9/30/2019

TABAN DENIS JOHNSON

AFRICA INSTITUTE FOR PROJECT MANAGEMENT STUDIES

PGD IN PROJECT PLANNING AND MANAGEMENT

ASSIGNMENT TWO ADM NO AIPMS/288/2019

**Project Management Module 2 Assignments**

Question 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**

Project identification results from emerging issues from the external environment. LWF normally notices these issues by reading reports on trends in the geographical area where they work and by speaking to stakeholders about the local issues arising.

Key Steps in Identification;

There are three steps in the identification process namely; scanning the external environment for issues, undertaking preliminary research on an issue and making a decision.

* Scanning the external environment for issues. Scanning is a key part to planning projects since it can help to identify areas where your organization is best placed to work. Scanning is like skim reading. You are on the lookout for new issues, but at this stage do not yet need to research deeply about the issues. Scanning can be done by internal or external stakeholders. Scanning can occur through the following:

1. stakeholder discussion groups with partner organizations, funders
2. project design, evaluation and learning exercises (from previous discussions)
3. inter-organization forums e.g. NGO Forum
4. Conducting contextual analyses including political, economic, social and historical factors.
5. analysis of major government policies that make an impact on an issue
6. lobbying by external stakeholders
7. lobbying by internal stakeholders such as staff, volunteers or supporters interested in health or fitness schemes
8. sudden or unexpected changes in the external environment affecting the organization – for example changes in the funding environment as a result of the recession

* Undertaking preliminary research on an issue. The purpose of research at the identification stage is to help the organization decide whether to begin to work on an issue (that is, whether to move from the identification stage to the design stage. Preliminary research should not aim to be comprehensive in breadth or depth because further research will be undertaken during the design stage. The research can include some of the steps below:

1. exploring a new geographical area of work or a new user group
2. a review of current literature/information of the specific group/issue/region
3. Consultation with relevant external stakeholders - individuals and organizations - who have experience working on the issue or in a particular area. This information should be summarized so that an informed decision can be made by the organization to move to the next stage.

* Making a decision. Relevant staff in the organization now uses this summarized information to decide whether the project should go to the next stage.

Checklist. Below are some the questions considered when making a decision to go forward with a new project

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| **Checklist:** Should we go ahead?  1. Is there an existing need?  2. Is the issue consistent with our organizational aims and mission? Does it fit with our  Strategic objectives?  3. Does our organization already have commitments on the issue?  4. Can our organization add value to what other organizations are already doing?  How?  5. Does our organization have prior experience of the issue?  6. Are other organizations better placed to take on this issue?  7. Does our organization have enough staff time, skills and knowledge to effectively take up this issue, or can these be developed?  8. Does our organization have the financial resources to implement the project? Or are funding opportunities available?  9. Does our organization have the necessary systems in place for this project?  10. Does our organization have partnerships or collaborations in place to help with this project?  11. Are there risks to staff, partners and, if so, can these be managed effectively?  12. What will happen if our organization does nothing?  13. What are the opportunity costs? In other words, would our organization need to stop work on other issues to focus on this project? |

**Project Planning**

The 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 the 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.

Below are the basic processes of project planning:

1. Scope planning – specifying the in-scope requirements for the project to facilitate creating the work breakdown structure
2. Preparation of the work breakdown structure – spelling out the breakdown of the project into tasks and sub-tasks
3. Project schedule development – listing the entire schedule of the activities and detailing their sequence of implementation
4. Resource planning – indicating who will do what work, at which time, and if any special skills are needed to accomplish the project tasks
5. Budget planning – specifying the budgeted cost to be incurred at the completion of the project
6. Procurement planning – focusing on vendors outside your company and subcontracting
7. Risk management – planning for possible risks and considering optional contingency plans and mitigation strategies
8. Quality planning – assessing quality criteria to be used for the project
9. Communication planning – designing the communication strategy with all project stakeholders

**Project design**

Project design is a crucial stage in a project’s life cycle because it identifies key elements and sets the overall tone.  For any project to be successful there is need to 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.

During project design, an outline of the project is created which includes the following;

* The organization responsible for completing it
* A description of the project
* Goals, outcomes, and objectives, and when they will be completed
* Major deliverables, products, and/or features Success criteria, and/or monitoring and evaluation guidelines
* Budget estimates

Below are the steps involved in project design;

* Analyzing the situation and identifying problems.

“A situation analysis” or “needs assessment,” is conducted which involves clearly identifying the target group in order to gain a deeper understanding of their needs. The 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.

Analysis of all the available data is done to get a clearer picture of the target population with major focus on demographics, social and cultural factors, politics, the local infrastructure, economic conditions, and any other issues unique to the area or population. This information can be obtained from existing reports and research and from direct observation, interviews, and/or focus groups with members of your target group.

Next is, identifying the major problems affecting this group, as well as the causes and negative effects of those problems. Look for any notable strengths and weaknesses in the target population, as well as in the organization. This exercise will helps in identifying which problems the organization could have the greatest impact on, and prove the need for your project to donors and stakeholders.

* Assessing stakeholders’ capabilities. The next step is to identify and analyze other current and potential stakeholders, which may include the organization’s funding sources, local and regional government agencies or entities, and other nonprofit groups working in the area. Entities or organizations that can help you better reach your target population are known as “entry points,” and should be identified as such in your project design documentation.

Conducting a stakeholder analysis shows you which groups might have an interest in your project and its outcomes. It will also reveal:

1. Which groups could help or hinder your project
2. What resources they have
3. Their level of influence or authority over the population and the project
4. How high a priority your project is to them

This will allow you to choose the right organizations to partner with, and identify risks posed by those who could restrict your work.

* Identifying the long-term and short-term outcomes to be achieved. Now that you know the problems, identify the solutions your project will provide. As with any project, you should first identify the ultimate goal or outcome of your project and then break it into smaller outcomes and objectives that will help you reach that goal.

Projects must establish both long-term, strategic outcomes (also known as “development objectives”), as well as nearer-term objectives. Some organizations only identify “immediate objectives,” while others also include “intermediate objectives” that serve as a bridge between the longest- and shortest-term goals.

Outcomes are identified using SMART criteria. Then, they are phrased as positive statements that demonstrate how the organization will decrease or eliminate the impact of the problem for the target population.

* Creating an implementation or work plan. This is where the activities that need to be performed in order to achieve outcomes are outlined. Identify the long- and near-term objectives the activities will impact, as well as any outputs they will produce. The activities should also meet SMART criteria. These activities are put in a timetable, as this will make scheduling easier.

Next is to list the inputs (staff, financial, and equipment resources) required to carry out the tasks, as well as the costs, or output, the activities will accrue. Using this information, you can create a preliminary budget. Be sure to work with your organization’s financial specialist to ensure your budget estimates are accurate.

* Making a monitoring and evaluation (M&E) plan. Organizations are accountable to stakeholders and donors and therefore must closely monitor and evaluate the results of their work. “Monitoring” refers to tracking whether activities are being properly executed on a regular basis. “Evaluation” means quantifying the impact of the activities and inputs on the project’s outcomes and outputs. Evaluations are done less frequently—usually at the end of key phases or milestones.

The M&E plan outlines how the organization will collect, enter, edit, analyze, and interpret project data. To create a plan, choose “indicators” (characteristics that will show whether the desired results have been achieved) and “targets” (the amount of progress you expect to make toward completing an objective in a certain amount of time). These should be specific and quantifiable, and may align with project milestones.

In the plan, identify the tools and methods that will be used for data collection and analysis; who is responsible for M&E; where it will be performed; the M&E budget; and how reporting will be handled. Also define the process for potential follow-up actions.

Question 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.

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| **Project title:** *Strengthening an inclusive and Protective education environment for Refugee Children in Maban Refugee Camps and the Surrounding Host Communities in Upper Nile State (South Sudan).*  ***Duration****: 1st January 2019-31st* December 2019  ***Location****: Maban (Upper Nile State of South Sudan)* | | | | |
| **Objective:** To improve access to quality, inclusive ECD and primary education services in a safe and protective learning environment | | | | |
| **Intervention Strategy** | **Indicator type** | **Baseline** | **Target** | **Means of Verification** |
| Percentage of pupils who transitioned to the next academic level  Number of pupils enrolled in schools’/learning spaces (disaggregated by gender and age groups 2-4, 5–13 and 14–18) | Outcome  Output | 60%  7,278(3,770 M, 3,508 F) | 80%  10,000 (5,000 M, 5,000 F) | Examination result analysis  Enrolment Database |
| **Activities**   1. Support ECD and primary schools with teaching and learning materials 2. Conduct interactive radio programs in P7 3. Conduct mobilisation campaigns 4. Conduct monitoring visits in ECD and Primary schools | | | | |
| Percentage of assessed formal and informal learning environments that are considered safe for boys and girls of different ages  Number of teachers and other education personnel receiving periodic, relevant, and structured training according to needs and circumstances | Outcome  Output | 70  0 | 90%  468 (337M, 131F) | Safe school audit/Assessment  Attendance records and Training reports |
| **Activities**   1. Train primary and ECD and primary teachers on protection of children with disabilities in schools 2. Conduct training to ECD and primary teachers on Child protection specific issues 3. Provide first aid kits at ECD and primary schools 4. Conduct First Aid Training for ECD and primary teacher 5. T0T of matrons on menstrual hygiene 6. Fence learning spaces (primary and ECD centers. | | | | |

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

**Logical Framework Matrix for Education and Livelihood Project**

**Project name:** Strengthening access to Education and livelihoods in Ajuong Thok host community

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| **Narrative Summary/Intervention Logic** | **Objectively Verifiable Indicators(OVI)** | **Means of Verification(MOV)** | **Assumption/ Risks** |
| **Project Goal**: Children, youth and adults in Ajuong Thok host community have improved education and livelihoods | | | |
| **Objective 1**: Increased access to quality and inclusive education improved for ECD, primary, and secondary schools in the Ajuong Thok host community | * # of children 3-5 years boys and girls enrolled in targeted host ECD centres in Ajuong Thok * # of children 6-13 years boys and girls enrolled in primary education in the targeted host community schools in Ajuong Thok * # of children and youth 14-24 years enrolled in host secondary schools in Ajuong Thok * % of children retained in school at the end of academic the year 2019 disaggregated by age and sex. * % of children enrolled in schools transiting to the next academic level at the end of the year (2019) disaggregated by age and sex. | Enrolment Database, Enrolment register  Enrolment Database, Enrolment register  Enrolment Database, Enrolment register  Drop out report, Attendance records, Retention rate report  Examination Result Analysis report at the end of the year, | * Funding streams remain stable to address education needs in host community * Government continues to plan and invest in education for its citizens |
| **Activities**  1.1.1 Provide learning and instructional Materials termly  1.1.2 Rehabilitate 2 host community primary schools  1.1.3 Construct a 10 stance pit latrine in host community schools  1.1.4 Provide incentives to 30 teachers, 30% female in host community primary schools  1.1.5 Refresher training for 30 (30%female) teachers on methodologies and lesson planning  1.1.6 Provide uniforms to 600 boys and girls  1.1.7 Procure emergency dignity kit pack for 300 female learners  1.1.8 Procure textbooks for 2 host community schools to support 600 children(50% females)  1.1.9 Support school club activities in host community with 60 members (50% females)  1.1.10 Organize learning visits for LWF and State ministry officials(on visit for for 3 people)  1.1.11 Support community mobilization and awareness on education, once per term  1.1.12 Train 40 ECD facilitator on ECD approaches, 50% female  1.1.13 Provide hygiene and sanitation materials to 6 ECD centers  1.1.14 Train 40 teachers, 30% female on special needs education  1.1.15 Procure and distribute 40 assistive devices for the children living with Disabilities | | | |
| **Objective 2:**  Resilient and self-reliant members of targeted host community engaged in sustainable and transferrable livelihoods/skills | * Number of youth trained on vocational skills * Number of trained youth supported with apprentice materials * Number of women supported with IGA and VSLA * % of trained and supported women and youth reporting increased household income levels by end of 2019 * % of functional IGA and VSLA groups * % of people diversifying their income sources | Training reports  Distribution list, Progress Report  Distribution list, Progress report  Household Surveys, Impact assessment report, Success stories, photos  Community initiative funded report, Outcome Surveys,  Outcome assessment/Surveys | * Availability of funds * Willingness of youth to take part in vocational skills training. * Low inflation and economic stability situation * Security situation remains stable |
| **Activities**  2.1.1 Conduct assessment on marketable vocational skills  2.1.2 Provide material support for 15 (7F, 8M) apprentices  2.1.3 Train two VSLA groups comprising of 60 members (40 F, 20M)  2.1.4 Provide support to the two VSLA groups(60 members )  2.1.5 Life Skills development for 250 adults (80 tailoring, 50 Carpentry, 50 hair dressing 50 catering and 20 bakery)  2.1.6 Procure assorted starter kits for vocational trainees  2.1.7. Procure assorted vocational training materials (tailoring, carpentry, catering and bakery materials)  2.1.8 Recruit 5 trainers (2 females and 3 male) for vocational skills training (bakery, carpentry, catering, hair dressing)  2.1.9 Link 20 youth for apprenticeship training, 50% female | | | |

Question 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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| **Project Implementation Work Plan** | **TIMEFRAME** | | | | | | | | | | | |
| **1st Jan 2019 to 31st December2019** | | | | | | | | | | | |
| **Project title:** Strengthening access to Education and livelihoods in Ajuong Thok host community | | | | | | | | | | | | |
| **Overall Goal:** Children, youth and adults in Ajuong Thok host community have improved education and livelihoods | | | | | | | | | | | | |
| **Project Objectives:**  Objective #1: Increased access to quality and inclusive education improved for ECD, primary, and secondary schools in the Ajuong Thok host community  Objective #2: Resilient and self-reliant members of targeted host community engaged in sustainable and transferrable livelihoods/skills | | | | | | | | | | | | |
| Objective #1: Increased access to quality and inclusive education improved for ECD, primary, and secondary schools in the Ajuong Thok host community | | | | | | | | | | | | |
| **Activities** | **Jan** | **Feb** | **March** | **April** | **May** | **June** | **July** | **August** | **Sept** | **Oct** | **Nov** | **Dec** |
| 1.1.1 Provide learning and instructional Materials termly |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1.2 Rehabilitate 2 host community primary schools |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1.3 Construct a 10 stance pit latrine in host community schools |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1.4 Provide incentives to 30 teachers, 30% female in host community primary schools |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1.5 Refresher training for 30 (30%female) teachers on methodologies and lesson planning |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1.6 Provide uniforms to 600 boys and girls |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1.7 Procure emergency dignity kit pack for 300 female learners |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1.8 Procure textbooks for 2 host community schools to support 600 children(50% females) |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1.9 Support school club activities in host community with 60 members (50% females) |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1.10 Organize learning visits for LWF and State ministry officials(on visit for for 3 people) |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1.11 Support community mobilization and awareness on education, once per term |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1.12 Train 40 ECD facilitator on ECD approaches, 50% female |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1.13 Provide hygiene and sanitation materials to 6 ECD centers |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1.14 Train 40 teachers, 30% female on special needs education |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1.15 Procure and distribute 40 assistive devices for the children living with Disabilities |  |  |  |  |  |  |  |  |  |  |  |  |
| Objective #2: Resilient and self-reliant members of targeted host community engaged in sustainable and transferrable livelihoods/skills | | | | | | | | | | | | |
| Activities | Jan | Feb | March | April | May | June | July | August | Sept | Oct | Nov | Dec |
| 2.1.1 Conduct assessment on marketable vocational skills |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.1.2 Provide material support for 15 (7F, 8M) apprentices |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.1.3 Train two VSLA groups comprising of 60 members (40 F, 20M) |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.1.4 Provide support to the two VSLA groups(60 members ) |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.1.5 Life Skills development for 250 adults (80 tailoring, 50 Carpentry, 50 hair dressing 50 catering and 20 bakery) |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.1.6 Procure assorted starter kits for vocational trainees |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.1.7. Procure assorted vocational training materials (tailoring, carpentry, catering and bakery materials) |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.1.8 Recruit 5 trainers (2 females and 3 male) for vocational skills training (bakery, carpentry, catering, hair dressing) |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.1.9 Link 20 youth for apprenticeship training, 50% female |  |  |  |  |  |  |  |  |  |  |  |  |

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