Azerbaijan
Civil Society Strengthening Programme
Training Courses

Project Design and Management

May 2010

This project is funded by the European Union

This document has been produced with the financial assistance of the European Union. The contents of this document are the sole responsibility of Management Centre and Centre for Economic and Social Development and can under no circumstances be regarded as reflecting the position of the European Union."

Osman Paşa Ave. No 31/4, Köşklüçiftlik Nicosia, N. Cyprus
www.mc-med.eu info@mc-med.eu Tel: 90 392 227 7234; Fax: 90 392 227 7226

Project Management

Course Objectives

- Develop understanding and skills in Project Cycle Management concepts and practice
- Increase awareness of and strengthen skills in applying participatory methods to project/ programme management

Course Content

- The Project Cycle
- Stakeholders and Participation
- Identifying 'problems' and prioritising solutions
- Linking project aims, outcomes, and activities
- Monitoring and evaluating projects/ programmes
- Responding to change in the project context
- Participatory methods for project management

Introductions, Project Cycle Overview	
Learning Objectives	1. To share objectives & expectations, and introduce participants and trainers 2. To develop understanding of the project cycle and issues/ considerations at each stage in the Project Cycle Management.
Process 15 mins	1. **The bag activity**: • Prepare bags or envelopes stuck on walls around the room with questions on (add other questions if you like): a. What are your expectations of the trainer? b. What sort of projects have you managed in the past? c. What would you like to gain from this course? d. How should we conduct ourselves as a group? e. Any questions/ dilemmas about project management? f. What fears or concerns do you have about this course? • As participants arrive, give them small pieces of paper to write on (one idea per paper) and put into the appropriate bag. • When everyone has arrived, ask them to work in buzz groups (2-4) to review the results of the bags. Prioritise and group common themes. Stick them on the wall below the envelopes. • Brief plenary sharing some of the main ideas/ messages.
10 mins	2. **Introductions. Trainers introduction; intros of participants** (3 key things 1. name , 2. job (in relation to this course), 3. favourite food. (to flipchart). Participants then introduce each other. Then, juggling balls activity for names.
5 mins	**3. Present programme and course objectives.** Show the course objectives on the flipchart and discuss if necessary. Refer to the course programme timetable (handout) and answer any questions from participants. Show the objectives into a flowchart of the course, so that participants can see the 'journey' they're on (include standard and advanced level course).
10 mins	4. **Project Management visioning**. Range of objects on the floor in the middle of the room: each participant takes one (or takes a post-it and writes on it what they would have chosen had it been available!), that represents 'project management in civil society'. Either share with partner and take a few as feedback, or feedback from each participant to plenary. Plenary Qs from facilitator: • Any key messages? Comments on what has come out of this? etc.
30 mins	5. **Project Cycle Overview (bus stops).** Laminate cards around the room of each stage of the Project Cycle. Quick plenary on order of stages (trainer writes on the number order on each as elicited). Divide participants into 5 groups; in their groups they will: • Visit each stage of the project cycle

10 mins	• At each stage, brainstorm and write on post-its
	    ➢ purpose and activities to be carried out; things to consider (green post-its)
	    ➢ Potential challenges (red post-its)
	• Groups move around after about 5 minutes (less time at each stage as the activity goes on).
	• Return to plenary: one participant per bus stop summarises key points. Trainer input, probing key areas/ gaps.
	[Trainer Tip: At the end of the day, write all their ideas onto a project cycle on one flip-chart, display on the wall for the remainder of the course.]
	
	6. **Clarify Key Terms** – cut up definitions of Project and Programme into broken up sentences. Divide group in half: one Projects and one Programmes. Give each participant one piece of the sentence (see handout); put themselves in order. Let participants know that through the course, we'll be visiting each stage of the cycle and building on their initial ideas. Focus of the course is at Project level; will be exploring Programmes to some extent throughout.
	
	KEY LEARNING POINTS:
	• Stages of the project cycle
	• Issues and considerations in the project cycle
	• Projects vs Programme definitions

Timing	1 hour 30 mins
Materials	Pick and mix bags or aircraft sick bags or medium envelopes, name labels, small cards or post-its, marker pens, flip chart, laminate cards of stages in project cycle, tennis/juggling balls. Cut up sentences of Project and Programme definition.
Handouts	Course Programme; Course Objectives; Projects and Programmes Definitions
Power Point	None
Flipcharts	Overview of Course; Course Objectives; 3 items for introductions

PROJECTS AND PROGRAMMES

‘A PROJECT is a set of related activities planned to take place during a defined period of time to improve the situation of a specific group of people.’

‘A PROGRAMME will have a range of strategies working towards defined outcomes. A programme can include a collection of interrelated projects and activities, with a variety of methods of intervention. It may be a mixture of development, relief, advocacy, networking and capacity building.’

Project Cycle Management

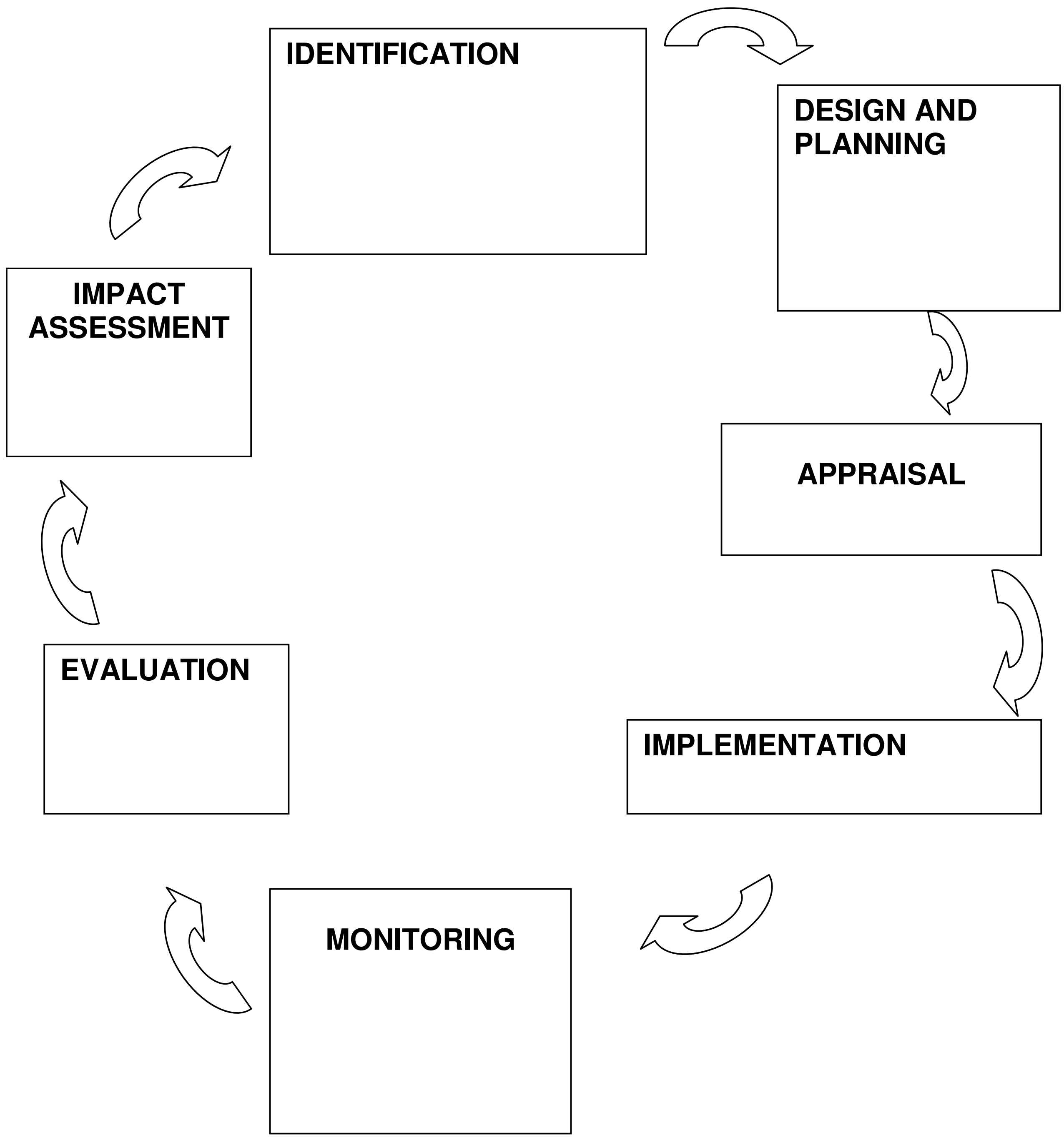
The way in which projects are planned and carried out follows a sequence or pattern which is known as the project cycle.

The cycle starts with an idea and develops that idea into a working plan which can be implemented and evaluated.

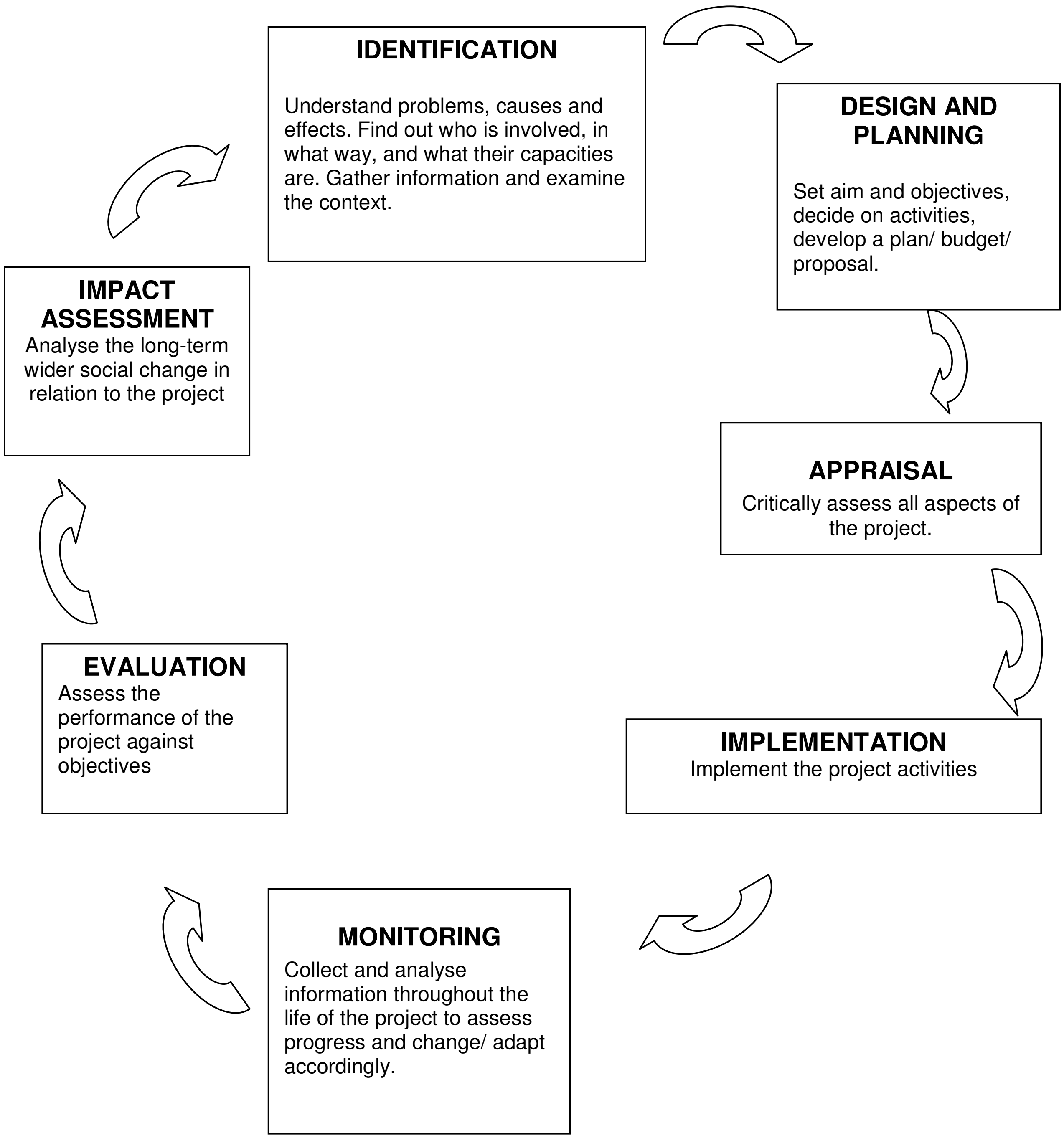
The stages in the project cycle are designed to:

- Help us think through the key steps in setting up and running a project
- Help convert problems or ideas into projects
- Ensure that projects are documented and prepared so that they are technically and institutionally feasible
- Help prioritise between different projects
- Help projects achieve sustainable outputs
- Improve monitoring and reporting
- Encourage and improve the process of learning by experience

THE PROJECT CYCLE



THE PROJECT CYCLE



Stakeholders and Participation To be developed by CS	
Learning Objectives	1.
Process	1. **Introduction:**
Timing	
Materials **Handouts** **Power Point** **Flipcharts**	

STAKEHOLDER ANALYSIS

The Stakeholder Concept

NGOs and the project and programme activities they are engaged with are not isolated entities. In the same way that projects must be sensitive to issues of gender and context, an NGO's activities must be drawn from an awareness of and engagement with stakeholders.

Stakeholders can be defined as **all parties who affect or are affected by the NGO/ project**. They can be *individuals*, *groups*, a *community* or an *institution* – all those with an interest in an organisation and its activities.

Stakeholder Participation

Stakeholder participation is essential to development projects. Stakeholder participation is intended to improve project:

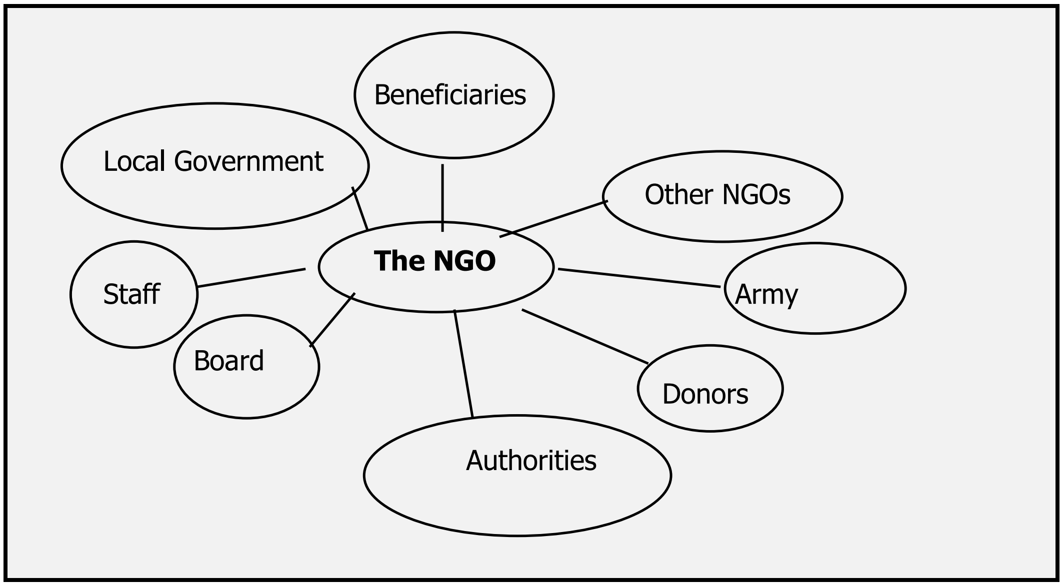
- **Effectiveness**
- **Efficiency**
- **Sustainability**
- **Transparency**
- **Accountability**

Stakeholder Analysis

Stakeholder analysis is increasingly used by NGOs because, as intermediary bodies, NGOs are subject to the influences of many stakeholders. Stakeholder analysis helps NGOs identify and define all the parties who have an interest in their work in a more systematic way than merely responding to the different and conflicting demands they make. It can also help identify any previously unrecognised influences. This information is vital in many different aspects of NGO management (such as project planning, strategic assessment, monitoring and evaluation, relationship building).

Stage One – Identifying and Understanding Stakeholders

Stakeholders are often shown in a "spider diagram" showing those parties with an interest in the NGO. An example of one such spider diagram is given below.



Once the groups been identified, they can be plotted on the matrix below to allow decisions to be made about which stakeholders to consult with.

Project's impact on stakeholder	LOW	MEDIUM	HIGH
HIGH	Essential to involve	Essential to involve	Essential to involve
MEDIUM	Desirable to involve	Desirable to involve	Essential to Involve
LOW	Involve if possible	Desirable to Involve	Essential to Involve

Stakeholders' interest in project

Stage Two – Consult with Stakeholders

There are many ways in which to collect information, and many types of data to gather.

- *Numerical Data* (Quantitative Data): information measured in numbers

- *Descriptive Data* (Qualitative Data): verbal or narrative information

- *Primary Data*: new data collected for a particular project

- *Secondary Data*: information collected from other people's research

- *Objective Data*: facts collected

- *Subjective Data*: opinions collected

For stakeholder analysis, the data collected will be ***descriptive, primary*** and ***subjective***.

Stage Three – Use what has been Learnt

Once information has been gathered from stakeholders, it should be used to inform and shape project design and planning. The information should be used to check:

- Do the project's objectives respond to the needs of the community?
- Are the outputs of the project given local priorities, resources, etc.?
- Have you learnt anything that could be a major risk to the project's success?
- What assumptions can be made in light of the information gathered?
- Are there any gaps in your knowledge of the community/ project? Do you need to go back and gather more information?

STAKEHOLDER PROFILE

A stakeholder profile is a process and tool useful for helping NGOs to understand their stakeholders.

How to complete a stakeholder profile…

- Detail each stakeholders interests and indicate ways in which they agree/ conflict with the project's aims
- Consider each stakeholder's ability to influence the project
- Assess the stakeholder's position in the community/ country and what impact participation may have on the stakeholder
- Detail the stakeholder's capacity for participation in the project
- Determine the stakeholder's commitment to the process
- Explore how each stakeholder relates to the others

Complete the table for one of the stakeholders of your project:

Stakeholder:……………………………..

Interests	
Influence	
Status	
Capacity	
Commitment	
Relationships with other stakeholders	
Strengths as a participant	
Weaknesses as a participant	

Participation Matrix

	Inform	Consult	Partnership	Control
Identification				
Planning and Design				
Implement-ation				
Monitoring and evaluation				

Project Identification: Problem Trees and Solution Matrix	
Learning Objectives	1. Participants will gain an understanding of the key initial steps in identifying a project. 2. Participants will be able to develop a problem tree and solution matrix for analysing a project they are involved with.
Process 5 mins 10 mins	**1. Introduction:** Refer to the project cycle chart on the wall (from previous sessions), and explain that the next few sessions will explore how to approach each step in the project cycle, starting with project identification. **2. Brief Trainer Input:** Draw a problem tree (trunk=the problem, roots=underlying causes, branches and sub branches=effects). Illustrate with example: My teenage son is often grumpy (the problem); he goes to bed late (cause); he spends too much time online (cause); he has a lot of pressure at school (cause); he is too tired to play football (effect); he refuses to empty the dustbins (effect) ; he can't concentrate on his homework (effect) etc… 3. **Activity:** Ask participants to work in groups of 3-4 people. Give each group a set of cards. Explain that each set has a problem tree with a main problem, causes and effects. Ask the participants to sort the cards and build the problem tree. 4. **Debrief Activity:** Ask the groups to go round the trees that the other groups made and compare with their own. Briefly discuss: what did you do? What were the challenges? 5. **Application to Own Projects:**. Brainstorm some problems / issues / projects that they are currently interested in to a flipchart. Encourage them to be quite specific e.g. "A project to reduce isolation of elderly people in Famagusta" rather than "Helping elderly people". Ask participants to vote for their top two problems by putting a tick next to two items on the list. The two with the most votes are then chosen. Ask participants to choose which one of the two issues they want to work on. They then form two groups with roughly equal numbers (8 per group). 6. **Group Task:** Co-trainers / Facilitators work with the groups to guide them through the following process:

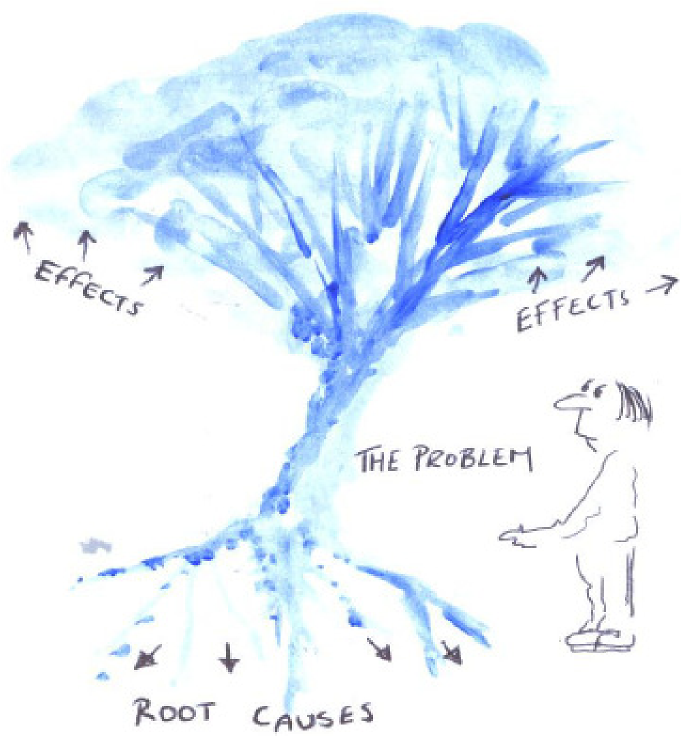
45 mins	Part 1: Problem Tree a) Write the main problem/issue on a card b) Ask people individually in the group to list the causes of the problem on cards (one per card) give them a few minutes to do this. c) Ensure that everyone is writing down what they think are the causes – not just one person in the group. d) Then look at the cards and decide which are the main causes. e) Place the main causes below the problem, then place the sub causes (causes of the causes) below the main causes (for each cause you can ask "why is this"?) f) If there are similar cards, group them or put them on top of each other, or agree one to use. g) Repeat the process with the effects of the problem (for each effect ask "so what?"). h) Review the whole tree: are these the main causes/effects? Have we left anything out? (if there are too many – more than 3-4) which are the most important ones to focus on?
15 mins (Can break here)	7. **Presentations & Discussion:** The groups present their trees to each other. Questions and clarifications from the other group. Discussion around : for each project, what stakeholders would need to be involved in this process? How would their involvement help the process you've just been through? What challenges did you face in the process? How did you resolve them? What was useful about it? How could you apply this in your work?
5 mins	8. **Introduce Solution Matrix:** Using the prepared flipchart with the examples of 'problems' from the example problem tree in the first column. As a whole group, brainstorm to the flipchart some examples of "coping strategies" and of "what the community could do".
30 mins	**9. Continued Group Task:** In the two groups with their problem trees… Part 2: Solution Matrix *a)* List the causes of the main problem/issue down one side of a sheet of flipchart paper. Draw two more columns headed "Coping Strategies" and "How can local people solve it?" *(pre prepared by facilitator)* b) Ask the members of the group to write on post-its (or small cards) some strategies which people already use to solve the problems. c) Stick them on to the flipchart in the appropriate boxes. d) Ask the group to look at all the strategies listed,

	discuss and get agreement that this is what happens. Add any more that they think of. e) Repeat the process for "How can local people solve it?" column. These are ideas for what could be done by the community in the future.
10 mins.	**10. Debrief Activity:** What did you do in the groups? What challenges did you face? How did you resolve them? What insights did the activity bring? How will this change how you go about planning a project? Who would need to be involved in this stage of project planning?
10 mins	**11. Trainer Input:** Other tools which can be used at this stage of the project – fish bone analysis (handout); time lines (handout) ; Government statistics; information from municipality, UN etc.. Summarise: Poster of "Why Use a Problem Tree" and give out handout of Problem tree slides (3).
5 mins	**12. Conclusions:** *Key Learning Points* • *The process of project identification must start with the involvement of a range of stakeholders, but particularly the intended beneficiaries / community.* • *A problem tree helps to organise ideas, clarifies the causes of a problem and helps identify the main issues the project will address.* • *A solutions matrix enables stakeholders to start to think about realistic ways that the community can address the problems* • *Stakeholders need to be involved at this stage to help set the project objectives.*
Timing	1 hr 15 mins (Problem Tree) + 1 hour (Solution matrix)
Materials	• Flipcharts and markers, large cards - half A4 size (about 3 per participant), post it notes • 4 sets of cards with the problem tree example written out (one box on each card i.e. 12 cards in each set) if possible, each set a different colour.
Handouts	Problem tree example, Solution matrix example; Fishbone diagram, Solution matrix blank, Time line description; Problem Tree slides (3)
Power Point	None
Flipcharts	Why use a problem tree; Drawing of a problem tree; Solution matrix with first column from example completed + two empty columns.

Problem Trees

Problem Trees are used to help analyse a situation and identify a core problem that you want to focus on. The tree has a trunk that represents the core problem, roots that represent the causes of the problem, and branches that represent the effects.

As a visual mapping tool, this is ideal for gathering information in a participatory way.

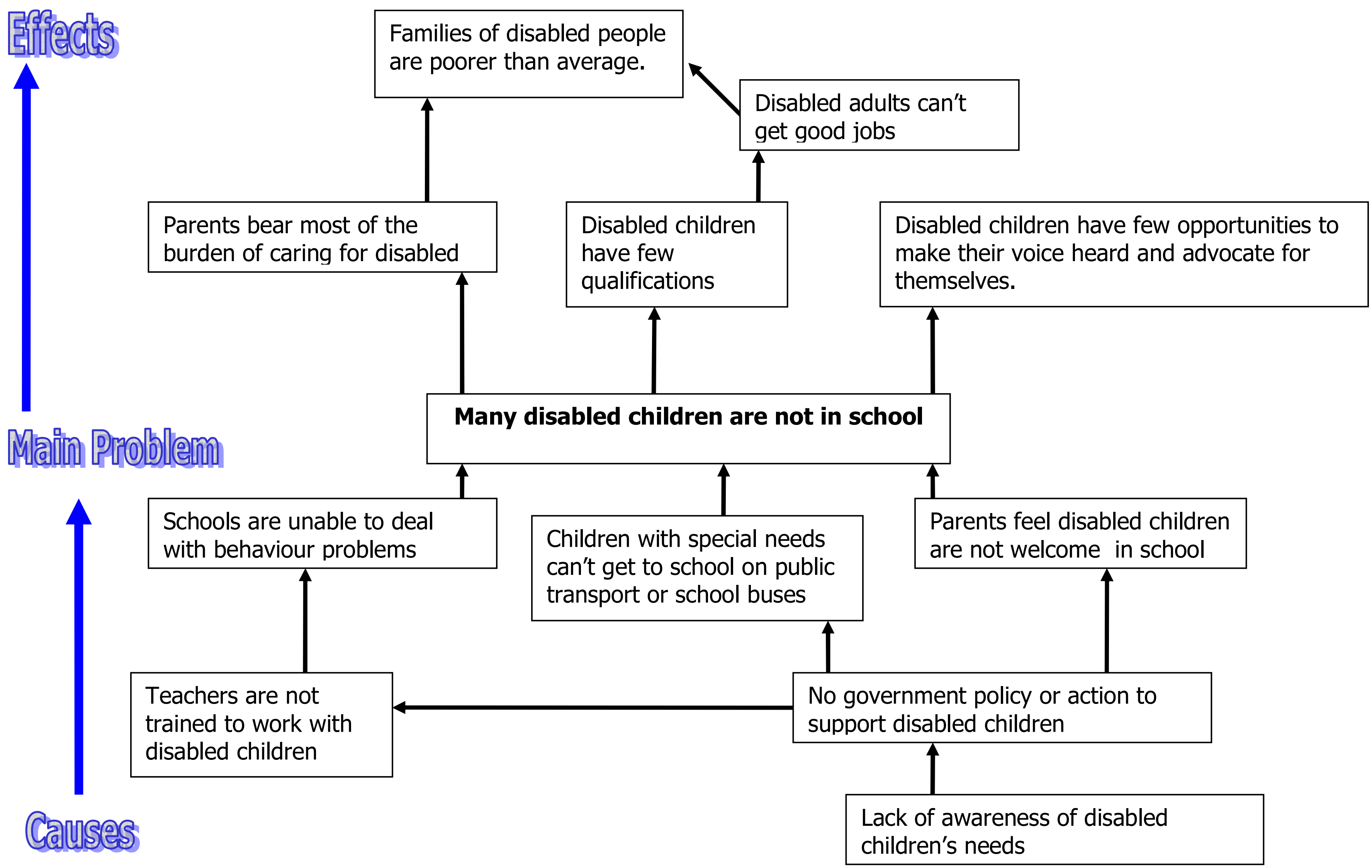


Using problem trees:

- … to help analyse a situation
- … to identify a key issue to focus on
- … to clarify the causes of a problem
- … to allow stakeholders to participate in setting project objectives

How?

- Ask a group of stakeholders to state a common problem facing the community – this is the ***trunk*** of the tree (the core problem)
- Ask why this problem exists… get to the ***roots*** (the causes)
- Ask about how the problem impacts upon the community… understand the ***branches*** (the effects)


Effects
Families of disabled people are poorer than average.
Disabled adults can't get good jobs
Parents bear most of the burden of caring for disabled
Disabled children have few qualifications
Disabled children have few opportunities to make their voice heard and advocate for themselves.
Main Problem
Many disabled children are not in school
Schools are unable to deal with behaviour problems
Children with special needs can't get to school on public transport or school buses
Parents feel disabled children are not welcome in school
Teachers are not trained to work with disabled children
No government policy or action to support disabled children
Causes
Lack of awareness of disabled children's needs

Solution Matrix: Many Disabled Children are Not In School

Causes of Problem	Coping Strategies	How Can Local People Solve it
Teachers are not trained to work with disabled children	• Parents come in to class to help out. • Parents talk to teachers to explain.	• Therapists could train volunteers to work with disabled children in schools. • Negotiate flexible school attendance
Schools are unable to deal with behaviour problems	• In some schools the dinner lady or the class assistant looks after children with difficult behaviour. • Some children have therapy to help improve their behaviour.	Retired teachers could help out in class as volunteers.
Children can't get to school on public transport or school buses	• Parents arrange transport with private mini-bus companies. • Parents share rides.	Get mini bus donated.
No government policy to support disabled children	• Local NGO starting to lobby government. • MP with a disabled child is helping.	Become more aware of international laws on child rights – contact local UNICEF office; look up websites; organise publicity event and invite TV/radio.
Parents feel disabled children are not welcome in school	• Some parents talk to the school to explain exactly what the child needs. • Some schools are now making the buildings more accessible with ramps.	Encourage exchange visits between schools who do/don't welcome disabled children.
Lack of awareness of disabled children's needs	Local NGO trying to raise awareness in the community.	More discussions with local government education services for disabled children.

Solution Matrix: Many Disabled Children are Not In School

Causes of Problem	Coping Strategies	How Can Local People Solve it

Historical Trends and Timelines

Purpose:

To obtain a historical understanding of sequential changes that have occurred, relating to particular points of interest. From a project planning perspective, this could focus on the evolution of a particular problem. This could then be used to start discussions on what the causes could be and to identify possible strategies to help address the problem.

How to:

There are three ways to record discussions that focus on historical data – in written form, as a matrix or as a graph. To develop a matrix summarising historical trends:

1. Agree on what events are important to the situation at hand.

2. On a large sheet of paper draw rows and columns to make a matrix. List dates going along the top, for example, write at the head of three columns: "Today", "10 Years Ago" and "20 Years Ago" (see box below).

3. Write in the topics of interest along the side – such as key local events, key external events, influence of local personalities/groups, major changes (social, environmental, economic) and key trends – as pertaining to the agreed performance questions or indicators or simply to understand specific aspects of the context in which change happened.

4. Work either with a representative group of people or with different, more homogenous groups to fill in the table, using seeds, stones, numbers, etc. The discussion focuses on how people view changes with respect to the issues listed. The quantities indicated are not absolute numbers but are a relative comparison of how the aspect has changed from one time period to the next.

5. You can add a fourth column – "the future" – in which people identify what they would like to see change and what targets they have related to the aspects being discussed. The changes recorded can then be sorted into positive, neutral or negative events, depending on their impact on the organisation or community.

<table>
<tr><th colspan="2">Project Identification: Visioning</th></tr>
<tr><td>Learning Objectives</td><td>1. Participants will develop an understanding of how visioning contributes to the process of planning a project
2. Participants develop practical skills in developing a vision for a project.</td></tr>
<tr><td>Process

5 mins

40 mins

10 mins

5 mins</td><td>1. Introduction: Explain what is visioning and where visioning fits in to the project planning cycle. (see handout – draw on board).

2. Activity: Ask participants to work in the same groups they have been in earlier to create a vision for their project. Give out the Group Task Instructions for Visioning. The co-trainers will each lead a group.

3. Feedback in Plenary: The two groups each describe the process they went through (show the pictures) and the vision statement or words that they have identified for their projects.

4. Discussion: How did this process feel? What did you learn? How could you apply this to your work?

Key Learning Points
• The process of visioning is an important link in the process of planning – between defining the problem and planning the project.
• The process takes time and to be successful, all stakeholders needs to feel they have had an input.
• Visioning produces a strong motivation and focus for a project.</td></tr>
<tr><td>Timing</td><td>1 hour</td></tr>
<tr><td>Materials

Handouts

Power Point

Flipcharts</td><td>Flipcharts and different coloured markers (enough for 9 groups);

Creating a vision for a project; Example of a Vision Statement; More examples of shorter project visions…; Group Task: Visioning Exercise; Where Visioning Fits in.

None

Where Visioning Fits in</td></tr>
</table>

Creating a Vision for a Project

What is Visioning?

Visioning is a technique used to assist key stakeholders in developing a shared vision of the future. In project planning it answers:

- What will be the end result of the activity?
- How will the lives of poor/disadvantaged people have been improved as a result of it?

When do to Visioning?

When you begin the process of project planning, visioning comes after you have clearly described the problem and the current situation and before developing a detailed project plan. The vision provides a basis on which to develop the goal and purpose of your project.

How to do Visioning?

When visioning the change, ask yourself, "What is our preferred future?" and be sure to:

- Draw on the beliefs, mission, and environment of the organization.
- Describe what you want to see in the future.
- Be specific.
- Be positive and inspiring.
- Do not assume that the system will have the same framework as it does today.
- Be open to dramatic modifications to current organization, methodology, teaching techniques, facilities, etc.

Key Components for Your Vision

<u>Incorporate Your Beliefs</u>

Your vision must be encompassed by your beliefs.

- Your beliefs must meet your organizational goals as well as community goals.
- Your beliefs are a statement of your values.
- Your beliefs are a public/visible declaration of your expected outcomes.
- Your beliefs must be precise and practical.
- Your beliefs will guide the actions of all involved.
- Your beliefs reflect the knowledge, philosophy, and actions of all.
- Your beliefs are a key component of strategic planning.

Benefits of Visioning

The process and outcomes of visioning may seem vague and superfluous. The long-term benefits are substantial, however. Visioning:

- Breaks you out of boundary thinking.
- Provides continuity and avoids the stutter effect of planning fits and starts.
- Identifies direction and purpose.
- Alerts stakeholders to needed change.
- Promotes interest and commitment.
- Promotes laser-like focus.
- Encourages openness to unique and creative solutions.
- Encourages and builds confidence.
- Builds loyalty through involvement (ownership).
- Results in efficiency and productivity.

Vision Killers

As you engage in the visioning process, be alert to the following vision killers:

- Tradition
- Fear of ridicule
- Stereotypes of people, conditions, roles and governing councils
- Complacency of some stakeholders
- Fatigued leaders
- Short-term thinking
- "Naysayers" (people who are critical or say no to everything)

Reference:

Adapted from

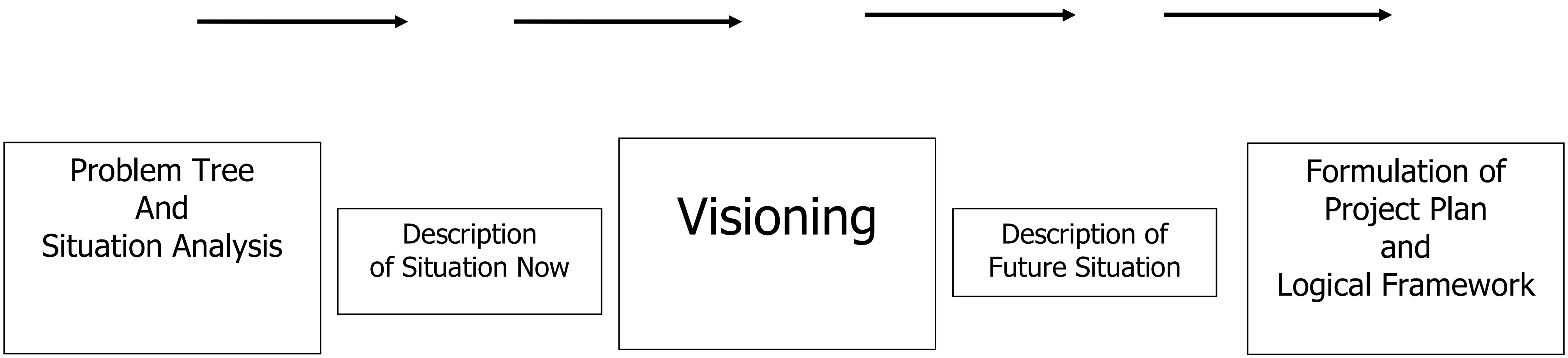
1. National School Boards Association, Education Leadership Toolkit

http://www.nsba.org/sbot/toolkit/cav.html

2. Tools for Development / version 15 / September 2002, DFID

http://www.dfid.gov.uk/pubs/files/toolsfordevelopment.pdf

Where Visioning Fits in



Example of a Vision Statement

Ethiopia Basic Education Project

Adapted from T. Kennedy and S. Jones, Ethiopia Basic Education Project Workshop Report, 1997

In five years, the Ethiopia Basic Education project would result, in three regions of the country:

Pupils:

- All girls and boys of appropriate ages will be in school and achieve good levels of literacy and numeracy.
- More relevant curriculum taught in local language and including practical skills.
- Reduced drop-out repeat, and failure rates.

Schools:

- Equipped and furnished primary schools with sufficient classrooms, libraries and laboratories.
- Schools will have adequate toilets for teachers and children and water supplies.
- Increasing numbers of schools will have electricity and access to modern teaching aids (e.g. videos, computers)

Teachers:

- Teachers will be well trained, better paid, respected and professionally interested.

Education Officials

- Capacity to do their professional work will be enhanced, including their management skills.

Parents:

- Aware of the importance of education
- Will co-operate in the management of schools
- Will encourage their children to go to school.

Group Task: Visioning Exercise

Objective:

Imagine what the ideal situation in your community would be in 5 years time, after your project has been implemented, and all the problems have been resolved!

For a project helping a disadvantaged group:
In what ways would lives of the people you want to help, and their families, and wider community have changed?

Or

For an environmental or infrastructure project:
What difference would you see in the community / environment as a result of the project? What would people be doing differently? What difference would you see as you look around you?

At this stage, don't think of how the ideal future could be achieved, concentrate on describing what it would look like.

Small Group Work:

a. In each group, divide into sub-groups of 3 people.
b. In the sub-groups, discuss what you'd like to see. Draw on the ideas that came out of the Solutions Matrix.
c. Together, draw a picture of what your vision for the ideal future looks like, if it were achieved.
d. Discuss your picture, your thoughts and feelings with your group.

Small Group Discussion:

a. Each sub-group shares their picture in turn with the rest of the group.
b. As you are presenting, identify the key words or phrases that are most important to your vision (facilitator writes them on a flip chart).
c. Listen carefully to each other. This is not the time for critical questions or analysis, but an opportunity to get a deeper understanding of how different individuals feel about the ideal future.
d. Ask any questions for clarification.

Creating a Common Vision:

a. Review the list of key words from the 3 sub-groups.
b. Are there themes, ideas, or emotions that are common to each sub-group?
c. Record these or highlight them to present to the other project group
d. Ideally they would be encapsulated into one or two sentences.

More examples of shorter project visions…

Cyprus Civil Society Dialogue:

The long term goal of this project is to build a bi-communal think tank which will continually generate ideas and policies and will take part in shaping the future of the island within the European Union. The Cyprus EU Association will host the Think-tank and will support its activities by organising seminars, conferences, workshops and fund raising activities. Other partners will also help supporting the think-tank with their expertise and experience. http://blogora.net/page/Cyprus+Civil+Society+Dialogue

---

The Silk Road Project Vision

The Project acts as an umbrella organization and common resource for a number of artistic, cultural and educational programs. By examining the cultural mosaic of the Silk Road, we seek to illuminate the heritages of its countries and identify the voices that represent these traditions today. I believe that when we enlarge our view of the world we also deepen our understanding of our own lives and culture. Through this journey of discovery, the Silk Road Project hopes to plant the seeds of new artistic and cultural growth, and to celebrate living traditions and musical voices throughout the world.

Yo Yo Ma, Artistic Director

The University of Edinburgh, Information Services Vision for a new library:

The redeveloped Main Library building will be:

- an intellectual hub for the University
- the focus for a wide range of activities in learning and research
- more open and accessible than it is now
- a place where users can engage and converse with each other and with information specialists
- flexible to accommodate changes in the future

The eForsee Project, Ministry of Agriculture, Cyprus

Project vision: Taking into account the new trends and the new developments globally and in the EU the [agriculture] sector is fully transformed and becomes pioneer to compete on an equal basis.

PROJECT APPRAISAL…

10 questions that should be answered

One way to appraise a project before the implementation phase of the Project Cycle, is to ask yourself if you can answer these 10 questions… If you can't, remember that the Project Cycle can move clockwise and anti-clockwise and it may be necessary to go back and gather some more information or adjust the objectives.

- **Who**…. *is involved*
- **Will do what**… *activities/ tasks*
- **When**… *timescale of activities*
- **Where…** *place*
- **How…** *approach, methods*
- **What results…** *material, human, financial*
- **For whom…** *stakeholders/ beneficiaries/ partners*
- **Why…** *overall aim and objectives*
- **Will only happen if…** *assumptions, risks*
- **How do we know it has happened…** *indicators*

Project/ Programme Logic To be developed by RW and local trainers	
Learning Objectives	
Process	
Timing	
Materials **Handouts** **Power Point** **Flipcharts**	

PROJECT PLANNING
The Logical Framework: A HIERARCHY OF OBJECTIVES

What is a Log Frame?

The Logical Framework (or Log Frame) is one of the most widely used tools in project planning in development. It links the main activities of a project with wider development goals.

Why is it useful?

- It helps organise thinking
- It relates inputs to outcomes
- It assigns responsibility
- It acts as an action plan for a project
- It is a communication tool between stakeholders
- It helps promote stakeholder consensus

Why is it 'logical'?

It uses **If… Then…** logic

IF these inputs are available **THEN** these activities can take place. Next, **IF** we undertake the activities **THEN** we will create the outputs. **IF** the outputs are achieved **THEN** the purpose will be fulfilled.

What are some of the limitations of the Log Frame?

- Constructing the framework is time-consuming and requires training
- Complex ideas, processes and relationships are simplified
- Cause-effect concept does not always hold true, particularly in conflict situations
- Managers may become too attached to specific targets – these targets may be unrealistic
- It may impose too much rigidity on projects which need to be flexible and responsive to changing circumstances

How can some of these limitations be overcome?

- Log Frames can be used as 'living' documents – changing as a project evolves
- Gather sufficient information in the identification phase to ensure the *project has the most appropriate objectives*
- *Ensure that indicators are SMART (Specific, Measurable, Achievable, Realistic and Timebound)*

The Logical Framework:

A HIERARCHY OF OBJECTIVES

GOAL
(Overall/ Wider Aim)

The overall aim of a project is normally one broad development goal. It is a long-term vision for the change that we would like to see. The goal of a project cannot be changed and may not be achieved some time after the project is over.

Example Goal:
'To improve the quality of life for young people'

PURPOSE
(Specific Objectives)

The objectives of a project are its intended immediate effects – they state the **changes** that the project hopes to bring about. They state the way in which a project benefits which groups of people.

Example Objectives:
'To increase the range of skills taught in schools'
'To reduce the number of children who are regularly absent from school'

OUTPUTS

The project's outputs are the specific deliverables which need to be produced in order to meet each of the objectives. They are the concrete results of the project activities.

Example Output:
'Practical Skills trainers are recruited and trained'
'New materials are produced and used in schools'

ACTIVITIES

The project's activities are all the things which need to be done in order to achieve the outputs. Activities are often represented in a timeline to show when, how often and for how long each activity will take place.

Example Activity
'Organise recruitment scheme'

INPUTS

The inputs of a project are all the resources – time, money, people, skills, knowledge, etc. – which are needed to be able to undertake the activities.

Example Input
'Project assistant with knowledge of recruitment

THE LOG FRAME MATRIX

Project Structure/ Summary	Indicators of Achievement	Means of Verification	Risks and Assumptions
GOAL Overall goal which the project will help to achieve	The evidence (quantitative and qualitative) which will be used to measure/judge the achievement of goal	Sources of information/ data which will be used to asses the indicator(s)	Main external factors necessary to sustain the objective in the long-term
PURPOSE Immediate impact upon project area or target group – the change or benefit to be achieved by the project	The evidence (quantitative and qualitative) which will be used to measure/judge the achievement of the purpose	Sources of information/ data which will be used to asses the indicator(s)	*(Purpose to goal)* Main external factors necessary if project purpose is to contribute to reaching project goal
OUTPUTS The specific deliverable results expected from the project to attain the purpose	The evidence (quantitative and qualitative) which will be used to measure/judge the achievement of the outputs. *Remember QQT (Quantity, Quality, Time)*	Sources of information/ data which will be used to asses the indicator(s)	*(Outputs to purpose)* Main external factors necessary to achieve project purpose; factors which may restrict this
ACTIVITIES The tasks to be done to produce the outputs	The kind and quality of activities to be produced when	Sources of information/ data which will be used to asses the indicator(s)	*(Activity to output)* Main external factors necessary to achieve project outputs; factors which may restrict this

<table>
<tr><th colspan="2">Participatory Tools and Methods</th></tr>
<tr><td>Learning Objectives</td><td>1. To familiarise participants with some practical tools for participatory project work and their uses.
2. To give participants practice in using the tools.
3. To develop awareness of the advantages and pitfalls of the different methods.</td></tr>
<tr><td>Process

15 mins

1 hour

Break

1 hour 15 mins</td><td>1. Introduce the 5 tools briefly by describing what happens and what they are used for (see . Ask participants to sign up on the flipchart for the group/tool they would like to practice using. Explain that some tools will be used in the group only and then presented to plenary (the Venn diagram and the Matrix scoring tool); but the Focus group and time line will be prepared in a small group and done as activities in plenary; the role play will be prepared by the small group and presented to everyone.

2. Activity
Participants work in groups to practice the tool they have chosen as follows:
• F ocus group: prepare questions, choose a facilitator, a note taker etc. Decide on how to select people for the focus group session that they will run after the break in plenary (20 mins).
• Matrix scoring: do the exercise on a large sheet of paper. If there is time repeat it with a different kind of matrix or scoring system. Prepare a flipchart to present the matrix to plenary after the break.
• Venn diagrams: as for Matrix scoring
• Timeline: practice a time line on a topic of your choice. After the break, facilitate a session (25 mins) to build a timeline with the whole group on the topic chosen.
• Role play: decide on a play, practice it. After the break present it to the whole group (max 10 mins).

3. Presentations:

Groups present their tools. After each presentation, discuss the uses of the tool, the challenges, and when it can be used in project planning and implementation.</td></tr>
</table>

15 mins	**4. Conclusions** Invite participants to reflect on the tools used and to consider which ones they could use in their own projects. Ask each person to say which tool they plan to use in their work and how they would use it. Refer to the handout summarising participatory tools and to resources on the net (e.g. IFAD guide to M&E) which have good descriptions of participatory methods. *Key Learning Points* • *Appropriate use of different tools* • *Creative uses of participatory methods* • *Confidence in using the tools and experimenting with what works best in own context* • *Motivation in using participatory tools and the quality of how they are used is important – the dangers of shallow participation in beneficiaries feeling their time is being wasted.*
	2 hrs 45 mins
Materials **Handouts** **Power Point** **Flipcharts**	Large amounts of flipchart paper, A5 cards of different colours, pens, scissors, Participatory Tools Handout Tool 1: Focus groups Tool 2: Matrix scoring Tool 3: Venn Diagrams Tool 4: Timelines Tool 5: Role Play none List of the 5 tools;

Participatory Tools

Oral Techniques

Testimonials
A recorded narrative - delivered in the first person - of an individual's attitude to and experience of a particular situation or project.

Listening Survey
A survey can be carried out by listening to what people say in different situations (e.g. on the bus, in the bread queue, at the youth club etc) and the answers recorded by theme, topic, or group.

Role Play
Groups role play a situation or a change in the community. Different groups (e.g. men, women, old people) may role play the same situation from very different points of view. The different groups can comment on how each other see the same problem.

Dreams or Visioning
This helps to identify what good changes people would like to see in their community. For M&E it is useful for identifying indicators and is a good basis for planning. Looking 2-5 years ahead is a useful time frame. Start by having people think of their dreams individually then working as a group to draw a common dream out of the separate ones.

Most Significant Change
Participants establish four domains of change in their community that they want to focus on (e.g women's empowerment, young people feeling involved in their community, participation in a credit group, the ability of the community to influence local officials). Ask the group to discuss: "what has been the most significant change in women's empowerment". The group then discusses a) what happened b) why that change is considered the most important one. Findings can be negative or positive.

Maps

Mapping
A community map is a schematic drawing of an area, used to identify the location and types of resources used by a community, from the perspective of its inhabitants. Different information will be shown if the map is done by different groups e.g. women, or children.

Transects
Transects are diagrams of the land use in an area. They compare the main features, resources, uses and problems of different zones. Transects can be constructed by walking in a line through an area with a key informant using direct observation to note specific factors and talking to people you meet on the way (e.g. noting areas

which have no shops, which have a lot of litter, where houses are falling down, where there are many beggars, where certain crops are grown etc).

Mapping Time

Time Line
An illustration of key events in the life of an individual, household, community or organisation over a specified period of time in the past.

Seasonal Calendars
These are ways of representing seasonal variations in climate, crops, income-generating activities, nutrition, health and diseases, debt, etc. they can help identify times of shortage – of food, money or time – and the best time of the year for particular kinds of development work.

Time trends
These are graphs to show how things have changed over time. Time trends can be used for many variables including: crop yields, area under cultivation, livestock population, prices, interest rates, food shortages, interest rates, migration, malnutrition rates, school closures, etc.

Daily routine diagrams
These help compare the daily routines of different groups of people, and seasonal changes in the routines. They can help identify suitable times for meetings, training courses, visits et. They can also be useful for assessing changes in household roles between men and women, children and older people, over time. This may be useful for assessing the impact of a programme over time.

Livelihood analysis diagrams
These can help interpret the behaviours, decisions, and coping strategies of households with different socio-economic characteristics. Variables for livelihood analysis may include:
proportion of income by sources, expenditure on different items, credit and debt.

Charts & Pictures

Flow Chart
A visual tool for showing causes, effects and relationships in order to explore impacts of a project or a change. People, institutions, resources etc. are represented diagrammatically. Arrows are drawn between them to indicate flows or linkages. For example: relationships between political, economic and cultural factors causing increasing environmental damage; effects of major changes in a community.

Venn Diagram
A Venn Diagram is a set of different size circles - each representing an institution - drawn to show the relationships between a community or household and the institutions that affect it. Different circles indicate the institutions or individuals. When the circles are separate there is no contact between them. If they overlap a little there is some cooperation in decision-making. If they overlap a lot there is

considerable cooperation. The more powerful groups or individuals have larger circles.

Ranking
People make a list (e.g. of priorities in their village) and then vote to select which are the highest priorities.

Wealth or Well-being ranking
This can be used to investigate perceptions of wealth differences and inequalities in a community, to discover local indicators and criteria of wealth and well-being and to establish the relative wealth of households in the community. This can be useful if the project is trying to target the poorest people. It is done my making a list of all households and asking different people to sort them into categories according to their own criteria of wealth or well-being (not just economic). Often only three categories are needed: the poorest, middle and richest.

Videos and Photos

Photos
Take pictures of the same place at different times of day, different seasons, before and after a change etc.

Videos
Video role plays, or interviews and use them to discuss issues in a wider group.

Group Task
Participatory Method:

Tool 1

FOCUS GROUPS

DEFINITION

Focus groups, or *focused* group interviews, are facilitated group discussions in which an interviewer asks a series of questions of a group. The group provides answers to the questions, and a discussion follows.

WHY USE FOCUS GROUPS?

Through discussion by the participants, a range of views is elicited, and new insights can be generated. We can collect a great deal of information, and capture a range of different opinions and perceptions about a service or a topic. The purpose of a focus group is to understand the participants' attitudes, feelings, beliefs, experiences and reactions in a way that would not be feasible using one-to-one interviews. Attitudes and feeling are often more likely to be revealed in a group setting, where there is interaction and discussion.

HOW MANY PEOPLE ARE INVOLVED, FOR HOW LONG?

It is best to limit the size of the group to between 6 – 10 people in order to involve everyone in the discussion. The discussion should be planned for 1.5 – 2 hours.

WHO TO INVITE?

Usually between 6 – 10 people who have something in common, for instance similar jobs, similar ages, similar age and gender. This is because we want *to explore the same questions with different groups of the population* – to see whether different groups have similar or different perceptions. For instance, do young mothers have similar or different opinions about a programme, or an issue, compared to older men? Try to select people who do not know each other. Focus groups usually work better where the group of people does not already know each other. However, this is only true where people will have the confidence to speak to people that they do not know.

VENUE AND ENVIRONMENT

Ensure the place is welcoming and comfortable. If members of the invited group do not know each other, it may be good to make some time for informal meeting before hand. It can help to provide refreshments. Do you need to provide child care? Have you thought whether the time of day is appropriate/convenient for the people invited?
If people are shy about talking to each other before the meeting, it can help to introduce two people to each other, and ask them to talk to each other for about 5 minutes about their family, work, or what ever seems appropriate. In this way,

every one will feel that they have some form of relationship with at least one other person before the group discussion begins. This can help them feel less anxious.

Think about whether to provide some inducement for people attending. If the discussion is about child care, perhaps you can provide a toy for the child? If the discussion is with a group of teachers, you could provide a book or something useful for them……

PEOPLE NEEDED TO RUN A FOCUS GROUP

- One or two facilitator/s – to ask the questions, keep the discussion going and focused and to ensure that there is some summary made of each part of the discussion which is truly representative of the various experiences and opinions, (see below)
- Note taker – or person responsible for taping the session.
- Other people for organisational purposes – to provide refreshments, child care…. (If the focus group is held for awareness raising purposes, you may like to have an observer to comment on the group dynamics, which can then be discussed by the group later).

PREPARATION OF QUESTIONS

Design the questions to be used in different phases of the focus group. It is useful to think about three types of question:

- General questions to get participants thinking about a topic
- Further specific questions to get the information required
- Further probing questions – follow up questions – to get at more detail, or more specific information. Probing questions can ask 'why', and 'why' again, in order to understand something better. Probing questions can be used to establish whether what some-one has said is a fact, or whether it is their opinion, and whether the others in the group have different opinions or experiences.

You can have a list of about 10 questions prepared in advance. Questions may have sub-portions. The order of questions is usually influenced by the direction the conversation takes. You may not use all the questions you have prepared if you do not think it necessary, or if the session is becoming too long.

The list of questions should not be too detailed. The aim is to structure questions so that they are clear and stimulate discussion. It is a good idea to test the questions with a pilot group first, - you may want to improve the questions or the order of questioning if you find that they do not work in the way you expected.

HOW TO KEEP THE DISCUSSION FOCUSED AND INTERESTING

The facilitator should try to keep the discussion *focused* on the topic, and at the same time allow people to bring in additional relevant information. This flexibility, and new information, will encourage others to expand on things that are relevant to their own experience or views.

You need to *keep people on track*. Memorise your unstructured questions and keep them in front of you. If you find the discussion is getting off the point, or is becoming personal, then introduce a different question to bring people back to the topic.
You also need to *maintain momentum*. Remember to use probing questions, to ask whether there is any thing else. Why did something that they mentioned happen, or why was it important…
Finally, it is important to get closure on questions. *This is because people can feel frustrated if they feel an issue has not been analysed and summarised. Make sure that all the views expressed are included in the summary. You can either interpret & make a summary yourself, or – if the participants are able to – ask them to make a summary. It is often useful here to remind people that this is not a debate, and that you are interested in knowing the range of views and information.*

AGENDA FOR A FOCUS GROUP

Your focus group should include the following stages:

- Welcome
- Why we are here- introduce yourself and other facilitators
- Explain the goal of the meeting: - what you want to gain from this meeting, and why do you need this information. Explain that you are interested in knowing the *range of opinions held by the participants*. *This is not a debate*. People are *not* expected to persuade others to agree with them. There is no 'right' and 'wrong' answer that we want to hear. We therefore hope that people will give us their own information and express their own views, even when they are not in agreement with others. The participants will be most helpful to us if they give us their own views and ideas and perceptions, since we want to hear and record the whole range of experiences and opinions.
- Explain how the meeting is to be recorded (note taker, tape recorder…)
- What will happen to the records? Here there are issues of confidentiality. Be clear about whether or not participants will be identified when the information is analysed, or whether it will be anonymous. Will copies of any reports be available to the participants? It is important to be very transparent here.
- Introductions
- Facilitated discussion – this is described above under 'Preparation of questions' and 'How to keep the discussion focused and interesting.'
- Conclusion – thank people for attending. Tell them again what will happen to the records of the meeting. Will you provide copies of any final reports to them….

WHEN SHOULD WE USE FOCUS GROUPS?

- For exploratory work: this is when we want to understand the broad nature of issues that particular groups face. This can help us identify areas that we need to understand better.
- To assess the dimensions of a topic. This is similar to the point above, but is more focused – this will be useful in planning our work, to make it more relevant for particular groups. It is also a useful way of evaluating our work, by collecting the views of different groups about a similar project.
- To get in-depth knowledge about a topic – range of experiences etc

- To study how opinions form and change via group discussion. This can be useful in awareness raising workshops etc.

USE OF THE RESULTS

You may want to use quotations from a focus group in a report that you write. In this case it is important to ensure you are making notes accurately – or recording the conversation. It will also be important to make notes about the person whose words you are using – sex, age, employment – what ever is relevant. Remember the final report will need to be anonymous so that the actual person cannot be connected to the quotation.
Remember that you cannot generalise from a focus group to a larger population. This is not the purpose of a focus group. The purpose is to understand issues from the points of view of different groups.

FACILITATOR SKILLS

It is important to create an open, tolerant, and non-judgemental atmosphere so that members are comfortable expressing their ideas. Make participants feel at ease. Facilitate open communication by asking open-ended questions. Use probing questions for additional information when necessary. The facilitator needs to avoid giving personal opinions. It is not the facilitator's job to influence discussion in particular direction.

TASK

Pick a topic and develop a set of general and probing questions that you will use. Allocate tasks to different members of the group (facilitator, note taker etc). After the break, run the focus group with 8 volunteers from other groups or your own (20 mins maximum).

Group Task
Participatory Impact Assessment Exercise

Tool 2
Matrix Scoring

Purpose:
To make a comparison between different options, or different issues, solutions to a problem, or different situations at different times. Matrix scoring shows how well options meet a criteria. This method can be used to understand people's opinions on for example, different organisations' services, changes over time, or different activities that aim to reduce a problem.

How to:
1. First be clear about what you want to compare. The example below is a decision matrix to help decide what trees should be planted in a village.
2. Discuss and agree what you want to show, and what headings you will use. This is an example.

3. The value of the method comes from the discussions that are provoked as participants come to a decision about the final scores of each indicator / factor / option.
4. All the criteria need to be worded in the same way i.e. positive or negative terms (for example score for positive characteristics like 'keeps well in transit' rather than 'easily spoiled in transit' – which is negative).
5. Decide on the scoring system: you can allocate a maximum points per box (e.g. 5) or you can specify a total number of points to allocate per criterion (for example distribute 25 points for good taste between the different fruit).

Fruit tree	Good taste	Easy to sell	High productivity	Less land occupation	High market price	Total
Little apple	****	****	*****	*****	****	22
Walnut	*****	*****	*****	*	*****	21
Peach	*****	***	****	****	***	19
Persimmon	**	*****	*****	**	*****	19
Plum	***	**	*****	*****	**	17
Pear	*****	**	**	**	**	13
Apple	*****	*	**	****	*	13

6. Discuss and decide on scores as a group. The process of reaching agreement through discussion is key. Voting defeats the purpose as the group needs to decide by consensus and understand the reasons for the preference.

Task

1. Decide what topic you are going to examine.
2. Prepare a matrix as above.

3. If you have time, try a second type of matrix using different scoring system or scoring for 'before' and 'after' a project or an event.
4. Discuss in the group what you found was useful about the process and what was challenging
5. Prepare a flipchart to present to plenary after the break, summarizing these points.

Group Task
Participatory Method:

Tool 3
Venn Diagrams

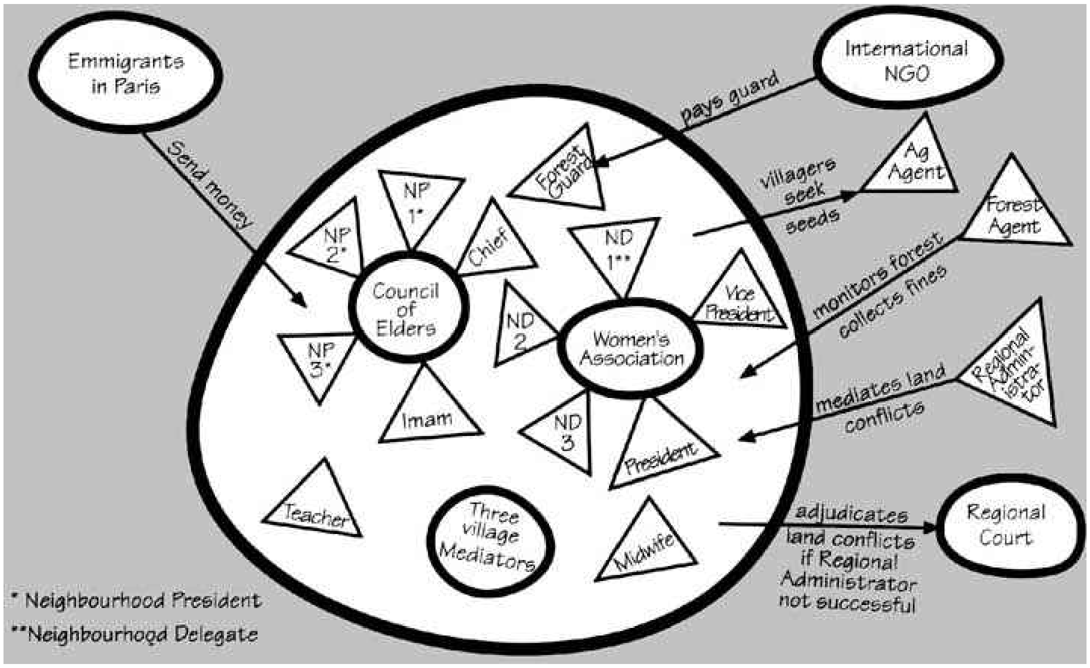
Purpose:
To illustrate the extent to which individuals, organizations, projects or services interact with each other in a community, and the relative importance of each to the issue being evaluated at a single point in time. This can be used to monitor the quality of relationships and how these relationships are changing.

Process:

1. Choose a topic from one of these:
    a. The relative importance of different groups involved in supporting civil society in Cyprus – 5 years ago and now.
    b. The relative importance of all the groups that work with one of your organisations (donors, partners, ministries etc)
    c. The relative importance of different groups working on environmental issues in Cyprus – 5 years ago and now.
    d. (or choose your own)

2. Make sure that everyone is clear about what you are discussing: the relative importance of groups/people/organizations in one community and their interactions with the topic you have chosen. Decide what you mean by 'importance': it could be
    a. The influence a person/group has on the issue
    b. How much cooperation that group/person has with your organization or project.
3. Have a general discussion to identify and list on a flipchart all the different groups, people and organizations that relate to the topic. Focus on about 15-20 of the most significant ones.
4. Cut out or draw a large circle to represent your own organization, and put it in the centre of a large piece of paper or on the floor.
5. Then make circles for all the other organizations and people you have listed. The size of the circle is significant: the larger the circle the more important the group is to the issue. Label each circle.
6. Put circles down near the first circle: the nearer the circle is to you or to each other, the more interaction there is between the two organizations. If circles overlap, then it shows that the groups/people have shared functions. For example, a environmental NGO that is set up by the Ministry of Environment could be inside the circle for the ministry, or half in and half out depending on how independent it is.
7. You can draw lines to link circles to your organization or to each other.
8. To show changes over time, do two different diagrams and compare.

9. Discuss how you want to present the information to the larger group and prepare a short presentation.



Examples of Venn Diagrams. In the picture above, triangles represent individuals. The big circle represents the village.

Task for Venn Diagrams:

6. Decide what topic you are going to examine.
7. Prepare a diagram as described above.
8. If you have time, prepare a second diagram showing 'before' or 'after' the topic you chose.
9. Discuss in the group what you found was useful about the process and what was challenging
10. Prepare a flipchart to present to plenary after the break, summarizing these points.

Group Task
Participatory Method:

Tool 4
Timelines

Purpose:
This method supports action planning by generating a whole picture of a situation, issue or problem as seen by all the different stakeholders in a project. This helps the group to share a common starting point, can help identify patterns from the past, and then see what learning can be applied in the future.

Materials: A long sheet of flipchart paper or several stuck together on a long wall horizontally (or a roll of wallpaper lining is ideal); A5 cards of different colours; markers for everyone.
Time: Depends on size of group – ideally about 1 hour

Group Size: Minimum 8 people

Procedure:

1. Place cards with years or months (depends on the time scale you are using) across the top of the sheet.
2. Ask participants to work in groups of 4 and write significant events relevant to the project or issue on the cards (one event per card).
3. Collect the cards, read them, clarify items, and place them under the appropriate year/month on the time line.
4. Summarize and review the results briefly.
5. Groups continue to write new cards, to fill in gaps, or add details.
6. Look for patterns and periods of change. Label the patterns above the years with new cards.
7. Discuss with the group what new insights the time line brings. What have they learnt from this? What forces have shaped the present? What can be learnt for the future?
8. If appropriate, ask the group for projections about the future.

Comments / Options:

- This method relies heavily on the shared knowledge of the group, brining out a rich history greater than the knowledge of any one individual.
- The historical scan can help frame future steps for strategic planning
- The time line can be colour coded with different groups of stakeholders using different coloured cards or pens (e.g. for a project dealing with drug abuse: medical staff; police; social workers; community leaders; and young people etc. could each have a different colour).
- The time line can also be used to draw out positive and negative events more clearly: positive above the line, negative below the line
- External events impacting on the project can also be added (e.g. availability of crack cocaine; HIV/AIDS transmission).
- It can be done with pictures instead of words and labels.
- This activity is a good context setter in the early stages of a workshop. It is a means of establishing a common ground for future thinking. It does not have a final outcome and needs to be followed up with other planning and analysis tools.

Task

1. In your group, decide on a topic that you want to use to practice the time line.
2. Run through the process as a practice during the first hour of the session.
3. Discuss what went well, and what you'd do differently.
4. For the second session you will run the exercise with all the participants in plenary.
5. Decide on who will facilitate the process. Other group members help out / give out cards / stick them up on the wall etc.
6. Plan on about 25 mins for the exercise in plenary.

Group Task
Participatory Method:

Tool 5
Drama / Role Play

Purpose:
To encourage people to enact scenes from their lives concerning perceptions issues and problems relating to a specific issue or project. Drama can help a group to identify changes as a result of a project, or to find indicators or change.

How to:

1. Discuss in your group what situation or event you would like to show through a drama.
2. Decide whether you want to show:
    a. The points of view of different groups of people (For example a role play on the changes in the town after the building of the new community centre would be different when acted out by elderly people, by young women, or by girls and boys.
    b. The situation before and after an event
    c. A problem or situation that you would like to explore and the drama is a way to get people discussing what they see.
3. Devise a short play (10 mins max) around this theme involving all the members of your small group.
4. You can use any bits of furniture that you can see in the room.

Adapted from PACT's PISA Action Guide to Community Driven Tools
http://www.pactworld.org/resources/documents/PACTPISA_Book2.pdf

<table>
<tr><td colspan="2">

Monitoring and Evaluating Projects / Programmes

</td></tr>
<tr><td>Learning Objectives</td><td>4. Participants can describe several strategies for overcoming the challenges of monitoring and evaluation systems.
5. Participants design a monitoring system for their project.</td></tr>
<tr><td>Process

15 mins</td><td>1. Introduction / Activity: Ask Participants to visualise the birth of a baby. Imagine you are the person giving birth (men too!). What is going on in the room? What instruments are being used? For what? What is being measured?

2. Start a Flipchart headed 'Monitoring' list the key points as you are discussing the example (i.e. why? When? Etc.).

As the birth progresses ask what different measurement would be taken? How would the frequency change? What would it depend on? Is it random or planned?

3. Then start a new flipchart headed 'Evaluation'. What would be measured to evaluate a successful birth? Whose point of view counts most? (Mother? Father? Doctor? Midwife?). Discuss why the different points of view are important. Draw out that it can depend on the purpose of the project, but usually it is the beneficiaries view that counts most. In this case the most important view is that of the woman and the health of the baby. What will be the indicators of success for each different person?</td></tr>
<tr><td>20 mins</td><td>4. Trainer Input: Present PPT and discuss with examples.</td></tr>
<tr><td>30 mins</td><td>5. Group Work: Ask participants to work in groups of 3 to design a monitoring system for <u>one objective</u> (and its associated activities) from their project (see the logframes prepared in the standard coruse). They need to decide:
• What is monitored?
• How?
• When?
Prepare a flipchart. Put flipcharts on the wall.</td></tr>
<tr><td>10 mins</td><td>Give out the post-it-notes and gold stars. Ask the groups to go round looking at each others plans and writing comments on their post it notes and sticking them on the posters. Stick gold stars on good</td></tr>
</table>

10 mins	ideas! Ask each group to go back to their own poster and look at the post it notes added on. Brief feedback to plenary. 6. **Conclusion:** What did we do? What were the challenges? How did we overcome them? How can we apply this to our work? *Key Learning Points* • *M&E needs to be systematically built in to projects.* • *The people collecting information should also be using it* • *Information should be collected from different sources and in different ways to ensure it is not biased.* • *Information needs to be fed back regularly to shape the project's activities.*
Timing	1 hr 25 mins
Materials **Handouts** **Power Point** **Flipcharts**	• At least 4 different colours of LARGE post it notes (6 packs); • flipcharts and pens; • the Logframes for the projects designed in the Standard PCM course • Gold stars stickers The M&E Matrix; The M&E Matrix Worksheet Example; Differences between Conventional and Participatory Evaluation; Core data collection methods for M&E; Different Kinds of Indicators; PPT Presentation M&E Overview none

The M&E Matrix

Key Areas of Change	Information Needs and Indicators	Baseline Information Requirements	Data Gathering Methods And Frequency	Required forms, Training, resources etc.	Analysis, Reporting And Feedback

The M&E Matrix Part 2 Worksheet

Key Areas of Change	Indicators	Baseline Information Requirements	Data Gathering Methods And Frequency
EXAMPLE Womens' empowerment	Women's own perceptions of control over significant aspects of their lives; Participation in residents associations; election to public office	Attitude surveys on willingness of men to let wives have own bank account; numbers and % at residents meetings who are women; % district councilors who are women	Questionnaires/attitudes survey for men and women (yearly); Focus groups (yearly); public records (every 3 years)

Core Data Collection Methods

For M&E

1. **Document Review**
   What information already exists?
   e.g. health clinic records, population statistics, school enrollment figures, old photographs, municipality records, university studies, geographical maps, etc.

2. **Stakeholder Analysis**
   Who needs to be involved in the M&E Process?
   e.g. project beneficiaries, local officials, project staff, people who live in the area, etc. Decide with the key stakeholders how they should be involved in M&E.

3. **Physical Measurements**
   Weighing (e.g. to measure malnutrition in children, or yield of a crop), counting (e.g. lambs born, carpets completed).

4. **Direct Observation**
   Visits to a community, to a health centre, farm, school etc. Best if done by several people (to cross check information) and documented with a checklist or a short report.

5. **Questionnaires and surveys**
   Questionnaires can be face to face, on the phone, posted, or picked up and filled in by people at a centre (e.g. clinic or youth club). Surveys are usually more elaborate and involve sampling (see separate sheet).

6. **Semi-Structured Interviews**
   Interviews based on a check list of questions but which also can address new questions which arise. They usually include discussion and allow feedback on opinions about the project. They are useful for collecting information on unintended effects of a project.

7. **Case Studies**
   Used to document the life story or sequence of events over time relating to a person, household, village, place, or organization. Can also be filmed on video and done in a participatory way by people in a community interviewing each other.

Differences between Conventional Evaluation & Participatory Evaluation

	Conventional	Participatory
Who	External experts	Community members, project staff, facilitator
What	Predetermined indicators of success, principally cost and production outputs	People identify their own indicators of success, which may include production outputs
How	Focus on "scientific objectivity"; distancing of evaluators from other participants; uniform, complex procedures; delayed' limited access to results	Self-evaluation; simple methods adapted to local culture; open, immediate sharing of results through local involvement in evaluation process
When	Usually upon completion; sometimes also mid term	Merging of monitoring and evaluation, hence frequent small evaluations
Why	Accountability, usually summative, to determine if funding continues	To empower local people to initiate, control and take corrective action

Different Kinds of Indicators

Food Security	Poverty	Empowerment of grassroots institutions	Empowerment of women
• Change in food production • Change in yields of staple food • Change in consumption of staple food • Change in access to markets • Change in chronic malnutrition among children • Change in rate of stunting in under 5 yr old children	• Change in household real income • Change in access to off-farm income • Change in access to capital • Change in access to labour • Change in availability of basic services (electricity, schooling, water, health)	• Change in community group' participation in decision-making at project or local level • Ability of community groups to lobby for their interests with local government • Change in ability of community groups to identify their rights and hold other to account • Change in ability of community groups to plan and manage their own projects	• Change in girls enrolment in primary education • Change in number of active women's groups in project area • Change in number of loans given to women's groups • Change in women's ability to influence family decisions • Change in women's participation in decision-making for the project or at local level

Adapting to Change in Project Contexts To be developed by RW and local trainers	
Learning Objectives	
Process	
Timing	
Materials **Handouts** **Power Point** **Flipcharts**	

Understanding Systems and Change

What is a system?

System: Set of elements joined together to make a complex whole.

Why think about systems?

> Throwing a Stone and a Bird
>
> When throwing a stone do you know where it will land?
>
> *A stone's trajectory can be predicted quite accurately using the laws of mechanics*
>
> When throwing a live bird do you know where it will land? Why not?
> A bird is much less easy to predict – unless of course you tie it to a stone! –
>
> but then you are destroying its capability as a bird.

The projects that we plan are not isolated from the world we live in but are intricately interconnected and affected by it. By developing a programme logic we can sometimes simplify things too much - that is we think about how the stone responds and not the bird!

The human systems in which we live are living organisms – they respond like birds not rocks! They are not like predictable machinery. They come to life. They have an identity, a memory, patterns of behaviour, disabilities, a life span and in most cases, death.

Effects of small changes in a system can cause, through feedback loops and multiplying effects, large changes in the system. These 'feedback loops' can be difficult to predict and may therefore cause unintended consequences. This can have a significant effect whether a project achieves its goals. The development world is littered with such situations, e.g.:

> An agricultural research station in India worked with local farmers to increase the productivity of their barley crop and therefore their income. After seven years of plant breeding experiments they managed to increase productivity by about 20 per cent, which initially delighted local farmers. However, the farmers soon went back to sowing their original barley seed.

The researchers had not anticipated that the straw of the new barley was too tough for the farmers' sheep to eat and therefore could not be used as a winter fodder. This meant that any benefit received from the increased productivity was cancelled out by the reduction in available fodder.

Why is this useful in development programmes?

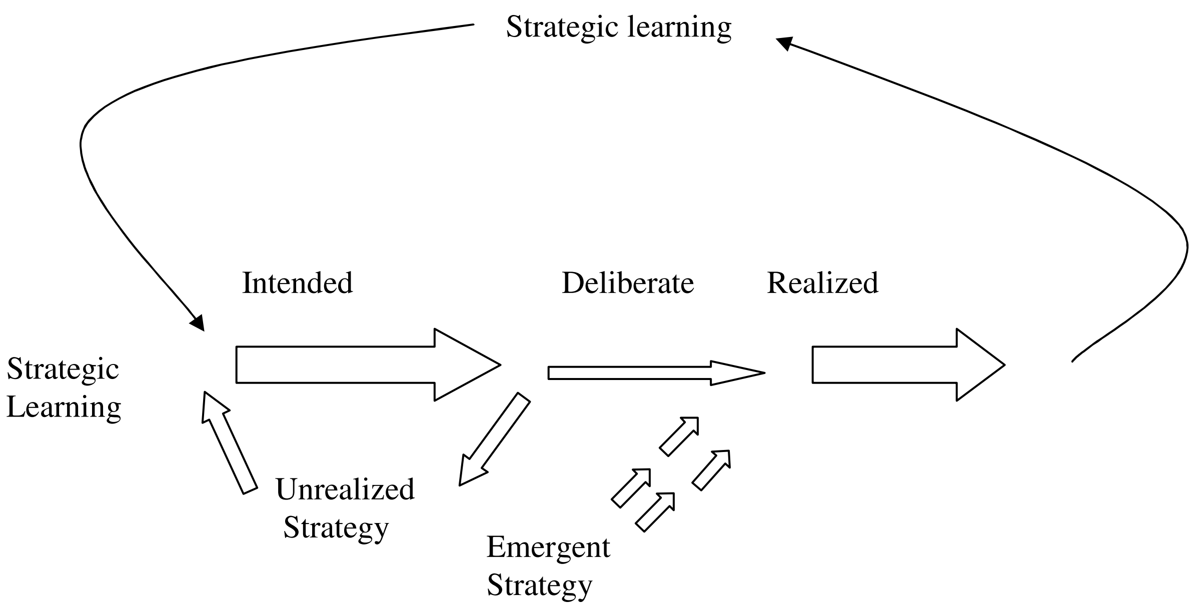
As with organisms within a natural ecosystem, development projects operate in open systems that respond to changes and *co-evolve* with them in order to survive

Systems thinking tries to get people to see the bigger picture. This can help to:

1. Understand the bigger system and the part they play in it, i.e. see their impact on others, others impact on them and the connections between them.
2. Understand the time dimension – i.e. focus on the past, present and how these impact on the future.
3. Understand the crucial role of relationships and interconnections.
4. Open their eyes to process dynamics i.e. the way the system actually works.
5. Adjust the project in response to changes in the context as it progresses.

Understanding systems can help us to accept how unpredictable our work can be and therefore to explore both the possible intended and unintended consequences.

Strategy Formation: Mintzberg's[1] Model



- **Intended strategy** refers to the strategic goals
- **Deliberate strategy** means those intentions which actually happened in practice.
- **Unrealized strategy** refers to the intentions, which, for whatever reason, were never translated into action.
- **Emergent strategy** is the pattern of the organisation's responses to changes in the external environment which were not anticipated when the original strategy was formulated, but which created opportunities.
- **Realized strategy** is the strategy actually implemented and is the sum of deliberate strategy (which was intended as part of the original strategic plan) and emergent strategy (which was not forseen but which was consistent with the organisation's mission and values and was implemented).
- **Strategic learning** feedback loops recognise the importance for managers of learning from the experience of what happened and why so that future intended strategies can be better formulated.

---

[1] Source: Mintzberg H and Quinn JB (1992) *The Strategy Process: Concepts and Contexts,* Prentice Hall, USA.

Example of a Rich Picture