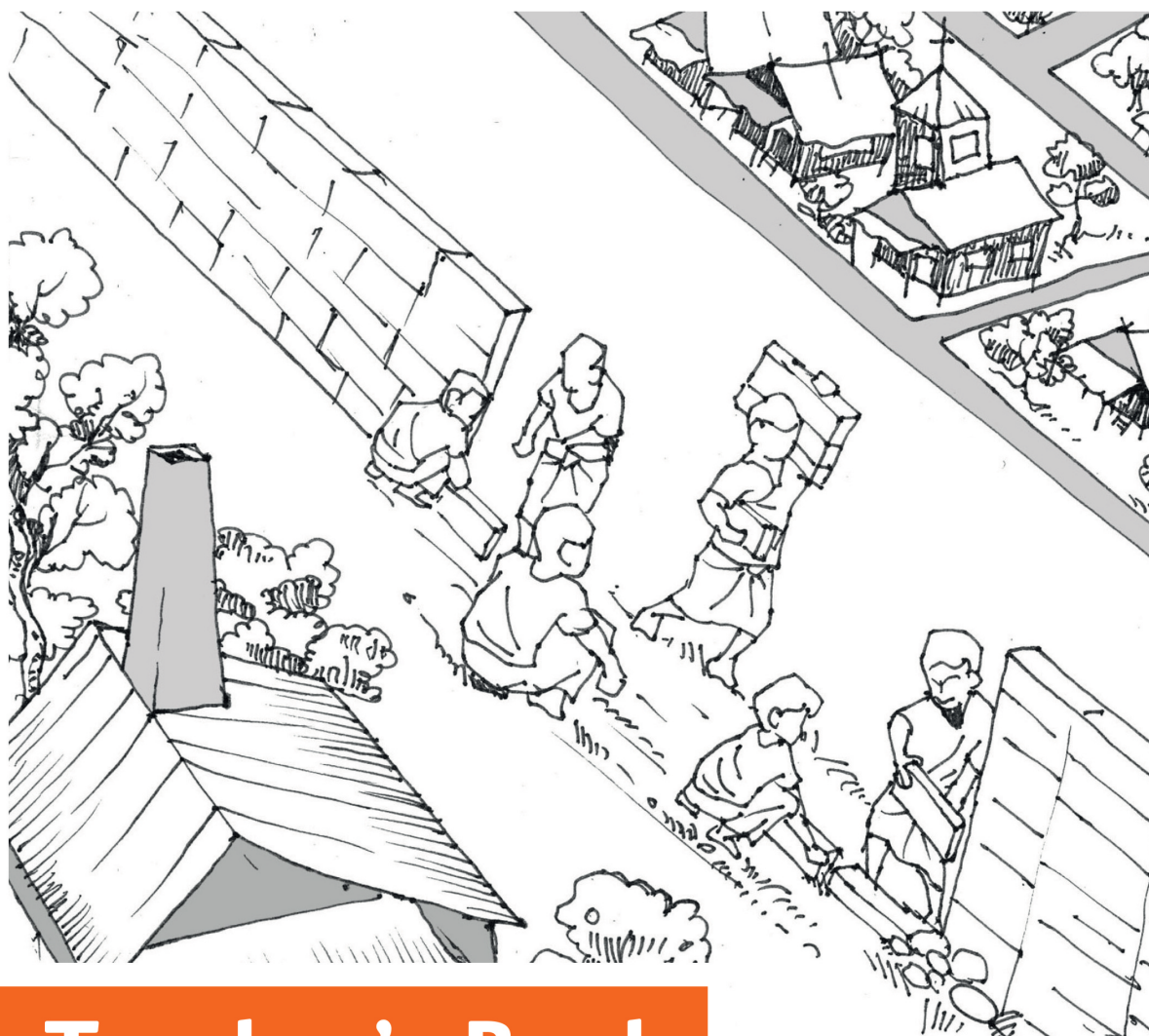


# Community Project Management



## Teacher's Book



Thabyay  
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Education in Context

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# Community Project Management

## Introduction

This module is designed to provide an introduction to the main concepts of community project management and to develop the skills needed to implement successful projects. It is designed as a practical guide consisting of a students' book and a teachers' manual, both written in intermediate English. It is not necessary for students to have previous experience of implementing projects, however this module will be of most use to students who have some knowledge of working in their communities.

## 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:

### **Activity**

These are exercises that include comprehension questions, case-study analysis and reflection questions to help students understand and practice the concepts in the unit.

In this teachers' guide you will find a suggested group size for each activity - individual, pairs or small groups. These are a guide only, which teachers can follow if they wish. You may wish to conduct more feedback as a whole class, depending on your class size.

### **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.

### **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.

### **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.

Educasia thanks all those who contributed to the development of this module. We welcome your feedback - please contact us at:

*[educasiaadmin@thabyay.org](mailto:educasiaadmin@thabyay.org)*

# **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

# 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>During the Thingyan holiday</i> | <i>Money raised by parents fundraising</i> | <i>Completing the fence</i> |
| <i>Tools for building the fence, including hammers, saw etc</i> |                                    | <i>Costs: Materials, the builder</i>       |                             |
| <i>Human resources - the local builder</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.

## ***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*

*Environmental:*

*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*



## 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*

## Activity 1

Suggested: pairs, then small groups to compare

Answers:

a) Improving street lighting in a community

b) Organising a youth event for local schools

c) Raising awareness of malaria prevention

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**

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**

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

b) Organising a youth event for local schools

c) Raising awareness of malaria prevention

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**

## 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:

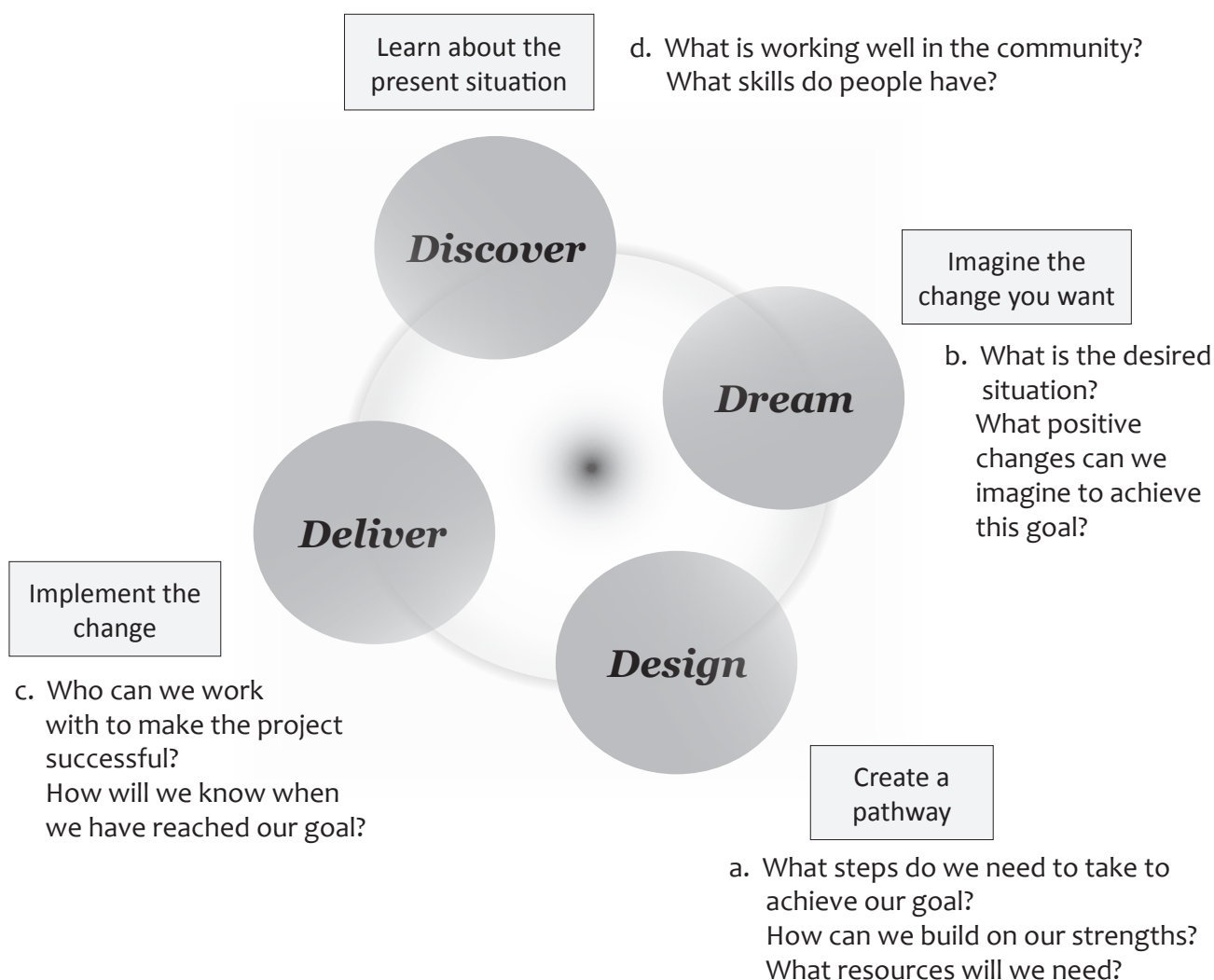
*Appreciative* - (adj.) from *Appreciate* (v.) - to value and to recognise the value of something;

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

### Activity 2

Suggested: individual, then pairs to compare

Answers:



### Discuss

Students' answers will vary.

# 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](http://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

# 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*

## 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<br/>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<br/>Installing water purification systems</i>   | <i>Improving the school buildings<br/>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.

## 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*

## 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.

## 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:

- 1. 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*
- 2. 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.*
- 3. 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**

## ***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.*

## 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

## 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.

## 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

Answers:

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

### 3.2.1 Observation checklists

## 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 greenspace 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 carpark?                                      | 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       |  |

Example observation checklist for school behaviour:

For this checklist, you probably won't need the 'number' column, so this can be removed.

| Observation Points:  | Yes/No | Remarks:  |
|--|--------|---|
| Students:  |        |   |
| Do students wear a uniform?                                | Yes    | white shirt and green longyi or skirt   |
| Do students have their own textbooks?                      | No     | students share from class copies  |
| Were students on time for lessons?                         | Yes    | on day of observation, most students were on time   |
| Did students participate in class activities?              | Yes    | most students were active and involved, but the classrooms are crowded which makes it difficult for movement activities   |
| Do boys and girls work together in class?                  | Yes    | boys and girls generally sit separately but teachers then mix up groups so they work together   |
| Did students play outside during break-time?               | No     | on day of observation it was raining, and there is no covered area for students to play   |
| How often do students use computers in class?              | -      | no students were observed using computers   |
| Teachers and Staff:  |        |   |
| Were teachers on time for lessons?                         | Yes    | -   |
| Did teachers provide a variety of activities for students? | Yes    | teachers provided mixture of activities, but many quite teacher centred   |
| Did teachers have adequate resources?                      | No     | all classrooms have white boards and markers, but 3 rooms don't have TVs or stereos for listening material; because students share textbooks, their attention is often distracted |
| Are there other support staff?                             | Yes    | 4 teaching assistants, canteen staff and caretaker  |
| Other:   |        |   |
| Is lunch provided for students?                            | Yes    | students served rice and curry for lunch; fizzy drinks and snacks available for small charge - no fruit available   |
| Are there after-school activities for students?            | Yes    | football club for boys; no sports activities for girls  |

## Activity 1

Suggested: individual, then pairs to compare

Answers:

1. **Closed questions** 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. **Leading questions** can be useful for interviews, group discussions and questionnaires because they help check information you have heard from others (also called ‘cross-checking’)
3. **Open questions** 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

Suggested: individual, then pairs to compare

Answers:

- |                     |                    |
|---------------------|--------------------|
| 1. Closed question  | 6. Closed question |
| 2. Open question    | 7. Closed question |
| 3. Leading question | 8. Closed question |
| 4. Open question    | 9. Open question   |
| 5. Leading question | 10. Open question  |

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

### Activity 4

Suggested: pairs

Answers:

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

### 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
2. Checklist / research - as above
3. Individual / group interviews
4. Observation checklist to observe for yourself the condition of roads and bridges; individual / group interviews to get community opinions
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
6. Questionnaire
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                  |
| <b>Example: Forest Management</b>            | <i>the condition of the plants</i>        | <i>the forest (plants, trees)</i>                                     | <i>observation checklist</i>      |
|  | 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 |

# 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   |
|--|---|---|
| <i>Some community members are happy to see the youth group interested in helping</i><br><i>The project team get useful information from the community</i><br><i>The project team and the community members at the meeting have developed a good relationship</i> | <i>Distributed questionnaires and invited community members to a group discussion</i><br><i>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</i><br><i>The project team allow the community members to speak and share their opinions</i> | <i>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</i><br><i>Some community members felt worried about the consequences of complaining and may have stayed away from a group discussion for this reason</i><br><i>The group is not representative of the target community: only 10 people attend, they are all men - women need to be engaged as well</i> |

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

## 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

*Women play an active role in many areas of community life*

*Many women expressed a desire to participate in income-generating activities*

#### Weaknesses

*Many women have a low level of education and often do not have basic literacy skills*

*Many women are already very busy with other tasks including household chores and childcare*

#### Opportunities

*There is a community women's group that meets every Friday morning*

*A small number of women run successful businesses in the community, including market stalls, a teashop and a beauty salon*

#### Threats

*Men have expressed concern about women spending more time away from home*

*Public transportation is poor*

### 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.*

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.*

4. 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

5. *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.*

6. *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.

## 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'   |
| <i>Houses have been destroyed - people have no shelter</i> | <i>Everyone has adequate shelter</i> | <i>Temporary housing needs to be provided - with host families or in tents / camps</i><br><i>Land needs to be cleared to provide space for camps</i><br><i>Materials need to be sourced and delivered</i><br><i>People need to set up the tents</i> |

## 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<br>NEED / PROBLEM                                       | 2<br>HOW COMMON                           | 3<br>HOW SERIOUS                   | 4<br>HOW<br>IMPORTANT               | 5<br>LEVEL OF<br>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.*

## 4.4 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.

## 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 |
|  |  |                        |                               |

# 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<br/>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<br>NEED / PROBLEM                                | 2<br>HOW COMMON*                              | 3<br>HOW SERIOUS  | 4<br>HOW IMPORTANT                         | 5<br>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

# 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:

| <i>Goal:</i>   | <i>Goal:</i>   | <i>Goal:</i>   |
|--|--|--|
| To improve oral hygiene in a community   | To prepare for a local election  | To improve medical care for pregnant women   |
| <ol style="list-style-type: none"><li>2. Host a film evening that highlights the effects of poor oral hygiene</li><li>7. Conduct a training evening on oral hygiene</li><li>8. Advertise for a dentist to visit the community and conduct a clinic</li><li>10. Produce posters to advertise the events</li></ol> | <ol style="list-style-type: none"><li>1. Hold a discussion forum in the town hall the week before elections for community members to ask the candidates questions</li><li>4. Publicise the event with information about each candidate</li><li>6. Find a suitable location for voting (e.g. a school building)</li><li>9. Train volunteers to oversee voting</li><li>10. Produce posters to advertise the events</li><li>12. Register candidates three months before elections</li></ol> | <ol style="list-style-type: none"><li>3. Conduct three community training events on medical issues during pregnancy</li><li>5. Train midwives who will lead the training events</li><li>10. Produce posters to advertise the events</li><li>11. Provide midwives with emergency birth kits</li></ol> |

## 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.*

## 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:

|                    |  |
|--------------------|--|
| <b>Specific:</b>   | 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) |
| <b>Measurable:</b> | We can measure the number of patrols and the number of participants in the group   |
| <b>Achievable:</b> | There are enough families in the area (48) to be able to provide citizen patrols   |
| <b>Realistic:</b>  | The scale of the project is not too large - a one month trial and for 48 families.   |
| <b>Time-Bound:</b> | We know when - during January 2013   |

### 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

## 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"><li>1. The project is scheduled during the holiday time (this could be a hindering force if it means key partners will be away)</li><li>3. The head monk of a local monastery supports your project</li></ol>   | <ol style="list-style-type: none"><li>2. The local government isn't friendly towards your project</li><li>4. Nobody in your project team is from the same age group as most of the community</li></ol>   |
| Ways to strengthen  | Ways to reduce or remove   |
| <ol style="list-style-type: none"><li>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)</li><li>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</li></ol> | <ol style="list-style-type: none"><li>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 law</li><li>4. 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</li></ol> |

## 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:*

| <b>Goal:</b> To improve community health through access to safe drinking water                   |                           |  |                                  |  |                 |
|--|---------------------------|--|----------------------------------|--|-----------------|
| <b>Objective 1:</b> 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. <b>Example:</b> 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

1. Phone bills
3. Internet charges
9. Printing costs

#### Equipment

5. Hiring a truck
7. Two laptop computers

#### Materials

10. Notebooks and pens

#### Permits

6. The cost for a visa for a visiting speaker

#### Facilities

4. Renting an office

#### Travel

8. Return bus ticket to bangkok

#### Salaries

2. Hiring an IT engineer

## 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.



# 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.



## 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

# 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.*

## 6.1.2 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.

## **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                             |   |

- 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.
- Students' answers will vary. Students might suggest making sure they have a source for the wood identified when they are planning the budget.

## 6.2 Project monitoring

### Activity 1

Suggested: individual, then pairs to compare

Answers:

Monitoring Work Plan:

| Objective:                                  |   |   |  |                              |
|---|---|---|--|------------------------------|
| Activities                                  | Monitoring Method   | Problems<br>(If any)                        | Solutions to<br>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

## Indicators

### Activity 1

Suggested: pairs

Answers:

| <b>Goal:</b> To increase the access of women in Tokara Village and neighbouring communities to reproductive health services. |  |
|--|--|
| Objectives:  | Indicators:  |
| 1.   | <i>a. Input indicator</i><br><i>b. Output indicator</i><br><i>c. Input indicator</i>   |
| 2.   | <i>a. Output indicator</i><br><i>b. Impact indicator</i><br><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. | <i>a. Input - number of training workshops delivered</i><br><br><i>b. Output - number of mothers attending workshops</i><br><br><i>c. Impact - Percentage reduction in cases of diarrhoea in children under five</i> |

*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**

### 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.

## 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<br><i>5. An earthquake hits tokara village</i>   | High impact/high probability<br><i>4. The trainer is delayed by transport problems</i><br><i>6. Community members do not support the project - it is seen as controversial</i><br><i>7. Not many women attend the workshops</i><br><i>9. Not all the women in the village speak the same language</i> |
| Low impact/ low probability<br><i>2. Traffic noise from a nearby road can be heard inside the training room</i><br><i>8. Venue hire is more expensive than planned</i> | Low impact/high probability<br><i>1. Technical problems interfere with the computer presentation</i><br><i>3. The workshop venue does not have air conditioning</i>   |

### 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<br><br>Plants may be damaged by heavy rains or dry, hot sun |
| Low impact/ low probability<br><br>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.

# 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:

|  |   |
|--|---|
| <b>Objective 1</b><br>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 | <b>Activities</b><br>Hire two senior and two junior staff members<br>Plan schedule of activities<br>Liaise with elders to organise discussion groups on community and culture<br>Liaise with YMCA to organise sports activities |
| <b>Objective 2</b><br>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<br>Plan culture, life skills and sports activities<br>Confirm outline of activities with elders and with summer camp workers  |
| <b>Objective 3</b><br>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

# 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 project 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?

### 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><br><br><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><br><br><i>Others may not view evaluation results as reliable</i>     |
| External Evaluation      | <i>External evaluators have a more objective view</i><br><br><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><br><br><i>It may be expensive</i> |
| Participatory Evaluation | <i>Gives stakeholders the opportunity to contribute their perspectives</i><br><br><i>Empowering</i>  | <i>It may take more time to gather everyone's opinion</i><br><br><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 organization 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?*

**WHO** should evaluate the project?

- a. *Will only your team evaluate?*
- i. *Will other people/groups be involved?*

**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?

- 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?*

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 2

Suggested: pairs

Answers:

| Data Type           | Strengths   | Weaknesses  |
|---------------------|---|---|
| <b>Quantitative</b> | <i>Easier to combine data to get overall results</i><br><i>Analysis can be done quickly</i><br><i>Seen as objective</i> | <i>Doesn't provide in-depth information</i><br><i>Less personal</i><br><i>Difficult to design good questions</i>                          |
| <b>Qualitative</b>  | <i>Fits within oral tradition</i><br><i>Provides in-depth "rich" information</i><br><i>Easier to design questions</i>   | <i>May not be suitable for large samples</i><br><i>Analysis is time consuming</i><br><i>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.*

## 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](http://www.care.org.au/cambodia)

# 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.*







**Website:** [www.thabyay.org](http://www.thabyay.org)  
**Email:** [educasia@thabyay.org](mailto:educasia@thabyay.org)  
[info@curriculumproject.org](mailto:info@curriculumproject.org)

