

DIPLOMA IN PROJECT MANAGEMENT

**ASSIGNMENT: PROJECT MANAGEMENT MODULE TWO**

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**QUESTION ONE**

**Write a two to three-page essay to explain how project identification, project design**

**and project planning is conducted in your organization?**

### **project identification**

**Introduction**

During the Identification phase, and within the framework established by the Country Strategy Paper, the stress is on analysis of relevance of project ideas, which includes an analysis of the stakeholders and of the likely target groups and beneficiaries (who they are: women and men from different socio-economic groups; assessment of their potentials, etc.) and of the situation, including an analysis of the problems they face, and the identification of options to address these problems. Sectoral, thematic or “pre-feasibility” studies may be carried out (including consultations with stakeholders) to help identify, select or investigate specific ideas, and to define what further studies may be needed to formulate a project or action. The outcome is a decision on whether or not the options developed should be further studied in details. Overall responsibility for Identification is with Europe Aid who initiates missions, studies and related preparatory work (including consultations with others donors and potential co-financing) in order to define the activities (projects, programmes, sectoral support, etc.) to be financed. A priority list is established by DG DEV/RELEX indicating which projects should be evaluated immediately for a rapid start of implementation, in the following year and so on.

**Expected Outcomes of Identification The expected outcomes of Identification are:**

Where required, a pre-feasibility study analyzing a given situation, suggesting different options to address this situation and suggesting the one to be further studied during appraisal to ensure these ideas are achievable.

A Project Identification Sheet based, if possible, on the pre-feasibility study, and

1. examining the coherence between the project / programme proposed and the objectives defined in the CSP/NIP.
2. indicating relevant experience to be taken into account,
3. determining the subsequent steps.

A decision taken by the EC and the partner country

1. to appraise the suggested options in detail (priority list),
2. to reject the project.

In terms of Logical Framework, the pre-feasibility study should establish a rough project description covering basically the Intervention Logic and the Assumptions. This means that it should go through the Analysis Stage and parts of the Planning Stage of the LFA, establishing Stakeholder Analysis, Problem Analysis, Analysis of Objectives, Strategy Analysis. In most cases, it will be sufficient to roughly elaborate the Intervention Logic and the Assumptions for the preferred option, as well as give indications for possible Indicators, especially at the level of the Project Purpose and the Results. GmbH P. (2002), Project cycle management.

1. **project planning**

A main decision at the outset of any project is to decide upon the organization and composition of the project team. In so doing, it is worth remembering that many members will have dual tasks of involvement in the project in addition to a commitment to other projects or management of a functional area on a day-to-day basis. It is at this stage that a project manager should be selected and the responsibilities made clear for all members of the team. The selection of the team will be dependent upon the skill requirements of the project, and upon the matching of those skills to those possessed by individual members of the team. There may be a conflict here with the ordered status.

The project management team will, therefore, begin its task in advance of project proper so that a plan can be developed. An important first step is to set the objectives and then define the project, breaking it down into a set of activities and related costs. It is probably too early to determine exact resource implications at this stage, but expected requirements for people, supplies and equipment should at least be estimated during the planning stage.

The process involves planning sub-projects first and hence Definition must at least have identified the sub-projects and the major tasks involved in them. From this point, Planning and Definition tend to continue in parallel as a series of repetitions, gradually refining and hardening both Definition and Plans.

The purpose of the Project Plan at this stage, is to provide detailed realistic estimates of time, duration, resource and cost, and planning should be carried out only in sufficient detail to allow this to be achieved. Detailed planning for allocation of tasks to individuals is carried out increasingly as the work proceeds. Where there are sub-projects these should be planned first and then combined to produce the overall project plan.

1. **project design**

**A project** is a set of planned, interrelated activities that achieve defined objectives within a given budget and a specified period of time. The project cycle illustrates the set of actions: **design, planning, implementation, monitoring, evaluation, reporting and learning.**

**PROJECT DESIGN**

The project cycle is shown as circle because insights and learning from project evaluations inform the design of new projects “learning after” and “learning before”. Within individual project cycle actions there are loops that illustrate how learning and insights change and improve ongoing projects “learning during”. International agencies develop their own project cycle, but they are broadly similar. UNICEF uses a simplified “Triple A” circle: Assessment, Analysis and Action. The quality of design is important because it affects every other step in the project cycle. While design is an important starting point, it is also an ongoing process throughout the project cycle. Depending upon the situation, new understanding that emerge during project implementation should lead project officers to adjust the project design.

**ADJUSTING A PROJECT DESIGN IN LIGHT OF POSITIVE IMPACTS**

A women’s health project in one area was so successful that health monitors were overwhelmed with requests to join the programme. A slight change to the project design allowed the project managers to hire and train more health monitors and increase the number of targeted beneficiaries. A small-scale water harvesting under the watershed project unexpectedly led to an increased risk of children’s exposure to uncleaned water. Although the project was successful in trapping water, the original design had not foreseen that children and animals might use the same water. Project managers decided to revise the project’s design and included fencing and other measures once they realized the problem. Project is a bundle of activities designed to get the desired results. Terminology of project word itself make clear the concept: P– Problem, R – Rhythm, O – Objectivity, J – Justified, E – Effort, C – Creativity and T – Time bound.

**Project has a cycle of activities known as stages. These 6 stages are as follows:**

Project management is the planning, organization, directing and controlling of organizational resources for a relatively short/long term objective that have been established to achieve specific goals and objectives. Successful project management can be defined as having achieved the project objective: • Within time-frame. • Within cost. • At the desired performance • While utilizing the assigned resources effectively and efficiently. The management of social development project involves application of different managerial skill in all the stages of project cycle. These skills are applied in decision making, supervision, budgeting and reporting.

**FEASIBILITY**

Feasibility is the first step in the project management. It is a device to test the viability of the proposed project from all the actors involved towards sustainability of the project. A project should only be planned when it has feasibility. Few feasibility tests are prescribed as follows:

**1. Economic Feasibility**

The economic feasibility test of a project aims to show the economic viability of the project. Whether it is in the interest of the economy of the people, community and area. At local level many projects have shown poor performances viz. A training programme in income generation activity which in the beginning assured trainees about raw material and later they are asked to come with raw material which they couldn't and lastly the project found it difficult to survive, the trainees left the training because their economy did not allow to participate in the training with raw material. Many projects have become a burden because either operational schemes are closed or the allocation to the particular schemes has dwindled off.

**2. Technical Feasibility**

Technical feasibility denotes the technical know-how, technology and its advances. There are NGOs who have installed devices but they lack knowledge of operation and maintenance. The training was imparted but it was inductive. Many projects yet require technical know-how or the technology could be developed for some areas, it will be helpful in all-round development. At the grass-root, in a study we found that the solar cooker purchased in different villages are not operational, when explored, minor repairing and maintenance was required, which would have been done by training, skill upgrading and studying technical viability.

**3. Managerial Feasibility**

The success or failure of a project largely depends upon the ability of the functionaries of the organization. The demand of professionally managed NGOs is growing tremendously and representatives of NGOs are attending training courses for their capacity building and empowerment to increase their managerial capability. Managerial skill is not only required in technology, finance, production etc. but also in organization development, decision making etc. The concept of general management specialist is converting into specialized management disciplines because of effective management is required at all levels.

**4. Organizational Feasibility**

Many NGOs have been denied funding due to reason that their organization didn't meet the criteria to be eligible for support, and many credible NGOs don’t apply for funds to many funding agencies for fund, the reason seems to be organizational feasibility. A teamwork concept is required to be developed, second line leadership should be developed and authority should be delegated for the effective organizational development.

**5. Commercial Feasibility**

The end of the production process is not only to produce goods and services but is also required to satisfy with the taste temperament and need of the consumer, hence the goods produced should have all the commercial qualities so that it can be transacted in the market because the ultimate aim of the production process is to convert the produced goods in the form of cash. Many NGOs are involved in the production of products but their identity is doubtful because of the reason of lack of commercial feasibility. Many appropriate technologies couldn't be sustained because the marketing or after sale service was poor. In this context, effort of Social Work & Research Centre (SWRC), under the stewardship of **Shri Sanjit ‘Bunker’ Ray**, is tremendous in the commercialization of solar devices. The organization has appointed field based “Barefoot technicians” who not only provide technical assistance in operation and maintenance but work for marketing of solar devices like solar lantern, etc.

**6. Social Acceptability**

Government and international agencies have allocated huge amount for bio-mass energy, solar energy but due to lack of people’s acceptability, the programme couldn’t get success. Many programmes have failed due to lack of social acceptability. In Bhadohi district of U.P., carpet weaving is usually performed by members of backward caste, S.C. and others, few youths of forward caste were imparted training in the carpet weaving, they took loan from a regional rural bank and started their carpet weaving enterprise, they felt humiliation in the community and few of them closed their enterprises. This was the result of effect of social acceptability. To start any project NGOs must ensure the feasibility of social acceptability. Feasibility is most important phase in the project management, once the project is planned on feasibility studies, possibility of success increases. Feasibility test is a parameter to improve the quality in implementation strategy. It analyses the organizational strength and weaknesses. Pandey P. (2008), Rural-project management

**QUESTION TWO**

**Prepare and present a model project planning matrix for any project of your choice.**

**Use the example in the Project Management manual for guidance.**

**Project planning matrix of income generating activities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Project summary | indicators | Baseline | Target | Mean of verification | Risks and Assumption |
| **Goal:** Enhancing protective environment for Vulnerable children and Improving livehoods among vulnerable communities | | | | | |
| **Objective**: Children at risk are living in protective environment | | | | | |
| **Outcomes**: Foster care parents are able to provide basic needs to UASC | Percentage of foster care parents to able to provide basic needs to UAC/SC | 0% | 50% | Assessment | Conflict between refugees and host community. |
| **Outputs:** Foster care parents supported | number of foster care parents provided with startup kits | 0% | 30% | Assessment | Civil war can also be affecting the project. Natural calamities or favorable condition |
| **Activities:**  1) training foster care on IGA for business skills  2) training on good parenting skills | | | | | |

**QUESTION THREE**

**Prepare and present a simple LogFrame for a Community Project of your choice.**

**The Log Frame Matrix for fishing production within the community**

|  |  |  |  |
| --- | --- | --- | --- |
| Narrative/ Intervention Logic | Verifiable Indicators | Means of Verification | Assumptions/ Risk |
| **Project Goal:**  catch and income of fishing families in increasing | Better incomes, increased of fish supplies.  To contribute to increase catch income in families. Percentage increase income. | Family finance records. Improve fishery department report.  Income per capita report. | Favorable weather condition, no outbreak of epidemic, government is in controlled of economic growth. |
| **Purposes / Objectives:**  1. Riverine system has reduced threat and fish stock increased  2. Incidence of water born disease and illness particularly among poor families and under 5 yrs | Increased product of fishing activities. Improve health in the families and reduced expenditure on medical care. | Increased fish catch and more income in families. Improved health condition according to government data especially among the kids. | Steady growth in market, availability of quality sanitation. Improved hygiene and awareness in used of health system. |
| **Out comes/ Result**:  3.1 River water is improved  3.2 Quantity of solid waste dumped into river is reduced. Few households and factories discharge water directly into river  3. 3 waste water treated in plants meet environmental standard. | Increased in fish stock. Improved in the implementation of government policies for environmental protection.  River water quality improved.  Improved knowledge in waste management. | Monitoring and evaluation report in fishing program.  Photos and video record on fishery catch. | Natural calamities or favorable condition on fishing.  Adequate support from the community. |
| **Activities:**  3.1.1) Pollutants are effectively controlled.  3.1.2 Pollution more aware of danger of waste dumping existing legal regulations are adequate to prevent direct discharge waste 80% of houses and 90% of business are sewerage network. | Train the community on how to control fishing catching.  Mobilize the community on how to management fishery. Create awareness to the community. |  | Security must be there to protection the fishing. |

The Logical Framework Approach (LFA) is a key project design and management tool which assists development specialists and project stakeholders to conceptualize:

the objectives of a project;

1. the means whereby these objectives will be achieved
2. how progress towards achieving objectives will be measured and.
3. the underlying assumptions and risks which will be faced;

The Logical Framework Approach uses a matrix or Log Frame to present information about project objectives, outputs and activities in a concise, logical and systematic way. The basic Log Frame matrix contains 16 cells organized into 4 columns and 4 rows, as indicated above:

**Logical Framework Analysis**

Logical Framework Analysis is the conceptual and analytical process whereby a Log Frame is created. It includes problem identification and analysis, specification of project objectives, outputs and activities, the means whereby progress in attaining project objectives will be measured and verified and the assumptions or risks associated with achieving project objectives, outputs etc. Logical Framework Analysis is an iterative process involving close consultation with project stakeholders and beneficiaries.

When conceptualizing of a project, the LFA is developed most effectively by asking some fundamental questions within the project team and of the other key stakeholders, i.e. developing country partners and beneficiaries:

1. Why are we doing this project?
2. What results do we expect to achieve for the resources being invested?
3. Who will the project reach out to in terms of beneficiaries and what are the differentiated needs and priorities of women, men and children from the target group?
4. What are the assumptions and risks involved in undertaking this project?
5. How will progress toward the achievement of results be measured?

[**Narrative Summary**](http://www.kar-dht.org/logframe.html#Sum#Sum) (Column 1):

The narrative summary defines the project structure. Care should be taken to distinguish between Project Activities, Inputs, Outputs, Purpose and Goal. For a definition of each of these terms. Below are two examples that should help clarify the difference between each:

* First, with a road project the inputs might be the materials, machinery and labour required for the construction; the output is x kilometres of finished road; the purpose could be to enable the products of area A to be exported to area B; and the goal may be to enhance the prospects for economic development in the remote and disadvantaged region.
* Second, with the staffing of a technical institute the inputs are the personnel; the outputs are a well-functioning institute and a flow of well-trained people; the purpose is that x number of people with y skills should find suitable employment after training; the *goal* is to provide the trained workforce required for the next phase of the development plan.

[**Verifiable Indicators**](http://www.kar-dht.org/logframe.html#Sum#Sum) (Column 2):

The emphasis is on the value, not just the type, of indicators of achievement.  Any indicators used should be susceptible to measurement, or qualitative judgement, or both.  An example of a quantitative indicator is the volume of output of the new crop; an example of a qualitative judgement is the assessment that the majority of farmers have understood audio-visual materials. There is no point in having indicators that cannot be measured at all, or only at disproportionate cost. Quantification should not however be used just for the sake of it, and in some cases proxy assessments may be more appropriate.

[**Means of Verification**](http://www.kar-dht.org/logframe.html#Sum#Sum) (Column 3):

This column should set out how, and from what sources of information, each of the indicators in the previous column will be quantified or assessed.  The availability and reliability of data, and the practicability and cost of collecting them, must be carefully considered both in identifying suitable indicators and in determining the most cost-effective way of measuring them. If some of the data are likely to be unreliable the Logical Framework should say so.

[**Important Assumptions**](http://www.kar-dht.org/logframe.html#Sum#Sum) (Column 4):

This column should record the important assumptions on which the success of the project depends, and the risks that have been considered.

In designing the project, it is normal to start with the problem and work down the levels to thinking about the resources.  It might however be that the resources identified are either not available or are inappropriate, thus requiring modification of the resources or assumptions at each level accordingly.

**QUESTION FOUR**

**Prepare and present a simple project Work plan summarizing Project objectives,**

**activities and implementation schedule in a Gantt Chart format.**

**PROJECT WORK PLAN FOR TWO DEPARTMENT CHILD PROTECTION AND EDUCATION OF 2018-2019.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Measurable Indicators** | **Baseline** | **Sources of Verification** | | **Risks and Important Assumptions** |
| **Project Goal** | ***Children, youth, and adults in Ajuong Thok, Pamir camps and host communities have improved protection, education and livelihoods in Jamjang Ruweng State in South Sudan****.* | | | | |
| **Objective 1:**  Efficient child protection systems strengthened in Jamjang refugee camps and host community. | **Jamjang**   * 85% of CP community structures trained are knowledgeable on CP and how its system works at community level * 30% of community members reached with CP messaging understand and utilise the established CP systems | 83%  0% | Internal outcome Assessment Report, Monitoring Tracking Tool Database, training reports  Internal outcome Assessment Report, Monitoring Tracking Tool Database | | * Security situation remains stable * Threats and conflict between the refugees and host community remains minimal |
| **Objective 2**:  Increased access to quality and inclusive education improved for ECD, primary, Adult literacy and secondary schools in the host community and refugee camps in Maban and Jamjang | * Number of children 3-6 years boys and girls enrolled in ECD centres in Jam Jang disagregated by age and sex * Number of children 7-17 years boys and girls enrolled in primary education in the targeted schools in JamJang disagregated by age and sex * Number of children and youth 14-24 years enrolled in secondary schools Maban disagregated by age and sex * Number of children retained in school at the end of each academic year (2019) disaggregated by age and sex. * % of children enrolled in schools transiting to the next academic level at the end of each year (2019) disaggregated by age and sex. * % of adolescent girls and young women (12-24years) attending schools weekly throughout the academic year (2019) disaggregated by age and sex. * 40% of adults disaggregated by age and sex enrolled in adult literacy centres are able to demonstrate basic literacy skills – writing and numeracy and how that translates into daily life functioning in Jam Jang | TBD at the end of 2019  TBD at the end of 2019  TBD at the end of 2019  TBD at the end of 2019  TBD at the end of 2019  TBD at the end of 2019  TBD at the end of 2019 | Enrolment Database, Attendance records, Examination Result Analysis report at the end of the year, Drop out report  Internal outcome Assessment Report, Quality Learning Environment Report, Database Monitoring Tracking Tool  Enrolment Database, Case Management records, Database Monitoring Tracking Tool, Drop out reports  Internal Outcome Assessment Report, Database Monitoring Tracking Tool, acquired learning competence evaluation, | | * Funding streams remain stable to address education needs pressured by continous influx/arrival of children seeking education * Government continues to plan and invest in education for its citizens |
| **Objective 3:**  Resilient and self-reliant members of targeted host community engaged in sustainable and transferrable livelihoods/skills | **Jam Jang**   * Number of youth supported with apprentice materials * Number of trained and supported women and youth reporting increased household income levels by end of 2019 * No. of functional VSLA groups * No. of people diversifying their income sources | TBD at the end of 2018  0%  0%  0% | Internal outcome assessment report, Database Monitoring Tracking Tool, Project report  Internal outcome assessment report, Vocational Training impact assessment report, database monitoring Tracking tool, Success stories.  Database Monitoring tracking tool, Community initiative funded report, Project report  Monitoring tracking tool, Project report | | * Low inflation and g economic stability situation Security situation remains stable |
| **Objective 4:**  Resilience and social cohesion of the targeted refugee and host community reinforced through the promotion of participation and engagement peace building initiatives | **Jamjang**   * Number of conflict resolved peacefully by community groups * Number of community dialogues organised and facilitated. | 0  0 | Case Management reports, Internal outcome assessment report, Monitoring Tracking Tool Database | | * Security situation remains stable * Communities are willing to engage in peace initiatives |
| **Objective 5:**  LWF South Sudan has structure/facilities in place to ensure staff welfare | **Jamjang**   * 80% of staff are satisfied with their work environment * 90% retention rate for staff maintained | TBD at the end of 2018 | Staff Satisfaction survey, Recreational facilities, Staff Performance appraisals, Staff Capacity building reports, monitoring Tracking Tools Database | | * donor funding remains stable * Security situation remains stable |
| **Objective 1** | | | | | |
| * 1. 2,500 Vulnerable and children at risk from Jamjang refugee camps (Pamir and Ajuong Thok) and surrounding host community have increased access to quality, appropriate and timely community based child protection and psychosocial support services | * 70% children (2,500) particpate regalary in CFS PSS and recreational activities * 100% children at risk identified, their needs assessed and services provided through case management | TBD  TBD | Enrolment database, CFS attendance records, Monitoring tracking tool database.  Case management records, Distribution lists, monitoring tracking tool database | | * Existing community structures are willing to engage in addressing the risk facing children in their community * Negative cultural practices that promotes violation of children’s rights are identified and addressed willingly by the community |
| * 1. Children at risk and vulnerable households receive direct material assistance to mitigate their vulnerability | * 1,000 children supported | TBT | Distribution list, database monitoring tracking tool | |  |
| **Jamjang**  **Activities**  1.1.1 Train 40 members of community structures on CP, 50% female  1.1.2 Facilitate PSS activities for 1,500 children in CFS,50% female  1.1.3 Train 40 refugee and host community leaders,50% female  1.1.4 Establish and train 48 members from 3 child right clubs in host community, 50% female  1.1.5 Provide support to 3 existing child rights clubs in the camps  1.1.6 Train 50 (25F, 25M) community PSS promoters on CBPS  1.1.7 Conduct 6 community awareness campaigns on PSS/child protection issues  1.1.8 Train and support 15 county and state social welfare authorities on social mobilization, 30% female  1.1.9 Provide incentives for 22 case workers, 60% female (Refugee & host community)  1.1.10 Provide incentives for 4 (2F, 2M) head facilitators, | | | | | |
| **Objective 2** | | | | | |
| * 1. 4,000 boys and girls have access to inclusive, quality early development or basic education in a protective learning environment in Jamjang refugee camps and the host community in Jam Jang 50% girls | * Number of children enroled and retained at schools disaggregated by age and sex * 100% receive required scholastic materials | TBD at the end of 2019 | | Enrolment Database, Attendance records, Term III Examination result analysis report, at the end of the year, Distribution list |  |
| * 1. Children and young people with disability have increased access to education and social services in the camps and surrounding host community in Jam Jang- 50% girls | * Number of children with disability provided with assistive devices * Number of children living with disability retained in schools | TBD at the end of the year | | Distribution list  Enrolment Database, Term III Examination result analysis report, Case Management records, Monitoring Tracking Tool Database, |  |
| **Jamjang**  **Activities**  2.1.1 Provide learning materials for 2 host community primary schools  2.1.2 Rehabilitate 2 host community primary schools  2.1.3 Construct a 4-stance pit latrine in 2 host community school  2.1.4 Provide incentives to 16 teachers, 20% female in host community primary schools  2.1.5 Refresher training for 200 (30%female) teachers on methodologies and lesson planning  2.1.6 Provide uniforms to 600 boys and girls  2.1.7 Procure emergency dignity kit pack for 500 female learners  2.1.9 Procure textbooks for 2 host community schools to support 600 children (50% females)  2.1.10 Support school club activities in host community with 60 members (50% females)  2.1.11 Organize learning visits for LWF and State ministry officials (on visit for 3 people)  2.1.12 Support community mobilization and awareness on education, once per term  2.2.1 Procure instructional materials for 6 ECD centres to support 1980 learners (950F, 1030M)  2.2.3 Train 40 ECD facilitator on ECD approaches, 50% female  2.2.4 Provide hygiene and sanitation materials to 6 ECD centres  2.3.1 Training 40, 50% girls, school children with disabilities  2.3.2 Train 40 teachers, 30% female on special needs education  2.3.4 Recruit 1 special needs teachers (Blind & sign language) | | | | | |
| **Objective 3** | | | | | |
| * 1. 50 out of school drop out youth supported with vocational training | * Number of women and young people trained are supported with IGA start-up kits disaggregated by gender. | TBD at the end of the year | | Training report, Distribution list, Internal outcome assessment report, | |
| * 1. VSLA groups identified and supported (4 groups) | * Number of VSLA groups supported are functional and knowledgeable about VSLA concepts/functioality | TBD at the end of the year | | Internal outcome assessment report, monitoring Tracking tool database | |
| * 1. 50 PSS Promotors initiating thier own IGA initiatives | * Number of PSS promotors supported | 0 | | Monitoring tracking tool database, Community initiative funded report | |
| **Jamjang**  **Activities**  3.1.1 Conduct assessment on marketable vocational skills  3.1.2 Equip 1 youth center with furniture  3.1.3 Provide material support for 15 (7F, 8M) apprentices  3.2.4 Train VSLA groups with 60 members (40F, 20M)  3.2.5 Provide support to VSLA groups with 60 members (40F, 20M) | | | | | |
| **Objective 4** | | | | | |
| * 1. Peaceful co-existence strenghened between the refugees and host community members in Jam Jang | * Number of conflicts resolved without violence | 0 | Internal outcome assessment report, case management records | |  |
| * 1. Existing community strutures strengthened to provide community based psychocial support in Jam Jang | * Number of community structures actively invovled in peace building intitiatives | 0 | Training reports, Internal outcome assessment report, case management records | |  |
| **Jamjang**  **Activities**  5.1.1 Construct staff recreational facility/gym and equip it.  5.1.2 Maintenance, operation and equipment  5.1.3 Construct a temporal office space for staff in Pamir camp  5.1.5 Compound supplies  5.1.6 Support staff development and training on CBPS  5.1.7 Support team Building Activities  5.2.1 Improve compound security | | | | | |

**References:**

1. GmbH P. (2002), Project cycle management.
2. Pandey P. (2008), Rural-project management.