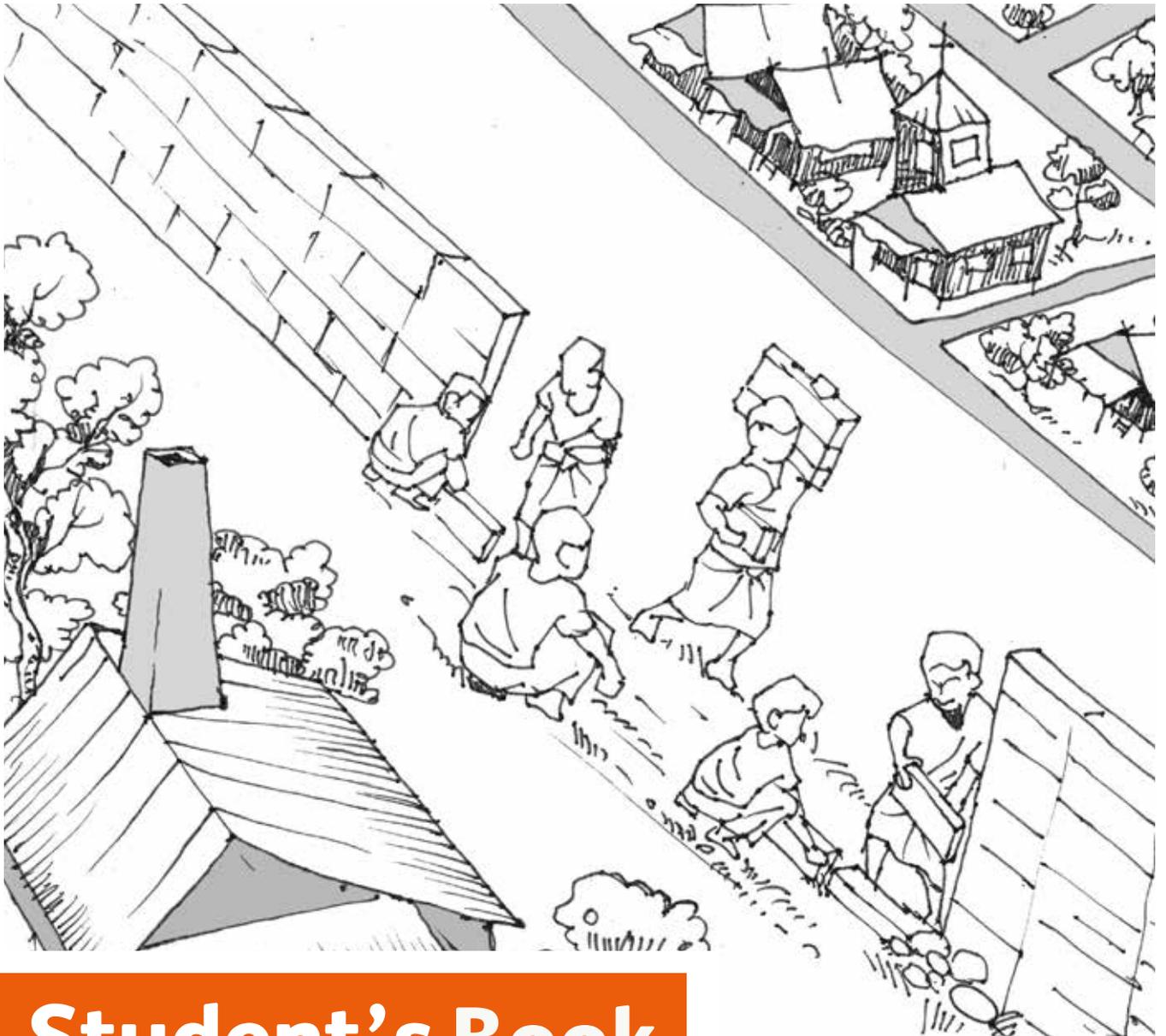


Community

Project Management



Student's Book

The Curriculum Project

Educasia
Education in Context

ABOUT

Community Project Management

About us and this book

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Introduction

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

This book is particularly for:

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

Course Components

Student's Book

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

Why this module?

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

Using this module

The units in this module follow the project management cycle, so it is most useful to follow the order of the textbook from start to finish.

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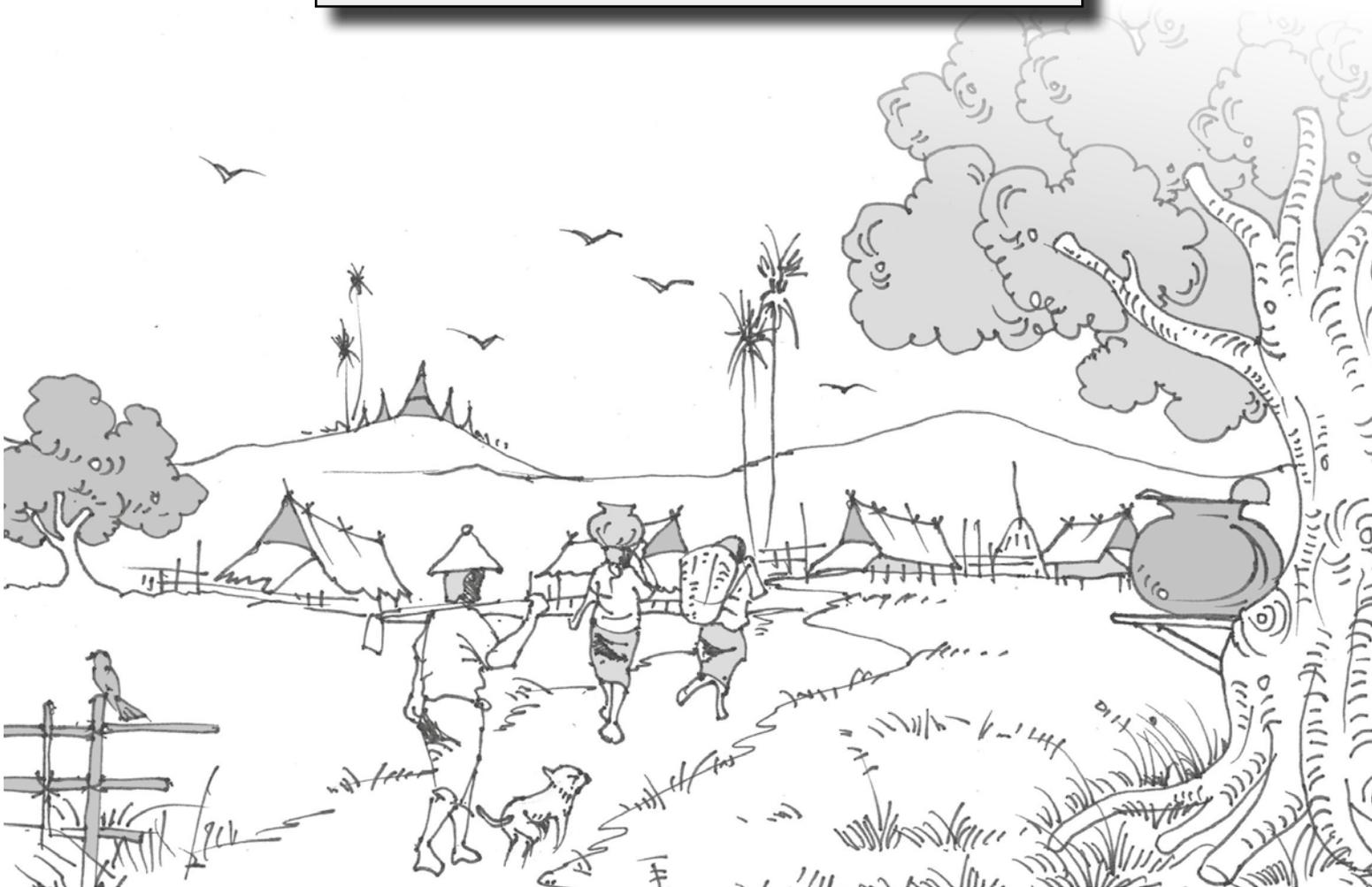
UNIT 1

Introduction to projects and project management

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

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

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



1.1 What is a 'project'?

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

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

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

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

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

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

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

ACTIVITY 1

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

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

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

ACTIVITY 2

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

Project Overview	
In order to improve safety for the children, a local primary school has decided to build a fence around its grounds. Parents have been participating in fund raising for the	materials, a local builder has been contacted and work is scheduled to be done during the Thingyan holiday when the children will not be disturbed by the building work.

FOUR BASIC ELEMENTS OF A PROJECT			
RESOURCES	TIME FRAME	MONEY	SCOPE

1.2 What is 'project management'?

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

Project managers:

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

Vocabulary

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

ACTIVITY 1

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



PROJECT
MANAGEMENT...

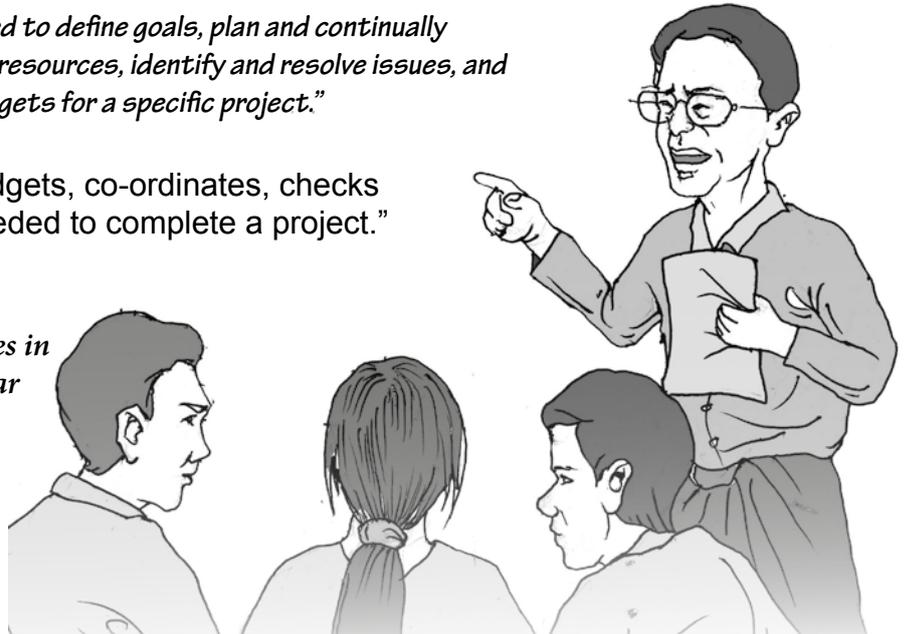
Discuss

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

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

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

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



Vocabulary

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

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

Political:

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

Environmental:

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

Economic:

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

ACTIVITY 2

Match these projects to the different categories of community projects:

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

1.3 What is a 'project life cycle'?

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

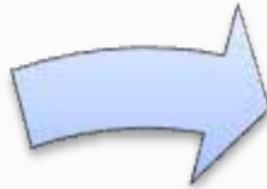
A project life cycle has four main stages. Each cycle is very different, but also connected to the stages before and after it. So it is important to understand the whole cycle in a basic way before studying each stage in more detail.

The project cycle stages are:

1. Situational analysis

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

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



2. Project planning

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

Usually these steps include:

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



Discuss

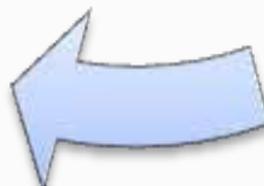
How is each stage of the project cycle connected to the other stages? For example, how does talking with the community about their needs help you gather resources for your project?



4. Project evaluation and reflection

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

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



3. Project implementation

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

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

ACTIVITY 1

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

a) Improving street lighting in a community

b) Organising a youth event for local schools

c) Raising awareness of malaria prevention

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

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



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

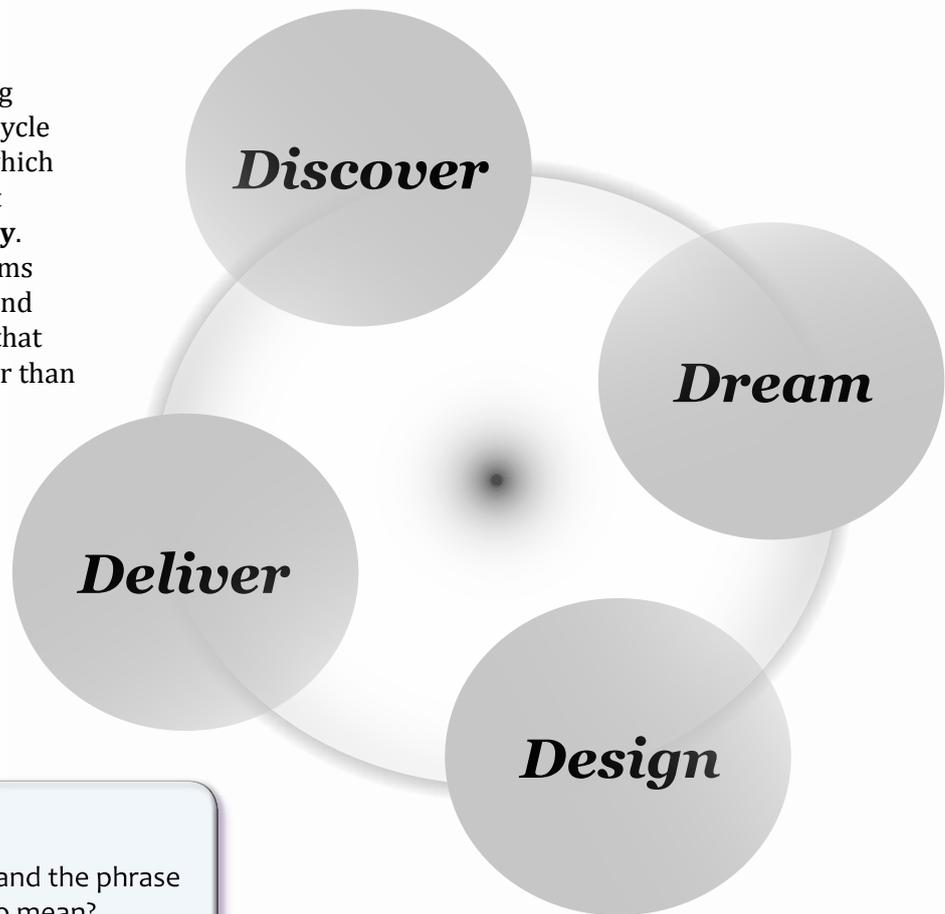
Myanmar Youth Forum

Our Voices! Our Rights! Our Society!



The 4-D Cycle

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



Discuss

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

ACTIVITY 2

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

Imagine the change you want

Learn about the present situation

Make the change

Create a pathway

Then match the example questions below to each heading:

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

Discuss

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

Unit 1 Focus

Maternal and child health case study

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

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



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

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

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

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



UNIT 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

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

2.1 What is a community?

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

Discuss

What does the word 'community' mean to you?

Local communities

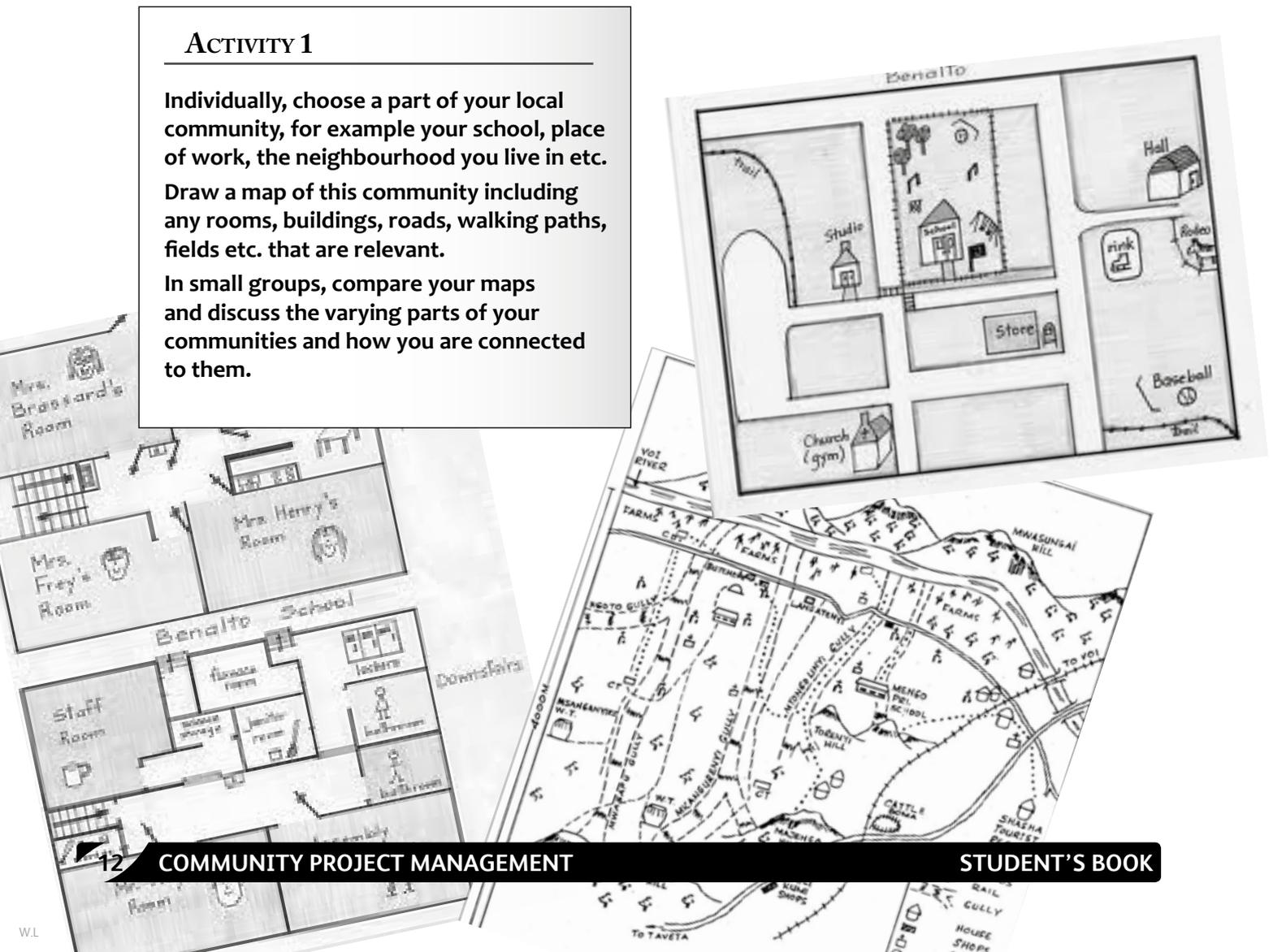
We may use this term to describe a local group of individuals; what they share in common is being in the same place. So we refer to everyone who lives, works or studies in a particular place as a community. For example, the people of a school are a community. The teachers, students and employees of the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

ACTIVITY 1

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

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

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



Community of interest

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

For instance, we could refer to:

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

ACTIVITY 2

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

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

Imagined communities

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

ACTIVITY 3

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

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



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

Belonging to communities

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

Discuss

Which communities are you a member of?

Are they local, imagined or communities of interest?

Community projects

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

ACTIVITY 4

Think about the needs of the following three communities:

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

b. A large farming community in Kachin state

c. A monastic primary school for orphans nearby Mandalay.

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

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

Discuss

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

2.2 A community development approach

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

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

A community development approach is designed to:



Vocabulary

grassroots (n):
local, from within
a community

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

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

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

ACTIVITY 1

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

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



2.2.1 Participation

Vocabulary

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

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

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

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

ACTIVITY 1

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

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

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

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

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

ACTIVITY 2

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

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

2.2.2 Empowerment

Vocabulary

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

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

For people to become empowered several conditions are necessary:

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

Vocabulary

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

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

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

ACTIVITY 1

Answer the questions below:

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

Compare your answers with a partner

Key types of decisions include:

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

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

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

Empowerment ensures that people have the ability to:

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

Discuss

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

Compare your definitions as a class.

ACTIVITY 2

Read the following case study and answer the questions.

Case Study

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

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



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

2.2.3 Sustainability

Vocabulary

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

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

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

Discuss

What does sustainability mean for a community development project?

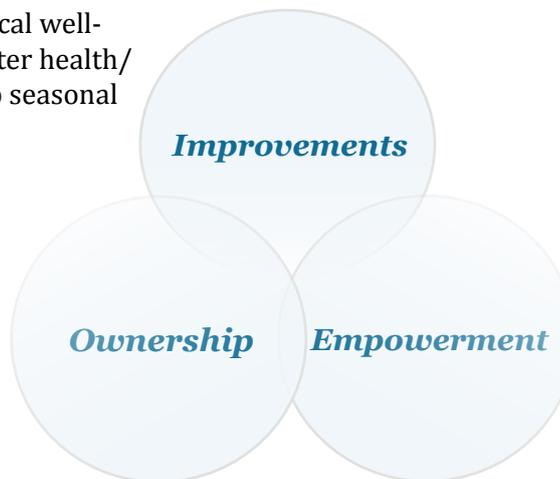
Why do you think sustainability is an important goal?

Important elements for sustainable impact of community projects

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

Three essential components of sustainable local community development projects are:

Improvements in physical well-being (food supply/ better health/ reduced vulnerability to seasonal stresses)



Ownership of the project's guiding ideas for improvement, processes and results by community participants

Empowerment of community participants

Sustainability is introduced and maintained through three basic activities:

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

ACTIVITY 1

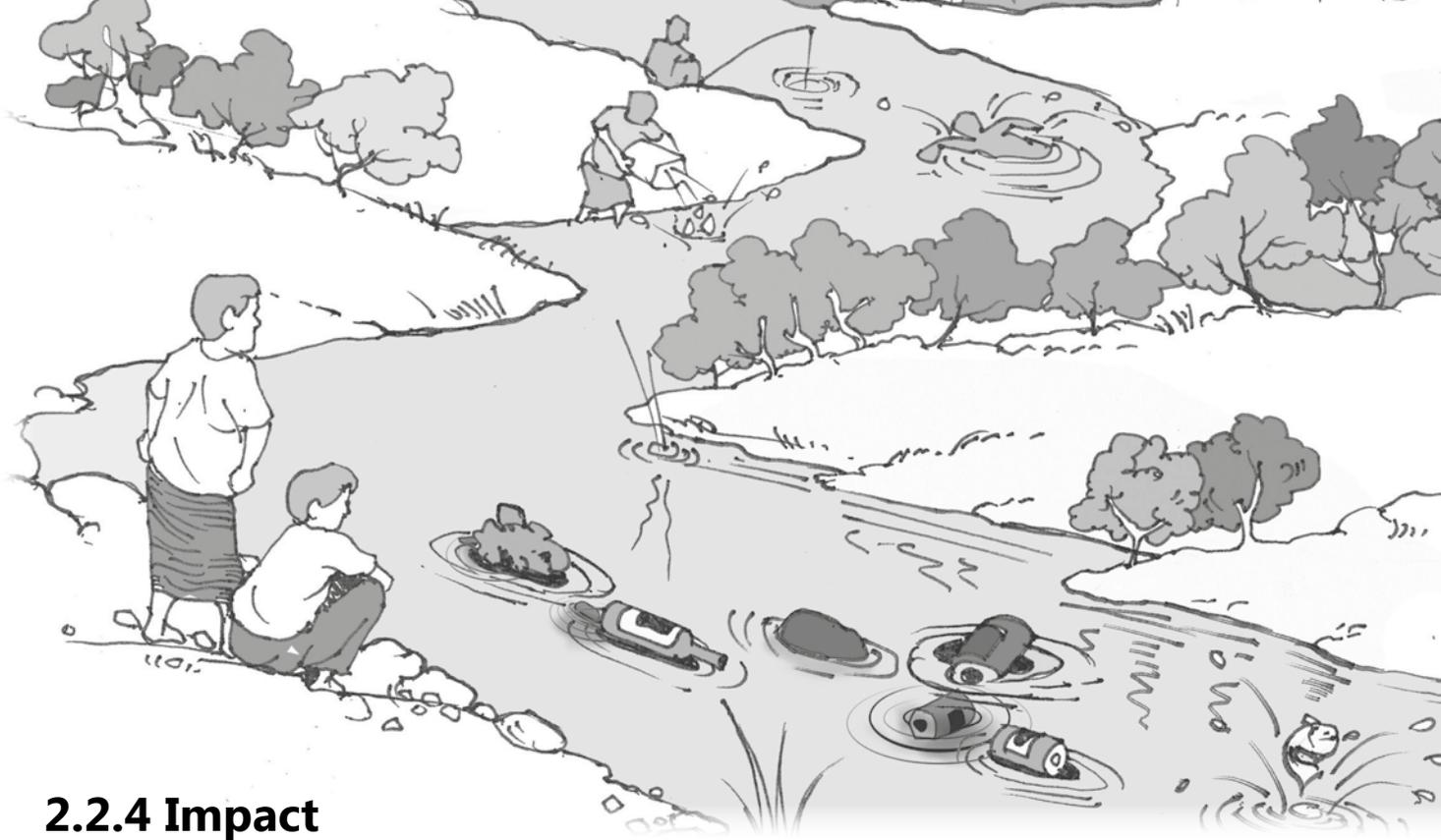
Read the following example of a sustainable project and answer the questions.

Project Overview

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

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





2.2.4 Impact

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

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

Discuss

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

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

What are some possible solutions to this situation?

Balancing positive and negative impact

Vocabulary

impact (n):
the effect of one thing or action on another thing or action

target community (n):
the people who the project is for

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

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

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

ACTIVITY 1

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

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

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

Discuss

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

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





Balancing impact: debate

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

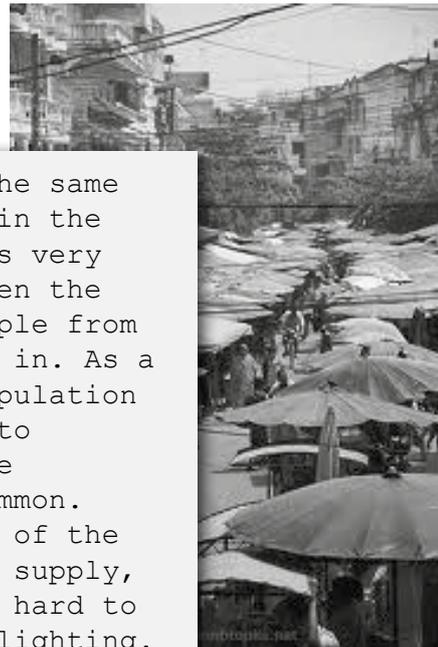
Divide into two groups and prepare a debate using the information provided.
Group 1 look at the information below, and Group 2 at the information on the following page.

Group 1

Read the background data.

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

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



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

Make a list of reasons to support your argument.

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

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

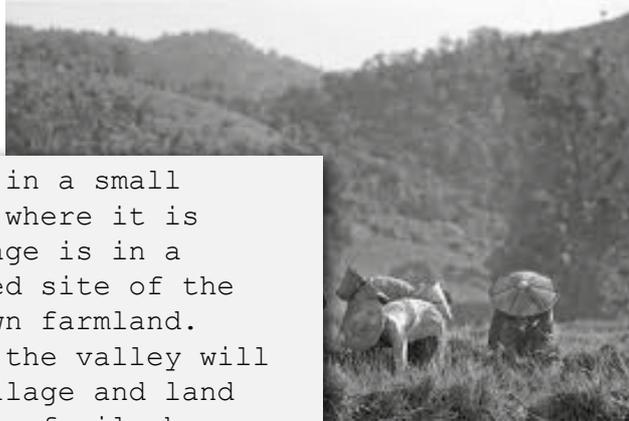
Unit 2 FOCUS

Group 2

Read the background data.

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

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



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

Make a list of reasons to support your argument.

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

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

After the Debate

Answer the following questions:

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



UNIT 3

Stage 1: Situational analysis – collecting data

3.1 Determine the context

3.2 Collecting data

3.2.1 Observation checklists

3.2.2 Questionnaires, interviews and discussion groups

3.3 Technique development

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

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



3.1 Understanding the context

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

ACTIVITY 1

Read the sentences below and mark them true or false.

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

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

Compare your answers with a partner.

Parts of a community

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

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



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



Discuss

Think about a community that you know and answer these questions:

What parts of a community can you identify in your home community?

Give 1-2 examples for the parts you can identify.

ACTIVITY 2

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

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



3.2 Collecting data

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

Vocabulary

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

What kind of information do you need?

Where can you find it? (the source)

How will you collect the information? (method)

When are you going to do it?

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

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

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

- Questionnaires
- Observation checklists
- Interviews
- Discussion Groups

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

Vocabulary

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

ACTIVITY 1

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

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

Questionnaire

- 1) Name (Optional) _____
- 2) Age: 14-19 20-39 40-59 60+
- 3) Gender: Male Female
- 4) Occupation of Head of Household: _____

5) Do you read newspapers: Yes

6) What attracts you most about newspapers: _____

7) Which type of newspaper do you prefer: Free Paid

8) Do you read news on the internet: Yes No

9) How often do you read news on the internet: _____

10) How do you feel about the news on the internet: _____

11) How do you feel about the news on the internet: _____

12) How do you feel about the news on the internet: _____

13) How do you feel about the news on the internet: _____

14) How do you feel about the news on the internet: _____

15) How do you feel about the news on the internet: _____

16) How do you feel about the news on the internet: _____

17) How do you feel about the news on the internet: _____

18) How do you feel about the news on the internet: _____

19) How do you feel about the news on the internet: _____

20) How do you feel about the news on the internet: _____

ACTIVITY 2

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

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

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

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

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

3.2.1 Observation checklists

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

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

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



ACTIVITY 1

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

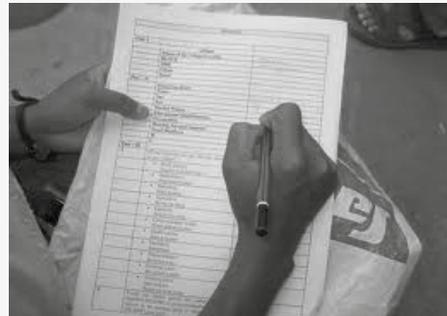
Look below at the observation checklist for the school buildings:

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

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

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

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



3.2.2 Questionnaires, interviews and discussion groups

Asking the right questions

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



Questions used in collecting information are usually of three kinds:

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

Example: *What environmental problems affect your community?*

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

Example: *Do you recycle plastic bottles?*

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

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



ACTIVITY 1

Complete the following definitions with the correct terms:

open questions

closed questions

leading questions

- _____ 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
- _____ can be useful for interviews, group discussions and questionnaires because they help check information you have heard from others (also called 'cross-checking')
- _____ are good in interviews and group discussions if you
 - have lots of time
 - want to hear people's ideas, opinions and stories
 - want to encourage them to share personal and community information

ACTIVITY 2

Match the following examples with the correct definition above:

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

Interviewing individuals and facilitating groups

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

Discuss

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

ACTIVITY 3

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

List the differences in the table.

Individual Interview	Group Interview

ACTIVITY 4

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

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

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

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



3.3 Technique development

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

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

Vocabulary

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

ACTIVITY 1

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

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

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

Discuss

What do you think are the advantages of each technique?

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

ACTIVITY 2

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

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

Unit 3 FOCUS

Interview techniques case study

Read the project description below and answer the questions:

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

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



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

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

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

UNIT 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

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

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

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

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



ACTIVITY 1

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

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

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

Discuss

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

ACTIVITY 2

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

Write down your responses to the following questions:

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

4.1.1 Stakeholder analysis

Stakeholders

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

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

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

Discuss

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

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

“Stakeholders are respected members of the community.”

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

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

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

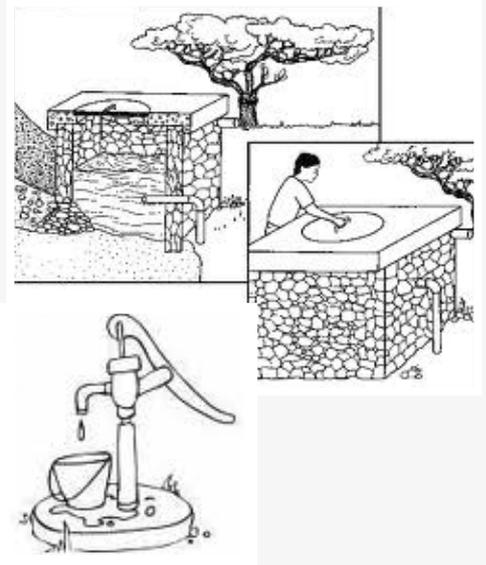
ACTIVITY 1

Read the following overview of a community project:

Project Overview

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

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



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

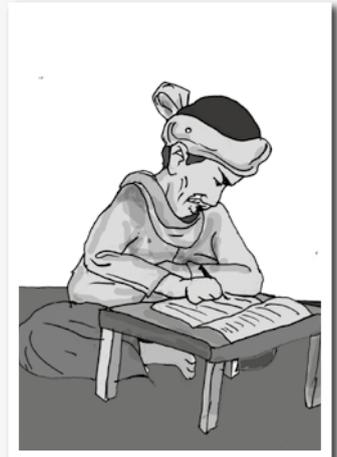


Ni Mon

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

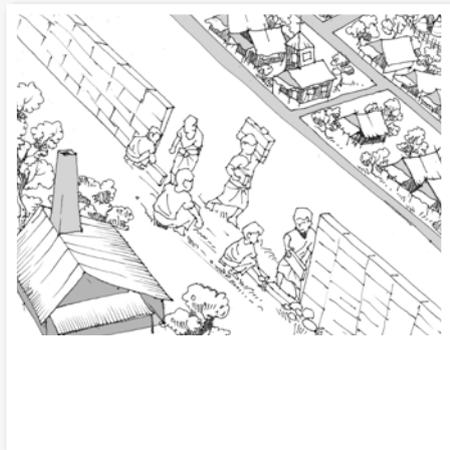
Achai

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



Khin Tway Yee

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



Kyaw Thet

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

ACTIVITY 1



Moe Mon

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

Htoo Htoo

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



Maw Maw

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



Answer the following questions then compare your answers in groups:

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

Discuss

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

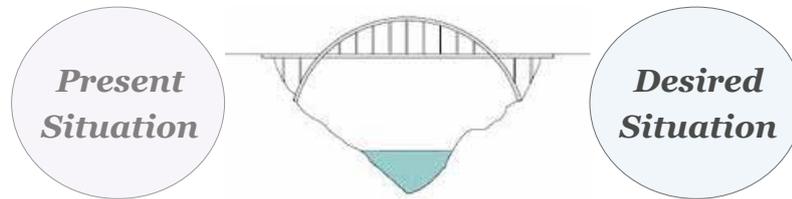
Which group(s) are the least powerful?

Why is this important to know?

4.2 Identifying needs and wants: gap analysis

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

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



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

Discuss

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

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



ACTIVITY 1

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

Case Study

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

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

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

Shelter	Health	Education	Security
---------	--------	-----------	----------

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

Compare your gap analysis with another group.

4.3 Prioritising needs

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

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

*For example, how many people are affected?

ACTIVITY 1

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

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

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

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



Discuss

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

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





4.4 Negotiating needs

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

Vocabulary

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

ACTIVITY 1

Read the case study below and answer the following questions:

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

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



Stage 1: Yula Valley extended case study

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

Overview

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

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

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

“Life is hard here

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

(42 year old female resident)

Unit 4 FOCUS

Yula Valley extended case study cont.

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

Employment

Traditionally, many people were farmers and earned their living selling their produce locally and at markets in nearby towns. Some people still work in agriculture, however since the rise of mining in the region, much of the farmland has been lost or the soil contaminated.

The most common form of employment now is in the quarries and mines or associated labouring work. Men earn slightly more than women for these jobs, and women often take on extra work selling snacks to support themselves and their families. Some of the more fortunate ones are owners of small household industries.

There are serious environmental and health hazards in the mining and quarry work, but the workers have no knowledge of their legal rights and their employers do not provide safeguards such as masks.

Health

As a result of working in the mines, pulmonary problems such as tuberculosis and silicosis are rampant amongst adults.

Water-borne diseases due to the lack of clean drinking water are frequent and particularly affect children. Infant mortality rates are high with the most common causes of child death being pneumonia and diarrhoea due to inadequate living conditions, poor hygiene and contaminated water, as well as malnutrition and low birth-weight.

There are two primary health centres that serve the inhabitants:

- One centre has a doctor that comes in twice a week from a neighbouring town 35km away and a health worker who works six days a week.
- The other centre has two health workers who work full time. They treat many minor injuries and sicknesses, but lack the facilities and the training to diagnose and treat serious conditions.



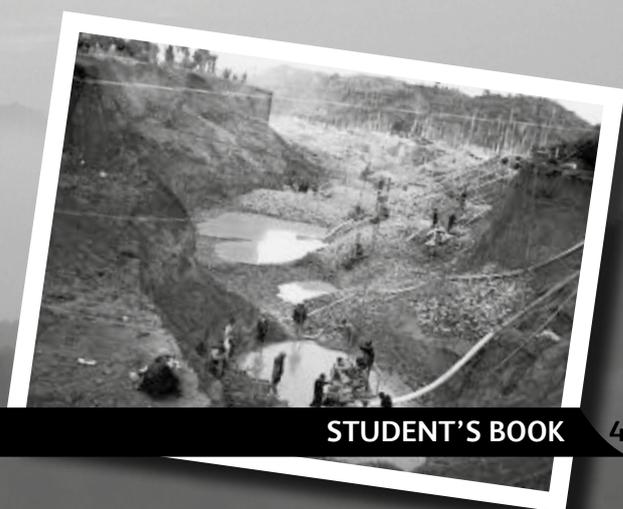
Environment
<p>The river has traditionally provided all the water used by communities in the valley including for drinking and bathing, however due to the increase in mining activity in the region the water has become contaminated with minerals and pollutants. As a result there is an acute shortage of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

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

Collecting data:

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

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



Unit 4 FOCUS

Yula Valley extended case study cont.

Community Needs Assessment

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

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

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

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

UNIT 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

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

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

ACTIVITY 1

Answer the following questions based on the text above:

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

5.1 Setting goals and objectives

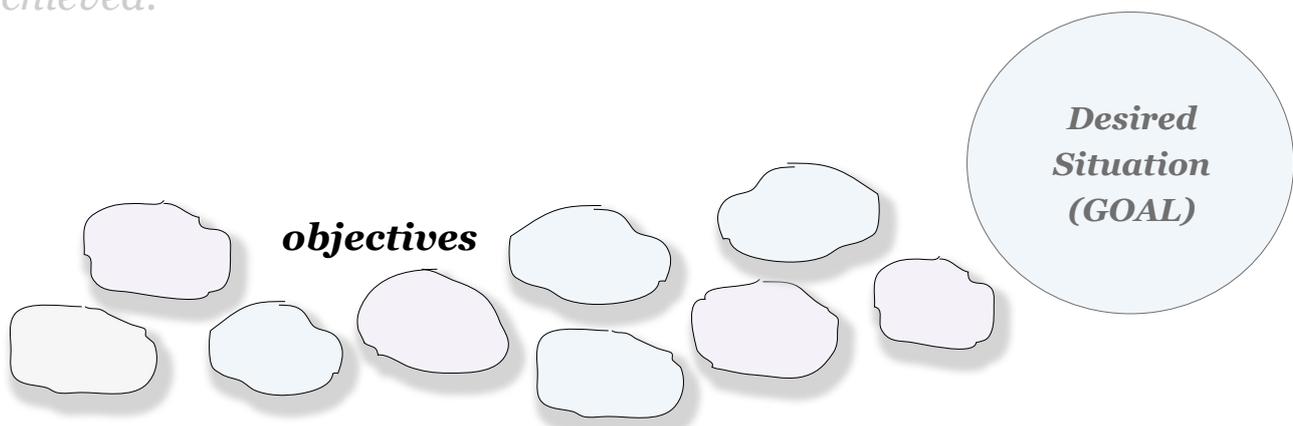
Determining goals and objectives based on needs is an important part of planning a community development project. The success of any project depends on how well the goals and objectives are prepared. Goals and objectives set the direction of a project and clearly specify what needs to be accomplished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

Discuss

What is the difference between goals and objectives?

Compare your ideas with the definition below.

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



Goals

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

ACTIVITY 1

Match the objectives below to the corresponding goal.

Goal:
to improve
oral hygiene in a
community

Goal:
to prepare for
a local
election

Goal:
to improve
medical care for
pregnant
women

Objectives:

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



Objectives

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

For example:

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

Discuss

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

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

Specific
Measurable
Achievable
Realistic
Time-Bound

ACTIVITY 2

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

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

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

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

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



This objective is SMART because it is:

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

ACTIVITY 3

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

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

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

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

ACTIVITY 4

Look at the following objectives. Are they SMART?
Explain your answer.

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

Rewrite the objectives as necessary so that they are SMART.



5.2 Assessing resources and constraints

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

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

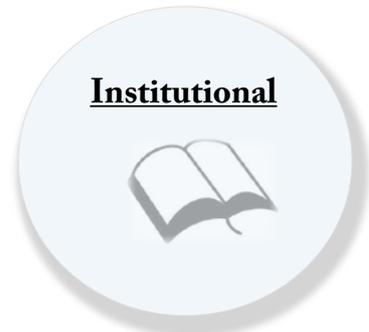
There are three major types of resources in a community: **physical**, **human** and **institutional**.



Human resources relate to people



Physical resources are things that you can see or touch.



Institutional resources relate to skills and knowledge.

ACTIVITY 1

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

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

What examples of these resources are in your target community?

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

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

Vocabulary
constraint (n):
a limitation or restriction

ACTIVITY 2

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

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

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

Compare your answers in small groups.

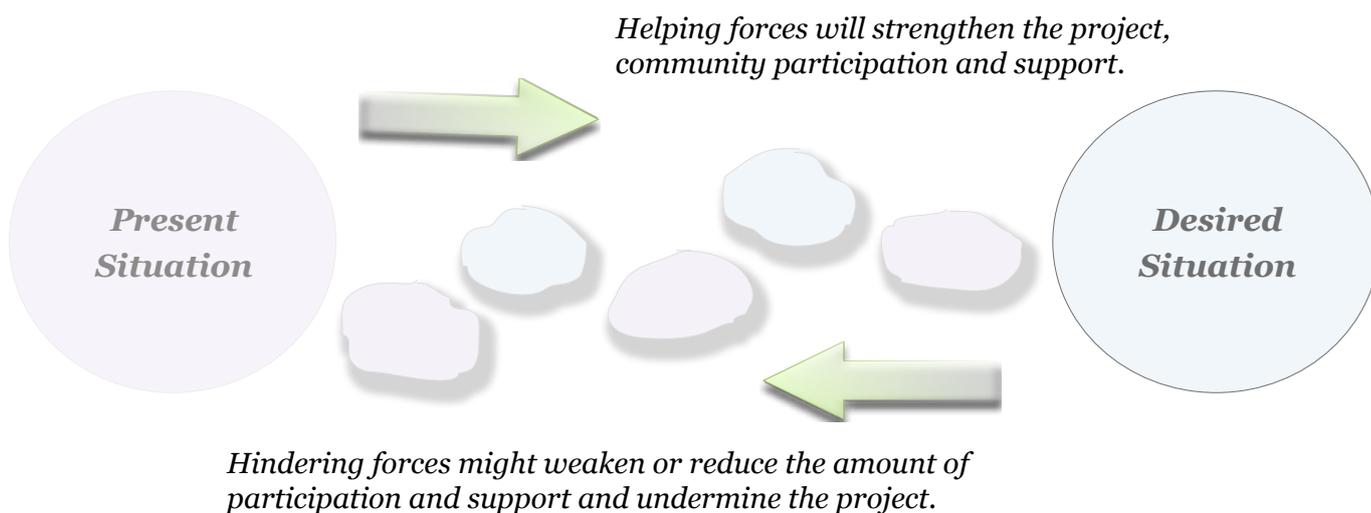
Force field analysis

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

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

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

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



ACTIVITY 3

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

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

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

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

5.3 Writing action plans

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

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

For each objective, your action plan should include:

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

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

Look at the example project action plan below:

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

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

ACTIVITY 1

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

5.4 Budgets

Discuss

Answer the following questions:

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

Then read the information below and check your answers.

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

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

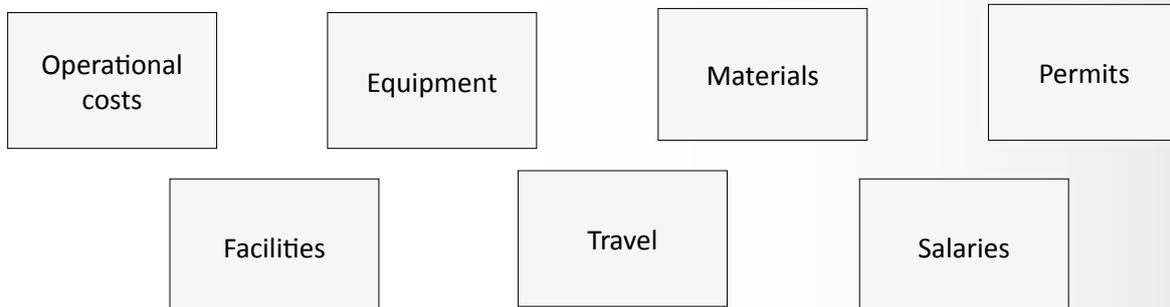
A budget is also a tool for implementing a project plan by:

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

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

ACTIVITY 1

Look at the following examples of categories for a budget:



Match the items below to the appropriate budget category above:

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

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

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

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

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

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



ACTIVITY 2

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

Discuss

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

ACTIVITY 3

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

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

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

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

Discuss

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



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

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

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

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

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

Books for All! Mobile Community Library Project

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



Unit 5 **FOCUS**

Stage 2: Yula Valley extended case study review

Look back at the Yula Valley Case Study from Unit 4

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

Discuss:

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

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

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

Yula Valley extended case study review cont.

Talking about your project

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

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

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

UNIT 6

Stage 3: Project implementation

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

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

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

Introduction

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

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

6.1 Project coordination and managing resources

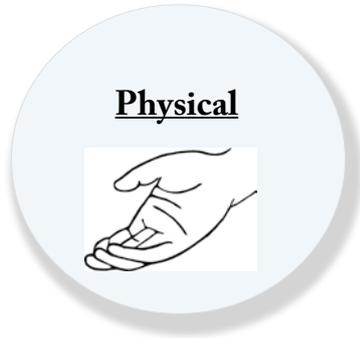
One of the main activities in project implementation is resource management. Resource management is about making the most efficient use of the resources you have. The better you use what is available, the more successful you will be in achieving your goals.

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

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



Human resources relates to individual and team management

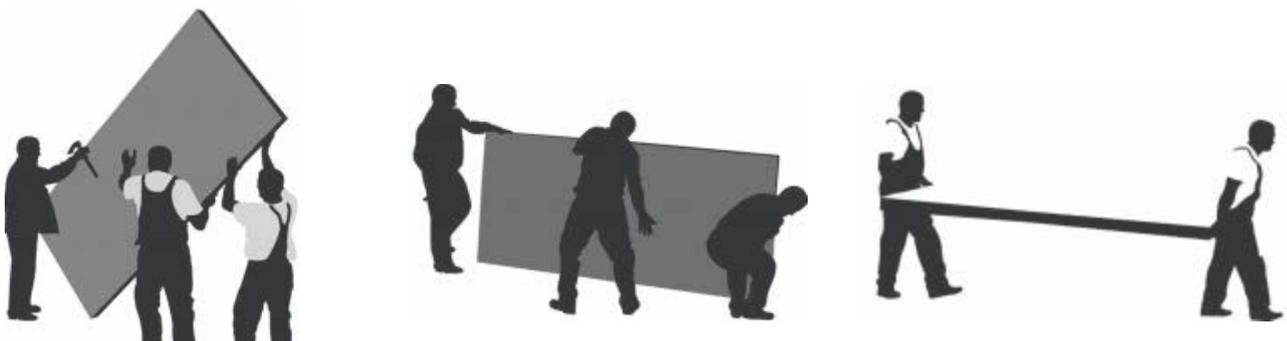


Physical resources are generally materials or equipment.



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

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



6.1.1 Physical resources

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

ACTIVITY 1

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

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

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



Compare your checklist with another group.

Did you identify the same physical resources needed?

ACTIVITY 2

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

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

6.1.2 Human resources

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

ACTIVITY 1

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

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

Communicating information

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

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

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

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

Discuss

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

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

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

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

Vocabulary

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

ACTIVITY 2

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

6.1.3 Financial resources

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

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

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

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

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



ACTIVITY 1

Label the following sentences as *true* or *false*:

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

Compare your answers with a partner and discuss any differences.

ACTIVITY 2

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

Project Overview

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

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

COST OF MATERIALS

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



ACTIVITY 2

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

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

- Receipt for 20,000 kyat spent on 3 meter wood poles
 - Receipt for 70,000 kyat for roofing leaves, but you learn that you still need 20,000 kyat more to cover the roof correctly.
 - A team member tells you that a local community member has donated all the bamboo you need to your project.
 - Receipt for 6,000 kyat of bamboo rope.
 - The team member who was responsible for the 5 foot wood poles says he hasn't found any yet and might have to pay more to get them from the next village.
2. Do you think this project is operating according to its budget?
3. What would you suggest doing to improve the project's use of funds?



Compare your answers in groups.

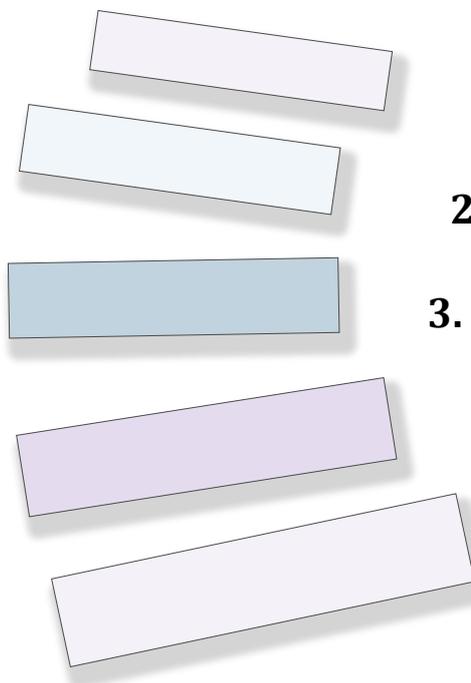
6.2 Project monitoring

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

The main reasons for monitoring a project include knowing:

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

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

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

ACTIVITY 1

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

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



Monitoring work plan:

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

6.2.1 Project evaluation

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

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

Vocabulary

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

ACTIVITY 1

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

What should we evaluate?

What is the purpose of evaluation?

Who evaluates?

When do we evaluate?

How does evaluation differ from monitoring?

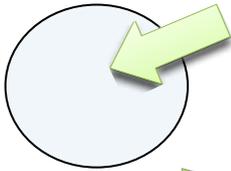
- a. Impact of project
- b. The project manager
- c. Focus
- d. Project staff
- e. Achievement of objectives
- f. Professional consultants
- g. At the middle of the project
- h. Donors
- i. To see whether objectives have been achieved
- j. Level of detail

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

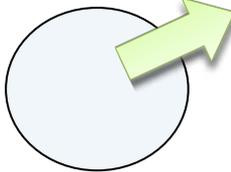
Indicators

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

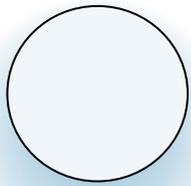
Indicators are pieces of information that show success and that allow you to measure the achievement of project objectives. Generally, there are three types of indicators:



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



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



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

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

ACTIVITY 1

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

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

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

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

Indicators should be:

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

Discuss

Do the indicators listed in ACTIVITY 1 meet these criteria?
Are there any other indicators you could add?

ACTIVITY 2

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

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

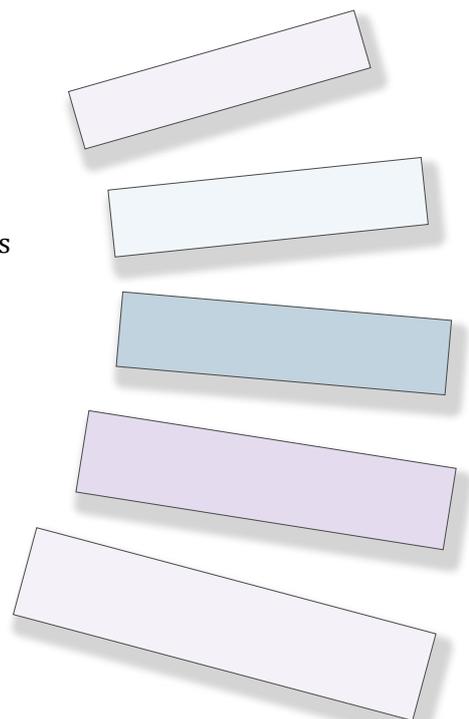
Compare your indicators with a partner.

What are the advantages and disadvantages of each indicator?

Developing an evaluation plan

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

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



ACTIVITY 3

Look at the Evaluation Work Plan below.

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

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

Evaluation work plan:

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

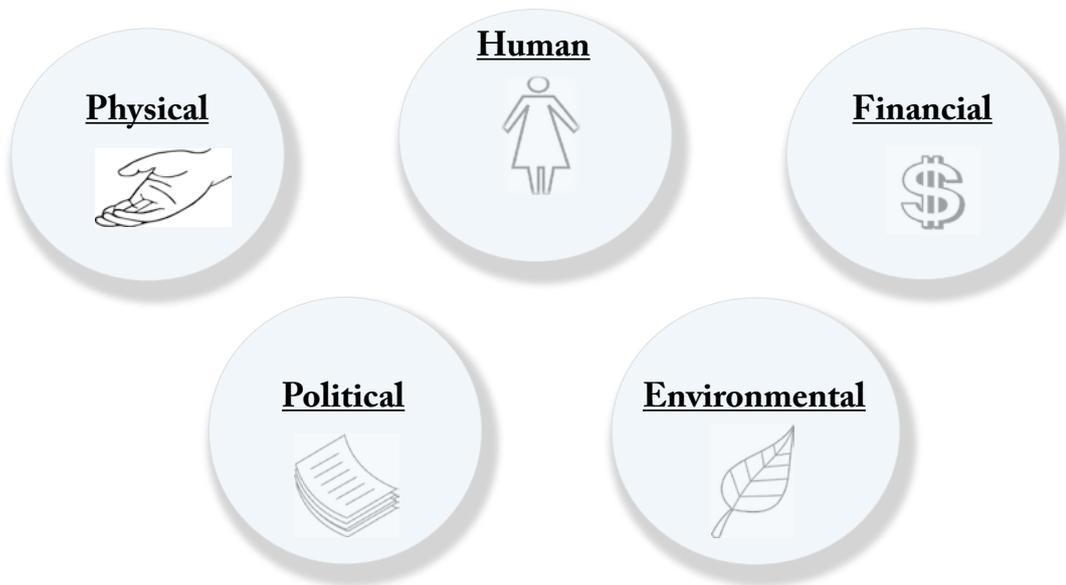


6.3 Risk management

Dealing with uncertainties

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

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



ACTIVITY 1

Match the problems listed below to the correct category:

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

Risk management involves preparing a plan for what to do in case an emergency occurs. In order to do this, you need to assess what problems you are likely to encounter and what impact they would have.

Discuss

Look back at the evaluation work plan for the reproductive health services project.

What risks can you identify for this project?

How would these affect the project?



Impact

When trying to plan for possible problems it helps to have a way to decide if a problem will have a big or small impact on your project. The table below helps you assess the most immediate risks.

The high / low impact / probability matrix:

High impact / low probability will have a very damaging effect on your project, but is unlikely to happen

High impact / low probability	High impact / high probability
Low impact / low probability	Low impact / high probability

High impact / high probability will have a very damaging effect on your project and is likely to happen

Low impact / low probability will not affect your project very much, and is unlikely to happen

Low impact / high probability will not affect your project very much, but is quite likely to happen

Risks that have both **high impact and high probability** are the problems you want to spend time planning for.

Risks that have **low impact and low probability** you generally don't need to plan much for.

ACTIVITY 2

As part of the project to improve the health of women in Tokara village, a series of workshops are planned on reproductive health and family planning.

Match the risks below to the appropriate box in the matrix:

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



Discuss

List four other risks that could affect the project activity.

Once you have identified potential problems, you can plan for how you would manage them:

1. Anticipate – How can you prepare for the possible problem before it happens?
2. Minimise – If a problem does happen, how could you reduce the impact before it has time to get worse?
3. Handle – How would you deal with a problem as best as you can at whatever stage you discover it?

These three responses and their reflective questions are most effective when used together. They form an outline for a risk management plan.

Discuss

How would you manage the risks identified in Activity 2?

ACTIVITY 3



Project Overview

A local residential care centre for people suffering from long-term illnesses who are no longer able to live at home has started implementing a community garden project. The centre has decided to plant a fruit and vegetable garden in the land around the centre so that the residents will have an enjoyable way to pass their time while getting some light exercise. Once the garden is established the residents will use the fruit

and vegetables that they grow for cooking meals which will help reduce the operating cost of the centre so that more money can be spent on treatment and care. Any extra produce that is not needed for cooking can be sold to raise extra money. Volunteers have been recruited to help with clearing and digging the garden area before the residents and workers at the centre plant the fruit and vegetable seeds.



Read the case study and answer the questions below.

1. What are some possible problems/risks you can imagine in the case study?
2. Which categories (physical/financial/human/political/environmental) do the problems you identified fall into?
3. How would the project be affected by the problems you identified in each category?
4. What might be the reasons or causes for these problems?
5. Draw a high/low impact/probability matrix with the problems you identified.
6. What could you do to prevent, or lessen the impact of these problems?

Unit 6 FOCUS

Urban youth development project case study

Read the information provided below about a project to help ethnic minority youth, then answer the questions on the opposite page:

The problem: Ethnic minority youth in an urban community feel disconnected from their culture and their school settings and are at risk of involvement in negative peer activities.

Goals: To foster respect for traditional culture and increase a sense of belonging to a larger ethnic community among inner-city ethnic youth.

To encourage the development of healthy ways to express feelings of anger and alienation.

To reduce gang involvement of inner-city ethnic youth.

Partners: Native Friendship Centre, YMCA, summer camp, elders.

Resources: four summer staff at the Native Friendship Centre, contribution of a supervisor from the Friendship Centre, community space at the local YMCA, eight-week time slot at a summer camp, support of two native elders, use of two school buses, four parent volunteers, \$7500 in grant money to cover programme supplies and use of school bus.

Project notes

Two senior summer staff hired for 14 weeks will recruit and select youth, develop and lead programme activities for the two-part summer programme.

The programme will involve four weeks of urban activities and four weeks at the summer camp.

Two junior staff hired for 11 weeks will assist senior staff in preparation and follow-up activities and in leading summer camp programme.

Urban activities will include activities to teach youth about their culture and to explore creative arts and theatre, basketball and other sports activities at the YMCA, discussion groups involving elders, and joint planning by youth to culminate in a community project such as a mural painting, a theatrical event, or a youth-led nature walk for community members.

Camp activities will be similar to those offered in the city, but with increased focus on traditional culture and life skills, discussion groups, and outdoor sports activities.

One senior and one junior staff will lead 12 to 15 at-risk youth in the four-week urban programme with the assistance of an elder and two parent volunteers. The remaining staff and volunteers will lead a similar group in the four-week summer camp.

1. Use the information from the project notes on the previous page to complete the objectives and activities below.

Objective 1	Activities
	<hr/> <hr/>
Objective 2	<hr/> <hr/>
Objective 3	<hr/> <hr/>

2. Write a list of indicators for your project objectives.
Compare your indicators in groups. Which are input, output and impact indicators?
3. Based on the activities and indicators you have identified, do you think the project will meet its goals? Why or why not?
4. What changes could you make to this project to ensure it meets its goals (e.g. other activities you would add)?



Unit 6 Focus 2

Stage 3: Yula Valley extended case study review

Look back at the Yula Valley case study from Unit 4

1. What resources – physical, financial and human – would you need to implement your project?
How would you manage these resources?
2. Using the objective you identified in Unit 5, write two or three indicators.

Objective:	Indicators:
	a. b. c.

3. Draw up an outline of how you would monitor/evaluate the success of these indicators.
4. Identify 6 risks that might threaten your project in the Yula Valley.
Draw a high/low impact/probability matrix to categorise these risks.

High impact / low probability	High impact / high probability
Low impact / low probability	Low impact / high probability

Are these problems physical, financial, human, political or environmental?

What action could you take to protect against them?

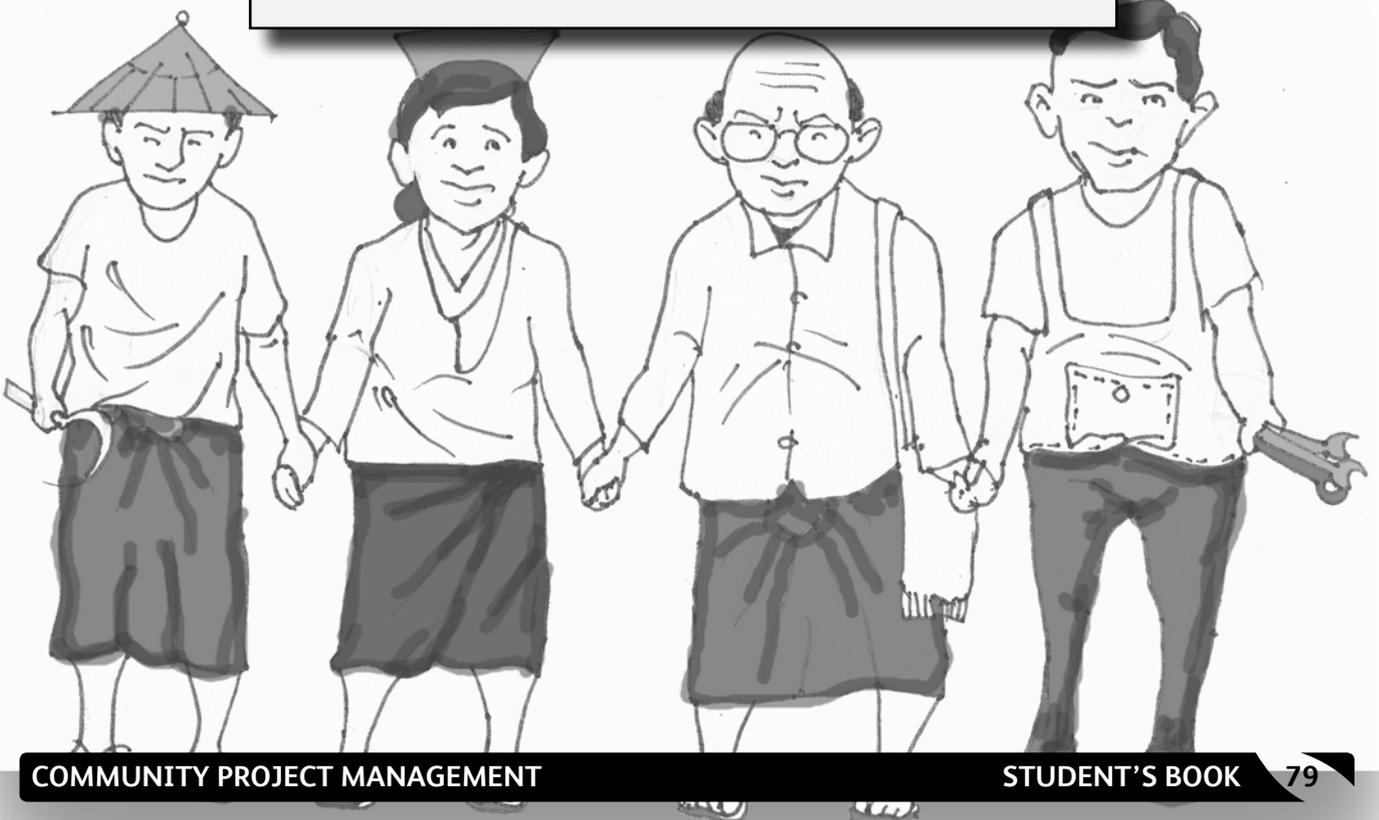
UNIT 7

Stage 4: Comprehensive evaluation and reflection

- 7.1 What is a comprehensive project evaluation?
- 7.2 Comprehensive evaluation framework
- 7.3 Collecting information
- 7.4 Analysing information
- 7.5 Project reflection: lessons learned

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

- plan a comprehensive project evaluation after completing all project activities
- evaluate the overall success of project goals and objectives
- use appropriate tools for collecting evaluation information
- apply lessons learned from the project evaluation to new and up-coming projects



7.1 What is a comprehensive project evaluation?

A comprehensive evaluation is a review of the whole project, looking at its overall value and effect. Doing an evaluation helps us to see if the project has been successful, and also provides the following benefits:

- helping us to plan more effective projects in the future
- learning from successes and mistakes
- justifying activities to disinterested community members
- justifying activities to external funders or donors
- discovering if the project is having the effect we hoped it would
- helping to build and empower the community
- helping ensure the project's sustainability

Vocabulary
comprehensive (adj):
 complete, total, very
 detailed and with all
 necessary information

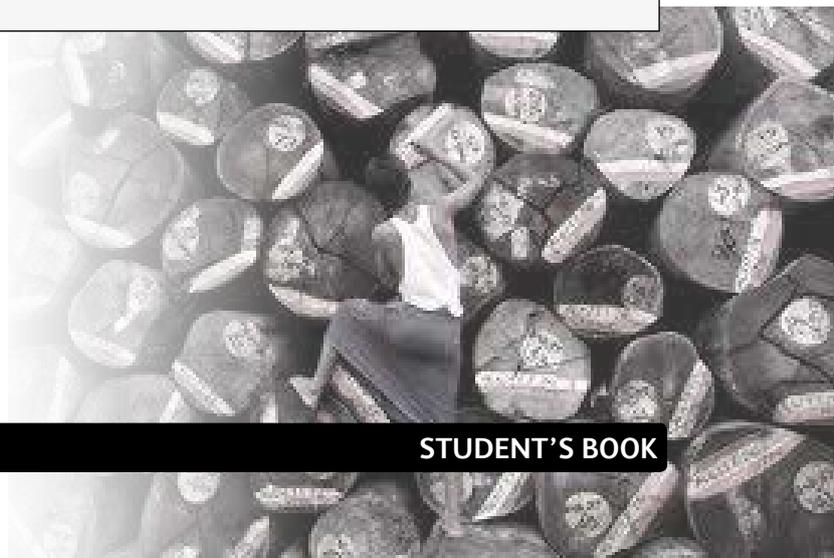
Evaluation can be carried out by an expert or outside consultant who is employed to assess the results of a particular project when it finishes. This is called external evaluation and is popular with many larger organisations. Internal evaluation is when an organisation evaluates its own project. Participatory evaluation is a form of evaluation, which involves as many stakeholders as possible in the evaluation process.

ACTIVITY 1

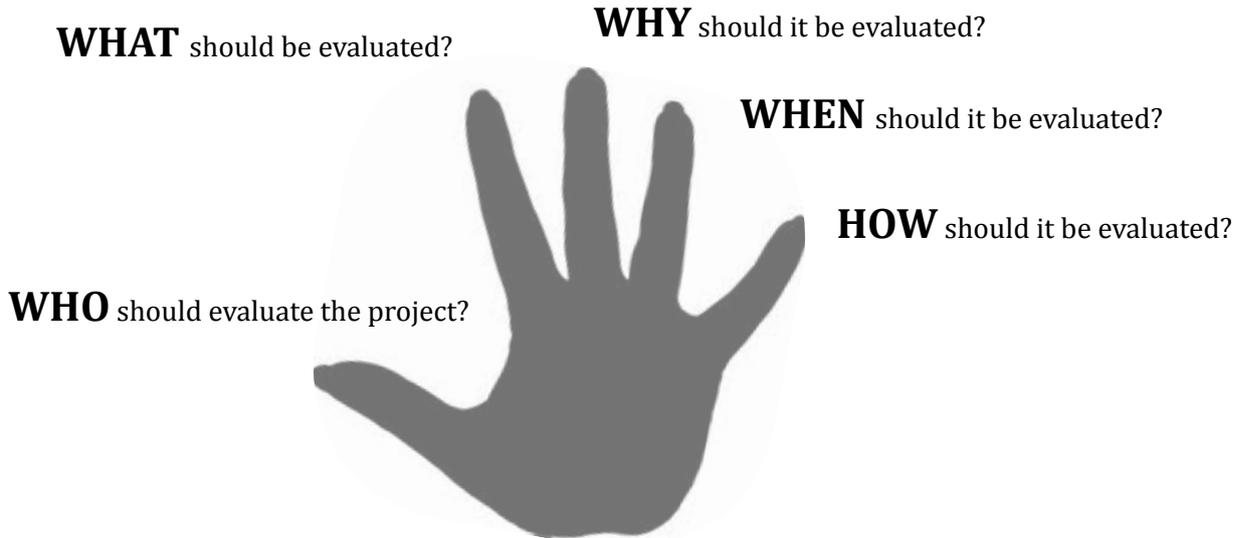
What do you think are the advantages and disadvantages of external, internal and participatory evaluations? Fill in the table below.

	Advantages	Disadvantages
Internal evaluation	<i>e.g. internal evaluators have more knowledge about the situation they are evaluating</i>	<i>e.g. internal evaluators are more influenced by a situation they are part of</i>
External evaluation		
Participatory evaluation		

It is very difficult to go back and set up an evaluation system once work on your project begins to happen, so you should decide what kind of evaluation you will have during your planning process. In fact, the information you collect during your needs assessment can also be used for evaluation after your project has been completed.



7.2 Comprehensive evaluation framework



In answering these questions about your project, you get the framework for how you are going to evaluate your activities.

ACTIVITY 1

Match the questions below to each of the 5 questions above.

- | | |
|---|---|
| <p>a. Will only your team evaluate?</p> <p>b. Can you evaluate your project with your own methods and tool?</p> <p>c. Will the information be used for the project team only?</p> <p>d. Will each stage need to be very deeply and specifically evaluated?</p> <p>e. Is there another formal evaluation method or tool required by an outside donor that your team has to use?</p> <p>f. Is there a specific deadline by which the evaluation needs to be finished?</p> | <p>g. Will an evaluation of only the major points from each stage be enough?</p> <p>h. Is the information required by another organisation or donor?</p> <p>i. Will other people/groups be involved?</p> <p>j. Will the evaluation be done only one time after the completion of a project, or at different scheduled times? For example:</p> <ul style="list-style-type: none"> • One month after finishing project? • Six weeks after finishing project? • Four months, after finishing project? |
|---|---|

A simple and effective evaluation tool uses three basic comprehensive evaluation questions:

<i>What worked?</i>	What was effective in the way we conducted our project?
<i>What didn't work?</i>	What was not effective in the way we conducted our project?
<i>What needs to be done differently?</i>	What changes would we make for this project to be more effective?

Comprehensive evaluations need enough time to cover all four stages of the project life cycle. At a minimum the three basic evaluation questions need to be asked for each stage of the project. It is important to also evaluate your process of evaluation!

You can use the comprehensive project evaluation framework to answer the three reflective questions about your project activities throughout the project cycle:

Comprehensive project evaluation	What Worked?	What didn't work?	What needs to be done differently?
Situational analysis			
Project planning			
Project implementation			
Project evaluation			

7.3 Collecting information

In addition to the indicators that you monitored during implementation, you can assess your final outcomes using quantitative and qualitative data sourced from questionnaires and interviews.

Discuss

How could you use the techniques from Unit 3: Situational Analysis in a comprehensive evaluation? Who do you think should be involved?

Qualitative

Qualitative data provides descriptive responses based on people's opinions, so the responses are more likely to vary from each other.

Qualitative questions can:

- ask how and why
- be open-ended questions
- ask for longer, more personalised responses

Quantitative

Quantitative data provides numbers, times, lengths and responses that can be easily categorised and compared equally.

Quantitative questions can:

- ask how much, how many,
- be yes/no or true/false questions
- use number scales or checklists

You may want to use different evaluation methods for different stakeholders. It is a good idea to plan how you are going to collect data carefully, just as you did when conducting the situational analysis, and make sure that checklists and questionnaires are prepared in advance. This is particularly important for workshops or events, as you may not be able to contact all the participants again.

ACTIVITY 1

Read the following project description:

Domestic Violence Prevention Project

Goal: To reduce the incidence of domestic violence in the community

Objectives:

- 1) To promote a healthy attitude towards relationships and raise awareness of the consequences of abusive relationships through implementing a series of classroom-based training workshops for selected community members.
- 2) To train five community leaders to act as counsellors for people to talk to if they feel they may be in an abusive situation.
- 3) To provide mentor visits to help support counsellors and gather feedback.



Now look at the examples below from the evaluation questionnaire that was sent to project participants.

Decide if each question is a **quantitative** question or a **qualitative** question.

1. How would you describe your involvement in the relationship-abuse prevention project?

2. Please rate your satisfaction with this programme.

1	2	3	4	5
Very				Very
unsatisfied				satisfied

3. Which services did you receive? (Check all that apply.)

- Classroom instruction
- Counsellor training
- Mentor visit

4. Indicate whether the following statements are true or false:

a. Jealousy is a sign of love. **T / F**

b. When a woman gets hit by her partner, she must have provoked him in some way. **T / F**

5. How effective do you think the project has been in raising awareness of the warning signs of relationship abuse?



ACTIVITY 2

Complete the following table with the strengths and weaknesses below for each data type:

Data Type	Strengths	Weaknesses
Quantitative		
Qualitative		

- | | | |
|--|---|---|
| 1. Easier to combine data to get overall results | 5. Doesn't provide in depth information | 10. Provides in-depth "rich" information |
| 2. Analysis can be done quickly | 6. Fits within oral tradition | 11. Easier to design questions |
| 3. May not be suitable for large samples | 7. Less personal | 12. Difficult to combine data across participants |
| 4. Analysis is time consuming | 8. Seen as objective | |
| | 9. Difficult to design good questions | |

7.4 Analysing information

Once you have collected information from interviews, questionnaires and checklists, you need to collate the results so they can form part of your evaluation. From these results you will be able to draw conclusions about the overall successes of your project and make recommendations for future projects.

You will usually write a report to summarise the project and its impact based on the findings of your evaluation. Such reports are often required by donors to show the results of your activities, and are useful to publicise your achievements.

Vocabulary

collate (v):
to organise, compare and analyse text or data

Discuss

Why do you think it might be a good idea to publicise the achievements of your project?

Are there times when you might not want to do this?

ACTIVITY 1

Read the following project information and look at the collated questionnaire results.

What are the positive outcomes, and what areas could be improved?

What recommendations would you make based on the questionnaire answers?

Project Overview

You organised a presentation on protecting the urban environment including a short video, tips for reducing pollution and ways to recycle rubbish.

At the end of the event, you asked participants to fill out a questionnaire containing eight quantitative questions and a comments section. Forty eight people attended the event and forty two completed questionnaires were returned.

Venue: Conference Room 1
City Standard Hotel

Date: Friday, 24th May

Time: 2-4pm

Collated Results

Total no. questionnaires received: forty two

Age:	<i>under 20</i>	<i>20-35</i>	<i>35-50</i>	<i>50+over</i>
	12	23	6	1
Gender:	<i>male</i>	<i>female</i>		
	31	11		
Was the event location convenient?	<i>1 (poor)</i>	<i>2 (ok)</i>	<i>3 (very good)</i>	
	10	28	4	
Was the timing of the event convenient?	<i>1 (poor)</i>	<i>2 (ok)</i>	<i>3(very good)</i>	
	12	25	5	
Was the event informative?	<i>1 (poor)</i>	<i>2 (ok)</i>	<i>3 (very good)</i>	
	0	11	31	
Was the presenter knowledgeable?	<i>1 (poor)</i>	<i>2 (ok)</i>	<i>3 (very good)</i>	
	0	9	33	
Was there enough time to ask questions?	<i>1 (poor)</i>	<i>2 (ok)</i>	<i>3 (very good)</i>	
	5	31	6	
Would you like more information about ways to improve the urban environment?	<i>no</i>	<i>yes</i>		
	5	37		

Comments:

Seventeen people said they would prefer events in the evening or at weekends

Ten said that transport to the event location was expensive

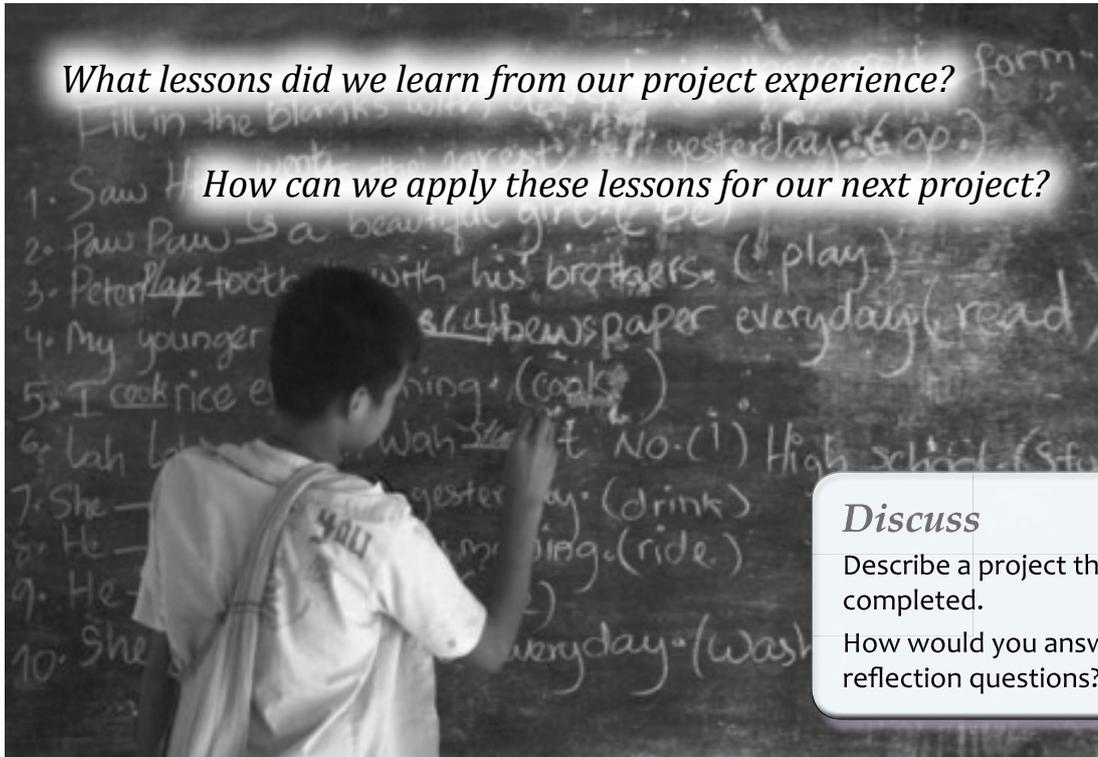
Six people said they would like more discussion time

7.5 Project reflection: lessons learned

Once you have collected information and feedback from your project activities you should think personally about the experience of completing your project and how this experience will help inform your future work. Ask yourself two main questions:

What lessons did we learn from our project experience?

How can we apply these lessons for our next project?



Discuss

Describe a project that you have completed.

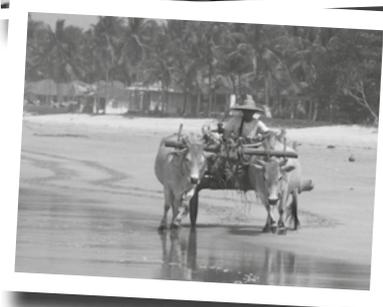
How would you answer the two reflection questions?

When you answer reflection questions, consider any challenges that you did not expect, how you responded to them and what you would do differently next time.

Course reflection

Working in pairs, interview your partner and write down their answers to the questions below. When you have finished change roles.

1. What do you understand a 'community' to be?
2. How have your ideas about project management changed during the course?
3. Describe an exercise or activity in the course that you particularly enjoyed. What did you learn?
4. Describe an exercise or activity that you found challenging. Why?
5. Think about your own communities. What needs have you identified?
6. How would you go about addressing these needs?



Stage 4 Evaluations: CARE Cambodia: highland children's education project

Read the project information below then answer the questions on the following pages.

Background

North East Cambodia is home to approximately 115,000 Indigenous people. Most do not speak the national language, Khmer, and those that do only know a little. This inability to speak Khmer, their geographic isolation as well as their different religious beliefs and economic activities has resulted in the marginalisation of indigenous people from mainstream Cambodian society. Issues of land ownership and continued discrimination against them, threaten these highland communities with increased poverty and further marginalisation. Education is of particular concern. In the remote areas, 65 percent of official primary school age children do not attend school, while less than 10 percent of the total population completes primary school and even fewer highland children move on to secondary education. There are many communities without schools, with baseline surveys indicating that 93 percent of the target communities were illiterate. Even where there are buildings, classes are often not held because not many government teachers will stay at such posts.

Project Description

The project was developed by CARE Cambodia in close cooperation with the Ministry of Education, Youth and Sport (MoEYS) and funded by AusAID. The objectives were to:

- Address the needs of disadvantaged ethnic minority groups through the establishment of community schools targeting girls and boys who have never enrolled or who have dropped out of the formal system
- Provide the Ministry of Education, Youth and Sport with a model for the delivery of basic education in remote areas of Cambodia to highland minority peoples.

Unit 7 FOCUS

Highland children's education project cont.

1. Identify appropriate indicators for this project.

Key activities were to:

- Develop a bilingual curriculum using both the local language and Khmer, to act as a bridge to help children learn Khmer for later studies.
- Train local people as the teachers, using their local language and Khmer.
- Establish a Community School Board in each school responsible for the governance and management of the school while acting as an important and effective link between the community and the Project using traditional decision-making processes.



2. What are the short-term, intermediate and long-term aims of the project?
3. What methods would you use to evaluate this project?

Complete the table below.

Objective	Evaluation Indicator	Data Source	Evaluation Method



Read the quotes from stakeholders in the project and answer the questions below:

4. What, in your view, have been the successes of this project?
How do you support this view?
5. What, in your view, are some areas that needed improvement?
6. What recommendations would you make for this project to continue?



“It’s a good model because we are able to adapt things like the calendar to the needs of the people. State schools can’t do that.” (Local Project Staff member)

“What CARE is doing is very good...My concern is that when CARE drops out, what will happen then? The communities will have trouble running these schools on their own. Perhaps the Provincial Office of Education can take responsibility, but it can’t do the same quality of work as CARE has done because it doesn’t have the resources.” (Government MoEYS Official)

“The government can’t expect that teachers from the towns will go and live in remote villages. This project goes a long way towards solving this problem even though the community teachers may not meet the Ministry’s standards for certification.” (Project donor)

“Transport is very difficult and therefore the government staff won’t want to go there. The attitude of government staff is not patient enough. At the moment the teachers get very strong support from us (project staff). But the government staff will blame the teachers if things are not running perfectly ... and community members won’t have a chance to share their ideas with them. Maybe the government doesn’t have enough money to support the schools.” (Local Project Staff member)

“It’s not just education for the kids - the school has also helped with our village life... Now it has made people start to talk about the educational things - like ways to see all children go to school and how to encourage the community to protect our resources and our land... Parents feel more confident. We know that if the children can read and write this will help them to protect their rights.” (Parent of participating child)

“The Community School Board is very good - they are like a second parent encouraging the teachers and the children... School is our treasure - we will continue with it.” (Parent of participating child)

EXTRAS!

Additional activities

Unit 1: Intro to projects and project management

Activity 1: Draw a Poster: Raising Awareness

Students have learned that problems in a community are usually environmental, economic, or political. Make them draw a poster to raise awareness of a problem in their community. Split them into small groups or pairs or have them work individually. Assign each group/person a category (environmental, economic, or political). Students should think of a problem in that category and a solution. With a few words and pictures, the poster should creatively show both the problem and the call to action.

Eg. Problem: Children in the village are unschooled because of the lack of teachers.
Call to Action: Become a teacher.

Activity 2: Fill in the Chart: Project Life Cycle Overview

Students write in a few sentences describing what actions to take in each stage of the project life cycle for the three sample projects below.

	Encouraging locals to wear helmets when riding motorcycles	Providing a free HIV test to poor people	Organising a bus to take children to school
1. Situational Analysis			
2. Project Planning			
3. Project Implementation			
4. Project Evaluation & Reflection			

Unit 2: Introduction to Communities and Development

Activity 1 Fill in the Chart: Sustainable Community Projects

Using the projects from Activity 4, students need to come up with ideas on how those projects can be sustainable with the following chart below.

	Example: Developing a shop owners' association.	Example: Buying and installing rubbish bins for the street to keep the area cleaner.	Example: Organising a street fair to increase business and attract new customers.
Resources What resources do you need to provide the community to implement the activities?			
Education How will you build the knowledge and skills of the community in order to utilise the resources?			
Empowerment How will you empower the community from the beginning to end of the project?			

Activity 2: Debate: Positive and Negative Impact

Divide students into small groups. Students engage in a debate to consider all possible harms and benefits a community project may cause. At the end of the debate, the class decides whether the project should be implemented or not. If the project is rejected, ask students to think about changes to the project that could be made to minimise the harms and maximise the benefits.

STORY 1: A group is proposing to clean up the local river that crosses the town. The river is piled up with rubbish because of the slums located along the river. The group asks to remove the deposits on the river and then demolish the slums. They propose that the 1,000 residents of the slums who have been living there for the past 60 years move to another area.

STORY 2: A group is proposing offering microfinance loans of 100,000 kyats to people in an impoverished community interested in starting a business. There are no jobs available in the village and many have left to the city. People are interested in getting the loans to start a convenience store or a second hand clothing shop.

Unit 3: Stage 1: Situational Analysis-Collecting Data

Activity 1 Observation Checklist: Local Place

Students compose and complete an observation checklist individually. The checklist can follow the same format as the one in Activity 1. Assign them a place in their community such as a hospital, school, farm, town hall, etc. Ask students to go there and spend at least an hour observing the conditions of the people and the place and identifying any needs they see.

Activity 2 Interview: Local Place

Assign students to return the local place to conduct a one to one interview with someone working there or receiving services from there. Before they do, make them write five in depth questions to ask and test them on their fellow classmates for feedback. Students should record the actual interviews on paper and write a reflection paragraph on how they believed the interview went, how they could better carry out the interview next time, and what findings they discovered.

Unit 4: Stage 1: Situational Analysis-Needs Assessment

Activity 1 Group Project: SWOT Analysis

Divide the class into groups. Students look at their past observation checklists and interviews and make a list of needs/problems they came across. Based on a group vote, they should decide on one need/problem they would like to tackle. They then need to present 2 projects that will help solve the need/problem.

Eg. Problem: Villagers are not benefiting from the increasing influx of tourists and the income from tourism is being exploited by tourism agencies.

Project Proposal 1: build the capacity of locals on how to attract tourists and on how to run a homestay as alternative accommodation.

Project Proposal 2: direct locals to job opportunities within tourism agencies, hotels and restaurants

Students need to create a SWOT analysis for each project and present them to the class to ask the class' opinion on the most promising project. Keep in mind if the project is sustainable.

Strengths	Weaknesses
Opportunities	Threats

Activity 2 Negotiation: Project Opposition

Pair a student up with a partner. Give one person the Community Project Manager card and the other the Community leader card. They cannot see what is written on the other card. Students read through their own cards and explain that they will sit in for a 15 minute negotiation talk with their partner. The community project manager should note down solutions he/she could propose while the community leaders should think about how to best express the concerns/frustrations of their character. In the end, you can debrief the students and ask them if any agreements were made.

Community Project Manager

You are planning to start a metal welding training program for men of a marginalised minority ethnic group in the town of _____. The community members from this minority are the most underprivileged people in the area. They have a hard time finding jobs because of discrimination from the majority ethnic group. So, when they learn to weld metals, they will be able to have a vocation and make a living for their families. However, as perfect as the project sounds, several members of the majority ethnic group in the area have opposed it and asked for it to be stopped. You call for a meeting with these community members to find out why. You want to negotiate to allow this project to continue.

Community leader

You are a local in a community, part of the majority ethnic group. You have a not very good impression of aid workers and NGOs because they have neglected to see the humanitarian needs of people from the majority group as well. While many aid and developmental programs have flooded into the town for many years, they have only targeted the needs of the minority group. You hear that someone is yet again starting another community development project for the minority men. The person plans to train them on welding metals and eventually give these people jobs. You are not very happy that people from your community are once again neglected. You and other people have asked for the project to be stopped. The community project manager calls you for a meeting to find out why.

Unit 5: Stage 2: Project Planning

Activity 1 Group Project: Goals & Objectives

Divide students into their original groups from the first activity in the last unit. Based on the previous group project, a project proposal has been selected. Now, ask students to create a goal and objectives for their project. After evaluating their written work, tape these up on the wall and a piece of paper below. Have students walk around and read their fellow peers' goals and objectives and write below possible activities that they would need to be performed in order to reach those goals and objectives. Ask students to keep the suggestions for later.

Unit 7: Stage 4: Comprehensive Project Evaluation and Reflection

Activity 1 Survey: Project Evaluation

Students will choose one of two projects from the Planeterra Foundation. Students read through it and individually create a survey for the participants/beneficiaries of the project to answer. These questions should help determine the effectiveness of the project. They can look to the survey format on page 83 for inspiration. They can ask how many, yes/no, true/false, number scales, checklists, how, why, and open-ended questions.

It Starts with Sheep

Critical Need

In many countries across Sub-Saharan Africa, over-farming and deforestation have taken nutrients out of the soil. This has led to decreasing number of crops. Food shortage has become a major problem across the region. Many are living hand to mouth as factory-made fertilisers are unaffordable.

Your Impact

Rita and Jeff Rayman of The Guardian Project, started working with community participants across Rwanda, Uganda, and the Congo. They work to support sustainable farming as a source of income. They focus on communities around national parks to stop poaching of the wildlife and forests within. For every \$50, they buy a female sheep or goat for a family. Males are also given for reproduction. When animal manure is harvested and composted, large amounts of fertiliser can be made in four months at least. The fertiliser improves the quality of soil and so, increases the number of crops. Participants are trained to make fertiliser from these animals for their farms and they can sell extra animals at the market.

Women on Wheels

Critical Need

Many women and girls in India are often treated unfairly and ignored. They have a more challenging time getting resources such as education. When families' resources become less, they will be the first in their families to be taken out of schools. Many girls grow to be women that are dependent on their husbands to provide income to their family. This keeps them in the cycle of helplessness and makes them dependent on others, but not themselves.

Your Impact

Planeterra is providing resources, such as cars, to be used by women that have been trained by Planeterra partners, The Azad Foundation. Azad Foundation runs a commercial driver training program to empower poor women in Delhi. They are training poor women from nearby poor city regions to get their driver's license and become certified commercial drivers for other women or couples. Women are also trained in English, self-defense, CPR (lifesaving technique used in emergencies), women's rights, and communications. This 8 to 10 month course ends with Planeterra partners helping the beneficiaries receive their first driver's license. They then connect them with the resources to start working in a new respectable job. Over 65 women have been trained in this program and they currently have 11 cars on the road.

Activity 2 Group Project: Project Evaluation

Students can also use the table on page 88 to plan how they are going to evaluate their group project. Have them brainstorm as a group and fill in the table for each objective.

Objective	Evaluation Indicator	Data Source	Evaluation Method

GLOSSARY

Community Project Management vocabulary

A

Appreciative Inquiry (n) (9): creating change by looking at the positives and building on the strengths

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

Assess (v): decide the nature and amount of something

Action plan (n) (54): a guide of day to day activities that ensure all activities get accomplished on time.

B

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

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

Consult (v): have a discussion with and seek advice from someone before doing an activity.

Budget (n) (55): a plan that lists all financial information for the activities you need to do to successfully complete your project

C

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

Community of interest (n) (13): community members who are connected through an interest such as a hobby, belief, or job

Collate (v): to organise, compare, and analyse text or data

Comprehensive (adj): complete, total, very detailed and with all necessary information

Comprehensive Evaluation Framework (n) (81): a plan that describes the evaluation which will be done in all project life cycle stages

Control (v): limit the level, or number of something

Closed questions (n) (31): questions which can be answered with a single word or short sentence

D

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

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

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

Discussion group (n) (29): asking questions to a group of several participants together to hear their opinions

E

Empowerment (n) (18): the giving of the ability to improve one's situation without always having to rely on outside help

Evaluate (v): decide the overall effectiveness of an activity after it has been done

Evaluation (n) (69): the process of looking back at the successes and/or failures of something

F

Feedback (n): information about people's reaction to the project

Force field analysis (n) (53): a method that identifies forces affecting community participation and support for a project

G

Grassroots (n): local, from within a community

Gap analysis (40) (n): a tool of finding how to bridge the gap between the present situation and the desired situation of the target community

Goal (n) (48): the desired situation that the project expects to make

H

High/low impact/probability matrix (n) (74): a table that assesses the most immediate risks

I

Imagined community (n) (13): community members who are located over different parts of the world but have a shared identity

Implement (v): to do, to (begin to) make the changes

Impact (n): the effect of one thing or action on another thing or action

Interviews (n) (29): asking questions to individual participants one at a time

Indicator (n) (70): information that helps you to measure the achievement of project objectives

Input indicators (n) (70) indicators that describe what goes into the project such as the number of training hours.

Impact indicators (n) (70): indicators that measure actual change from present to desired situation conditions such as the reduced number of adolescent pregnancies

J -

K -

L

Local Community (n) (12): community members who are located in the same place

Leading questions (n) (31): questions which lead person to give a certain answer

M

Monitor (v): observe and check the progress of something over a period of time

Monitoring plan, finance (n) (65): a chart that shows how much money the project is using compared to the budget to highlight any financial problems

Monitoring plan, work (n) (68): a chart that shows the methods and the person responsible for checking different activities and making sure things are running smoothly

N

Negotiate (v) (42): try to reach an agreement or compromise via discussion with others

Needs prioritisation table (n) (41): a chart that identifies which need to focus on first by numbering the needs with their levels of commonness, importance, and seriousness

O

Objective (n) (48): the steps needed to change the present situation to the desired situation.

Observation checklist (n) (29): a list of items the project team is to look for and observe when visiting target communities

Open questions (n) (31): questions which require a person to think before answering and to which the answers are quite long

Ongoing costs (n) (56): payments or bills that need to be made regularly

One off costs (n) (56): Single payments, often for equipment or physical resources

Output indicators (n) (70): indicators that describe project activities such as the number of community workers trained

P

Participation (n) (16): process in which beneficiaries of a project are actively involved in all stages of project development

Participatory project design (n) (48): a method that involves members of community in every aspect of planning the project

Project (n) (4): a short term process that is created to solve a goal or objective.

Project Life Cycle (n) (7): the four main stages of a project that involves different activities

Project management (n) (5): how we organise, control, and lead a project from start to finish.

Profile (n): a description of a person or community's details and current situation

Probability (n) (74): the chance of something happening (often shown as a percentage)

Q

Questionnaire (n) (28): written set of questions with a choice of answers completed independently by participants

Qualitative data (n) (82): descriptive responses based on people's opinions that are more likely to vary from one another

Quantitative data (n) (82): numbers, times, lengths, and responses that can be categorised and compared.

R

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

Risk management (n) (73): planning for potential problems by assessing which risks are more likely and taking steps to prepare for them

Resource (n): things needed for activities that are available for use

S

Scope (n): overall size of a project

Survey (n) (28): an investigation of the behavior of a group usually done by asking questions

Sustainability (n) (19): being sustainable, being able to continue

Source (n): A place, person or thing which something (eg. information) comes from.

SWOT analysis (n) (36): a tool to identify the strengths, weaknesses, opportunities, and threats of doing a project in your target community

Stakeholder (n) (37): a person, group, organisation, or system who affects or can be affected by the issue or project

SMART (n) (50): stands for 'Specific, Measurable, Achievable, Realistic, Time bound'. A tool to develop clear and effective objectives

T

Target community (n): the people who the project is for

Technique (n): a way of doing a particular activity more efficiently

Time Frame (n): the period of time during which something happens

U -

V -

W -

X -

Y -

Z -

Source: The Free Dictionary www.thefreedictionary.com and The Oxford Dictionary www.oxforddictionaries.com

TRANSLATED

Glossary terms in Myanmar language

- Action plan (n) လှုပ်ရှားမှု အစီအစဉ်
- Analysis (n) ခွဲခြမ်းစိတ်ဖြာခြင်း
- Appreciative Inquiry (n) အကောင်းဘက်မှစစ်ဆေးမေးမြန်းခြင်း
- Assess (v) စုံစမ်းစစ်ဆေးခြင်း
- Beneficiaries (n) အကျိုးခံစားခွင့်ရရှိသူများ
- Budget (n) ခန့်မှန်းချေရသုံးငွေစာရင်း
- Capacity (n) စွမ်းရည်
- Closed questions (n) ကန့်သတ်မေးခွန်း
- Collate (v) အချက်အလက်ကောက်နုတ်စုစည်းသည်
- Community of Interest (n) စိတ်ဝင်စားမှုနှင့်ဆိုင်သောလူမှုဝန်းကျင်
- Comprehensive (adj) ပြည့်စုံကျယ်ပြန့်သော
- Comprehensive Evaluation Framework (n) ပြည့်စုံသောသုံးသပ်မှု၏ ဘောင်သတ်မှတ်ချက်
- Constraint (n) အကန့်အသတ်
- Consult (v) ဆွေးနွေးအကြံဉာဏ်တောင်းဆိုသည်။
- Context (n) အခြေအနေအကြောင်းအရာ
- Control (v) ထိန်းချုပ်သည်
- Data (n) အချက်အလက်
- Development (n) ဖွံ့ဖြိုးတိုးတက်မှု
- Discussion group (n) ဆွေးနွေးသည့်အဖွဲ့
- Donor (n) အလှူရှင်
- Empowerment (n) စွမ်းရည်မြှင့်တင်ပေးခြင်း

- Evaluation (n) သုံးသပ်ချက်
- Feedback (n) ထင်မြင်သုံးသပ်ချက်
- Force field analysis (n) အင်အားနယ်ပယ်ကို သုံးသပ်ခြင်း
- Gap analysis (n) ကွာဟမှုသုံးသပ်ချက်
- Goal (n) ပန်းတိုင်
- Grassroots (n) အခြေခံလူတန်းစားများ
- High/ low impact / probability matrix (n) မြင့်မားသော/ အနည်းငယ်သော အကျိုးသက်ရောက်မှု/ ဖြစ်နိုင်ချေကို တွက်ချက်သည့် ဇယား
- Imagined community (n) စိတ်ကူးယဉ်အားဖြင့် ပုံဖော်သတ်မှတ်နိုင်သော လူမှုဝန်းကျင်
- Impact (n) အကျိုးသက်ရောက်မှု
- Impact indicators (n) အကျိုးသက်ရောက်မှုကို တိုင်းတာမှု
- Implement (v) အကောင်အထည်ဖော်သည်
- Indicator (n) တိုင်းတာချက်
- Input indicator (n) သွင်းအားစညွှန်းကိန်း
- Interviews (n) တွေ့ဆုံမေးမြန်းခြင်းများ
- Leading questions (n) ဦးဆောင်မေးခွန်းများ
- Local community (n) ဒေသခံလူမှုဝန်းကျင်
- Monitor (v) စောင့်ကြည့်စစ်ဆေးသည်
- Monitoring plan, finance (n) စောင့်ကြည့်စစ်ဆေးမှု အစီအစဉ်၊ ငွေကြေးဘဏ္ဍာ
- Monitoring plan, work (n) စောင့်ကြည့်စစ်ဆေးမှုအစီအစဉ်၊ လုပ်ငန်းဆောင်ရွက်မှု
- Needs prioritization table (n) လိုအပ်ချက်ဦးစားပေးဇယား
- Negotiate (v) ညှိနှိုင်းသည်
- Objective (n) ရည်မှန်းချက်
- Observation Checklist (n) လေ့လာရှာဖွေမှုကို စစ်ဆေးသည့်စာရင်း
- One off costs (n) တစ်ကြိမ်အပြတ်ကုန်ကျစရိတ်
- Ongoing costs (n) အစဉ်မပြတ်ကုန်ကျစရိတ်
- Open questions (n) ပွင့်လင်းမေးခွန်းများ

Open questions (n) ပွင့်လင်းမေးခွန်းများ

Output indicators (n) ရလဒ်ညွှန်းကိန်းများ

Participation (n) ပူးပေါင်းပါဝင်မှု

Participatory project design (n) ပူးပေါင်းပါဝင်ဆောင်ရွက်သည့် စီမံကိန်းပုံစံ

Probability (n) ဖြစ်နိုင်ချေ

Profile (n) လက်ရှိအခြေအနေကိုဖော်ပြခြင်း

Project (n) စီမံကိန်း

Project Life Cycle (n) စီမံကိန်းဆင့်ကဲဖြစ်စဉ်

Project Management (n) စီမံကိန်း စီမံခန့်ခွဲခြင်း

Qualitative data (n) အရည်အသွေးပြ အချက်အလက်

Quantitative data (n) အရေအတွက်ပြ အချက်အလက်

Questionnaire (n) စစ်တမ်းကောက်မေးခွန်းများ

Reflect (v) စဉ်းစားတွေးခေါ်သုံးသပ်ခြင်း

Resource (n) အရင်းအမြစ်

Risk management (n) စွန့်စားရမည့်အခြေအနေကို စီမံခန့်ခွဲခြင်း

Scope (n) စီမံကိန်းတစ်ခုလုံး၏အရွယ်အစား

SMART (n) ထိရောက်သောရည်မှန်းချက်ရရှိရန် ပြုလုပ်ပေးသည့်အရာ

Source (n) သတင်းရရှိရာနေရာအရင်းအမြစ်

Stakeholder (n) စီမံကိန်းနှင့်သက်ဆိုင်သူများ

Survey (n) စစ်တမ်းကောက်ယူခြင်း

Sustainability (n) ရေရှည်တည်တံ့မှု

SWOT analysis(n) စီမံကိန်းတစ်ခု၏ အားသာချက်၊ အားနည်းချက်၊ အခွင့်အလမ်းနှင့် အနှောင့်အယှက်များကို ရှာဖွေဖော်ထုတ်ခြင်း

Target community (n) ဦးတည်သည့် လူမှုဝန်းကျင်

Technique (n) နည်းစနစ်

Time Frame (n) အချိန်ကာလအပိုင်းအခြား

Community Project Management

Student's Book

This module is designed for learners with no prior experience in community projects but can also serve as a practical guide for current community development workers. It provides an introduction to the

main concepts and techniques of community development. Learners will acquire the skills to successfully develop and manage community projects. It is written at an intermediate level.



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