement (v): to do, to (begin to) make the changes

Impact (n): the effect of one thing or action on another thing or action

Interviews (n) (29): asking questions to individual participants one at a time

Indicator (n) (70): information that helps you to measure the achievement of project objectives

Input indicators (n) (70) indicators that describe what goes into the project such as the number of training hours.

Impact indicators (n) (70): indicators that measure actual change from present to desired situation conditions such as the reduced number of adolescent pregnancies

J -

K -

L

Local Community (n) (12): community members who are located in the same place

Leading questions (n) (31): questions which lead person to give a certain answer

M

Monitor (v): observe and check the progress of something over a period of time

Monitoring plan, finance (n) (65): a chart that shows how much money the project is using compared to the budget to highlight any financial problems

Monitoring plan, work (n) (68): a chart that shows the methods and the person responsible for checking different activities and making sure things are running smoothly

N

Negotiate (v) (42): try to reach an agreement or compromise via discussion with others

Needs prioritisation table (n) (41): a chart that identifies which need to focus on first by numbering the needs with their levels of commonness, importance, and seriousness

O

Objective (n) (48): the steps needed to change the present situation to the desired situation.

Observation checklist (n) (29): a list of items the project team is to look for and observe when visiting target communities

Open questions (n) (31): questions which require a person to think before answering and to which the answers are quite long

Ongoing costs (n) (56): payments or bills that need to be made regularly

One off costs (n) (56): Single payments, often for equipment or physical resources

Output indicators (n) (70): indicators that describe project activities such as the number of community workers trained

P

Participation (n) (16): process in which beneficiaries of a project are actively involved in all stages of project development
Participatory project design (n) (48): a method that involves members of community in every aspect of planning the project
Project (n) (4): a short term process that is created to solve a goal or objective.
Project Life Cycle (n) (7): the four main stages of a project that involves different activities
Project management (n) (5): how we organise, control, and lead a project from start to finish.
Profile (n): a description of a person or community's details and current situation
Probability (n) (74): the chance of something happening (often shown as a percentage)

Q

Questionnaire (n) (28): written set of questions with a choice of answers completed independently by participants
Qualitative data (n) (82): descriptive responses based on people's opinions that are more likely to vary from one another
Quantitative data (n) (82): numbers, times, lengths, and responses that can be categorised and compared.

R

Reflect (v): to think carefully and deeply about something
Risk management (n) (73): planning for potential problems by assessing which risks are more likely and taking steps to prepare for them
Resource (n): things needed for activities that are available for use

S

Scope (n): overall size of a project
Survey (n) (28): an investigation of the behavior of a group usually done by asking questions
Sustainability (n) (19): being sustainable, being able to continue
Source (n): A place, person or thing which something (eg. information) comes from.
SWOT analysis (n) (36): a tool to identify the strengths, weaknesses, opportunities, and threats of doing a project in your target community
Stakeholder (n) (37): a person, group, organisation, or system who affects or can be affected by the issue or project
SMART (n) (50): stands for 'Specific, Measurable, Achievable, Realistic, Time bound'. A tool to develop clear and effective objectives

T

Target community (n): the people who the project is for
Technique (n): a way of doing a particular activity more efficiently
Time Frame (n): the period of time during which something happens

U –

V –

W –

X –

Y –

Z –

Source: The Free Dictionary www.thefreedictionary.com and The Oxford Dictionary www.oxforddictionaries.com

TRANSLATED

Glossary terms in Myanmar language

Action plan (n) လုပ်ရှားမှု အစီအစဉ်

Analysis (n) ခွဲခြမ်းစိတ်ဖြာခြင်း

Appreciative Inquiry (n) အကောင်းဘက်မှစစ်ဆေးမေးမြန်းခြင်း

Assess (v) စုံစမ်းစစ်ဆေးခြင်း

Beneficiaries (n) အကျိုးခံစားခွင့်ရရှိသူများ

Budget (n) ခန့်မှန်းချေရသုံးငွေစာရင်း

Capacity (n) စွမ်းရည်

Closed questions (n) ကန့်သတ်မေးခွန်း

Collate (v) အချက်အလက်ကောက်နုတ်စုစည်းသည်

Community of Interest (n) စိတ်ဝင်စားမှုနှင့်ဆိုင်သောလူမှုပုဂ္ဂိုလ်များ

Comprehensive (adj) ပြည့်စုံကျယ်ပြန့်သော

Comprehensive Evaluation Framework (n) ပြည့်စုံသောသုံးသပ်မှု၏ ဘောင်သတ်မှတ်ချက်

Constraint (n) အကန့်အသတ်

Consult (v) ဆွေးနွေးအကြံဉာဏ်တောင်းဆိုသည်။

Context (n) အခြေအနေအကြောင်းအရာ

Control (v) ထိန်းချုပ်သည်

Data (n) အချက်အလက်

Development (n) ဖွံ့ဖြိုးတိုးတက်မှု

Discussion group (n) ဆွေးနွေးသည့်အဖွဲ့

Donor (n) အလှူရှင်

Empowerment (n) စွမ်းရည်မြှင့်တင်ပေးခြင်း

Evaluation (n) သုံးသပ်ချက်

Feedback (n) ထင်မြင်သုံးသပ်ချက်

Force field analysis (n) အင်အားနယ်ပယ်ကို သုံးသပ်ခြင်း

Gap analysis (n) ကွာဟမှုသုံးသပ်ချက်

Goal (n) ပန်းတိုင်

Grassroots (n) အခြေခံလူတန်းစားများ

High/ low impact / probability matrix (n) မြင့်မားသော/ အနည်းငယ်သော အကျိုးသက်ရောက်မှု/

ဖြစ်နိုင်ချေကို တွက်ချက်သည့် ဇယား

Imagined community (n) စိတ်ကူးယဉ်အားဖြင့် ပုံဖော်သတ်မှတ်နိုင်သော လူမှုပန်းကျင်

Impact (n) အကျိုးသက်ရောက်မှု

Impact indicators (n) အကျိုးသက်ရောက်မှုကို တိုင်းတာမှု

Implement (v) အကောင်အထည်ဖော်သည်

Indicator (n) တိုင်းတာချက်

Input indicator (n) သွင်းအားစညွှန်းကိန်း

Interviews (n) တွေ့ဆုံမေးမြန်းခြင်းများ

Leading questions (n) ဦးဆောင်မေးခွန်းများ

Local community (n) ဒေသခံလူမှုပန်းကျင်

Monitor (v) စောင့်ကြည့်စစ်ဆေးသည်

Monitoring plan, finance (n) စောင့်ကြည့်စစ်ဆေးမှု အစီအစဉ်၊ ငွေကြေးဘဏ္ဍာ

Monitoring plan, work (n) စောင့်ကြည့်စစ်ဆေးမှုအစီအစဉ်၊ လုပ်ငန်းဆောင်ရွက်မှု

Needs prioritization table (n) လိုအပ်ချက်ဦးစားပေးဇယား

Negotiate (v) ညှိနှိုင်းသည်

Objective (n) ရည်မှန်းချက်

Observation Checklist (n) လေ့လာရှာဖွေမှုကို စစ်ဆေးသည့်စာရင်း

One off costs (n) တစ်ကြိမ်အပြတ်ကုန်ကျစရိတ်

Ongoing costs (n) အစဉ်မပြတ်ကုန်ကျစရိတ်

Open questions (n) ပွင့်လင်းမေးခွန်းများ

Open questions (n) ပွင့်လင်းမေးခွန်းများ

Output indicators (n) ရလဒ်ညွှန်းကိန်းများ

Participation (n) ပူးပေါင်းပါဝင်မှု

Participatory project design (n) ပူးပေါင်းပါဝင်ဆောင်ရွက်သည့် စီမံကိန်းပုံစံ

Probability (n) ဖြစ်နိုင်ချေ

Profile (n) လက်ရှိအခြေအနေကိုဖော်ပြခြင်း

Project (n) စီမံကိန်း

Project Life Cycle (n) စီမံကိန်းဆင့်ကဲဖြစ်စဉ်

Project Management (n) စီမံကိန်း စီမံခန့်ခွဲခြင်း

Qualitative data (n) အရည်အသွေးပြ အချက်အလက်

Quantitative data (n) အရေအတွက်ပြ အချက်အလက်

Questionnaire (n) စစ်တမ်းကောက်မေးခွန်းများ

Reflect (v) စဉ်းစားတွေးခေါ် သုံးသပ်ခြင်း

Resource (n) အရင်းအမြစ်

Risk management (n) စွန့်စားရမည့်အခြေအနေကို စီမံခန့်ခွဲခြင်း

Scope (n) စီမံကိန်းတစ်ခုလုံး၏အရွယ်အစား

SMART (n) ထိရောက်သောရည်မှန်းချက်ရရှိရန် ပြုလုပ်ပေးသည့်အရာ

Source (n) သတင်းရရှိရာနေရာအရင်းအမြစ်

Stakeholder (n) စီမံကိန်းနှင့်သက်ဆိုင်သူများ

Survey (n) စစ်တမ်းကောက်ယူခြင်း

Sustainability (n) ရေရှည်တည်တံ့မှု

SWOT analysis(n) စီမံကိန်းတစ်ခု၏ အားသာချက်၊ အားနည်းချက်၊ အခွင့်အလမ်းနှင့် အနှောင့်အယှက်များကို ရှာဖွေဖော်ထုတ်ခြင်း

Target community (n) ဦးတည်သည့် လူမှုဝန်းကျင်

Technique (n) နည်းစနစ်

Time Frame (n) အချိန်ကာလအပိုင်းအခြား