**PGD003 - Post Graduate Diploma in Project Planning and Management**

**MODULE 2 – PROJECT MANAGEMENT**

**MERCY RURII**

**September 2018**

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

The International Development Research Centre (IDRC) is a Crown corporation that funds research in developing countries to promote growth, reduce poverty, and drive large-scale positive change to solve practical development problems. IDRC provides resources, advice, and training and increases opportunities to make a real difference in people’s lives. The head office is in Ottawa, Canada, while four regional offices are located in Montevideo, Uruguay; Nairobi, Kenya; and New Delhi, India, in addition to a regional office covering the Middle East and North Africa. It therefore relies heavily on virtual teams that advance the work of the organization. IDRC helps Canada meet its foreign affairs and development goals.

IDRC is guided by a 5 year strategic plan that is developed in consultation with academics, researchers, private and public sector leaders, students and its own employees and this sets the priorities for the strategic plan. IDRC’s work is delivered in programmatic mode; economics, agriculture and animal health, maternal and child health, Science and innovation and governance and Justice Programs.

**Project Identification**

The modality for project identification is three fold:

1. **Competitive calls for proposals or concept notes** – under this modality, programmes work out, given the budget they have received for the year, how many projects they can fund. A programme then lays out its own objectives guided by the organization’s overall objectives. It works out the personnel it will need for a specific program, countries or regions from which it will call for proposals or concept notes, the budget required to achieve the objectives, the timelines for both the program and the projects – 12, 24, 26, or 42 months or longer depending on the type of project. For instance, a vaccine development project would ideally need more time and budget than a product upscale project where the product is already developed and now being commercialised. These requirements are placed on the organization’s website with instructions to potential proponents complete with the templates and budget workbooks and criteria for evaluations. Depending on whether the call is for concept notes or proposals, the timeline is determined to cater for the amount of effort that would go into the development.

Once proposals or concept notes are received, a selection process is undertaken by both internal staff and external evaluators, Scientific Advisory Committees external to the Organization, and Governance Committees internal to the organization. These teams then select the projects that they find have the best fit for their programmes and would produce the greatest results factoring in which are the most riskier projects that could produce the most innovative results, but also those that may not have a new innovation, but would leverage on what is already existing to modify or deliver a greater benefit in a different location.

**2. Solicited proposals or concept notes** – Staff members, Programme Officers mainly, reach out to organizations they know can deliver certain projects and ask that they submit a proposal or concept note individually or in conjunction with other organizations. Programme staff then take the time to develop the proposal and project with those organizations, determine the budgets, the regions or countries, the timelines and the personnel required to undertake the project. The project is reviewed by the programme teams and by senior management depending on the size of the budget and is either approved or rejected on the merit of what is presented, and whether it responds to certain criteria and the objectives set out.

**3. Unsolicited proposals and concept notes –** Proponents can also send in proposals or concept notes to IDRC through the website citing a particular programme and objective. These are then passed on to the respective programmes and evaluated as to whether there is any value addition to what the programmes are already undertaking and whether the idea is viable. From then, it is either approved or rejected by the responsible team. If approved, the project is assigned a responsible officer and goes through a project development cycle until the funding stage.

**Project Design**

Project design is primarily undertaken by the proposing teams. They lay out the objectives of their particular projects and the work breakdown, how they intend to reach beneficiaries, training programs, engagement with stakeholders (universities, government departments and private sector), how much time they would need to accomplish all the tasks and the project budget. On submission, the program staff then evaluate the budget against the proposed work and timelines to see whether there is congruence in the two. For instance, if a project on solar tent driers proposes to engage women throughout the project in order to be a gender responsive project, the program staff would look for either a gender expert on the team with a corresponding budget, or look through the whole project to see where in its design there is gender training, a gender baseline and end line study with corresponding budgets. The project design is amended to reflect changes that the program staff recommend in order to strengthen certain aspects of the project and deliver a better conceptualised project that includes aspects such as gender and communications training to enable teams better present their projects and report on them as well as reach out to stakeholders like government, who have different needs and understanding from private sector. For instance, if a project proposes a policy change but does not have a government regulator or stakeholder from the start of the project, the program staff would flag the probability that policy change from the project may not get to the necessary agencies thus, would recommend the search and contact with necessary policy makers from the inception of the project to ensure its success in this endeavour. Thus, the project team and IDRC staff work in collaboration to see that the foundation of the project is solid and the objectives can be achieved.

**Project planning**

Project planning starts with the planning for the competitive calls or at the conceptualisation stage of a programme where staff determine what direction the programme will take and what type of projects it will fund over a given timeline. For instance, IDRC currently runs a 10 year Cultivate Africa’s Future fund (CultiAF) funded by both IDRC and the Australian Centre for International Agricultural Research. This is undertaken through a competitive call for concept notes and proposals follow thereafter. It is determined given a 25 million Canadian Dollars (CA$) budget that the programme would spend CA$ 2.5 million on operations, CA$ 22.5 million on projects. The staff determine that given the types of projects they would be looking for and the personnel, each project would have a CA$ 3 million dollar budget over a 42 month period. These projects would be managed by 2 Programme Officers, 1 programme Management Officer, 1 Grants Administrator, and 1 Programme Administrator. The programme would have 1 Programme Leader who would be the overall programme leader for the Agriculture and Food Security programme Area, which houses the CultiAF Fund. In addition, the Australian team would be part of the evaluation team, the Scientific Advisory Committee and the Governance Committee that would select the projects. These would all be set up prior to the calls for proposals and also the period during which potential proponents are preparing their proposals.

The IDRC team selects the projects and starts a project development process with the proposing teams to develop the projects to fine detail involving the program team, and the Grants and finance teams from the organizations to fine tune the project budgets and disburse the first tranche of funds. This is then followed by a joint inception workshop where all selected teams congregate in a selected city to better understand the overall programme and how their projects fit within the objectives of the programme and the organization. They also go through training on communication, gender and are also taken through reporting modules and periods, and IDRC processes. After the joint inception workshop, the teams then hold their individual workshops where they meet and go through their work plans, budgets, personnel, reporting requirements and schedules to ensure they will deliver the intended outcomes, to which IDRC staff attend to ensure the reporting and budgetary requirements are adhered to.

1. 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 summary** | **Verifiable Indicators** | **Means of Verification** | **Risks and assumptions** |
| **Goal:** Introduction of precooked beans in urban household diets | Consumption of beans rises in urban households in 4 meals a week | Surveys in urban households | Inherent Interest in health and nutrition. |
| **Purpose:** Better dietary nutrition and consumption of vegetable protein and reduction in fuel consumption and time required for cooking | Malnutrition and protein deficiency decrease by 35% | Reports from clinics, hospitals, households, schools in urban centres | The benefit of including beans outweighs the consumer preference for a type of bean |
|  | Time spent on cooking beans and the fuel needed to cook them reduce by 2.5 hours | Household surveys | Already available activities to take up the time; Cost of fuel spread to other expenses |
| **Outputs:** Processed beans suitable for precooking | Precooked beans available in supermarkets and shops | A survey of shops, supermarkets and kiosks to map out which ones carry the products | Beans with precooking varieties may be limited to certain varieties; Consumers' preferred varieties may not be suitable for precooking; |
| Higher consumption of beans | Purchase of beans rises by 20%. Number of meals containing beans increases in urban households | An analysis of household beans consumption and meal content | Beans not particularly a staple for certain communities moving into urban settings; people are highly adaptable and can take up new foods if the benefit is great. |
| Steady supply of precooked beans in the supermarkets, kiosks, shops | consistent availability of beans in the market | Statistics on the supply of precooked beans to traders, shops, kiosks | crop failure due to pests, diseases or inadequate rainfall; defective bean supply chain |
| Less fuel consumption | Reduction in amount of fuel used for cooking by 30% | Survey on urban households use of wood fuel before and after the introduction of precooked beans | An inclination towards environmental conservation; less fuel would mean more income for other expenses or for savings |
| More time available for other economic activities | 2.5 hours less consumed in cooking beans | A time use survey of urban households consuming precooked beans; engagement in other income generating activities | Provides an opportunity to reduce drudgery and venture into other entrepreneurial activities; household dynamics could dictate how time and financial resources are spent |
| **Activities:** Conduct surveys on consumer preferences | Baseline surveys in urban areas on bean consumption | Survey tools - forms and focus groups | consumers willing to take surveys and engage in focus groups; timing of the surveys |
| Develop promotional materials for the products | Fliers, advertisements on radio, print and television. Taste tests and promotions in shops and supermarkets | Presence of adverts and promotional staff in key urban shopping points | Give aways are a good attraction; consumers willing to spend some time to take part in tests and promotions |
| Developing a market for precooked beans products | Supermarkets, shop owners and kiosks place orders for precooked beans | An increased interest in bean products, precooked beans, more demand for information and the products from consumers, traders, general public, agricultural extension workers | Supply chain of beans adequate; precooked beans are accessible and affordable; producers, processors, traders are willing to champion precooked beans |
| Engage bean farmers in the production of bean varieties suitable for precooking | Farmer training on bean varieties suitable for precooking and good agronomic practices, Bean seeds for precooking varieties made available to farmers | An understanding by farmers of different varieties of beans, demand from the farmers for varieties specific for precooking, better agricultural practices | A steady market for bean products; processing plants close to the farmers for ease of delivery or pick up; better agricultural practices leading to better yields; farmers may not be willing to change their practices or varieties; |
| Engage the private sector in processing of beans suitable for precooking | Involvement of private sector in the testing, development and processing of precooked beans | Private sector engagement in processing, testing, scaling up commercialisation of precooked beans | Quantities may not be sufficient for the private sector to set up processing plants; the seasons may change and limit the production of beans; during processing the beans may not hold up to the processing rigour; the varieties selected could be used for other purposes like making flour or as additives in other foods that may appeal to the private sector more; private sector sees the benefit and commercialises the product as part of the corporate social responsibility on environmental conservation; profitability rises. |
| Develop a catalogue for bean varieties suitable for precooking | Catalogue for precooked beans available for farmers, shop owners and consumers | Availability of the catalogue to farmers, private sector, beans processors, Agricultural research organizations, urban households and schools | Useful for identifying the proper varieties so as not to mix up with those that cannot be precooked; a good marketing tool to private sector and traders and agrotech companies. |

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

| **Project: Community Sports Youth Project in Tigoni, Limuru Sub-county, Kiambu County** | | | |
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| **Objective: Help youth develop healthy lifestyles and peaceful coexistence in the community** | | | |
| **Budget: KES 5,000,000** | | | |
| **Project Structure** | **Indicators of Achievement** | **Means of verification** | **Important risks and assumptions** |
| **Goal**: Engage youth, 13-18 years of age, on holidays from school in sports activity for a better community | Registered at least 50% of the youth in the community for sports | survey on number of youth involved in sports | youth are interested in and excited by sports; there is not too much travel for them during the holidays |
| **Purpose**: Promote healthy lifestyle and create cohesion among a diverse group of youth in the community | Ethnically diverse teams formed; Youth moving more, walking more, running during training sessions and after and spending at least 150 minutes of physical activity a week | Statistics on team composition | Youth want to see their community flourish, live better lives, have less conflict and know their neighbours; |
| **Outputs**: Formation of football and volleyball teams | 4 men's football teams, 1 mixed football team, 4 ladies football teams formed. 2 volleyball teams formed | Number of teams formed and actively engaged in tournaments | May not get many youth to fully constitute the teams or may have too many to manage |
| **Activities**: Set budget | budget | Financial Accounts | Tough economic times; philanthropic companies available and churches in the community, SACCOs, Chamas (eg. Community or local investment groups) |
| Raise funds | County funds, sponsorships from private sector, well-meaning individuals, parents | Receipts available, pledges delivered, commitments pending | Budgets already allocated; parents feel a little tight on budget but may be exciting and engaging enough for the youth for parents to sponsor their children; County may use this as an outreach on conflict prevention and youth sensitisation; |
| Recruitment drive in schools in the community | Meeting students during assembly time, PE and sports schedules, games masters | Number of meetings held at schools and number of students registered for the program | Government and schools' regulations |
| Sourcing of uniforms and equipment | Engaging sports companies - sports planet, Nairobi sports House, Bata | Uniform and equipment delivered | Availability of uniform in the right colours, quantities and sizes at the time needed |
| Sensitisation of parents to support the teams | Meeting parents during Parents days, Parents Teachers Association days, during pick up for midterm and end of term | Register and minutes of meetings held | Parents receptive to the idea |
| Engagement of management of school boards, Churches, county administration | Meeting school boards during Board meetings, Sunday Church services and Parish Church Council meetings, county barazas and ministers responsible for sports in the county | Number of meetings held with school boards, members involved in the organizing team for the program | Receptivity and buy in to the youth project |
| Plan for snacks, refreshments, water | Sponsorship from the community and companies - Limuru dairy, Brookside, Poly pipes, Bata, farmers choice, Tigoni stores | Availability of snacks from the companies for each tournament and training | Value for money for the companies, corporate social responsibility |
| First Aid | Approach St. John's Ambulance and the Kenya Red cross for first aid services | Presence of first aid services before and during tournaments and training sessions | Availability of first aid teams |
| weekly training sessions | Use of the facilities around Limuru sub-county - Limuru stadium, Kirathimo, Manguo - engagement of coaches from schools in the community - Limuru Girls, Loreto Limuru, Tigoni Secondary, Limuru International School, Tigoni Primary, Umoja Primary, Brackenhurst | Permission and approvals from the county and schools to use the facilities for training the youth | youth and coaches are available and equipment is available for use, and no conflict in schedules for the fields; minimal injuries; consistent attendance |
| Bi-weekly tournaments | organization of tournaments every two weeks at Limuru Girls, Loreto Limuru, Tigoni Secondary, Limuru International School, Tigoni Primary, Umoja Primary fields, Maramba and Kamonde tea fields | Tournaments held on these grounds and approvals from school boards to hold them. | School and government regulation, teams have been reasonably formed |
| Final get together | Brackenhurst, Tigoni | Approval and final get together held on the Brackenhurst grounds | Availability of the grounds for the event, funds are available and a sponsor found |

1. Prepare and present a simple project Work plan summarizing Project objectives, activities and implementation schedule in a Gantt Chart format

| **Cultivate Africa's Future Fund Phase 2** | | | | | | | | | | | | | | | | | | | | |
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|  | **Months** | **Oct-17** | **Nov-17** | **Dec-17** | **Jan-18** | **Feb-18** | **Mar-18** | **Apr-18** | **May-18** | **Jun-18** | **Jul-18** | **Aug-18** | **Sep-18** | **Oct-18** | **Nov-18** | **Dec-18** | **Jan-19** | **Feb-19** | **Mar-19** | **Apr-19** |
| **Objective 1: Rollover of 4 projects from phase 1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 1. Proposal template and instructions sent to 4 project teams | 1-Oct-17 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Review of proposals by | 30-Nov-17 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Project Approval Documents sent to Program Leader | 1-Dec-17 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Approval documents sent to Vice-President Programs | 18-Dec-17 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Grant Agreements finalized and approved | 12-Jan-18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **objective 2: Call for new projects** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Launch of Call | 7-Jan-18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Deadline for submission of concept notes | 1-Mar-18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Pre-screening for eligibility | March 03-20 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Review of concept notes | March 21-April 16 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Deadline for review of concept notes | 19-Apr-18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Meeting to agree on final list of top concept notes | May 02-03 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Final concept notes sent to Scientific Advisory Committee (SAC) members | 4-May-18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Review of concept notes by SAC | May 04-18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Compile reviews | May 21-25 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Send aggregated review reports to SAC members | 25-May-18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. SAC meeting, Nairobi | May 30-31 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. Send materials to Governance Committee (GC) members | 8-Jun-18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. GC Meeting | 27-Jun-18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Objective 3: Launch stage 2: Call for full proposals** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Send invitations to successful applicants to submit full proposals | 13-Jul-18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Deadline for submission of full proposals | 7-Sep-18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Send proposals to all reviewers | 10-Sep-18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Deadline for review of proposals | 5-Oct-18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Compile reviews | Oct 8-11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Reviews sent to SAC members | 12-Oct-18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. SAC meeting (Nairobi) to review proposals | Oct 18-19 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Prepare materials for the GC | Oct 22-26 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Materials sent to GC members | 26-Oct-18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. GC meeting to review and approve proposals | 14-Nov-18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Applicants informed of full proposals recommended for funding | 23-Nov-18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Objective 4: Projects start** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Preparation of approval documents | December |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Contracting | Mid-January 2019 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Projects start | Jan/Feb 2019 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Joint inception workshops | March/Ap 2019 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |