

PROJECT DESIGNS WORKSHOP: Planning Community-Based Projects

TO
UNIVERSITY STUDENTS

BY
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WORKSHOP OVERVIEW: PROJECT DESIGN

Goal: By the end of the workshop, participants will be able to develop a project proposal and apply basic skills related to effective project implementation and sustainability.

Training schedule

Session	Day Sessions Purpose	Time
Overview of the Project Life Cycle	To introduce the Project Life Cycle as a process for systematically identifying problems, developing and implementing solutions, assessing outcomes, and planning for the future.	3 hours, 45 minutes
Community Needs Assessment	To examine needs assessment techniques that can be used in problem identification and project planning to assist participants in a needs assessment plan.	3 hours
Developing a Problem Statement	To enable participants to formulate a focused problem statement based on the results of a needs assessment.	3 hours
Goals and Objectives	To emphasize how goals and objectives focus and guide the development of project activities and to allow participants to practice writing them.	3 hours
Project Implementation Plan	To introduce an implementation plan as a tool for project development, organization, and monitoring.	3 hours
Job Descriptions, Staffing Patterns, and Training Plan	To enable participants to determine project staffing and training needs based on project activities.	3 hours
Monitoring and Evaluation	To examine the reasons for observing and measuring progress and to provide participants with specific tools and strategies for doing so.	4 hours, 20minutes
Recordkeeping and Reporting	To design systems for collecting the information needed to monitor project progress.	2 hours, 30 minutes
Budgeting	To provide participants with practice in estimating costs, preparing a budget, and using a budget as a monitoring tool	3 hours
Project sustainability	To explore strategies for achieving institutional, financial, and political sustainability and to assist participants in developing a plan for sustainability.	2 hours

SESSION ONE

Overview of the project life cycle

Learner objectives:

By the end of this session, participants will be able to

1. Develop an organizational vision and a mission statement
2. Identify the components of the Project Life Cycle

TASK #1

1. Individually, visualize the kinds of programs you would like your organization to be providing five years from now.
2. Draw a picture of your vision without using any words. Let your imagination run wild.

Time: 10 minutes

TASK #2

1. Pretend each group member is now part of the same organization.
2. Based on your individual visions, develop a common organizational vision on paper.
3. Using this vision, prepare a short, simple mission statement for your organization.
4. Prepare to present your pictorial vision and mission statement to the group.

Follow up Questions:

- What did you find difficult or easy about drawing your joint visions?
- What did you find difficult or easy about writing your mission statement?

Programme and project

- A programme, on the other hand, is defined as a group of related projects managed in a coordinated way to obtain benefits not available from managing the projects individually. ... There are many differences between a project and a programme including scope, benefits realization, time, and other variables.

Project

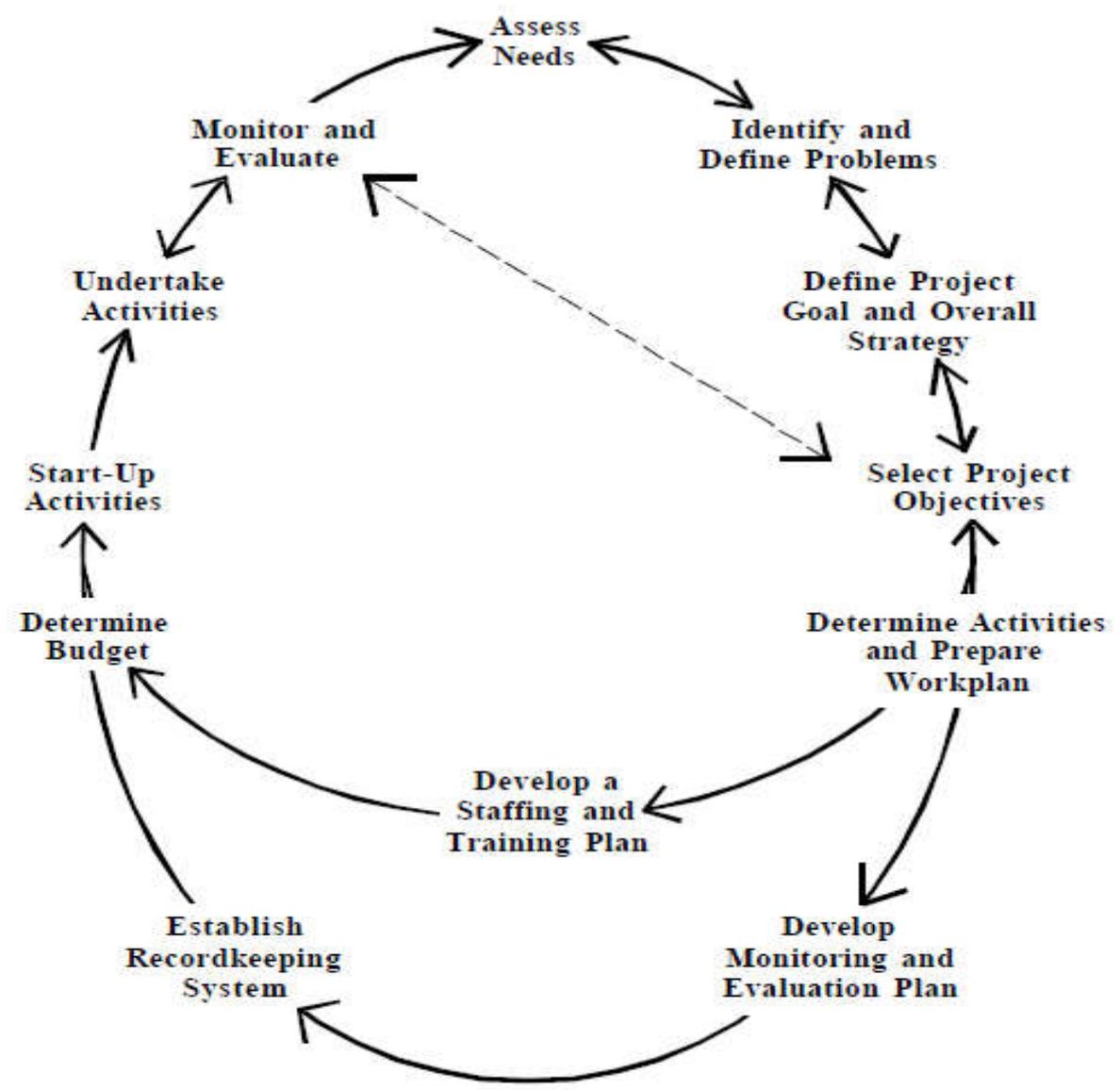
- A project is temporary in that it has a defined beginning and end in time, and therefore defined scope and resources. And a project is unique in that it is not a routine operation, but a specific set of operations designed to accomplish a singular goal.

The Project Life Cycle

The Project Life Cycle:

- must begin with a needs assessment.
- is an ongoing process in which the results of monitoring and evaluation should feed back into problem identification.
- is sequential; therefore, certain activities such as developing project objectives, indicators and activities, financial planning, and establishing recordkeeping systems must be completed before project activities are undertaken.

THE PROJECT LIFE CYCLE



Project cycle



SESSION TWO

Community Needs Assessment

Learner Objectives: By the end of this session, participants will be able to;-

1. Explain the purpose of conducting a community needs assessment
2. Describe the type of information that should be collected in a needs assessment and identify various methodologies for collecting the information
3. Develop a needs assessment plan

Key area to note in community needs assessment

- Rationale for Needs Assessment
- Data Collection Methods
- Planning a Needs Assessment .

Possible information for needs assessment

NEEDS

- local health problems and the root causes
- other problems that affect people's well-being
- what people feel to be their major problems and needs

• SOCIAL FACTORS

- beliefs, customs, and habits that affect health
- family and social structures
- traditional forms of healing and problem solving
- ways people in the community relate to each other
- ways people learn (traditionally and in schools)
- who controls whom and what (distribution of land, power, and resources)

• RESOURCES

- people with special skills: leaders, healers, story tellers, artists, craftspeople, teachers,
- land, crops, food sources, fuel sources (firewood, etc.), water
- building and clothing supplies
- markets, transportation, communication, tools

NEEDS ASSESSMENT TECHNIQUES

- Structured discussion like FGD
- Observations
- Questionnaires
- Games
- Documentary reviews

Assessing Needs tool

Information required	Source of information	Means of gathering information	Comments

COLLECTING AND ANALYZING DATA

- Collected data is analyzed to get the results of the community needs
- You can analyze data by organizing finding from previous reports, census, Gvt documents
- SPSS, EXCEL

SESSION THREE

Developing a problem statement

By the end of this session, participants will be able to

- Identify problems that their organizations could address
- Identify elements of a good problem statement
- Write a problem statement based on a case study

Purpose of a problem statement

- A problem statement provides focus and direction for a project. It looks beyond symptoms to clearly define the problem and state specific areas for change.

The number of adolescent pregnancies is increasing in secondary schools in Tanzania.

- How much has it increased? Over what time period? Among all adolescents, or among specific groups? What is the cause? What are some of the attitudes and beliefs of the adolescents about sex? About pregnancy? What type of sex education is included in the schools? In what part of Tanzania is it a problem?

CRITERIA FOR A GOOD PROBLEM STATEMENT

A good problem statement does the following:

1. Concisely states a situation that needs to be changed.
2. States who/what is affected.
3. Quantifies the problem (how many).
4. Addresses an issue related to the organizational needs/purpose.

ROOT CAUSES

Look for root causes:

- • Why does the problem exist?
- • Is there more than one cause?
- • Are the causes interdependent?

CONSEQUENCES

Consider the following:

- • What are the consequences of the problem?
- • How many people does it affect?
- • Are there political, cultural, and economic effects?

SESSION FOUR

Goal and objectives

Learner Objectives:

By the end of this session, participants will be able to:-

1. Define goals and develop a goal statement from the Stoneland case study
2. Define objectives and develop objectives that meet the “SMART” criteria

Project goal

- **A project goal** briefly describes what you expect the project setting to be like after your project has completed its **intervention**.
- **A goal** is the solution to the problems you described earlier. Your problem statement was limited to those specific problems that could be solved by the project.
- **Your goal statement** represents the solution.
- A goal is **realistic**. Do not state that your project will accomplish more than it possibly can.
- It is important to develop a goal statement in order to define the **scope** of the project activity.

OBJECTIVES

- **Project objectives** are a series of specific accomplishments designed to address the stated problems and attain the stated goal.
- An objective is an **endpoint**, not a **process**.
- It is a description of what will **exist** at the end of a project.

Objectives

- The **clearer** the objectives, the **easier** it is to plan and implement activities that will lead to attainment of these objectives.
- Writing clear objectives also makes it easier to **monitor progress** and **evaluate the success** of projects.

Objectives cont'

- When writing objectives, avoid “process” words; instead, use “endpoint” words:

Process Words

- Assist
- Improve
- Strengthen
- Promote
- Coordinate

Endpoint Words

- Train
- Distribute
- Increase
- Reduce
- Organize

- Objectives must be *specific* (what and when) and *measurable* (how much) and must describe what is *desirable* (suitable and appropriate for the situation) and *obtainable* (*realistic*).

S Specific Is the objective clear in terms of what, how, when, and where the situation will be changed?

- **M Measurable** Are the targets measurable (e.g., how much of an increase or how many people)?
- **A Area-Specific** Does the objective delineate an area or population (sex, age, village)?
- **R Realistic** Is the project able to obtain the level of involvement and change reflected in each objective?
- **T Time-Bound** Does the objective reflect a time period in which it will be accomplished (e.g., during the first quarter or midpoint of the project period)?

Objectives must be **SMART**

S	Specific	Is the objective clear in terms of what, how, when, and where the situation will be changed?
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A	Area-Specific	Does the objective delineate an area or population (sex, age, village)?
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Unemployment problem statement

- Unemployment Rate in Tanzania increased to 14.98 percent in the end year of 2017 from 12 percent in 2016. Unemployment Rate in Tanzania averaged 12.91 percent from 1993 until 2017, reaching an all time high of 14.40 percent in the third quarter of 2017 and a record low of 8.10 percent in the second quarter of 1999. Unemployment Rate in Tanzania is expected to be 14.00 percent by the end of this quarter, according to Trading Economics global macro models and analysts expectations. Looking forward, we estimate Unemployment Rate in Tanzania to stand at 13.60 in 12 months time. In the long-term, the Tanzania Unemployment Rate is projected to trend around 15.00 percent in 2020 if not serious measure will be taken by the government, according to World Bank report.

SESSION FIVE

Project implementation plan

By the end of this session, participants will be able to

1. Develop a list of activities to achieve each of their group project objectives
2. Complete a draft project implementation plan for their group's project

Activities

- Activities are a series of specific steps or tasks carried out in order to achieve an objective. They require resources, have a sequence, and have someone responsible for carrying them out.
- Who is responsible for each of the activities? When will each activity be done? How long will it take? Are adequate resources available?

Developing a Plan

Must indicate

- Project objectives, activities, person responsible, timeframe (starting and ending point), necessary resources.

Proposed solutions/activities

LIST OF ACTIVITIES			