**Project Management Module 2 Assignment.**

Post Graduate Diploma in Project Planning and Management-Capacity building Africa Institute-Kenya.

**Presented by:**

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

**Project identification, design and Planning processes in World Relief-South Sudan:**

The purpose of project identification is to develop a preliminary proposal for the most appropriate set of interventions and course of an action, within specific time and budget frames, to address a specific development goals in a particular region or setting, investment ideas can arise from many sources and context. They can originate from a country’s sector plan, program or strategy, as follow up of existing project or from priorities identified in a multi-stakeholder sector or local development dialogue.

Project design is a crucial stage in a project’s life cycle because it identifies key elements and sets the overall tone. However, it’s one stage that’s often rushed or overlooked. For your project to be successful, you must first understand the steps involved in project design, as well as how to document them. Creating a project design can help you avoid pitfalls down the road and also set a reasonable budget from the outset. To create a truly effective and reasonable project design it’s imperative to include multiple team members and stakeholders during the planning phase.

The following are some of the steps of how project planning, design and implementation is done in my current organization;

World Relief-an international organization sufficient information on project options is gathered to enable the financing agencies to select a priority project and reach agreements among stakeholders on arrangements for preparation work, including setting up steering committee. The results of the identification work are summarized in a report, project brief or concept documents, the format of which will depend upon the financing agencies’ requirement.

In order to screen ideas, selection, discussion, consultation and precise definition of the project. In identifying a project, the target community is involved during a stakeholders meeting. These prospective beneficiaries or target groups such as women, people living with disability, youths, the very poor people etc. in the community have various ideas such as need for safe drinking water; need to improve level of health; need to reduce household poverty; need to reduce illiteracy etc. We have often involved them and to participate right at the beginning of the project planning process.

The identification of the projects is dependent on the financing agency for example the South Sudan Humanitarian(SSHF), one of our donors will present to the organizations the needs based priorities for funding during the financial year in consultation with the cluster in order to promote inter-cluster coordination so as to enhance the best overall use of resources.

The South Sudan Humanitarian fund allocation processes typically include two stages of project review, a strategic review of project proposals received from cluster partner s to prioritize and recommend for funding selected proposals that best aligns to the allocation strategy paper and the cluster specific strategy for the allocation. Besides, a technical review will be done to ensure the quality of the selected project proposal prior to their final approval and fund disbursement. Both reviews are discharged by independent review committee convened by respective Cluster Coordinator/Co-Coordinator.

Situation analysis and problems identification. a “situation analysis” or “needs assessment,” is always carried out upon declaration by United Nations Office for Coordination of Humanitarian Assistant(UNOCHA) on geographical locations and sectors of priority which involves clearly identifying your target group so you can gain a deeper understanding of their needs. Your target population includes direct recipients—those who will benefit from the immediate outcomes of your project—as well as the ultimate beneficiaries, or those who will be impacted by your project in the long term.

Definition of goals: First and foremost, a meeting is convened with the Project Managers drawn from the different field locations and sectors and key stakeholders to define the ultimate goal or outcome of the project. The needs and expectations of all stakeholders and/or beneficiaries are gathered in determining the goals, and get their approval early on.

Determination of outcomes, objectives and deliverables: After the primary goals have been established, It’s therefore broken down into smaller, more manageable pieces such as nonprofit and education, these pieces are objectives or outcomes—for example, solutions to problems that have been identified for the population in need/target community.

Whatever your process, it’s helpful to use the SMART acronym when identifying outcomes, objectives, and/or deliverables. The SMART acronym is key:

• Specific: Be as clear and direct as possible so that later, you can plan the tasks that will be performed to achieve them. Provide specific guidance on which resources are involved and their roles.

• Measurable: Outcomes, objectives, and/or deliverables must be quantifiable. This way, you’ll be able to measure results and track progress.

• Achievable: Make sure goals can realistically be achieved given the resources, budget, and time frame available.

• Relevant: All outcomes, objectives, and/or deliverables should logically result in achieving project goals and producing intended results.

• Time-Bound: Provide a timeline for when they will be achieved/completed.

“Outlining projects [and] building that structure first is the key,” says Heather Cozad, Director of Operations at education-focused nonprofit Character.org. “You can get caught up in the minutiae of large projects, but you have to work from the outside in toward the details. Break up large sub-projects into smaller pieces.”

Risk identification, constraints and assumptions: The same manager are tasked to identify anything that could stand in the way of its success. Document any risks and constraints on budget, time, or resources that could affect the team’s ability to reach goals, milestones, and outcomes. Then resolutions to these problems are stated. This will help prevent delays once the project is underway.

“*Look out for assumptions,” says Lonergan. “All projects are built on assumptions, and smart project managers know this. At the start of the project, the scope for assumptions is unlimited. Smart project managers capture these within the design process, then deal with them in a very disciplined manner.”*

For example, if you assume that a necessary piece of equipment will be available when the project reaches the installation phase, this should be noted. That way, if the person who makes the schedule discovers the equipment is not available until a later date, you will be informed and can adjust the timeline and budget accordingly—before the actual work begins.

Ballpark the budget: a budget is created based on the envelop package unveiled by the financing agency. The clearer you can be about your budget during the project design phase, the less likely you are to experience unexpected cost overruns later. Estimating your budget will also help you determine the feasibility of the project. If the cost is more than your client, customer, funding source, or partnering entity can spare, the project can’t realistically be undertaken.

Determine Approval and Monitoring Processes. After a successful submission of the projects for the required sectors. The various cluster invites the sector Advisory Group(SAG) to analysis the proposal.

Use Proper Project Design Documents: World Relief uses the donor templates for proposals and drafting its budgets and of course, you must also use the proper documentation to capture all this information. In project management, the output of the design phase may be as simple as a Gantt chart, flow chart, work chart, or hierarchy chart that is carried into the project planning phase. However, many projects do not have a formal design phase.

“*Sometimes our marketing plans or branding initiatives have several audiences, so confirming who we're targeting for each particular project helps focus the team and clarifies objectives,” says Laura Puente, Director of Marketing Communications for Brand Experience Firm Brand Extract*

**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.**

**Model Project planning matrix**

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| --- | --- | --- | --- |
| **Project Description/Hierarchy of Objectives** | **Indicators** | **Means of Verification**  **(MOV)** | **Risks/Assumptions** |
| **GOAL**  To attract and retain the highest quality pupils and teachers in Primary schools in South Sudan | * Increased quality teaching & learning by 76% | * PLE exam pass rate * % retention rate * % increase in enrolment of pupils | * Political situation in South Sudan remain stable * Adequate funds secured |
| **PURPOSE**  Improved enrolment, retention and academic performance through provision of quality teaching and learning. | * 65% increase in pupils’ enrolment * 76% pupils pass rate * Average attendance of pupils in the primary schools | * School enrolment statistics * PLE exam results analysis data * School attendance books/registers | * Availability of adequate trained teachers in primary schools * Quality school management and administration |
| **Project/component Objectives**   1. Increase enrolment, retention and the performance of pupils in the schools by 65% at the end of 2030. 2. Enhance continuous improvement in primary Leaving Examination results every year. 3. Improve classroom learning environment through provision of 11000 (three seater) classroom furniture and instructional materials. | * % enrolment and completion rates * % PLE examination * pass rate * PLE examination pass rate * Physical classroom   environment | * School enrolment books * PLE examination results * PLE Examination results * Number of classroom furniture and instructional materials in the schools | * Pupils attend school punctually and regularly * Availability of adequate instructional materials and furniture * Availability of adequate trained teachers in primary schools * Quality school management and administration * Political situation in the country remain stable * Political situation remain stable * School furniture and instructional materials put into good use |
| **Outputs**   1. 20 primary schools received 550 three seater desks and instructional materials 2. Estimated 11000 pupils enrolled and retained in selected 20 primary schools in South Sudan 3. Improved pupils PLE examination pass rate by at least 43% | * 550 furniture and instructional materials distributed to 20 primary   Schools   * 11000 pupils enrolled in the 20 primary schools * % PLE examinations pass rate | * Number of furniture and instructional materials * Number of pupils enrolled in the primary schools * PLE examinations results | * Political situation remains stable in South Sudan * Available transport to the selected primary schools * Accessibility to the schools by road available * Availability of adequate trained teachers in the schools |
| **Activities**   1. Invitation for bids to construct 550 three seater school desks and instructional materials for 20 primary schools 2. Interviews and selection of two successful bidders for construction and supply of school furniture and instructional materials 3. Preparation and signing of bid or contract agreement 4. Supply and distribution of 550 three seater school desks and instructional materials for 20 primary schools | * Bidding documents * Interviews conducted & successful bidders selected * Bids /contract agreements signed * 550 three seater desks and instructional materials supplied | * Number of bid documents * Interview records and number of bidders selected * Bid/contract agreement letters * School inventory record books * Invoices & receipts | * Availability of skill manpower in the Country * Available and accessible roads to the primary schools |

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

**A simple Log Frame**

**for**

**Education and Protection for Sudanese Refugee Children in Kaya Refugees Camp in Upper Nile State.**

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| **Objectives** | **Measurable Indicators** | | **Sources of Verification** | | **Risks and Important Assumptions** |
| **Goal: Improved protection, resilience and psychosocial well-being of children and young people in Kaya** | | | | | |
| ***Objective 1:*** Sudanese and displaced S. Sudanese children receive quality basic education | * # of children (boys and girls) enrolled in primary education * # of children with special needs/disabilities assessed, enrolled and supported | | * School attendance records * Activity reports * Monitoring reports * School attendance records | | * Host community relations with refugees will remain hospitable. |
| ***Outcome 1.1:***  Children regularly attend primary and ALP schools in Kaya | * 80% of enrolled children regularly attending Kaya schools. * 80% of enrolled ALP learners regularly attending school in Kaya * 80% of children (boys and girls) completing their ALP learning cycle in Kaya | | * Daily monitoring visits to the school. * School attendance records * Student club reports | | * Community participates in the identification of out of school children * Community promotes equal educational access and enrolment for boys and girls. * Available labor force to recruit teachers and education personnel. |
| * + 1. Enroll 1000 students in LWF run primary schools in Kaya, at least 40% of which are girls     2. Enroll 1000 students (400 girls) in ALP schools in Kaya     3. Ensure 80% regular attendance of the enrolled numbers through child-led monitoring and sensitization campaigns     4. Recruit 22 primary school teachers among the refugees, 2 head teachers, 1 Education Officer and 1 Assistants, 1 Education Coordinator (international) and other support staff in Kaya.     5. Recruit 6 ALP teachers | | | | | |
| ***Outcome 1.1:***  Students in Kaya schools benefit from quality educational resources and activities. | | * 100% of trained teachers achieve at least 80% on the training post-test * 100% of enrolled students receive learning supplies. * 100% of teachers receive teaching resources and equipment. * 2 schools in Kaya fenced with local materials * 48 semi-permanent classrooms in Kaya have improved classroom perimeters * 100% of schools have at least 2 active community structures and volunteer groups (School Management Committees Student Councils, Girls Club, Hygiene Promotion Clubs) Kaya. | * Student Council reports * Training reports * Classroom observations conducted by Education team * Construction reports and photographs * Activity reports | * Availability of materials * Security enables transportation of goods. * The required materials necessary for construction can be procured locally / nationally. * An escalating security situation does not cause the evacuation of building contractors. * Community networks (both Host and Refugee) will actively participate and organize events. * LWF Education and Child Protection teams will collaborate to ensure that Child/human rights and Complaints and Response Mechanism (CRM) will be embraced and not abused | |
| * + 1. Procure and distribute educational and recreational materials and supplies to cover the needs of the enrolled students in the primary schools in Kaya.     2. Provide school furniture for all learners in primary schools.     3. Provide learners supplies, teaching supplies and general school supplies for primary schools.     4. Provide two 3-day trainings to 24 teachers on child protection (CP), basic teaching and learning pedagogy, inclusive education and positive discipline.     5. Establish Student Council bodies in both schools, consisting of 10 members with at least 50 % female participation.     6. Conduct training on the ALP course syllabus and teaching methodologies to teachers.     7. Distribute 5000 South Sudanese curriculum textbooks to children in primary schools.     8. Upgrade 48 semi-permanent classrooms (3 classrooms in each of the 16 schools) with plastic sheeting to ensure younger learners remain seated and focused in the classroom.     9. Support the formation and training of 4 Parents and Teachers’ Associations (PTAs) consisting of 9 members with at least 50% female participation. | | | | | |

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

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| **S/No** | **Deliverable/Tasks** | **Responsible staff** | **Mar** | | | | **April** | | | | **May** | | | | **June** | | | | **July** | | | | **Aug** | | | |
|  |  |  | **W1** | **W2** | **W3** | **W4** | **W1** | **W2** | **W3** | **W4** | **W1** | **W2** | **W3** | **W4** | **W1** | **W2** | **W3** | **W4** | **W1** | **W2** | **W3** | **W4** | **W1** | **W2** | **W3** | **W4** |
| 1 | Enroll 1000 students in LWF run primary schools, at least 40% of which are girls | **EO** | **x** | **x** | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 | Enroll 1000 students (400 girls) in ALP schools | **EO** | **x** | **x** | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 | Ensure 80% regular attendance of the enrolled numbers through child-led monitoring and sensitization campaigns | **EO** |  |  |  |  | **x** | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 | Recruit 22 primary school teachers among the refugees, 2 head teachers, 1 Education Officer and 1 Assistants, 1 Education Coordinator (international) and other support staff. | **HR&**  **EO** | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 | Recruit 16 primary school teachers among the refugees, 4 deputy head teachers, 1 ALP Education Assistant Officer and 8 water carriers. | **EO** | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 | Procure and distribute educational and recreational materials and supplies to cover the needs of the enrolled students in the primary schools | **EO** | **x** | **x** | **x** |  |  |  |  |  |  |  |  | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  |
| 7 | Provide school furniture for all learners in primary schools. |  |  |  |  |  |  |  |  |  | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 | Provide learners supplies, teaching supplies and general school supplies for primary school. | **EO** | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 | Provide two 3-day trainings to 24 teachers on child protection (CP), basic teaching and learning pedagogy, inclusive education and positive discipline | **PO** |  |  |  |  |  |  |  |  |  | **x** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 | Establish Student Council bodies in both schools, consisting of 10 members with at least 50 % female participation | **EO &**  **EA** |  |  |  |  |  |  |  |  |  |  |  | **x** |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 | Conduct training on the ALP course syllabus and teaching methodologies | **EO** |  |  |  |  |  |  | **x** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 | Distribute 5000 South Sudanese curriculum textbooks to children in primary schools | **EA** | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 | Upgrade 48 semi-permanent classrooms (3 classrooms in each of the 16 schools) with plastic sheeting to ensure younger learners remain seated and focused in the classroom. | **LO** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **x** | **x** | **x** | **x** |  |  |  |  |  |
| 14 | Support the formation and training of 4 Parents and Teachers’ Associations (PTAs) consisting of 9 members with at least 50% female participation. | **EA &**  **EO** |  | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |