**AFRICA CENTRE FOR PROJECT MANAGEMENT**

**SCHOOL OF ONLINE AND DISTANCE LEARNING**

**NAIROBI KENYA**

**POST GRADUATE COURSE FOR PROJECT PLANNING AND MANAGEMENT**

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**MODULE TWO ASSIGNMENT WORK**

**1. Write a two to three-page essay to explain how project identification, project design and project planning is conducted in your organization?**

The first step in the project cycle is to identify an issue that a project could address. This usually involves a ‘needs assessment’ which finds out what community needs are and whom they affect.

Only when we know what people really want can make us to develop an effective project.

The needs assessment is followed by a ‘capacity assessment’ to see what strengths the community has which it can use to address its problems. The project should seek to strengthen any weaknesses. Some organizations prefer to use ‘appreciative enquiry’ instead of needs assessment and capacity assessment. This, in effect, we start with a capacity assessment by asking community members to identify the resources they have and then ask them how they want to use them in the future. The below is how we can identify a problem in the community.

**Needs assessment**

This is a process used by organizations to determine priorities, make organizational improvements or allocate resources. It involves determining the needs, or gaps within the communities the organization wants to have an intervention.

We might already have a good idea of local needs, but however they might be quite obvious, or we might have become aware of them during a past project. On the other hand, we might have no idea what a community’s needs are. It is important to carry out a needs assessment before planning development work, whether we think we know what the needs are or not. The project should come out of what people say they want and not from assumptions that we make. Sometimes the needs are not immediately clear or cannot be easily understood.

More so, by talking to different people, we will be able to understand how problems affect people differently. For example, poor access to clean water may affect women more than men because women have to walk a long way to fetch water. Circumstances change may be there will be new people in the community, there may be new needs, old needs might have been addressed and problems might be affecting people differently.

Furthermore, needs assessment gives people an opportunity to priorities their needs, which leads to a more sustainable development project. The time spent carrying out a need assessment may vary according to the contact we have had with a community in the past. In general, needs assessment is done fairly quickly. At this stage, we are trying to gain an impression of needs and who the project beneficiaries might be. We are not looking for too much detail. Further research into stakeholders and causes and effects of the problem is carried out during the design phase of the project cycle.

In our organization during needs assessment, we always try to talk to a variety of people, such as key community members or representatives of community groups. Or use methods that can draw out the views of many people in a short space of time, such as community mapping. We do not want to be raising expectations or wasting people’s time. Make sure that the people we talk to include women, men, girls, boys, the elderly, people with disabilities etc.

There are many tools that we normally use to enable communities to identify their needs. A few tools are outlined below as examples of some of the options available. These tools can be adapted for the capacity assessment.

**Tool 1 Listening**

By listening for the issues about which people have the strongest feelings, it is possible to identify the issues that they most want addressed and projects which they are most likely to participate in. A team of people (development workers or village members) ask a community or group questions to find out what people are worried, sad, happy, fearful, hopeful or angry about.

The questions should be open-ended. It is important to have a clear idea about what we are looking for so we can make sense of the answers.

**Tool 2 Interviewing**

This tool helps us to gain greater understanding of the issues. It involves talking to key people in the community in order to discuss their knowledge, experience and understanding of the issues. These people might already be involved in community development activities; they might be people that the community turns to in times of crisis or those who are seen as the heart of the community. Key people include health workers, traders, religious leaders, village chiefs, pastors and teachers. When choosing people to interview, make sure their views and opinions are likely to represent those of others in the community. Take care not only to interview the powerful, but also to interview those whose views are not usually heard. Use open-ended questions such as: What are the main problems you face in your area of work? What are the main pressures that people in the community face? What simple things could be done to improve the situation?

**Tool 3 Focus groups**

This tool is used with a group of 10–20 people. It helps them to understand and voice some of the problems they face and the needs they have. A focus group enables people with different views to discuss their differences, challenge assumptions and come to a collective understanding of the needs of the community. By exploring issues together from the start, communities start to own the development intervention. Questions to stimulate discussion could include the following:

* What are the main pressures that people in the community are facing?
* What simple things could be done to improve the situation?
* If you could change one thing in this community, what would it be? Why?

**Tool 4 Community mapping**

This tool involves community members drawing a map of their community to tell their story together. They draw either on paper or outside on the ground, using whatever resources are available. They are given little guidance of what to include. The important point of the exercise is to discuss what people have drawn. The map might show the natural and physical resources in the area – forests, rivers, roads, houses, wells. It might show important people and organizations.

Once the map has been drawn, encourage discussion by asking questions such as:

* How did you decide what to include? What was excluded?
* What was emphasized? Which are the most important parts?
* What was difficult to represent?
* What were the areas of disagreement?
* What can we learn from the map about the needs of the community?

To gain greater understanding of the issues facing different groups within the community, the groups should work separately. A map by young people may show very different information from that of older women. Questions for discussion could include:

* What differences are there between the maps?
* Why are there differences?
* How does the information from each map help to make a more complete picture of the community?

In addition to that, agreeing priority needs;once the needs have been identified, community members should be given the opportunity to say which needs, they feel are priorities. Ask them to group their needs into general issues such as water, health, land and food. It does not necessarily matter how they are grouped, but it is important that people can see how their concerns have been included.

Once the needs have been grouped, community members can decide which of the issues should be given priority. Write all of the issues onto separate pieces of paper. Community members then place them in order in a line from the most important to the least important. Encourage them to discuss and negotiate with each other and to move the pieces of paper around until they all agree.

Alternatively, write or draw the needs on separate paper bags. Give each person six seeds, stones or beads to use as counters. Each person in turn is invited to put their counters in the relevant bags, according to their priorities. They should put three counters for their first priority, two for their second and one for their third priority. The counters in each bag are then counted and the results announced. The needs are ranked according to the results.

This tool should help to identify the main issue to address. There may be more than one priority issue to start with and the group will have to choose whether to take all priority issues at once or focus on one at a time.

Not only that but also, capacity assessment;communities should be encouraged to use their own capacities and resources to address the problems they face. It is therefore important to carry out a capacity assessment after needs assessment to identify strengths that the community could use to address the problems they identified earlier. The project, if needed, should focus on strengthening the community’s capacities to address their problems. By doing this, we are facilitating the community to address their problems rather than addressing their problems for them.Capacity assessment involves six types of assets:

* **Human:** These enable people to make use of their other resources. They include skills, knowledge, ability to work and good health.
* **Social:** These are based on relationships and include organizations and groups within the community, political structures and informal networks.
* **Natural:** These form the local environment and include land, trees, water, air, climate and minerals.
* **Physical:** These are man-made, such as building, transport, water supply and sanitation services, energy sources and telecommunications.
* **Economic:** These are things that people can use to sustain their livelihoods, such as money and savings, grain stores, livestock, tools and equipment.
* **Spiritual:** These include faith, scripture, guidance and prayer.

Using participatory techniques, such as those used for the needs assessment, ask community members to identify their capacities. Remember to ask a range of community members, as different people have different perspectives.

We normally write the capacities onto a large piece of paper and ask community members to identify how they could be used to address the problems identified during the needs assessment. Then ask community members to think about which capacities should be strengthened so that they can start to address their priority problems themselves. This is what the project should focus on. Decide whether it is realistic for our organization to strengthen the community’s capacity to meet the priority need: Does meeting the need fit in with our mission? Does meeting the need agree with our values? Does meeting the need fit into our strategy? Will meeting the need be too risky? Do we have enough experience? Do we have enough resources?

**Project design**

During project design the basic project structure, the main external factors and the elements of the monitoring system are identified. The perspective at this stage is the whole project and its context. The project design, however, does not go into details of the activities and the inputs needed. It defines the main components, such as overall goal, objectives, and beneficiaries as well as project strategy and organization.

The scope of the preparation and design phase depends on the size and complexity of the project. In the case of a small project, our organization goes directly into the detailed project planning to develop the project document. At this stage, a project description is developed and submitted to technical team. The rationale for this document is to compile all the existing information, to put it in the required form and to assess whether and if so, in what areas more and specific information is needed. The objective of this phase is to submit the project description to the organization technical management. If and when the document is approved, the project may proceed to detailed planning of the project.

**Planning the project**

We also consider this as the most important thing during project development. Without careful planning it is likely that your project will fail to achieve its objectives. In a small project it is possible that one plan may be used to define the entire scope of work and all the resources needed to carry out that work. For larger projects, planning will be carried out at different levels of detail at different times. In all types and sizes of project you must be prepared to re-plan in the light of experience. Plans are essential for ongoing project control and must be used and kept up to date right through the life of the project.

**The contents of the project plan**

The Project Plan, typically contain the Plan Description (a brief narrative description of the plan's purpose and what it covers), Pre-requisites (things that must be in place for the plan to succeed), External dependencies (e.g. commitments required from outside agencies), Planning Assumptions (e.g. availability of resources), Gantt/Bar chart showing Stages and/or Activities, Financial budget - planned expenditure, Resource requirements (e.g. in a table produced using a spreadsheet or project planning tool) and Requested/assigned specific resources.

**The steps in planning**

Planning should be carried out in the order shown but bear in mind that iteration around some or all of the steps will be necessary for all but the simplest of plans.

* Make sure you understand the project's desired outcome, scope, objectives, constraints, assumptions and the purpose and level of detail of the plan you must produce.
* Define the deliverables to be created as a result of the plan.
* Specify the activities necessary to develop the deliverables.
* Put the activities in a logical sequence taking into account interdependencies.
* Estimate resource requirements (people, skills, effort, money and other things that will be needed to carry out each activity).
* Estimate the timescale for each activity (e.g. elapsed duration).
* Schedule the work from the target start date onwards.
* Define project management progress controls and decision points.
* Identify and deal with risks and uncertainties.
* Document the plan.
* Gain approval to proceed with the plan.

After the steps the detailed checklist is drawn to help us through these steps. These are as detailed below;

**Planning checklist**

This checklist may be used when planning an entire project, a phase/stage within a project, an activity within a stage/phase or a task that contributes towards completion of an activity. You might also find it useful if you are applying project management techniques to help you manage non-project work.

First and foremost, we have to confirm scope and purpose of the plan; this is always followed by some questions; are you clear about the purpose of the plan? (e.g.: to gain commitment and approval for a project/stage, for day to day management and control, to establish feasibility or viability, to define contingency arrangements), do you understand the objectives to be met by the plan? Is it clear what is within the scope of the piece of work you are planning? Are there any constraints (e.g. resource availability, mandated delivery dates)? Do you understand the high-level structure of the plan (e.g. for a procurement stage it might be: Specify requirements: Invite tenders: Evaluate tenders: Award contract)? And are there any assumptions you must make in order to construct the plan?

Not only that but also, we do define the deliverables; Identify the final, and any interim, deliverables required from the project. What specify for each deliverable; what it must contain/cover, who will be responsible for its development, what it is dependent on (e.g. information, resources), the required quality characteristics that must be built in to it, the types of quality checks to be applied, he skills, resources, individuals needed to develop the deliverable and to apply the quality checks, establish the logical order for development of the deliverables (what must be developed in sequence, what can be done in parallel).

More so, identify and estimate activities; we have to consider need to involve experts who will understand the detail of the development processes (e.g. Policy, Lawyers, IT staff, and Procurement specialists), identify all the activities necessary to develop each deliverable, identify all the activities necessary to quality control each deliverable, agree the order in which activities must be carried out, include activities that take into account the interest of stakeholders who will use, operate and maintain the deliverables from the project, break down `large' activities that are difficult to estimate into sets of smaller activities of a size you can estimate resource requirements and durations with confidence, identify the skill types required to carry out each activity, estimate the amount of effort and optimum numbers of individuals, identify and estimate any non-human resources and services required, if required, calculate the estimated cost to develop each deliverable/product, calculate the overall cost for all activities, Make sure you use appropriate units taking into account staff availability and participation in progress meetings and quality control activities.

Furthermore, schedule the work and resources; we normally ask ourselves some of the questions; has the scheduling of activities been based on a realistic start date and does it allow for weekends, Bank Holidays and other non-working days? Will the resources/skills be available in sufficient quantities when you need them? Are there any internal and/or external stakeholder tasks/events that coincide with the project and will limit the availability of resources? Are any individuals scheduled to work on other projects when you need them? Will any individuals or skill/types be overloaded with project work at any time? Have you adjusted the timing and allocation of work to spread the load evenly? Can you meet your time constraints/target delivery dates? Do you need to include recruitment, procurement, training or induction activities?

**Managing risks**

Risks are internal or external events that may occur during project implementation and could threaten the achievement of project objectives and the project as a whole. A risk could be, for example, a partner dropping out or a key change in policy that goes against what the project is trying to achieve. Basic risk management is important for every project, but the level of detail needed varies depending on the size of the project and the number of risks and possible impacts on the achievement of the objectives.

Identifying risks and outlining contingency measures for when they happen should be a task for every partnership, regardless of whether this is required by the programme or not. This process involves three steps:

**Identifying risks**

To identify risks you can look at possible sources of risk or at the threats / problems that can become risks. Sources include the team members, stakeholders, sub-contractors, target groups, etc. Problems could be, for example, a change in the political environment or the loss of money through recommitment.

More so, a good way to identify relevant risks can be an open brain-storming session at one of the partner meetings either during the project development stage or very early on in the start-up phase on ‘what can go wrong?’’ All partners should be involved in this process to a) raise their awareness about possible risks, and b) to identify as many relevant risks as possible (especially with reference to different countries, legislations, sectors, and types of organizations involved). Do not let this exercise get out of hand: It is not about spreading gloom and panic, but rather identifying issues where a few sensible precautions can be taken.

**Assessing risks**

Once potential risks have been identified, they need to be qualified according to their impact on the project and their probability of occurring. As with most other aspects of planning, the assessment of probability can often only be based on assumptions and educated guesses. The impact, however, can often be estimated in relation to the budget and time lost or indicators not achieved. This assessment allows projects to prioritize risks – the ‘high risk’ decisions and actions have to be taken first.

**Dealing with risks**

When a problem occurs it is often too late to take any preventive or alternative actions. The project manager and partners concerned have therefore to decide in advance how to handle each risk while there is sufficient time. Some of the possible approaches are:

**Ignore the risk.** This is sensible for risks with a low impact, or where the resources to develop alternatives would be greater than the impact of the problem, or if the probability is low but implications would be so substantial that the project cannot compensate for them anyway. For instance; natural disaster.

Not only that, but also, **Identify alternative ways to remove the risk.** This is usually the approach to take for risks with high impact and high probability. For example;the project success depends on political support in all participating regions. It is known that the regional government in one of the participating regions could lose the regional elections that will take place in the middle of the project implementation. The possible new government will have different priorities and will probably not support the project.

More so, **have a contingency plan to reduce the impact of problems that do happen.** This does not remove the risk but is a temporary solution. For example;the project developer has been the driving force behind developing the idea and bringing the partnership together. He/she is a key asset in the project. A plan must be made for the loss of this member of staff, ensuring that their knowledge and ideas are communicated to other people in the organization so the project can continue without them, if necessary. It is advisable to review and monitor risks throughout the project to keep on top of them, as they might transform or new ones might come.

**2. Prepare and present a model project planning matrix for any project of your choice. Use the example in the Project Management manual for guidance.**

A model project planning is a matrix of four columns and four rows for a comprehensive description of a project. Project planning matrix shows both the project's logical structure (the links between the inputs/activities and the objectives to be achieved under certain Assumptions), and its major quantitative data. The project planning matrix is useful in two ways:

* Planning process: project planning matrix forces the planner to constantly check whether the project design is plausible and consistent.
* Deciding on the project and in executing it: project planning matrix facilitates the communication among all parties on the "why" and the "how" of the project, thus allows for a project monitoring based on common understanding.

The below table here is summarizing the project planning matrix:

|  |  |
| --- | --- |
| Why | A project is carried out; Overall goal of the project. |
| What | The project is expected to achieve; Object of the project. |
| How | The project is going to achieve its results; expected results of the project. |
| Which | External factors are crucial for the success of the project; risks and assumptions |
| How | Can we assess the success of the project? (Indicators) |
| Where | We will find the data required to assess the success; means of verifications |

The below table shows the details about Project Planning matrix

**Country:** South Sudan **Project Duration:** 3 YEARS’ PROJECT

|  |  |  |  |
| --- | --- | --- | --- |
| Intervention Strategy | Objectively Verifiable Indicators | Means of  Verification | Important  Assumptions/  Risks |
| **Overall Goal**  Contributes to the improvement of the productivity of the population, social inclusion and reduction of acute poverty | Poverty rate (various indicators) | National poverty surveys |  |
| **Objective**  Improvement in the state of health of the inhabitants in the 4 counties in Torit States – South Sudan | * Maternal mortality rate * Infant mortality rate * Mortality rate of children under 5 years | Periodic surveys |  |
| **Results**  1. Health care services used by  a greater proportion of the population through the  improvement in the quality of care  2. Hygiene and nutritional preventive measures applied by a large number of households | **1.1** 40% rate of uptake of health care services among the target population  **1.2** 30% assisted delivery rate in the commune  **1.3** Availability of essential medicines  **1.4** Quality of care  **2.1** Reduction in acute malnutrition rate in children under surveillance to  less than 10%  **2.2** Reduction in chronic malnutrition rate in children under surveillance to  less than 20%  **2.3** Number of women using flour and applying hygiene measures /number of women having benefited from sensitization program (60%)  **2.4** Number of cases of diarrhoea per month recorded  **2.5** Prevalence of diarrhoea in under 5-year-olds (number of children having suffered diarrhoea 2 weeks before the survey) | * Records/ statistics * Records/ statistics * Records mutual health insurance scheme * Statistics on the follow-up of children under 5 * Periodic qualitative surveys   Counties and States Statistics   * Periodic surveys | * The health and social authorities support the consultants * The population is involved   in the process |
| **Activities R1**  1.1 Feasibility study on the improvement of health services in the health centres’ areas  1.2 Production of the plan of construction of the Health centre  1.3 Construction and equipment of a new and first provision of medicines  1.4 Appointment of personnel including a rural doctors  1.5 Training and follow-up of personnel and management in the first year  1.6 Training and follow-up of midwifery personnel  1.7 Sensitization campaigns in villages within the health area by manager and officers  2.8 Signature of service provision agreement with mutual health insurance scheme  2.9 Organisation of reference and evacuation of patients  to higher level (Juba Teaching hospital)  **Activities R2**  2.1Training and monitoring of village animators  2.2 Sensitization of households by animators  2.3 Preparation and distribution of improved flour  2.4 Local production of ingredient of flour  2.5 Diagnosis of nutritional state of children aged 6 to 24 months in the villages of the commune  2.6 Preparation of project site for local production of infant flour  2.7 Analysis of health situation  (definition of areas of interventions)  2.8 Production and testing of tools for sensitization  2.9 Training of health personnel, animators  2.10 Introduction of preventive measures against the most common diseases (e.g. HIV/AIDS / malaria) | * Presentation of results to the commune and the beneficiaries * Construction plan available and in line with national directives * Buildings constructed and equipment available in line with national directives and with the architectural plan * On-site doctor * Number of training sessions / duration of training / curricula validated * Number of training sessions / duration of training / curricula validated * Number of sensitization sessions and debates held, approximate number of people involved, content validated * Agreement drawn up, negotiated and accepted by the partners * Means of communication available, means of transport available, evacuation protocol * Number of training sessions/duration of training/curricula validated * Number of sensitization sessions and debates held, approximate number of people involved, content validated Ingredients available, test flour available for the women * Cowpeas seeds available, collective or individual fields, part of harvest available for the women * Number of children aged between 0 and 24 months measured regularly * Technical base available and accessible for animators and women * Restitution of results to commune and beneficiaries * A range of adapted tools (simplified manual) is available, content validated * Number of training sessions/duration of training/Curricula validated * Number of sensitization sessions and debates held, approximate number of people involved, content validated | * Approved final report * Construction dossier * Supervision report, * Financial balance sheet * Contract signed between ACROSS and doctors * Approved report of training and follow-up * Approved report of training and follow-up * Annual report * Legal and administrative document * ACROSS documents * Approved report of training and follow-up * ACROSS, animators, MOH statistics * Annual report from MOA * MoH statistics * Annual report from MOH * Study report * Report from the agency in charge of development of tools * Approved report of training and follow-up * Annual report from MOH and MoA statistics. | Rainfall is sufficient |

**3. Prepare and present a simple Log Frame for a Community Project of choice.**

A log frame is a tool for improving the planning, implementation, management, monitoring and evaluation of projects. The log frame is a way of structuring the main elements in a project and highlighting the logical linkages between them.

A Log frame is another name for Logical Framework, a planning tool consisting of a matrix which provides an overview of a project’s goal, activities and anticipated results.  It provides a structure to help specify the components of a project and its activities and for relating them to one another.  It also identifies the measures by which the project’s anticipated results will be monitored.

The logical framework approach was developed in the late 1960s to assist the US Agency of International Development (USAID) with project planning.  Now most large international donor agencies use some type of logical or results framework to guide project design.

Here below is the simple log frame for one of the community project in South Sudan. This is been adapted from Europeans Union logical frame work template.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LOG FRAME FOR THE PROJECT**  Project title: **Inclusive Socio Economic Empowerment for marginalized girls and women** | | | | |
|  | **Intervention logic** | **Objectively verifiable indicators of achievement** | **Sources and means of verification** | **Assumptions** |
| **Overall objectives** | O1- “Contributing to the development of a more equitable and open society of delivering services to its citizens and in particular to the most disadvantaged groups of the population” |  |  |  |
| **Specific objective** | SO1- “To improve the efficiency and effectiveness of service delivery to sustainable income generation”  SO2-“To support the personal and professional development of young women and their communities” | SO1. "Proportion of target VTC centre’s operating revenue internally generated": 50%  SO1. "Increase in enrolment capacity of target VTC centre, by gender”: (M: 20%, F: 80%)  SO2. "proportion of targeted girls and women engaging in an income generating activity" : 70% | Indicator 1-SO1: Financial records from VTC Centre and Production Unit.  Indicator 2-SO1: VTC Centre registers.  Indicator 1-SO2: Baseline, Midline, End line evaluations, sample-based. | Business opportunities tapped by the Production Unit  Security allowing boarding students to stay at VTC centre  Collaboration by community leaders |
| **Expected results** | R1.1 - 4 new residential vocational technical courses at Community Vocational training center  R1.2- 5 non-residential cycles of community dialogues on business skills, parenting, life-skills, hygiene and sanitation.  R2.1- 30 girls and 75 boys complete one vocational technical course.  R2.2- 600 families participate in community dialogues on parenting and life-skills. | Indicator 1.1 "total number of technical vocational courses available at VTC" : target value (6)  Indicator 1.2 "number of community dialogues curricula in use" : target value (5)  Indicator 2.1 "number of VTC graduates, by gender" : target value (M: 75, F: 30)  Indicator 2.2”number of families involved on community dialogues on parenting and life-skills.”: target value (600) | Indicator 1.1: “Vocational Centre Records”  Indicator 1.2: “Project reports”  Indicator 2.1: “Vocational Centre Records”  Indicator 2.2: “Project reports, Training Records” | Collaboration by local government and State leadership.  Collaboration by community leaders  Collaboration by community  Availability of relevant teachers to be posted in project location. |
| **Activities** | **Result 1.1 - 4 new residential vocational technical courses at Community Vocational Training center (CVTC)**  A1.1.a) Conduct market research for technical skills.  A1.1.b) Development of 4 new Vocational Curricula.  A1.1 c) Implementation of vocational curricula at Community VTC  A1.1d) Conduct in-service training for VTC trainers  A1.1e) Create and train a Management Committee (MC) and Parent-Teachers Association (PTA).  A1.1f) Link youths for apprenticeships as learning-by-doing practices and provision of start-up tool kits  **Result 1.2- 5 non-residential cycles of community dialogues on business skills, parenting, life-skills and sanitation**  A1.2a) Development of other modules’ curricula readied  A1.2b)Training of community mobilizer  **Result 2.1- 30 girls and 75 boys complete one vocational technical course.**  A2.1a) Identification of contents for Community Mobilization to promote girls’ enrolment (and prevent drop out)  A2.1b) Conduct community Mobilization and sensitization to promote girls’ enrolment (and prevent drop out)  A2.1c) Financial support for girls’ training  A2.1d) Support small construction to accommodate boarding girls  **Result 2.2 - 600 families participate in community dialogues on parenting and life-skills.**  A2.2a) Implementation of community dialogues  A2.2b)Participant observation of the project implementation and results  A2.2c) Development of a comprehensive life skills manual | ***Means:***  A1.1.a) staff time, consultants, workshops, transport.  A1.1.b) staff time, studies, stakeholder workshops, printing, transport.  A1.1 c) staff time, printing, tools for practical lessons,  A1.1d) staff time, printing material, transport  A1.1e) staff time, workshop  A1.1f) staff time, studies, tools, operational facilities  A1.2a) staff time, stakeholder workshops, printing, transport.  A1.2b) staff time, printing, transport  A2.1a) staff time, stakeholder workshops, printing, transport.  A2.1b) staff time, printing, transport  A2.1c) transport  A2.1d) staff, construction materials, supplies, equipment  A2.2a) staff, training, equipment, supplies  A2.2b) staff time, printing, tools for practical lessons, transport, equipment, supplies  A2.2c) staff time, printing, training, transport  ***Costs***  **300,000 USD**  **Human Resources: 100,000 USD**  **Travel: 10,000 USD**  **Equipment and supplies: 100,000 USD**  **Local office: 20,000 USD**  **Other costs, services: 40,000 USD**  **Other costs: 30,000 USD** | | Availability of data  Market demand  Students turn – up/ enrolment  Presence of Trainers  Parents and community member turn up  Market demand  Good choice of topics  Academic approach adapted to local culture  Respect of local believes and tradition  Collaboration from the community  Contribution for school fees from the family  Availability of construction materials and good prices  Correct approach and community engagement  Availability of experiences and capacity of community mobilizers  Willingness of personal experiences sharing from the community  Availability of experienced human resources |

**4. Prepare and present a simple project Work plan summarizing Project objectives, activities and implementation schedule in a Gant Chart format**

A project work plan is an important tool that helps a project to assign tasks, manage workflow and track the various components and milestone deadlines. A work plan often has duration of six to 12 months, but it can be adjusted, based on a specific need within the company. Implementing work plans helps articulate strategies to employees in a way to improve team member focus and drive. We sometimes review these below key components when developing works plans;

**Define Goals and Objectives**

Without clear goals and objectives, team members blindly work on tasks without purpose. The first thing a work plan does is to define the goal of the project and the key objectives that the project will achieve. With these items defined, workers are able to perform work tasks toward goal achievement.

An analogy would be a soccer team that just runs around and kicks the ball; without the objective of making a goal on a specific side of the field, there is just a lot of running and kicking with no goal achieved. In an office project, the goal might be to implement a new IT security system with the objectives being to back-up data before transfer, establish new safety protocol and implement new company training. Defining the work plan's goal is your starting point.

**Organize Teams and Leadership**

Once the objectives are established, people are then assigned to teams or tasks. There may be different structures involved in the work plan that include hierarchy levels as well as interdependent team levels. For example, building a new factory needs a construction team, an administrative team and an engineering team. Each team has a leader that works with the other team leaders to ensure things move according to schedule and budget. Under each leader might be various other teams. The construction team might have a masonry team, an electrical team and a heavy machinery team.

**Establish Project Timelines**

An old business adage is "time is money." When it comes to project management, this adage holds true in developing work plans. The longer it takes to finish a project, the more it costs in labor and materials. Additionally, the longer it takes to complete the project, the company suffers from opportunity cost. If that factory is not built by the end of the summer, the company might have to decline holiday orders because it isn't able to make them. Set timelines with milestones within those timelines that depict progress. If there are problems in meeting milestones, address them to get the project back on track.

**Set Project Budget**

Setting the budget requires having the teams assigned and the timelines set. Often, businesses using third parties as part of the project, obtain bids for the tasks assigned. Developing the work plan budget uses these bids, internal numbers for labor and materials, as well as any contingency costs such as permits or legal fees. The project budget should break down what each section and team will cost. Review cost efficiency at milestones, to determine if a team is on track to meet, go over or go under budget.

**Quality Assurance and Control**

With objectives, milestone timelines and budgets set, a project manager is capable of performing quality assurance tests on progress. At milestone deadlines, team leaders should report progress, costs and any concerns or obstacles presented. This helps the project manager build an action plan to attack problems, before they set the project off course, either in budget or time frame.

**The below is the Project’s plan for implementing the action for one year.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Plan duration: Year 1 project** | | | | | | | | | | | | | |
|  | **Half-year (Semester 1)** | | | | | | **Half-year (Semester 2)** | | | | | |  |
| **Activity** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | **Implementing body** |
| 1.1.a Recruitment of the staff |  |  |  |  |  |  |  |  |  |  |  |  | Project manager |
| 1.1.b Conduct Market research for technical skills |  |  |  |  |  |  |  |  |  |  |  |  | Project and Consultant |
| 1.1.c Develop 4 new Vocational Curricula |  |  |  |  |  |  |  |  |  |  |  |  | Consultant |
| 1.1 d Implementation of vocational curricula at Community VTC. |  |  |  |  |  |  |  |  |  |  |  |  | Project Manager |
| 1.1e Conduct in-service training for trainers |  |  |  |  |  |  |  |  |  |  |  |  | Project Manager |
| 1.1f Creation and training of a Management Committee (MC) and Parent-Teachers Association (PTA). |  |  |  |  |  |  |  |  |  |  |  |  | Project Manager |
| 1.1g Link youth for apprenticeships as learning-by-doing practices and provision of start-up tool kits |  |  |  |  |  |  |  |  |  |  |  |  | Project Manager |
| 1.2a Development of other modules’ curricula readied |  |  |  |  |  |  |  |  |  |  |  |  | Project Manager |
| 1.2b Conduct Training to community mobilizer |  |  |  |  |  |  |  |  |  |  |  |  | Project Manager |
| 2.1a Identify the contents for Community Mobilization to promote girls’ enrolment (and prevent drop out) |  |  |  |  |  |  |  |  |  |  |  |  | Project Manager and Community Mobilizers |
| 2.1b Conduct Community Mobilization and sensitization to promote girls’ enrolment (and prevent drop out) |  |  |  |  |  |  |  |  |  |  |  |  | Community Mobilizers |
| 2.1c Conduct financial support for girls’ training |  |  |  |  |  |  |  |  |  |  |  |  | Parents |
| 2.1d Support small construction to accommodate boarding girls |  |  |  |  |  |  |  |  |  |  |  |  | Project Manager |
| M&E Baseline, midline and end line evaluation and follow-up and tracking of individual students |  |  |  |  |  |  |  |  |  |  |  |  | M&E officer |