



PROJECT CYCLE MANAGEMENT TRAINING MANUAL FOR CBOs AND NGOs

Overall Goal:

To give concepts, skills and knowledge on project cycle management for development

Teaching Methods

- I. Participatory
- II. Empowerment
- III. Group work

PROJECT CYCLE MANAGEMENT TRAINING AGENDA

Day One

9:00 to 9:45	Registration & pre-test
9:45 to 10:30	Getting to Know each other
10:30 to 10:45	Coffee break
10:45 to 11:45	Forming group and warm up
11:45 to 12:30	What is project management?
12:30 to 1:30	Lunch break
1:30 to 2:30	What is project management?
2:30 to 3:30	How to be a good Manager
3:30 to 3:45	Coffee break
3:45 to 4:45	How to be a good Manager
4:45 to 5:00	Wrap-up

Day Two

9:00 to 10:30	Assessing needs
10:30 to 10:45	Coffee break
10:45 to 12:30	Assessing needs
12:30 to 1:30	Lunch break
1:30 to 3:30	Project planning
3:30 to 3:45	Coffee break
3:45 to 4:30	Project planning
4:30 to 5:00	Wrap up

Day Three

9:00 to 10:30	Monitoring and evaluation
10:30 to 10:45	Coffee break
10:45 to 12:30	Monitoring and evaluation
12:30 to 1:30	Lunch break
1:30 to 3:30	Budgeting
3:30 to 3:45	Coffee break
3:45 to 4:30	Wrap up
4:30 to 5:00	Post -test

PROJECT CYCLE MANAGEMENT TRAINING

Pre Test

Please answer the following questions to know your existing knowledge and skills.

1. How will you define the word, “project cycle”?
2. What is “project management”?
3. What are the major tasks of a project manager?
4. What should be included in a project plan?
5. Why do we set up project goal/s?
6. What are indicators? Please give an example of indicator.
7. How do you understand the words, “outputs, activities and inputs”?
8. What is monitoring?
9. What is evaluation?
10. What is budgeting?

SESSION – I GETTING TO KNOW EACH OTHER

After this session, the participants will be able:

- 1) To facilitate introductions and create a friendly environment.
- 2) To understand the expectations and concerns of participants related to project cycle management.
- 3) To share the objectives of the workshop to the participants

Materials needed: Name tags, color cards, A4 size paper, flipcharts, markers

Group size: 15 to 25 participants

Time needed: 30 – 45 minutes (depend on the size of the group)

Preparation:

Prepare the name tags of each participant.



Steps

- 1) As the session begins, hand out name tags to each person. Ask participants to circulate the name tag they get around the room. Then stop and find the person who matches the name tag they have. (Be sure that participants do not get their own name.)¹

Continue till all the participants have the correct name tags. (15 – 20 minutes)

¹ From Games and Exercises, A manual for facilitators and trainers involved in participatory group events, Visualization in Participatory Programmes, VIPP: UNICEF, 1998 (p18)

- 2) Then the facilitator writes down the following questions on the whiteboard.
 - a) What do you expect from this three-day workshop? (expectation)
 - b) What are you worried about (in this workshop)? (concern)
- 3) Give pieces of paper (half of A4 size paper) to each participant and ask them to write their expectation and concern. When they have finished writing, ask them to stick on flipchart. (10 minutes)
- 1) Then the facilitator can read out what they write and give some feedbacks. At the end of the lesson, the facilitator can show the objectives of the training written on the slide or flipchart reflecting their expectations. If the facilitator finds some ambitious expectations from the participants, explain to them why these cannot be fulfilled. (15 - 20 minutes)

Objectives of the training:

At the end of the training, the participants can

- 1) understand project management cycle
- 2) learn how to manage a project and
- 3) be aware of the role of a project manager

SESSION- II FORMING GROUP AND WARM UP

After this session, the participants will be able to understand the concept of a project.

Materials needed: color cards flipcharts, markers

Time needed: About 1:00 hour

Preparation:

Choose four or five projects (depend on the size of the group) you think the most appropriate for the participants you plan to give training.

E.g.

- i) health
- ii) education
- iii) women
- iv) youth
- v) child
- vi) capacity building

Then write down the name of each project on the same color cards. You need to mix up different color cards before you distribute to the participants.

Steps:

Warm up

- 1) Ask the participants:
 - a. "Have they ever organized any type of social activity (such as a party etc.)?"
 - b. How did you organize them?
 - c. Do you need to plan? How? What are the things you consider before you organize these activities?

Then explain to the participants that project management is not a new concept for all of us. Whenever we organize an activity, we need to think when, how, how many people, how long, how much etc... In some way, we already have project management concepts. (20 - 30 minutes)

Forming groups

- 2) Ask the participants to take one color card and ask them to find the same color card holders to form a group. Then ask them to give name of the project for their groups. They should also write down their names and their organizations on the flipchart. (20 - 30 minutes)

SESSION- III WHAT IS PROJECT MANAGEMENT?

After this session, the participants will be able to understand the definitions project and project cycle management.

Materials needed: flipcharts, markers, handouts- what is project? what is project management?

Time needed: About 2 - 2:30 hours

Steps

1) Write down the definition of "project" on flipchart. (15 minutes)

A project is a series of tasks directed towards a specific outcome/goal

Then ask the participants if they think that this definition is sufficient enough for the definition of "project". Ask them to discuss about this definition in plenary. Write down their discussions on flipchart. Then distribute the handout on "definition of project".

2) **What is project cycle management? (15 minutes)**

Then tell the participants that they have already understood the word, "project". Now ask them to answer the question in plenary: "What is project management?"

Project management is a process of leading a team of capable people in planning and implementing a series of related activities that need to be accomplished on a specific date with a limited budget.

According to the definition:

1. What are the most important things to manage in project management?
2. What is the role of a project manager in project management process?
3. What are the constraints or limitations in project management?

Ask the participants to select one representative to present their discussion points in plenary. (5-10 minutes for each presentation) (Total: 1 hour)

3) When they finish presentation, ask them to make a list of key steps of "project cycle management" in each group for five to ten minutes. All the steps mentioned should be written down on flipchart. Then explain to the participants that different donor agencies use different forms of project cycle. (30 minutes) However, all the project cycle has three main steps. They are:

- 1) Planning stage
- 2) Implementation stage and
- 3) Evaluation

Handout (1)

What is project²?

- 1) A project is a temporary process, which has a clearly defined start and end time, a set of tasks, and a budget, that is developed to accomplish a well-defined goal or objective”.
- 2) A project is a temporary effort of sequential activities designed to accomplish a unique purpose.
- 3) A project is a group of inter-related activities, constrained by time, cost, and scope, designed to deliver a unique purpose.
- 4) A project is a temporary endeavor undertaken to create a unique product or service. Temporary means that the project has an end date. Unique means that the project’s result is different from the results of other functions of the organization.
- 5) “An undertaking that encompasses a set of tasks or activities having a definable starting point and well defined objectives. Usually each task has a planned completion data (due date) and assigned resources”.
- 6) “A clear set of activities with related inputs and outputs aimed to achieve objectives and goals linked to anticipated (desired) effects and impacts in a target population (sometimes called “beneficiaries”)”

According to all these definitions,

- A project has a beginning and an end.
- A project has limited resources.
- A project follows a planned, organized method to meet its objectives with specific goals of quality and performance.
- Every project is unique
- A project has a manager responsible for its outcomes.

A project is a series of tasks directed towards a specific outcome/goal³

² From Introduction to Project Management: Project Management for development organizations, impact04dev, 2007-management for development series

³ From Project Management training provided by Greg Antos (Deputy Director of World Education – Thailand) to CBOs in Thailand in 2006

Handout

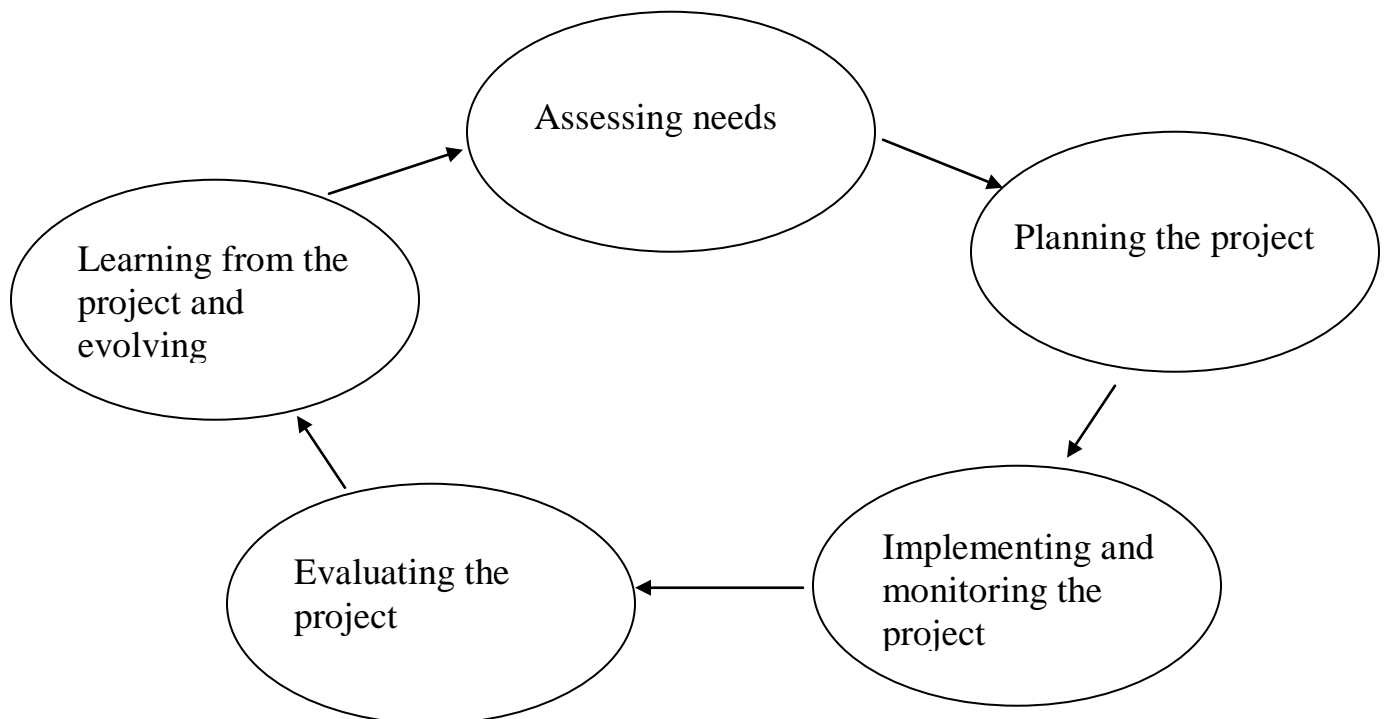
What is project management?

Project management⁴ is the process of combining systems, techniques, and knowledge to complete a project within established goals of time, budget and scope.

Project management is a process of leading a team of capable people in planning and implementing a series of related activities that need to be accomplished on a specific date with a limited budget⁵.

Project management⁶ is the application of knowledge, skills, tools, and techniques to project activities in order to meet or exceed stakeholders' needs and expectations.

Key steps of project management

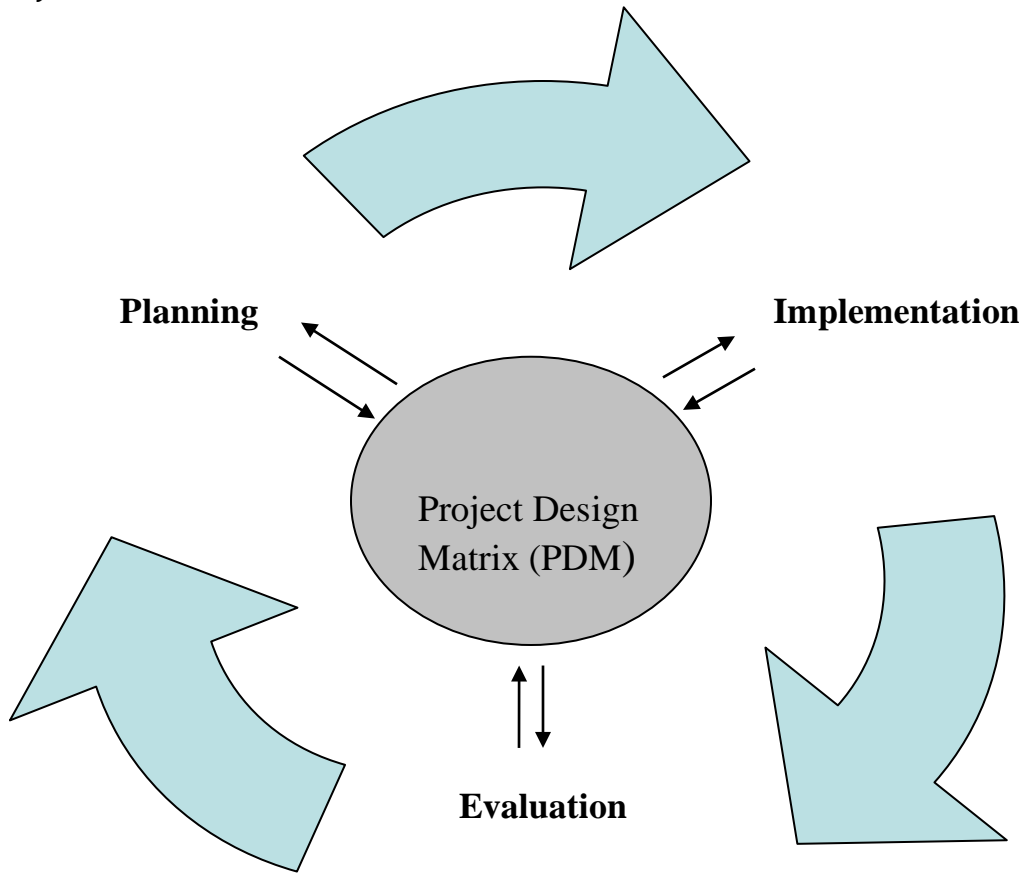


⁴ From Introduction to Project Management: Project Management for development organizations, impact04dev, 2007-management for development series

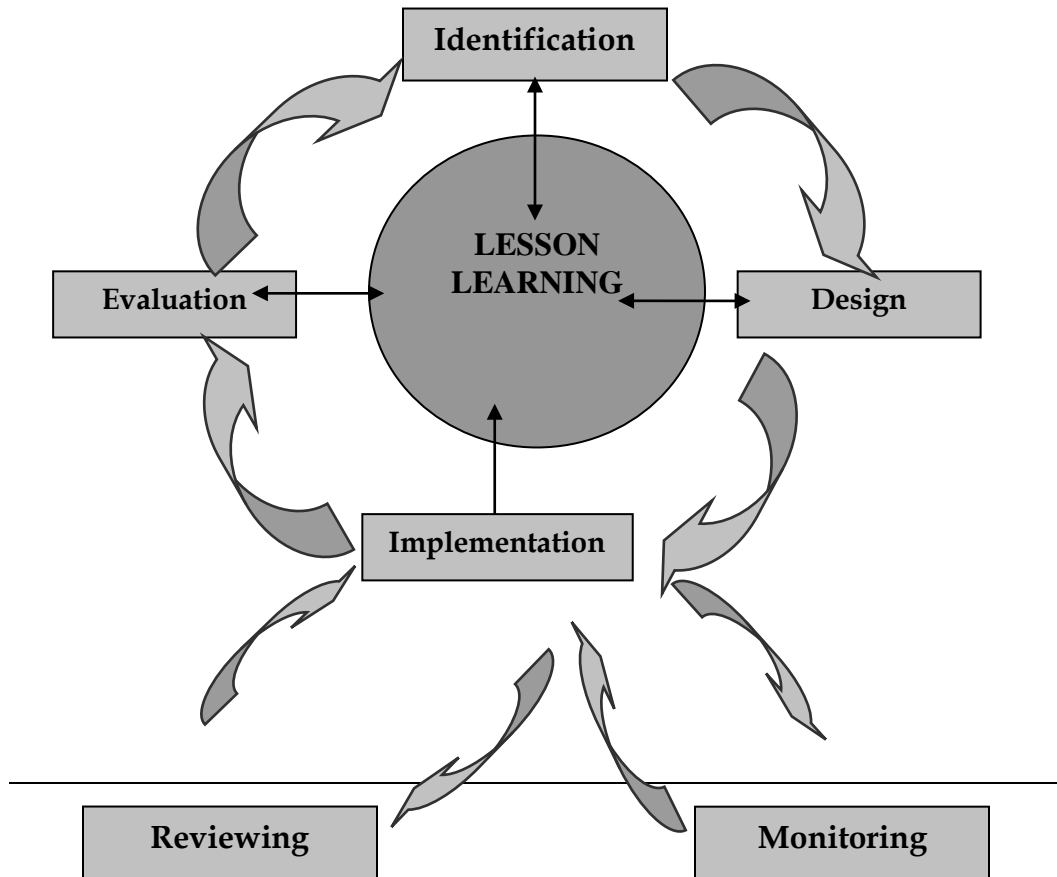
⁵ From The Project Management Processes: Project Management for development organizations, impact04dev, 2007-management for development series

⁶ From Project Management training provided by Greg Antos (Deputy Director of World Education – Thailand) to CBOs in Thailand in 2006

PROJECT DESIGN MATRIX



Project Cycle⁷



Identification: To identify what a project will focus on, we need to find out who should benefit and what their needs are. A “needs assessment” will give an overview of community problems. A “capacity assessment” will help identify which problem the project should address.

Design: This involves carrying out further research into the people affected by a problem and how they are affected by it. We also need to consider the risks to the project and how we will measure the project’s performance.

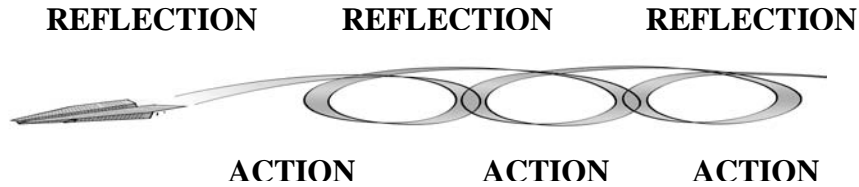
Implementation: During the implementation, it is important to monitor and review the progress of the project and any outside changes that affect it. The project plans should be adjusted where necessary.

Evaluation: Evaluation should be carried out at or after project completion. Evaluation could be carried out a few months or years after the project has finished in order to assess its long-term impact and sustainability.

⁷ From Project cycle management by Rachel Blackman; ©TEARFUND 2003 P 10,11

Lesson Learning: While the project cycle is a useful way of outlining the stages of a project, it has one drawback: it makes it look as though one tool follows another. In fact, many of the planning tools can be used at any stage of the project. They should be repeated throughout the project's life to ensure that any changes that might affect project

Project planning should be seen as an ongoing process, which involves learning by reflecting and acting.



It is important to take time to stand back, think, rethink and learn from others.

Session - IV: How to be a good Manager

After this session, the participants will understand differences between management and leadership and characteristics of a good manager

Materials needed: flipcharts, markers, colored cards for task boxes or A4 size paper, handouts 1) quality of a good manager 2) difference between management and leadership 3) the role of a project manager

Time needed: About 1:30 hours

Preparation:

Write or type task boxes included in activity handout on colored cards or A4 size paper. Write headings - management and leadership on each flipchart paper.



Steps

Group work (total: 1 hour)

- 1) Ask each group to draw a picture of a good manager including all the important qualities. (30 minutes)

Then ask them to present their pictures with explanation (5 minutes for each group with group discussion)

Distribute the handout: quality of a good manager

Jumbled cards (15 minutes)

- 2) Distribute a set of task boxes typed or written on A4 paper or colored cards and one piece of flipchart to each group. Ask each group to discuss and put the boxes under the correct heading. (15 minutes) When all groups finish, ask them to put the flipchart on the wall. Ask each group to look at other groups' ones.

Distribute the answer sheet to each participant.

Major tasks of a project manager (total: 1 hour)

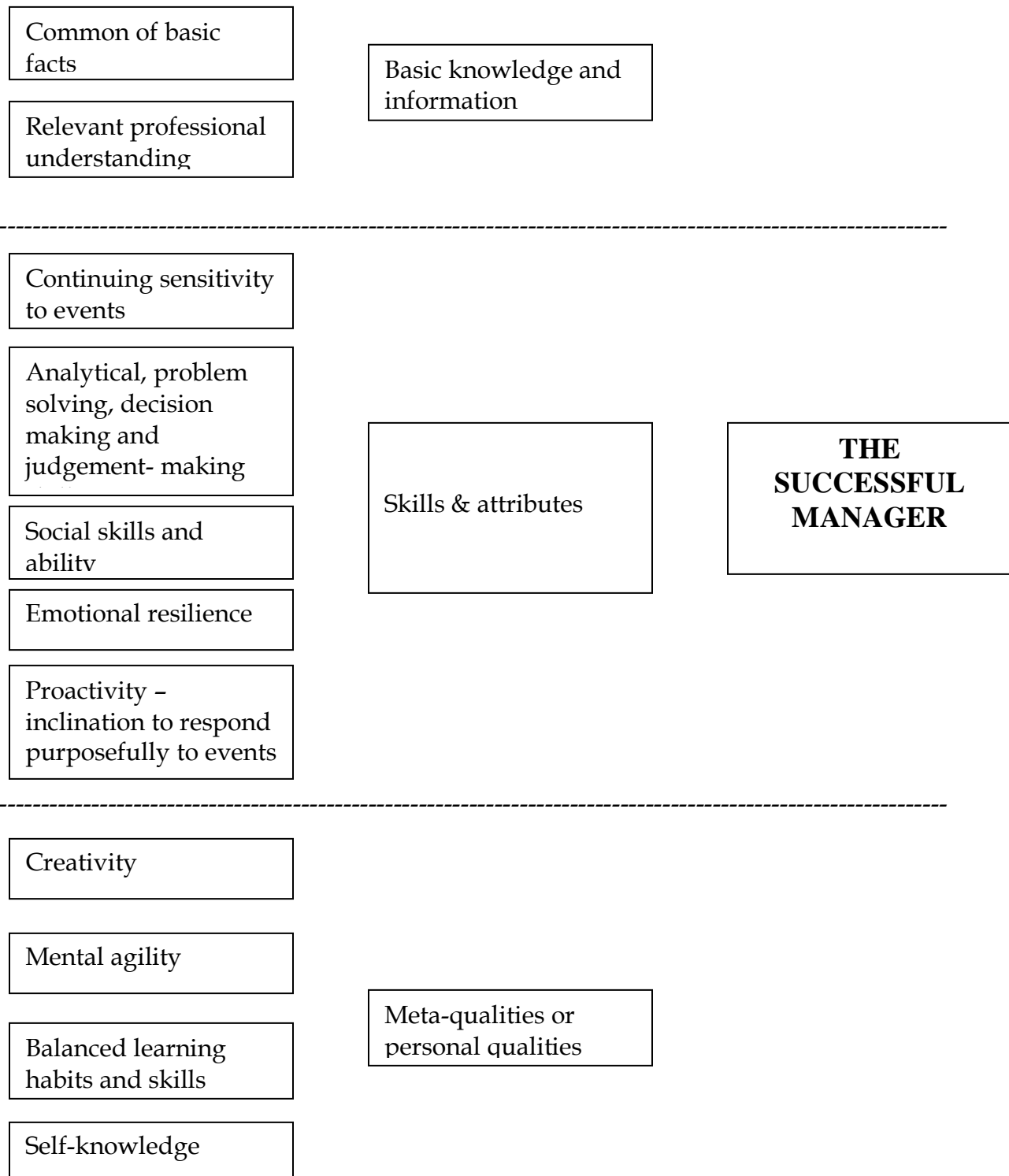
- 3) Ask each group to make a list of major tasks of a project manager. (30 minutes) Then share with other groups and finalize the major tasks of a project manager in plenary. (15 - 30 minutes)

Distribute the handout: The role of a project manager.

HANDOUT - QUALITY OF A GOOD MANAGER

CHARACTERISTICS OF A SUCCESSFUL MANAGER

A GENERIC MODEL OF MANAGEMENT SKILLS





A project manager must have a range of skills including:

- Leadership
- People management (customers, suppliers, functional managers and project team)
- Effective Communication (verbal and written)
- Influencing
- Negotiation
- Conflict Management
- Planning
- Contract management
- Estimating
- Problem solving
- Creative thinking
- Time Management

HANDOUT FOR ACTIVITY - MANAGEMENT VS LEADERSHIP⁸

Instructions – put the boxes under the correct heading

Management	Leadership
<p>Planning and Budgeting Detailed steps and timetable for achieving needed results and allocating resources</p>	
<p>Establishing Direction Developing a vision of the future, and strategies for producing the changes needed</p>	
<p>Organizing and Staffing Establishing structure, staffing, delegating responsibility and authority, providing policies and procedures and Systems to monitor implementation</p>	
<p>Motivating and Inspiring Energising people to overcome political, bureaucratic, and resource barriers to change</p>	
<p>Aligning People Communicating the direction by words and deeds so as to influence the creation of teams and coalition that understand the vision and strategies and accept their validity.</p>	
<p>Produces changes, and has potential of producing extremely useful change, (e.g., new products, new approaches that make an organisation more competitive.</p>	
<p>Controlling and Problem Solving Monitoring results, identifying deviations and planning and problem solving</p>	
<p>Produces a degree of predictability and order consistently producing key results expected by various stakeholders (e.g., being on time; being on budget)</p>	

⁸ Taken from Myanmar Youth HIV/AIDS Training and Support Facility, Project Management Workshop 21-25 November 2005, Burnet Institute – Myanmar

ANSWER SHEET: MANAGEMENT VS LEADERSHIP⁹

Management	Leadership
<p>Planning and Budgeting Detailed steps and timetable for achieving needed results and allocating resources</p>	<p>Establishing Direction Developing a vision of the future, and strategies for producing the changes needed</p>
<p>Organizing and Staffing Establishing structure, staffing, delegating responsibility and authority, providing policies and procedures and Systems to monitor implementation</p>	<p>Motivating and Inspiring Energizing people to overcome political, bureaucratic, and resource barriers to change</p>
<p>Controlling and Problem Solving Monitoring results, identifying deviations and planning and problem solving</p>	<p>Aligning People Communicating the direction by words and deeds so as to influence the creation of teams and coalition that understand the vision and strategies and accept their validity.</p>
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⁹ Taken from Myanmar Youth HIV/AIDS Training and Support Facility, Project Management Workshop 21-25 November 2005, Burnet Institute – Myanmar

The role of the project manager ¹⁰is one of great responsibility. It is the project manager's job to direct, supervise and control the project from beginning to end. Project managers should not carry out project work, managing the project is enough.

Here are some of the activities that must be undertaken:

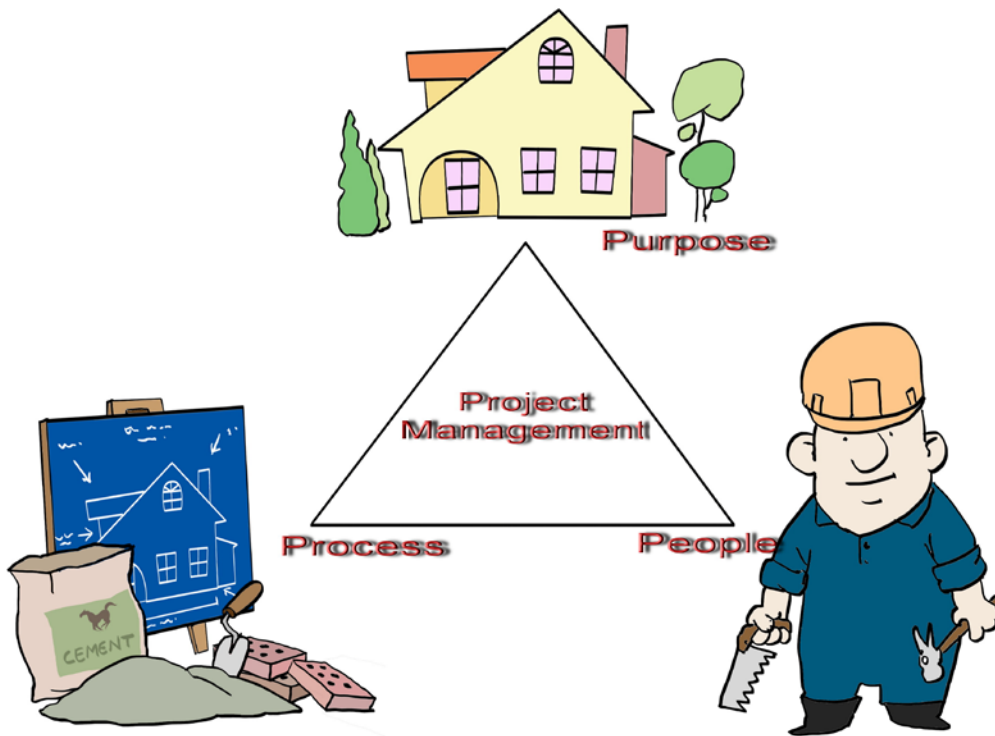
1. The project manager must define the project, reduce it to a set of manageable tasks, obtain appropriate resources and build a team to perform the work.
2. The project manager must set the final goal for the project and motivate his/her team to complete the project on time.
3. The project manager must inform all stakeholders of progress on a regular basis.
4. The project manager must assess and monitor risks to the project and mitigate them.
5. No project ever goes exactly as planned, so project managers must learn to adapt to and manage change.

HAROLD KOONZ - ROLE OF A MANAGER

- The role of a manager is to establish an environment within the organization for effective and efficient functioning of individuals and groups.
- This environment is characterized by a common purpose, an intentional structure of roles, the removal of obstructions to performance and the motivation of individuals and groups to contribute to common goals.
- The manager then is an environment creator, and his/her job is to design and operate a set of conditions where people, working as individuals and in groups contribute towards the attainment of common goals

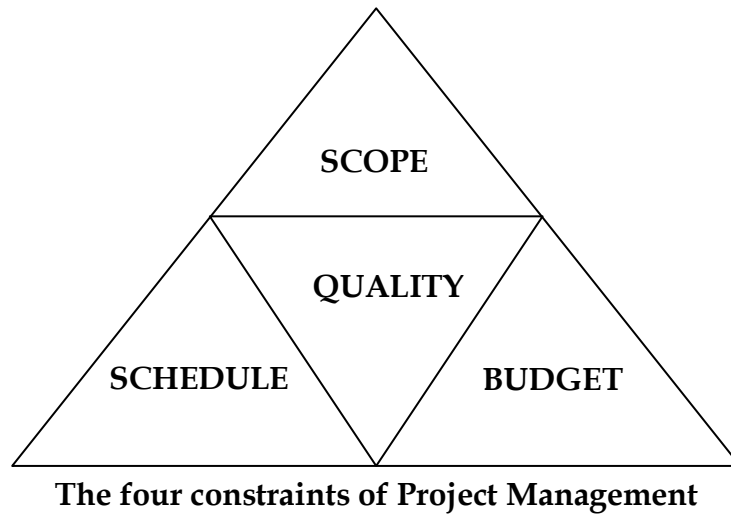
¹⁰ <http://www.projectsart.co.uk/introduction-to-project-management.html>

THREE P'S FOR PROJECT MANAGEMENT¹¹:



¹¹ Taken from the handout, Project Management training, Greg Antos – W/E for CBOs in Chiang Mai 2006

A project manager needs to address the four constraints in project management too.

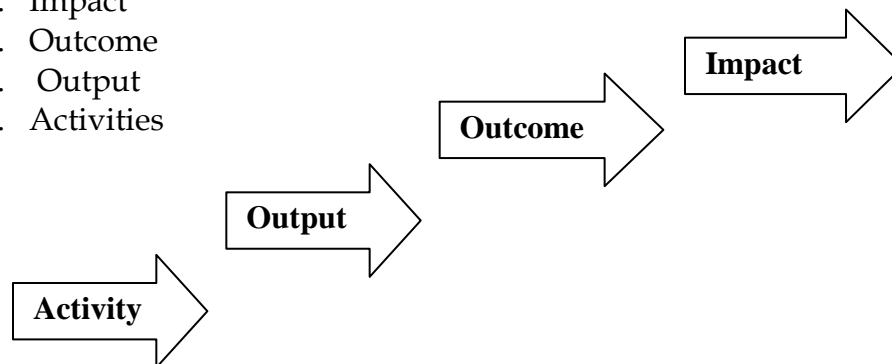


Purpose of Project Management is to integrate or connect project:

- Purposes - why we do the project
- People - who does the project
- Processes - how we do the project

A Project manager's job is to see that the project team (**People**) is clear about the **purpose** of the project and the 4 levels of results the team expects to achieve.

1. Impact
2. Outcome
3. Output
4. Activities



If everyone is clear on the results and vision of the project then the next important task of a project manager is to make sure that everyone on the project team is working toward these goals. The project manager does this through identifying **processes** that combine and coordinate the skills, resources and qualities of the project team.

Processes often found within a project are:

- Assessment
- Purchasing
- Planning
- Budgeting
- Monitoring
- Reporting
- Evaluating outputs, outcomes, or impact
- Communicating within the project team
- Communicating with stakeholders
- Capacity development

A process can be defined as any repeatable set of actions a team decides to perform on a regular basis to make sure something is done in a certain way. A good process improves the odds of the project being completed.

SESSION V: ASSESSING NEEDS

After this session, the participants will understand how to assess the needs of the community targeted.

Materials needed: flipcharts, markers, handouts on Information needed, Participatory community assessment tools

Time needed: About 2:30 to 3:00 hours

Introduction:

In plenary (30 minutes)

1) Ask the participants the following questions:

- What is “needs assessment”?
- Is it important? Why?
- How can you do assessment before the project?

After discussion from the participants for 15 to 20 minutes, the facilitator can explain to them if no participant mentions the following points in the discussion:

- We conduct needs assessment to identify the problems, needs and priorities of the community, to understand the context which has impact on the development of the community and to be aware of the relationships which marginalizes or disadvantages specific segments of the community. During this stage, we will select particular problem/s which we intend to address by implementing a project and collect more detailed information about this problem/s. Sometimes, it is also called situation analysis.
- It is very important because the assessment can ensure that your projects are focused on real needs of the community and that you understand these needs well.
- There are different ways to conduct needs assessment. Nowadays, participatory community needs assessment become very popular. However, you need to clear what information you really need for the project and check the existing information.

2) Ask the groups to think about the information needed for the projects they want to do. (30 minutes)

3) Then give handout - participatory assessment tools and explain to them about these tools. If possible, ask them to practice the tools (such as resource mapping in the hotel or training place etc.) (30 to 45 minutes)

4) Ask each group to analyze the problem they identify for their project using Problem tree analysis tool. (45 minutes). Ask the groups to present their analysis in the large groups. (5 minutes each). (1:30 hours)

Handout: Information needed

When conducting needs assessment, we need to collect information on:

- Population- demography (population size by age, sex), migration
- Infrastructure- hospitals, schools, clinics, water and sanitation systems, roads
- Health- infant mortality rate, common illnesses, HIV/AIDS/STI situation
- Education, number of children enrolled at primary/secondary schools, number of teachers in the community
- Social- beliefs, customs, religion, ethnicity, gender issue, marriage and family structure
- Economics- household income, livelihood, living standard
- Resources- material and human, whether they exist or are lacking
- Opinions- people's opinions about their needs and problems
- Knowledge- people's level of knowledge about selected problems

There are various sources of information and below is the list of some valuable sources:

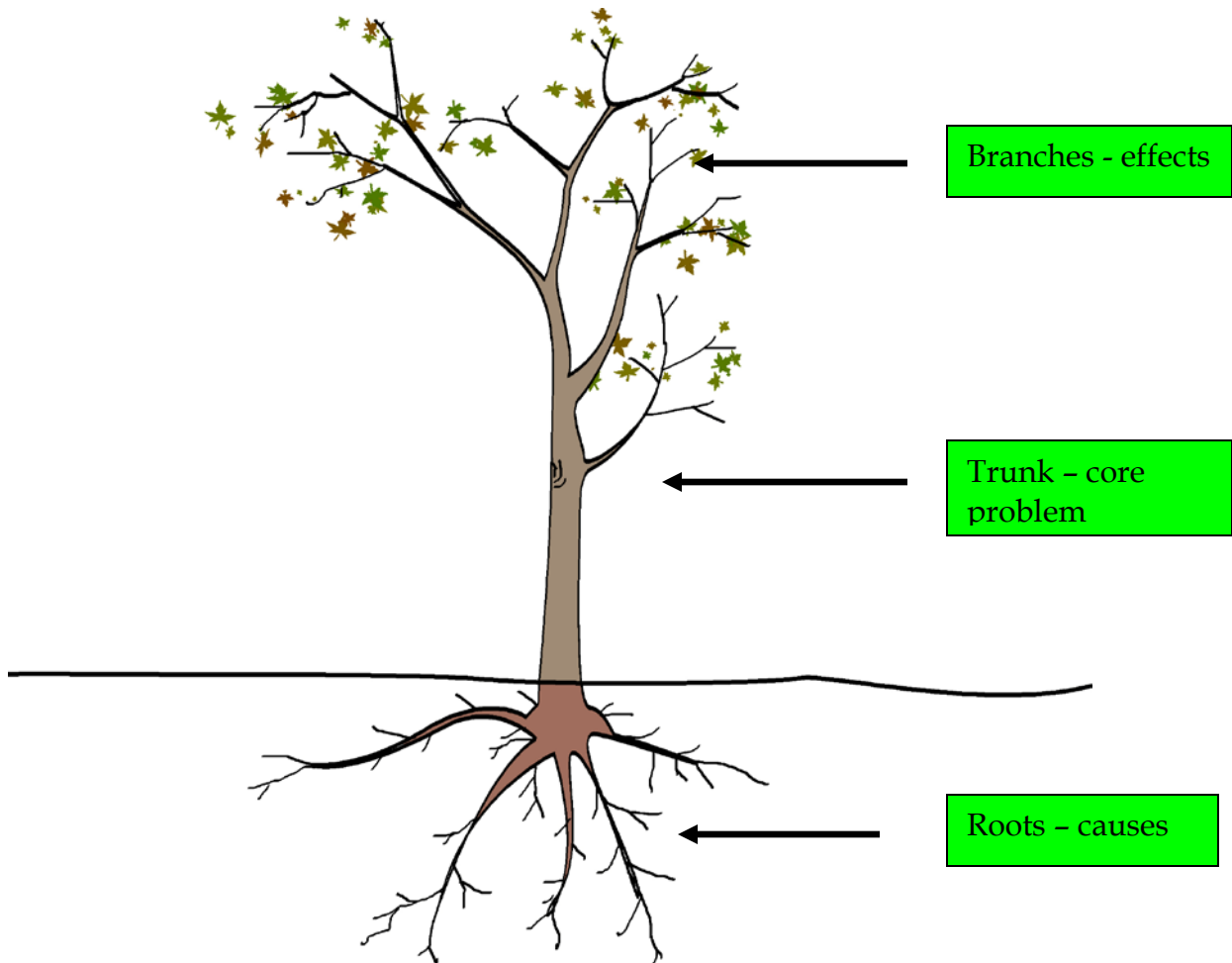
- ✚ Community leaders, religious leaders, specific segments of a population (for example, women, youths)
- ✚ Local experts who have wide knowledge about the community
- ✚ NGOs working in the community, Community-based organizations, volunteer groups
- ✚ Records at clinics, hospitals and schools
- ✚ Reports on projects in the area by government agencies, NGOs and international organizations

We should prepare the kind of table below before you conduct needs assessment to ensure you collect all the information required for designing a project.

ASSESSING NEEDS

Information Required	Source of Information	Means of Collecting Information	Comments

HANDOUT: PARTICIPATORY COMMUNITY ASSESSMENT TOOLS



I. PROBLEM TREES¹²

Problem Trees are used to help analyze a situation and identify a core problem that you want to focus on. The tree has a trunk that represents the core problem, roots that represent the causes of the problem, and branches that represent the effects. As a visual mapping tool, this is ideal for gathering information in a participatory way.

Using problem trees:

- ... to help analyze a situation
- ... to identify a key issue to focus on
- ... to clarify the causes of a problem

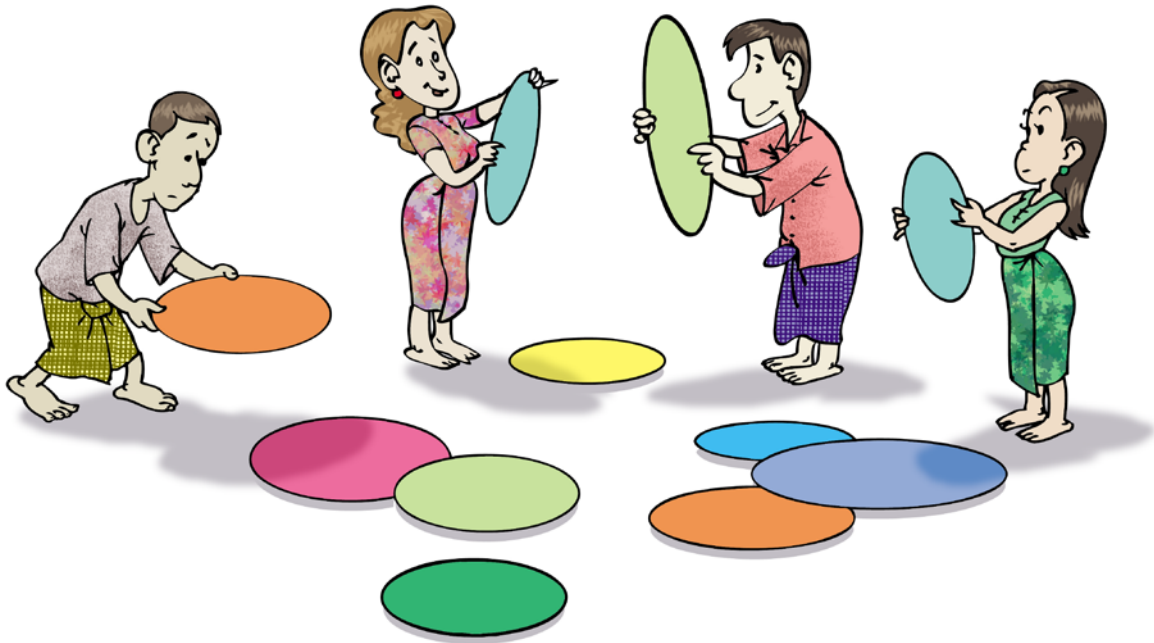
¹² Adapted from Project Management course toolkit, Cyprus March 2007 prepared by Susie Prince and Catherine Squire, International NGO training and Research Center (INTRAC)

... to allow stakeholders and the community to participate in setting project objectives

How?

- Ask the group to state a common problem facing the community - this is the **trunk** of the tree (the core problem)
- Ask why this problem exists... get to the **roots** (the causes)
- Ask about how the problem impacts upon the community... understand the **branches** (the effects)

II. Participatory community mapping¹³



Community mapping is an exercise that allows the community to draw the shape (appearance) of the community, boundary and all the major features as understood and known by the community.

By asking the community members to draw the map,

- The community members get chance to think about their local community.
- This can help the community identify the available resources/services and the scarce resources (e.g. schools, health post location and water wells etc)
- This exercise can encourage the community to discuss about some sensitive issues
- This can also highlight the different views of a community.

Materials needed:

Flipcharts, markers and other locally available materials to describe the resources

¹³ Community mobilization for ???



Steps

- Invite community members to gather in a suitable central place of the community. If there are many people, ask them to divide into small groups of different age and gender. For example, women (mother) group, youth group, older people, young boys or girls etc...
- First ask the community members to think of the natural resources in the community or nearby areas which can be used by the community (hills, forests, roads and rivers, for example). Ask them to locate the resources on the flipchart.
- Ask them to think of the places where people live, go and hang out and encourage them to draw them on the flipchart. (monastery, church, pagoda, market, village headman's house, pastor's house, Traditional birth assistant's house, teacher's house, rest-hall, market, dispensary, playground etc.)
- The facilitators can keep asking questions to get more and more detailed mapping.
- The facilitators need to listen actively and check if everybody participates in the discussion or not. Ask questions to shy or quiet people to share their knowledge and to draw.
- It is necessary to give enough time to discuss and include all the resources on the map. When all the groups finish, the facilitators ask the community members to match their own map with others. If different, ask them why and agree on the map everybody can agree.

III. Transects

When all the community members agree on the resource map of their community, draw a path which can go through all major resources of the community.

Steps

- Invite a group of the community members to accompany the outsiders.
- While walking down, careful observations should be made and asked questions to the community members to understand the opportunities and constraints related to the resources available.

IV. Venn or Chappati Diagram (Institutional analysis)

Venn diagram is helpful

- to identify groups and institutions operating in the community
- to show how they interact with each other
- to understand the degree of their cooperation and involvement and
- to discover their importance or influence on decision making in the community.

Steps

- Draw a table on a flipchart. Ask the group to make list of the organizations and groups in the community.

No.	Groups/organizations	How important/influential for the community*	How big is the group/organizations?

*The most important or biggest one can be shown with five seeds or +++++ in the table.

Materials needed: Flipcharts, markers and different color cards and scissors

- Based on their comments, make different sized circles i.e. big circle for the big and influential one and the small ones for the insignificant and less important groups/organizations. If different people in the group have different opinions on how important or influential, encourage them to discuss among themselves first. Only when they all agree, you can make the circle/s.
- Then draw a big circle on a flipchart and tell the group that this is their community.
- During overlapping the circles, the size of the circle indicates the importance of the institution, the distance between the circles indicate the degree of contact between institutions.
For instance: a large overlap high interaction. No overlap distant relationship.

SESSION- VI: PROJECT PLANNING

After this session, the participants will understand how to plan a project

Materials needed: flipcharts, markers, handouts on “Causal hypothesis” and “Detailed Implementation Plan (DIP)”

Time needed: About 2:30 to 3:00 hours

Steps

Group work

- 1) Distribute the handout, “Causal hypothesis” and explain how it works to develop indicators and objectives of the project. (15 minutes)

Ask the groups to refer to the problem analysis they did in the previous lesson to think of the project goal/s or objective/s they want to achieve to address the problem and causes of the problem mentioned. (45 minutes)

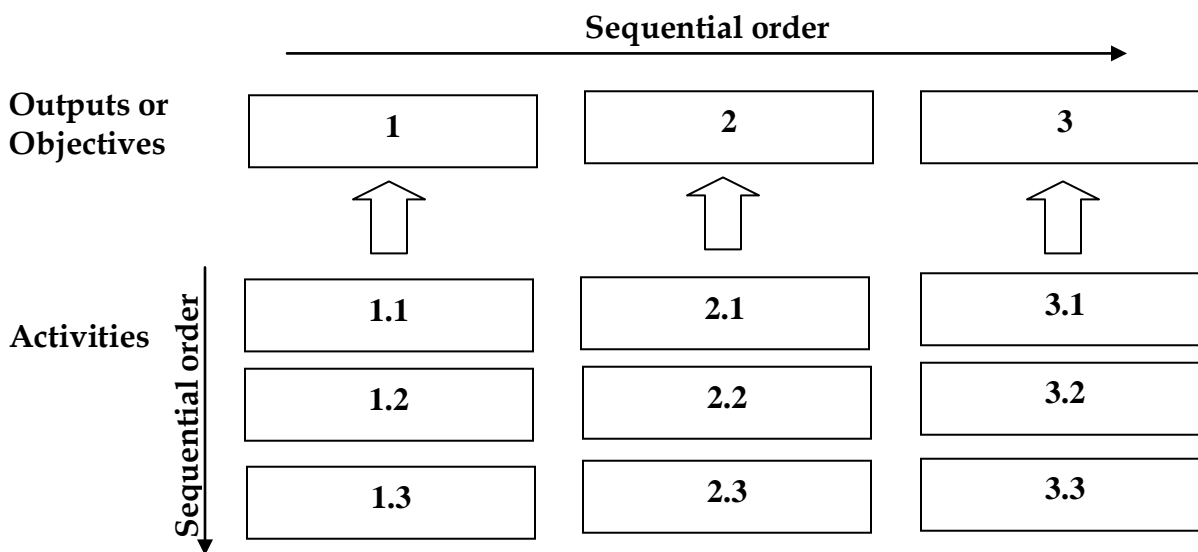
In plenary, a representative from each group presents their group discussion. (5 minutes for each presentation) Ask all the groups to check if their goal/s or objective/s is/are SMART or not. (total group discussion: 30 minutes)

- 2) Then ask the groups to use causal pathway to think of detailed activities and who will do what. Show presentation or draw the below form on flipchart and ask them how they should put the procedure.

Objective 1: To ensure smooth and timely implementation of projects and activities													
Activities:	Person's Responsible	Timeline											
		jan	feb	mar	apr	may	jun	jul	aug	sep	oct	nov	dec
1.1 MLCB Meeting	MLCS			X									
1.2 MLCS monthly meeting	MLC PC	X	X	X	X	X	X	X	X	X	X	X	X
1.3 Staff Plan & report	MLC staff	X	X	X	X	X	X	X	X	X	X	X	X
1.4 Monitoring & evaluation	MLC PC		X		X		X		X		X		X

Objective 2: To establish a migrants primary health care alliances and network													
Activities:	Person's Responsible	Timeline											
		jan	feb	mar	apr	may	jun	jul	aug	sep	oct	nov	dec
2.1 Migrants leaders and health care alliances criteria designed and core group established	MLC staff	X	X										
2.2 Regular Group meeting	MLC staff and core group			X		X		X		X			X

Objective 3: To gathering of information and analysis of migrants labor a primary health care													
Activities:	Person's Responsible	Timeline											
		jan	feb	mar	apr	may	jun	jul	aug	sep	oct	nov	dec



3) Give handout on “Detailed Implementation Plan” and ask them to draw DIP of their project. Then ask them to give group presentation. (45 - 60minutes)

Handout: Causal hypothesis¹⁴

The causal hypothesis is a concise statement of the logic behind the project.

Normally, causal hypothesis is written as follows:

This set of *inputs* and *activities* will result in these *products and services (outputs)*. These will in turn lead to these changes in *people's behavior (EFFECTS)*, which will contribute to the desired *IMPACT*.

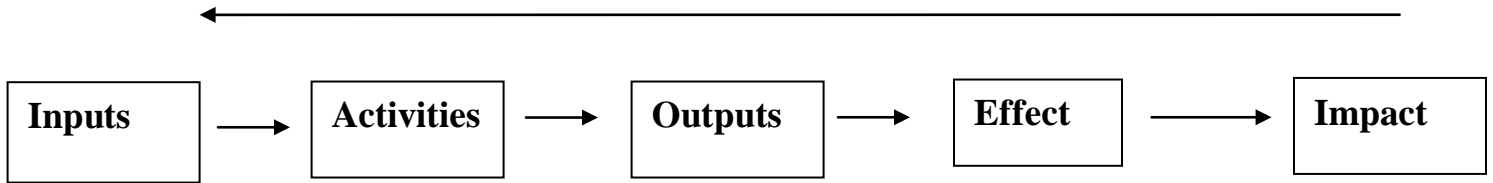
Below is the meaning of the terms used in causal hypothesis.

IMPACT:	A change in population's health, economic or social status.
EFFECT:	A change in the knowledge, attitudes, skills, intentions, or and behaviors needed of the population that contribute to the desired IMPACT.
OUTPUTS:	Products and services that must be in place before the EFFECTS can occur.
ACTIVITIES:	The technical and support tasks required to produce the OUTPUTS.
INPUTS:	Resources required to support your ACTIVITIES.
Inputs refer to the set of resources (i.e. financial, policies, personnel, facilities, space, equipment and supplies, etc.) that are the basic materials of the	

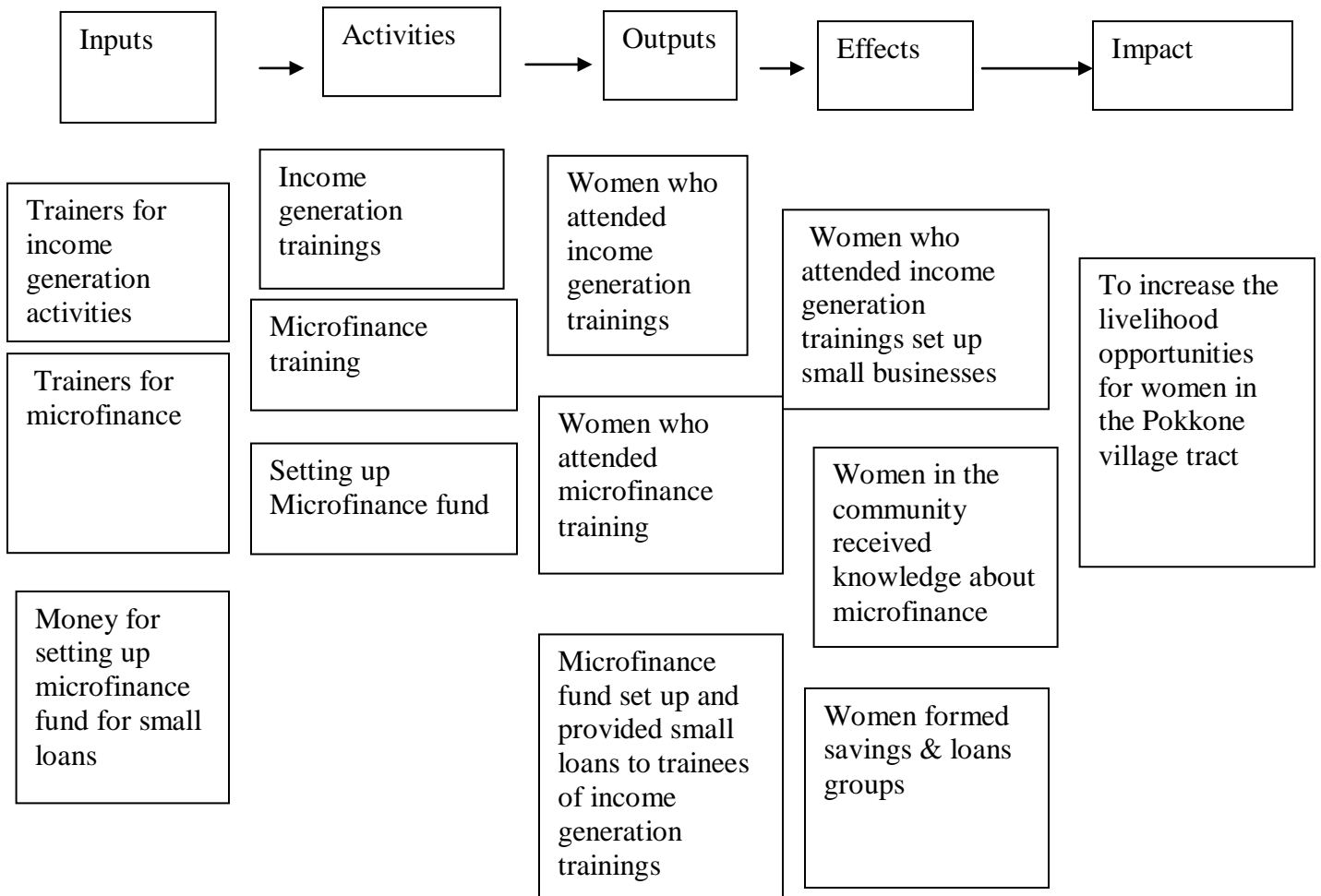
¹⁴ Project design and planning section can be checked in "Proposal Writing training"

Causal Pathway Framework

Design Direction



For example



The next step is setting goal/s and objectives for project implementation.

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.

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 description of what will exist at the end of a project.

Objectives answer the questions of “what behavior or situation do you want to address to meet the goal?” , “what change do you want to achieve to attain the goal?”

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 should be “SMART”.

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 Achievable	Are the objective achievable?
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 or at the end of the project period)

	SMART
To increase use of antenatal services by pregnant women aged 15-24 by 40% in 2 years.	√
To ensure that HIV infection in the community is under control.	X
To enhance knowledge about HIV/AIDS among young people in the community	X
To increase the proportion of adult women to men who participated in management training from 20% to 30% in 1 year.	√

Handout: Detailed Implementation Plan (DIP)

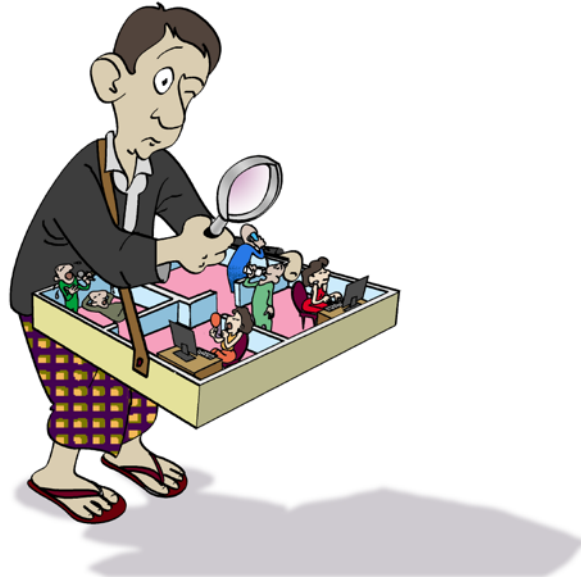
You have to draw up detailed implementation plan after you have set goal/s and objectives. Without having a detailed implementation plan, you cannot monitor the progress of the project or evaluate the outputs/outcomes of the project. It is also important for allocation of resources-both human, material and financial- and administration of the project. Below is the sample detailed implementation plan.

Activities	Expected Outputs	Time Line												Person responsible	
		1	2	3	4	5	6	7	8	9	10	11	12		
1 Income generation Trainings	500 women with skills income generation activities														Project Off
1.1 recruit trainers		X													Project Off
1.2 identify vulnerable women in the community		X													Trainers
1.3 conduct income generation trainings			X	X	X	X	X	x	x	x	x	x	x		
2. Microfinance training	15 women with knowledge in microfinance, micro edu sessions														Project Manager
2.1 Recruit trainers		X													Project Officer
2.2 Identify women who can learn microfinance procedures		X													Trainers
2.3 Conduct micro training			X	X											
3. Setting up micro fund	Women who receive small loans to set up businesses														Project Manager
3.1 meeting with com leaders and microfinance trainees to agree on criteria				X											Project Manager & 15 micro trainees who become fund core members
3.2 provision of loans				X	X	X	X	X	X	X	X	X	X		15 core members
3.3 collection of repayments									X	X	X	X	X		
4. Monitoring			x	x	X	x	x	x	x	x	x	x	x		PM & PO

SESSION- VII: MONITORING AND EVALUATION

After this session, the participants will understand the concept of monitoring and evaluation and how to write indicators.

Materials needed: flipcharts, markers, handouts on “Monitoring”, “Planning for monitoring” and “Evaluation”



Time needed: About 2:30 – 3:00 hours

Steps

Group work (total 1 hour)

- 1) Ask the groups to check the causal pathway they used in previous lesson.
 - What are the output/s, outcome/s and impact/s of their project?
 - How can you know that you achieve these output/s, outcome/s and impacts?

In the previous causal pathway example, one output mentioned is

- Women who attended income generation trainings

How can you prove that women attended income generation training?

Your indicators need to be SMART like your objective.

- S - specific (is this output specific?)
- M - measurable (measurable?)
- A - achievable
- R - realistic
- T - time-bound

To be specific, you need to add number of women who attended income generation trainings

Please give the below examples and ask them if they are SMART or not.

	Yes	No
Mortality rate	x	
Health education materials		x
# of clinics offering STD treatment	x	
% of clients satisfied with quality of STD treatment	x	
# of community health workers trained	x	
% of student who score at least 90% on final exam	x	
Sexual violence counseling		x

- 2) Please check all the output/s, outcome/s and impact/s mentioned for your own project and develop SMART indicators.

Eliciting (30 minutes)

- 3) Ask the following questions to the participants:

- **What is Monitoring?**
- **Why Do We Do Monitoring?**
- **Who Does Monitoring?**
- **When Do We Do Monitoring?**

- 4) Write down what the participants discuss on flipchart. Then distribute the handout: Monitoring and discuss for a while.

Planning to monitor (1 hour)

Tell the participants that Monitoring plan should be in place before the project starts and its activities must be put in the detailed implementation plan. Therefore, it should be part of the planning process.

- 5) Ask the participants what they want to know and why they want to know in their project monitoring.
- 6) Give the handout, “Planning for monitoring” and handout: evaluation. Give to the participants and discuss for a while. (15 minutes)
- 7) Ask them to develop monitoring plan for their own project. (20 minutes for discussion and 5 minutes for presentation)
- 8) Then ask the participants the following questions: (30 minutes)
- **Why Do We Do Evaluation?**
 - **When Do We Evaluate?**
 - **Who Does Evaluation?**

Handout: Monitoring

What is Monitoring?

Monitoring is the systematic collection of information on all aspects of the project while it is being implemented.

It can be divided into *internal monitoring* (staff performance, planned expenditure for each activity versus actual expenses, procurement procedures etc) and *external monitoring* (planned versus actual activities, timely implementation of activities, targeted beneficiaries versus true beneficiaries, unintended effects on the community and unexpected problems etc). Both are important and both need to be monitored.

Why Do We Do Monitoring?

We do monitoring *to analyze the current situation, identify problems and find solutions, discover trends and patterns, keep project activities on schedule, measure progress towards objectives, formulate/revise future goals and objectives, make decisions about human, financial, and material resources.* Actually, it is a very useful tool for management and provides necessary information for evaluation.

In other words, monitoring means *checking how things are going on and comparing actual progress to what is planned.*

Who Does Monitoring?

Monitoring is concerned both with *project staff, implementation organization and donors.* As mentioned above, it is useful for management and project manager or program coordinator conducts monitoring on all aspects of the project- budget/finance, materials, staff, activities, outputs/results etc. Respected project staff are also responsible for monitoring staff and tasks under them- for example, finance manager has to monitor the accountant and cashier as well as budget allocations. At the same time, representatives of donors also conduct monitoring to measure the progress towards objectives and goal/impact.

When Do We Do Monitoring?

According to the desired schedule of implementation of the projects....

e.g. monthly, bi-monthly, quarterly

Handout: Planning for Monitoring

Monitoring plan should be in place before the project starts and its activities must be put in the detailed implementation plan. Therefore, it should be part of your planning process.

Monitoring and evaluation should be part of your planning process. It is very difficult to set up the monitoring system when the project is in implementation stage. You must develop indicators. When you do planning, you will set indicators. These indicators provide the framework for your monitoring and evaluation system. They tell you **what** you want to know and the kinds of information will be useful to collect.

- **What do we want to know?** This includes looking at indicators for both internal issues and external issues.

There are three basic types of monitoring commonly used in development work:

1. Management/administration
 - a. staff/personnel
 - b. vehicles
 - c. supplies
2. Finance
 - a. project budget and expenditure
 - b. staff salaries
 - c. cash flow analysis
3. Project activities
 - a. project inputs – budget, equipment, key staff needed
 - b. results of activities – project outputs/outcomes/impact (using indicators)
 - c. the way the project is managed
 - d. situation or context – policy environment, political situation

The table below shows the information needed to collect for monitoring programs and project.

INFORMATION FOR MONITORING PROGRAM OPERATIONS

CATEGORIES OF INFORMATION	WHAT TO MONITOR	WHAT RECORDS TO KEEP	WHO COLLECTS DATA	WHO USES DATA	HOW TO USE INFORMATION	WHAT DECISIONS CAN BE MADE
1. Workplan Activities	<ul style="list-style-type: none"> • Timing of activities • Availability of personnel, resources 	<ul style="list-style-type: none"> • Monthly /quarterly workplans • Work schedules 	<ul style="list-style-type: none"> • Project Manager • Supervisors 	<ul style="list-style-type: none"> • Project Manager • Donor agency 	<ul style="list-style-type: none"> • Ensure staff and other resources are available 	<ul style="list-style-type: none"> • Reschedule activities and deployment of resources as needed
2.Costs and Expenditure	<ul style="list-style-type: none"> • Budgeted amounts, funds on hand and expenditures • Balance in budget by approved cost categories 	<ul style="list-style-type: none"> • Ledger of expenditures by budget category • Receipts • Bank transactions • Reports to donor 	<ul style="list-style-type: none"> • Financial officer/ accountant 	<ul style="list-style-type: none"> • Project Manager • Auditor • Donor agency 	<ul style="list-style-type: none"> • Ensure funds are available to execute activities • Ensure compliance w/funding regulations • If fee for service, determine fee structure 	<ul style="list-style-type: none"> • Authorize expenditures • Make budget and project revisions • Determine need for other funding sources
3.Staff and Supervision	<ul style="list-style-type: none"> • Knowledge, attitudes and skills of staff • Educational level of staff • Salaries and benefits • Job performance 	<ul style="list-style-type: none"> • Performance reviews • Job descriptions • Resumes of staff • Feedback from training attended 	<ul style="list-style-type: none"> • Supervisors • Personnel director • Trainers 	<ul style="list-style-type: none"> • Supervisor • Project Manager • Personnel Director 	<ul style="list-style-type: none"> • Motivate staff and resolve employment problems • Advise staff on career 	<ul style="list-style-type: none"> • Placement • Training needs • Promotions • Disciplinary action
4. Commodities	<ul style="list-style-type: none"> • Stock • Ordering and shipment status • Procurement regulations 	<ul style="list-style-type: none"> • Stock registers • Invoices • Field worker reports 	<ul style="list-style-type: none"> • Logistics manager 	<ul style="list-style-type: none"> • Project Manager • Donor agency 	<ul style="list-style-type: none"> • Ensure availability of commodities in stock and distribution to field • Ensure good condition commodities 	<ul style="list-style-type: none"> • Quantity to order • When to order • Amount to keep in reserve for emergency
5. Results	<ul style="list-style-type: none"> • No. and type of services provided/ commodities dispensed • Characteristics of persons served/ educated 	<ul style="list-style-type: none"> • Client cards/forms • Clinic registers • Field worker reports 	<ul style="list-style-type: none"> • CBD Workers • Clinic nurse • Field supervisors 	<ul style="list-style-type: none"> • Field supervisor • Project Manager • Donor agency 	<ul style="list-style-type: none"> • Ensure objectives are realistic • Assess quality of services provided • Assess appropriateness of services 	<ul style="list-style-type: none"> • Revise objectives • Retrain staff • Revise IEC strategy • Revise project strategy and approach

Source: *The Family Planning Manager's Handbook*. Editors: James A. Wolff, Linda J. Suttentfield, Susanna C. Binzen. Management Sciences for Health, Boston.

Handout: WHAT IS EVALUATION

Evaluation is a systematic and objective assessment of ongoing or completed project. It makes comparison of the outcomes of the project with planned ones.

Why Do We Do Evaluation?

The primary objective of evaluation is to ascertain whether the project has achieved its intended objectives. By drawing conclusions, evaluation intends to provide recommendations for the improvement on the future course of the project as well as lessons learned for other projects. Some big organizations use specific criteria when they do evaluation. Mainly they are;

- 1) **Efficiency.** Whether the resources used for the activities are appropriate in terms of output or they are cost-effective. For example, training program that train 50 peer educators costs \$10000. Is it efficient or cost-effective?
- 2) **Effectiveness.** It is the measure of the extent of the achievement of the development project against the target objectives. For example, we plan to improve the qualifications of all high school teachers in particular area, did we succeed after project completion.
- 3) **Impact.** It measures whether or not project implementation has contributed to the change in the situation of the problem it was trying to address. For example, high HIV transmission rate among young people in the community was the main problem before and our project really made a difference to this situation that is reduction in HIV transmission rate among young people in the community.

When Do We Evaluate?

Periodically, mid-term, at the end of the project (final evaluation) and years after the completion of the project (ex post evaluation).

Who Does Evaluation?

Project manager or assigned project staff can conduct internal evaluation and donor/s or consultant/s can conduct external evaluation.

Planning for Evaluation

Similar to monitoring plan, we should start evaluation plan right from the beginning. When we do needs assessment, we will collect data about economic, health, education and social situation of the community. They will become baseline data for us and to measure the impact or achievement of objectives, we can compare these data with those that we collect after or during the implementation of the project.

SESSION- IX: BUDGETING

After this session, the participants will be able to draw budget for a project

Materials needed: flipcharts, markers, handout "Budget template"

Time needed: About 1:30 hours

Steps

Eliciting (30 minutes)

- 1) Ask the participants the following questions in the beginning of the lesson:
 - What is a budget?
 - Why do we need to do budgeting?
 - Who should get involved in budgeting?
- 2) After they discuss what they think, explain to the participants the following points:



What is budget?

Budget is a document that translates plans into money - money that will need to be spent to get your planned activities done (expenditure) and money that will need to be generated to cover the costs of getting the work done (income). It is an estimate, or informed guess, about what you will need in monetary terms to do your work. (CIVICUS)



Why budgeting?

- The budget tells you how much money you need to carry out your activities.
- The budget forces you to be rigorous in thinking through the implications of your activity planning. There are times when the realities of the budgeting process force you to rethink your action plans.
- Use properly, the budget tells you **when** you will need certain amount of money to carry out your activities.
- The budget enables you to monitor your income and expenditure and identify any problem.
- The budget is a basis for financial accountability and transparency. When everyone can see how much should have been spent and received, they can ask questions about discrepancies.
- You cannot raise money from donors unless you have a budget. Donors use the budget as a basis for deciding whether what you are asking for is reasonable and well-planned.

Normally, the following staff of an organization gets involved in budgeting process.

- The Project Manager and/or Director or project responsible person/s
 - The Finance Manager and/or Accountant
- 3) Ask the groups to check the causal pathway they used in “Project planning” session. Ask them to look at the inputs needed for the project and based on the project, the groups have to draw budget of the project they plan. (30 – 45 minutes) Distribute budget format for reference.
- 4) Group presentations (5 minutes each)

Handout: Budget template

Budget summary

IRC Sub Grant:

Contract:

Name of Organisation:

Duration:

SUMMARY:

Budget Category	Budget Total USD
a. PERSONNEL	-
b. FRINGE BENEFITS	-
c. TRAVEL	-
d. EQUIPMENT > \$5,000	-
e. SUPPLIES < \$5,000	-
f. CONTRACTUAL	-
g. OTHER EXPENSES	-
TOTAL PROJECT COSTS	-

Budget details:

IRC Sub Grant:

Contract:

Name of Organization:

Duration:

Description	Units	Unit Cost (USD \$)	Unit (Month/ day/item)	# of Units	SUB-ITEM TOTAL (USD\$)	LINE ITEM SUBTOTAL (USD\$)	
a. PERSONNEL							
Salaries						-	
SUBTOTAL PERSONNEL:						-	
b. FRINGE BENEFITS							
SUBTOTAL FRINGE BENEFITS:						-	
c. TRAVEL							
Domestic Travel						-	
SUBTOTAL TRAVEL:						-	
d. EQUIPMENT > \$5,000							
Vehicle Purchase > \$5,000						-	
SUBTOTAL EQUIPMENT:						-	
e. SUPPLIES < \$5,000							
Furniture / Equipment < \$5,000						-	
Equipment Rental and Maintenance						-	
SUBTOTAL SUPPLIES:						-	
f. CONTRACTUAL							
SUBTOTAL CONTRACTUAL:						-	
g. OTHER EXPENSES							
Office Occupancy						-	
Office Expenses						-	
Vehicle Expense						-	
SUBTOTAL OTHER:						-	
i. TOTAL PROJECT COSTS							
					Exch Rate	@ 34	THB
						-	

PROJECT CYCLE MANAGEMENT TRAINING

Post Test

Please answer the following questions to know your existing knowledge and skills.

11. How will you define the word, “project cycle”?
12. What is “project management”?
13. What are the major tasks of a project manager?
14. What should be included in a project plan?
15. Why do we set up project goal/s?
16. What are indicators? Please give an example of indicator.
17. How do you understand the words, “outputs, activities and inputs”?
18. What is monitoring?
19. What is evaluation?
20. What is budgeting?

