Project Cycle Management

CBO Training Toolkit

Toolkit developed by the
International HIV/AIDS Alliance and CARE
for capacity building work in Malawi

May 2006

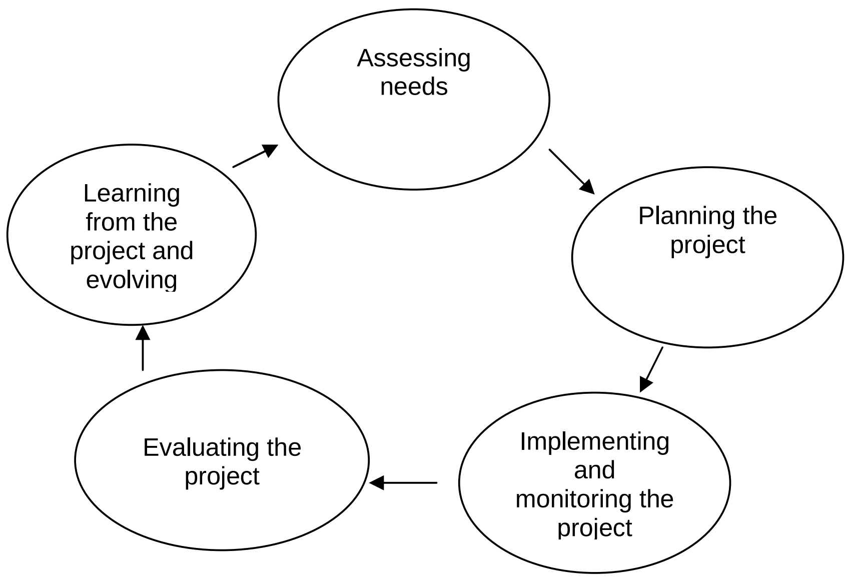
CORE INITIATIVE
Communities Responding to the HIV/AIDS Epidemic

Contents

Introduction

What is this toolkit?

This toolkit supports CBOs in developing countries to design, manage and learn from their projects in a systematic way. It focuses on building understanding of the 'project cycle'. The project cycle approach focuses on five key stages, as shown in the figure below.



The overall aim of the toolkit is to: **build the confidence and skills required by CBOs to develop and manage their HIV/AIDS projects more systematically**.

Why and how was this toolkit developed?

This toolkit was developed for CORE Initiative CBO project cycle management capacity building work in Malawi.

The toolkit was written by *Davies & Lee: AIDS and Development Consulting*, (www.aidsdev.com), with reference to the following resources:

- *Participatory monitoring and evaluation*—Family AIDS Trust, Zimbabwe
- *How to build a good small NGO*—Network Learning
- *The project cycle: a teaching module*—Maeve Moynihan
- *'Getting started'* and *Participatory Community Assessment* tools—International HIV/AIDS Alliance
- *Planning and following through a project*—BOND Guidance Notes Series 8

The toolkit was adapted in collaboration with staff of Care Malawi. Adaptation took place both before and in the light of a workshop held at Capital City Motel, Lilongwe, Malawi, 1 - 4 May 2006.

Who is this toolkit for?

This toolkit is for people and organisations (primarily CBOs) that respond to HIV and AIDS at community level in developing countries. The toolkit can also be used by NGOs/CBOs themselves to implement training within their organisations.

It is important that people using this toolkit already have some basic facilitation skills, for example in guiding large group discussions and small group activities. It is also helpful if they have previous experience of designing and managing community level HIV/AIDS projects as well as participatory approaches to needs assessment.

How can this toolkit be used?

This toolkit is designed to be flexible so that facilitators can tailor the work schedule to meet the needs of different NGOs/CBOs. For example, some groups may want to have a training workshop in which they do most of the activities in one go, while others may want to use a selection of activities over a period of time, or to focus on one or two activities to meet a specific, urgent need.

The toolkit describes a range of participatory activities which can be carried out to build skills—however, facilitators may want to include time in workshops for external speakers or experienced facilitators to provide information on key topics.

For most of the toolkit, facilitators can use the activities with either an individual CBO or a group of CBOs. However, for some activities - especially the organisational reflection sessions - it is important for participants to work with colleagues from their own organisation.

It is beneficial if more than one individual from each organisation attends the workshop, ideally two of the following: the Director/Co-ordinator, Programme Manager, Board Member, Programme Officer.

It is important to note that, although the ideas and activities in this toolkit have been tried and tested by the International HIV/AIDS Alliance, Care Malawi, CORE, their partners and others, they do not try to provide ‘perfect’ examples of how things should be done. Therefore, the *Instructions* should not be followed ‘word for word’ and should, instead, be adapted to participants’ specific needs, skills and interests.

What is in the sections of this toolkit?

Following this *Introduction* to the toolkit, the remainder of the toolkit is divided into the following sections:

Introducing the project cycle - covering the 5-stage model being used in the toolkit

Stage 1: Assessing needs - covering participatory needs assessment techniques and community involvement

Stage 2: Planning the project - covering definition of project aims and objectives, tasks involved in project planning, and sequence of events

Stage 3: Implementing and monitoring the project - covering an introduction to monitoring, and exploration of the role of ongoing monitoring in adjusting and refining projects

Stage 4: Evaluating the project - covering an introduction to evaluation, interpretation of data, and exploration of reactions to evaluation processes

Stage 5: Learning from the project and evolving - covering organisational learning, negative impact of failure to learn

Management of the project cycle - covering issues of organisational structure, and roles and responsibilities

Workshop wrap-up - covering the close of the workshop.

Each section of the toolkit begins with an introduction that facilitators can use as the basis for an initial group discussion to the topic.

Individual activities in the toolkit typically follow the format below:

Time - stating roughly how long the activity should take

Room layout - explaining how best to organise the training room for this particular session

Materials required - listing any equipment needs for the session; also listing the handouts relevant to that activity

Instructions - outlining the steps to take to complete the activity, and the key questions to consider.

Facilitators' notes - sharing 'useful ideas' about how to successfully guide participants through the activity.

Handouts can be found in Annex 2. These aim to provide additional information and worksheets to support some of the activities. Facilitators can use them in a number of different ways. For example, they can read them beforehand to help prepare themselves for the activities, or share them with participants, for example by copying them on to overhead transparencies or by making photocopies.

How long does this toolkit take to use?

The activities in the toolkit are designed to be adapted rather than implemented exactly as written and laid out. However, as a guide, each activity has a time estimation for how long the activity will take to complete. These estimations are based on the experience of using the toolkit in the Lilongwe workshop with 20 participants, from 10 CBOs. In practice, facilitators can make the activities shorter or longer, depending on the time available and the level of skills and interest of the participants.

Most of the activities in the toolkit can be covered in a four-day workshop. This provides enough time to briefly work through the five stages of the project cycle, as well as looking at issues of organisational structure and roles and responsibilities.

For a sample workshop programme, see Annex 1.

What materials are needed to use this toolkit?

All of the activities in this toolkit can be used with a small number of simple resources. These are:

- Large sheets of blank paper (flip-chart or manila paper)
- Small pieces of blank paper
- Thick pens
- Sticky tape, Blu-Tack or Sticky Stuff.

Most of all, both facilitators and participants will need enthusiasm, energy and creativity!

How can we open the workshop?

Workshop openings play an important part in setting the tone for the event and should not be rushed. A sample schedule for opening the workshop is provided below:

Sample: Workshop opening

- Official welcome:
    - Greeting participants and thanking them for attending
    - Mentioning the nature and purpose of ongoing relationships and capacity building partnerships
    - Placing this particular training in the context of the ongoing relationships.
- Introductions:
    - Participants and facilitators give their name, organisation and position.
- Expectations and fears for the workshop:
    - Participants record expectations and fears for the workshop (set a number, e.g. one fear, one expectation). It is good to use one colour of cards for the fears, and a different colour for the

expectations.

  - The cards are gathered by the facilitator and read out, grouping them on the wall where all can see them.
  - The expectations and fears should remain on display through the workshop, and be reviewed at its close.

- Review of workshop programme:
  - Facilitator explains the programme day by day
  - Facilitator refers to the relevance (or not) of participants' expectations.
- Establishment of ground rules:
  - Facilitator presents a list of the main ground rules for the workshop
  - Participants review, amend, add etc. as relevant and agree them.
- 'Elections':
  - Participants are asked to appoint a group timekeeper. This person will, in particular, ensure the group is on time returning from tea and lunch breaks etc.
  - Participants are asked to appoint a group 'chairperson', i.e. someone to represent the group if there are any issues arising relating to the workshop, venue, administrative issues, etc.

Introducing the ‘project cycle’

Introduction

The ‘project cycle’ helps us to understand how to organise our work so that it is based on real needs, is well planned, monitored and evaluated, and allows us to learn from every project to improve our future work.

There are two main reasons for us to follow each stage of the project cycle while managing our work:

Firstly, we must try and acknowledge that *change is the only constant*; aspects of our work are changing all the time whether it is needs, clients, organisations, technology, finance etc.

Secondly, we must aim to be *learning organisations* building in structures and systems to help us to learn from the successes and challenges of our work and that of others. It is very tempting in our busy work lives to implement projects without taking the time to reflect on what we have learned. Although this might seem like a way of saving time, it means that we are more likely to repeat our mistakes and fail to make the most of opportunities. This can also be damaging for our relationships with the communities we serve; they want real change and few problems, and will lose respect for an organisation that does not try to learn and improve their work.

Activity 1: Introducing the project cycle

Time:	**50 minutes**
Room layout:	**Tables and chairs in U shape**
Materials required:	**Handouts 1 & 2, wall poster of handout 1**

Instructions:

1. Ask the participants if they have heard of the terms ‘project’ and ‘programme’. Ask for volunteers to explain the difference between these words, and the relationship between a ‘project’ and a ‘programme’.
2. Ask the participants if they have heard of the phrase ‘the project cycle’. Ask for volunteers to explain what the project cycle is.
3. Reveal the pre-prepared flipchart of the project cycle (see Handout 1). Try and make this a large flipchart which can be used as a visual aid throughout the workshop. Using the information above, introduce the project cycle using the flipchart. Stress that there are many different models for the project cycle; this is the one that seems the most practical and user-friendly. Ask the

participants why the project cycle is illustrated as a cycle or a circle? (Key issues are i] sequence of activities/tasks, ii] an emphasis on learning, and iii] cycle repeats itself over time).

4. Facilitate a discussion based on the following questions:

    ? *Have you used the project cycle before? What did you find useful and challenging about using the project cycle?*

    ? *Why is it important to use a project cycle management approach? How can it help?*

5. Give out Handout 1 (The project cycle). Ask participants to put the handout into their ring-binder.

6. Ask the participants to form pairs with their colleague from the same organisation. Give one copy of Handout 2 (Confidence Monitor) to each pair. Ask the pair to score how confident they feel about leading their organisation through the five stages of the project cycle. Ask them to add a few comments explaining why they have given themselves the score they have marked.

Facilitator's notes

! Make sure the following points are clear: the project cycle involves a series of events - assessment, planning, implementation and monitoring, evaluation, learning and evolving - that brings the NGO back to begin a new cycle.

Stage 1: Assessing needs

Introduction

Usually, the first stage of the project cycle is to assess the needs of the community. It is important to carry out a participatory assessment. This ensures that our projects are focused on real needs and that we understand these needs well. Well conducted assessments can act as a baseline **-** a description of the situation before we start to address the needs. This will provide vital information for monitoring and evaluation work during the project. Using participatory approaches ensures that key informants and stakeholders in the community are consulted about the community's problems in a non-threatening way. Participatory tools include social mapping, body mapping, trend diagrams, seasonal diagram, lifelines, problem tree, tables and charts that help us to prioritize and rank needs.

Once the needs have been identified, the next stage of the project cycle requires the CBO to reflect on its own remit, strengths and capabilities to decide how it can best contribute to addressing the needs. These ideas can then be explained to the community and the CBO can incorporate the community's ideas and suggestions.

Activity 2: Understanding community needs assessments

Time:	**1 hour**
Room layout:	**Chairs in a circle**

Instructions

1. Facilitate a discussion about participatory community assessments. Use the following questions:

    ? *Have you ever conducted a participatory community needs assessment?*

    ? *What does it mean for an assessment to be participatory?*

    ? *Why is this important?*

2. Using the information above, introduce **Assessing needs**. Explain clearly the role of participatory community assessment emphasizing that it is about identifying and understanding real problems and needs, what might have caused the problems and ideas for addressing them. Explain that if CBOs do not carry out a needs assessment and the wrong problems become the focus of the project, the community may not support the project, or see it as

something that the CBO is doing rather than something that involves and benefits the community directly.

3. Ask the participants to explain how community assessments can be participatory and which approaches (tools) they might use. Briefly discuss a range or participatory tools; either by drawing on the direct experience of the participants, introducing the tools from Annex 3, or a mixture of the two.

Activity 3: Practising participatory tools

Time:	**2 hours & 15 minutes**
Room layout:	**3 break away groups**
Materials required:	**Handouts 3, 4, & 5**

Instructions

1. Explain that participants are going to learn/practise three participatory needs assessment tools. This will happen in 3 groups. The groups will then come back together and discuss their experiences. Everyone will receive handouts about how to implement the tools learned in the group work. In the next session we will spend time discussing and reviewing these tools in more detail.
2. Explain that the three tools for assessing needs in the community are:
   - Gathering information on causes and effects using a **problem tree**
   - Comparing and prioritising issues using **pair wise ranking**
   - Creating a **problem statement**
3. Each facilitator should use the following instructions in their groups.
4. Start by explaining that it is important to understand the participatory tools properly, understand how it feels to do the activities, and how to prepare for their use. Hold a brief discussion about the group member's previous experiences of using problem trees, pair wise ranking, and developing problem statements.
5. Using Handout 3 (How to develop a problem tree with the community), introduce the **problem tree** as one effective tool for assessing and understanding needs in the community. Ensure that the participants understand that the example is very simple, just to share the idea; in reality problem trees have many more causes and effects. Make sure to explain that the trees branches and roots should be drawn as each cause and effect is identified and not beforehand.
6. Explain to the group that they will practise developing a problem tree focusing on HIV/AIDS in a typical village community in Malawi. The group should agree on a facilitator, drawer/writer and a spokesperson. The aim of this activity (during the workshop) is not to finish the problem tree but to

understand how it feels to be tasked to develop a problem tree and learn how you can help your communities to undertake the task. Be sure to stop the development of the problem tree to give plenty of time for the other activities.

7. Once the participants have had a chance to practise making a problem tree ask them the following questions; remind the spokesperson to take some notes:

    ? *What arrangement would need to be made in the community before a problem tree assessment could be carried out?*

    ? *What might be some of the challenges of developing a problem tree with the community?*

    ? *How can these problems be overcome?*

8. Repeat the same instructions again to introduce **pair wise ranking** - here is a summary of the instructions:

    - Hold a brief discussion of previous experience in pair wise ranking
    - Using Handout 4 (How to do pair wise ranking), introduce pair wise ranking as another effective tool for assessing needs in the community
    - Practise doing pair wise ranking of possible food security solutions in a typical high density area on the outskirts of Lilongwe in Malawi, or a typical rural community.
    - Ask the following three questions; remind the spokesperson to take some notes

    ? *What arrangement would need to be made before pair wise ranking can be carried out?*

    ? *What might be some of the challenges of doing pair wise ranking in the community?*

    ? *How can these problems be overcome?*

9. Repeat the process to introduce the **problem statement** – here is a summary of the instructions:

    - Hold a brief discussion of previous experience in developing problem statements
    - Using Handout 5 (How to create a problem statement), introduce making a problem statement as another effective tool for assessing needs in the community
    - Practise making a problem statement of a typical high density area on the outskirts of Lilongwe in Malawi or a typical rural community. The figure should show key areas in the community where risky activities for the transmission of HIV takes place, where health services exist and CBOs and FBOs are working to address community needs.
    - Consider whether to introduce the matrix ranking tool from Annex 2 to help with prioritization of needs (causes).

- Ask the following three questions; remind the spokesperson to take some notes

  ? *What arrangement would need to be made before a problem statement can be carried out?*

  ? *What might be some of the challenges of doing a problem statement in the community?*

  ? *How can these problems be overcome?*

Facilitator's notes

! A set of participatory community assessment tools has been included in Annex 3 of this toolkit for your reference. You may wish to describe or introduce some of these techniques if you think necessary. You should read through this Annex in case there are questions concerning PCA tools.

! Practise of the each tool should be allocated roughly 30 minutes, reflection roughly 15 minutes.

Activity 4: Reviewing the effectiveness of needs assessments

Time:	**40 minutes**
Room layout:	**Chairs in a circle**

Instructions

1. In plenary facilitate a discussion based on the findings of Activity 3 (i.e. the questions asked after practising each participatory approach). Suggest that the spokespeople for the groups share the ideas that came from their groups.
2. Explain that it is important to check that an assessment has been effective on completion. When participants have made their contributions, offer the following questions as example ways to reflect on the success of an assessment:

   ? *Did the assessment have a clear focus e.g. HIV risk factors in the village*

   ? *Was the assessment completed – was there enough time to gather all the information needed?*

   ? *Were the people involved in the assessment representative of the diversity within the community – across age, gender, sexuality, religions, status? Did everyone have adequate opportunity to contribute?*

? *Did the community seem aware of what was happening in their community? Did community members surprise each other?*

3. Ask the participants to suggest other questions they might ask themselves.
4. Ask the participants what they would do if they realized that their assessment had not been successful? Stress the importance of planning assessments well.

Activity 5: Organisational reflection

Time:	**45 minutes**
Room layout:	**Chairs in pairs**
Materials required:	**Organisational reflection booklets**

Instructions

1. Ask the participants to pair with the colleague from their organisation.
2. Ask them to reflect on the session on **Assessing needs** and consider how they will put this into practice for their organisation. Ask them to answer the following questions:

? *Are our colleagues familiar with these participatory approaches? If not, how can we share this training with them?*

? *What would be the focus of community needs assessments carried out by our organisation? Which tools would we choose to use and why?*

? *What resources will we need to conduct a needs assessment with our community? Where will we get these resources from?*

Facilitator's notes

! Although these sessions are designed for participants to undertake on their own, you may find it helpful for the facilitation team to provide direct support to the participants in at least the first two organisational reflection sessions. This ensures that participants fully understand the purpose of these sessions. It also helps them to reach a good level of analysis/insight/self-assessment and generate realistic plans and ideas.

Activity 6: Close of the day 'mood meter'

Time:	**10 minutes**
Room layout:	**Chairs in a circle**
Materials required:	**Mood meter voting papers**

Instructions

1. A volunteer is required to provide a recap of the day's proceedings the following morning. Their task is to summarise proceedings in 5 minutes maximum.
2. Hand out the mood meter voting papers (see Annex 4) and ask individuals to complete them, giving their feelings about the day as a whole. Participants should fold and hand in their votes to the facilitator.

Stage 2: Planning the project

Introduction

Planning the project is the second stage of the project cycle. This step involves reviewing the needs assessment findings and discussing which issues the organisation might be able to address and how. This step is important as the CBO may not have the remit or skills to address some of the problems the community identified. Those problems should be referred to others as appropriate, while the CBO focuses on issues that they can help to solve. The CBO workers can also take time to collect good practice information about how to address problems, establish what work they can afford to do, who would be involved and when, and how the work would be organized, monitored and evaluated.

Activity 7: Introducing the project planning stage

Time:	**1 hour**
Room layout:	**3 break away groups**
Materials required:	**A4 papers and marker pens**

Instructions

1. Introduce the **Planning the project** stage using the information in the introduction section above.
2. Divide the participants into three groups.
3. Ask the participants to identify the tasks that must be carried out in order to plan a project. Each task should be written in large letters on a separate piece of A4. Ask participants to order the tasks logically (on the floor).
4. Ask all groups to move around and analyse the other groups' work. Ask one group to present their work and allow the others to point out differences between the groups, and discuss the best list of tasks and the most logical sequence. Use the toolkit information, your own experience as a facilitator, and that of your colleagues to comment on the sequence of tasks required, and correct misunderstandings.

Activity 8: How to plan a project

Time:	**2 hours**
Room layout:	**3 break away groups**
Materials required:	**Handouts 6, 7**

Instructions

1. Give participants Handout 6 (How to plan a project #1). Ask the participants to return to their groups and discuss what they will do to carry out the tasks/ answer the questions. Encourage them to think of tools that can be used to answer the questions with colleagues. Introduce participatory tools from Annex 2 as appropriate e.g. Venn Diagrams, Matrix ranking. Give a few examples using the handout.
2. Review the group work and ask a group with a realistic and interesting range of tools to present their work. Spend plenty of time discussing group work and asking others to contribute ideas.
3. Give out Handout 7 (How to plan a project #2). Using the handout, point out questions and ways of answering questions that have not already been discussed. Ask why it might be important to develop an action plan for the project. Depending on the needs of the participants consider introducing them to some additional project planning tools included in Handout 8 (Additional project planning tools).

Activity 9: Defining project aims and how to measure success

Time:	**1 hour 30 minutes**
Room layout:	**3 break away groups**
Materials required:	**Handouts 9, 10; flip chart paper**

Instructions

1. Ask the participants why it is important to define what a project aims to achieve and how to measure success. Give a brief introduction to monitoring and evaluation, emphasising the distinction between the two activities.
2. Ask the participants to define the following words:
    - Aim
    - Objectives
    - Indicators

- Monitoring
- Evaluation

Using Handout 9 (Definitions), correct any misunderstandings and make sure that all the participants have a good understanding of the definitions.

3. Using Handout 10 (Monitoring) ask the participants what kind of things an indicator might be able to measure. Ask what monitoring tools can be used to collect the data to measure the indicators. Introduce information about indicators and monitoring tools as appropriate. Give the participants Handout 10.
4. Ask the participants to pair with the colleague from their organisation. Ask each organisation to use a maximum of 2 flip charts to capture the following for their organisation:
   - Aim
   - Objectives
   - Key indicators of project success
   - Main monitoring tools
5. Put the flip charts on the wall to form a gallery, and facilitate discussion of contributions.

Activity 10: The importance of community consultation

Time:	**30 minutes**
Room layout:	**Chairs in a circle**
Materials required:	**Handout 11**

Instructions

1. Discuss why it is important to gain input from the community when planning the project. Use Handout 11 (Community participation and consultation) to help add information and address misunderstandings.
2. Facilitate a discussion with the participants about when the community should be consulted, how this could be facilitated, and how to avoid common pitfalls and challenges.

Activity 11: Organisational reflection

Time:	**45 minutes**
Room layout:	**Chairs in pairs**
Materials required:	**Organisational reflection booklets**

Instructions

1. Ask the participants to pair with the colleague from their organisation.
2. Ask them to reflect on the session **Planning the project** and consider how they will put this into practice for their organisation. Ask them to answer the following questions:
   - ? *How successfully do we plan projects (areas of work)?*
   - ? *What are the major challenges to planning projects in our organisation?*
   - ? *How can we improve project planning in our organisation?*

Facilitator's notes

! Although these sessions are designed for participants to undertake on their own, you may find it helpful for the facilitation team to provide direct support to the participants in at least the first two organisational reflection sessions. This ensures that participants fully understand the purpose of these sessions. It also helps them to reach a good level of analysis/insight/self-assessment and generate realistic plans and ideas.

Activity 12: Close of the day 'mood meter'

Time:	**10 minutes**
Room layout:	**Chairs in a circle**
Materials required:	**Mood meter voting papers**

Instructions

1. A volunteer is required to provide a recap of the day's proceedings the following morning. Their task is to summarise proceedings in 5 minutes maximum.

2. Hand out the mood meter voting papers (see Annex 4) and ask individuals to complete them, giving their feelings about the day as a whole. Participants should fold and hand in their votes to the facilitator.

Stage 3: Implementing and monitoring the project

Introduction

The third stage of the project cycle covers **implementing and monitoring the project**. To a large extent, the success of this stage is dependent on how well stages one and two where managed. A well planned project, based on a sound and appropriate needs assessment with good quality community involvement, should encounter fewer problems than a poorly planned project or a project not built on a needs assessment.

This stage of the project cycle is really about making sure the project is implemented in an organized and co-ordinated way, and that there is regular monitoring, project adjustments, and problem solving.

Activity 13: The importance of on-going monitoring and adaptation

Time:	**1 hour 15 minutes**
Room layout:	**Chairs in a circle**
Materials required:	**Handouts 12, 13**

Instructions

1. Give the participants Handout 12 (Spot the difference) which displays two different models of the project cycle (see also overleaf). Ask participants to discuss the models with their neighbour for 10 minutes and answer the following two questions:

   ? *What is the difference between the models?*

   ? *Why is it important?*

2. In plenary, ask the participants to explain the difference between the two approaches to project cycle management.
3. Using Handout 13 (On-going monitoring), your own ideas and that of your colleagues, make sure that the participants have fully understood the role of monitoring as the key management tool for project implementation.
4. Discuss what might be included in an on-going monitoring system and how to might be organized.

5. Give out Handout 13. Consider hand drawing the one-page monitoring system to reinforce the point that these things do not need to be done on the computer but perhaps in an exercise book, file or wall chart.

Activity 14: Knowing when to change plans and when to leave them alone

Time:	**1 hour 15 minutes**
Room layout:	**3 break away groups**
Materials required:	**Handouts 14, 15**

Instructions

1. Divide the participants into three groups. Ask them to nominate a facilitator, writer and spokesperson.
2. Give participants Handout 14 (To change or not to change #1). Ask the groups to consider the following scenarios:
   a) *Your ongoing monitoring shows that your home care project volunteers are caring for around 15 beneficiaries each, instead of the planned 25, but are already feeling overburdened.*
   b) *Your ongoing project monitoring suggests that you are distributing twice as much food to beneficiaries than you had planned to do.*
   c) *Your ongoing monitoring shows that there is some resistance among community members to your attempts to promote greater openness about issues of HIV and AIDS.*
3. Ask the groups to discuss the scenarios and write their ideas on a flipchart to present. Ask them to consider the following questions:
   - ? *When you get monitoring information like this, how do you decide whether or not to change your project? What issues do you need to consider?*
   - ? *What can be the advantages and disadvantages of using on-going monitoring of projects to adjust the project plan?*
   - ? *What can be the advantages and disadvantages of not altering your project plan?*
4. Give participants Handout 15 (To change or not to change #2)

Facilitator's notes

! Refer to Handout 15. Some of the critical issues to discuss, prior to changing a project's design include: aims and objectives, contractual obligations, community views, timing issues (e.g. some things take a long time before they show results).

Activity 15: Organisational reflection

Time:	**45 minutes**
Room layout:	**Chairs in pairs**
Materials required:	**Organisational reflection booklets**

Instructions

1. Ask the participants to pair with the colleague from their organisation.
2. Ask them to reflect on the session Implementing and Monitoring the Project and consider how they will put this into practice for their organisation. Ask them to answer the following questions:
   - ? *Do we currently have a satisfactory monitoring system in place?*
   - ? *How can we motivate others to implement monitoring?*
   - ? *How can we improve the monitoring in our organisation?*
   - ? *How shall we decide how to use the findings from our monitoring work?*

Stage 4: Evaluating the project

Introduction

Monitoring is the business of checking progress on activities and achievement of objectives on an ongoing basis. An evaluation is different **-** an assessment at one point in time that concentrates specifically on whether aims (or goals) have been achieved and what impact has been made. Evaluation is usually carried out towards the end of a project or funding period, although mid-term evaluations are frequently undertaken. Evaluation looks at what has been done and what was the result. It helps us learn from experience, understand reasons for successes and failures, assess cost-effectiveness, and so on. Evaluation can be participatory or non-participatory; self-evaluation or carried out by outsiders. Evaluation requires a baseline against which to assess change, or continuous monitoring of that change. To make the best use of evaluation you need to know who it is for and for what purpose.

Activity 16: Understanding how evaluation can make people feel

Time:	**45 minutes**
Room layout:	**3 break away groups**
Materials required:	**Handouts 16, 17**

Instructions

1. Using Handout 16 clarify once again the distinction between monitoring and evaluation. Introduce stage 4 of the project cycle, **Evaluating the project**.
2. Ask the participants to share their experiences of evaluations - conducting them or being evaluated.
3. Divide the participants into three groups. Ask them to think about the different stakeholder groups involved in their project - beneficiaries, staff, volunteers, community members etc. - and how they might react to the evaluation. Give them the following questions to discuss and answer:

   ? *Why might people react negatively to your evaluation? How can we try to overcome the problems of people reacting negatively?*

   ? *What other types of problems that might occur? How can we avoid or limit some of these problems?*
4. In plenary go through the questions fairly quickly and ask members of each group to share their ideas.
5. Give participants Handout 17 (Negative reactions to evaluation).

Activity 17: Evaluation process and requirements

Time:	**1 hour and 30 minutes**
Room layout:	**2 break away groups**
Materials required:	**Flip chart paper and pens**

Instructions

1. Reiterate the distinction between monitoring and evaluation (reference Handout 16).
2. Emphasise that evaluation is mainly concerned with the following questions:
   - ? *Did we achieve what we wanted to achieve?*
   - ? *Did we have the impact we desired?*
3. Divide the participants into 2 groups, each with a facilitator, writer and timekeeper.
4. Give each group an example of a small project:

   Group 1: a poultry income generation project with the aim of increasing the economic level of PLWHA households.

   Group 2: a home-based care project with the aim of increasing the quality of care for home care clients.
5. Ask the groups to answer the following questions, using flip charts to record their answers:
   - ? *What information would we need to be able to evaluate this project?*
   - ? *What methods could we use to evaluate this project?*
   - ? *What are the main skills we would need to be able to evaluate this project?*
6. After 45 minutes bring the groups together to report back.

Activity 18: Interpreting evaluation data

Time:	**30 minutes**
Room layout:	**Open space for movement**
Materials required:	**FACT, OPINION & RUMOUR signs**

Instructions

1. This activity can be used as an energizer.
2. Ask the participants the following question:
   - ? *When you collect information out in the community, how do you know whether it is accurate?*
3. Explain that it is useful to distinguish between three categories of information: fact, opinion and rumour.
   - ? *What is the difference between fact, opinion and rumour?*

Fact	**Opinion**	**Rumour**
This is specific statement or claim that has been objectively proven i.e. 'HIV can be transmitted through unprotected sex …'	This is a 'first-hand' viewpoint, belief or assumption about something, where we know the source i.e. 'in my view the best brand of condom is …'	This is 'second-hand' information, where we cannot verify the source, i.e. 'they say that AIDS can be cured by …'

4. Write FACT, OPINION, and RUMOUR in big letters on three separate pieces of paper. Stick the papers in three different parts of the room. Explain to the participants that you will read them a story and after each statement or part of the story they must move to stand underneath the correct sign. i.e. if the statement is a fact, then all the participants should move to stand underneath the sign that says 'FACT', and so on.
5. Practise with these few examples:
   - There are 46 students in the college Geography class (fact)
   - One student said that the teacher is excellent (opinion)
   - On the whole the teacher is considered to be weak (rumour)
6. Once the participants understand the process, read the following story to them stopping after each sentence and discussing whether the information is fact, opinion or rumour.

   "You're interested in our village are you? Well it is called Chibungo. There are 400 households here, three shops and the best bottle store in the whole District. We grow maize, groundnuts, and lots of wonderful fruit. The fruit is expensive this year because of the lack of rain, and they say that the price may be much higher by next month. HIV and AIDS is a big problem in our community, and is caused by the young men going away to work and then bringing disease back from the towns. They say that these men all use prostitutes when they are there in the town working. They can get infected if they have sex without a condom. I've

never used a condom myself, but I don't like the idea. I've heard they are uncomfortable. My wife wouldn't want me to wear a condom. We have more and more orphans in the village, but we are caring for them well. They never go without food. There are many organisations from overseas that will help us to care for our orphans."

7. If there is disagreement within the group, encourage debate and persuasion, but do not allow the disputes to become too heated.
8. Facilitate a discussion about the lessons of the activity and what it will mean for their evaluation work.

Activity 19: Analysing questionnaires #1

Time:	**10 minutes**
Room layout:	**Chairs in circle**
Materials required:	**Handout 18**

Instructions

1. Ask the participants to take a copy of Handout 18 (AIDS and you) which contains a pretend questionnaire.
2. Ask them to look through the questionnaire and be ready in the morning to share their critical reflections.

Activity 20: Close of the day 'mood meter'

Time:	**5 minutes**
Room layout:	**Chairs**
Materials required:	**Mood meter voting papers**

Instructions

1. A volunteer is required to provide a recap of the day's proceedings the following morning. Their task is to summarise proceedings in 5 minutes maximum.
2. Hand out the mood meter voting papers (see Annex 4) and ask individuals to complete them, giving their feelings about the day as a whole. Participants should fold and hand in their votes to the facilitator.

Activity 21: Analysing questionnaires #2

Time:	**45 minutes**
Room layout:	**Chairs in circle**
Materials required:	**Handouts 19, 20, 21**

Instructions

1. Ask participants for comments on the questionnaire.
   - ? *What are the main lessons to learn about question construction, questionnaire design, and questionnaire delivery?*
2. Refer participants to Handouts 19, 20, 21

Activity 22: Organisational review

Facilitator:	**Clement**
Time:	**45 minutes**
Room layout:	**Chairs in pairs**
Materials required:	**Organisational review booklets**

Instructions

1. Ask the participants to pair with the colleague from their organisation.
2. Ask them to reflect on the session Implementing and Monitoring the Project and consider how they will put this into practice for their organisation. Ask them to answer the following questions:
   - ? *Do we currently have an evaluation system in place?*
   - ? *How can we motivate others to implement evaluation?*
   - ? *How can we improve the evaluation in our organisation?*
   - ? *How shall we decide how to use the findings from our evaluation work?*

Stage 5: Learning from the project and evolving

Introduction

The last stage of the project cycle is **Learning from the project and evolving**. This is the stage which is most often omitted by organisations running projects. This is often because organisations have not internalized monitoring and evaluation as a *way of thinking*. For our organisations to be effective, we must become *learning organisations* which can adapt to change and learning from our own mistakes and successes, as well as those lessons learnt by others. This last stage of the project cycle should be exciting; it is a chance to reflect on the evaluation findings and recognize what you did well and what can be strengthened in the future.

Activity 23: Why is it important to learn and evolve?

Time:	**1 hour**
Room layout:	**Plenary**

Instructions

1. Tell the participants the following story:

   You are all members of a community. The Government conducted an assessment of your needs earlier in the year. They used this information to start a series of activities to improve your quality of life. Some of the activities went extremely well, but some had bad side-effects or were not handled very well. The government officials returned to the community to ask for your feedback as part of their evaluation. You worked hard to share your thoughts with the evaluators. One of your village members, a junior clerk in the government office, reports back to a village meeting that the evaluation report was written by the evaluator but the results have never been shared or discussed within the Government.

2. Ask the participants how they feel and why?
3. Tell the participants this next story:

   You are a worker for a CBO called Chawantha. Last year your organisation implemented a project to improve the quality of life for people living with HIV and AIDS in the community. You can see that the *project was a great success and you are very proud. There are things that you would have done differently now that you have more experience and there are some mistakes to be avoided. Some community members keep excitedly asking what will happen next, but there is also rumour going around some members of the community that it is not worth working with Chawantha if they are going to publicly humiliate their family members living with HIV. You know that the project was monitored during its implementation and an end of project evaluation was done last year but you haven't heard anything since. You also know that Chawantha is already planning its next project in the community.*

4. Ask the participants how they feel and why?
5. What can these two stories tell use about the importance of learning from our projects and evolving?

Activity 24: Organisational reflection

Time:	**1 hour**
Room layout:	**Chairs in pairs, then plenary**
Materials required:	**Organisational review booklets** **Flip chart paper and markers**

Instructions

1. Ask the participants to pair with the colleague from their organisation.
2. Ask them to reflect on the session **Learning from the project and evolving** and consider how they will put this into practice for their organisation. Ask them to answer the following questions:
   - ? *How well do we currently learn from our project and use this to help the organisation and its work to evolve?*
   - ? *What obstacles exist to hinder learning and evolving?*
   - ? *What opportunities exist to support learning and evolving?*
   - ? *How can we overcome these obstacles and utilize the opportunities?*
3. Ask the groups to each prepare a maximum of two sheets of flip chart paper capturing their main findings for presentation in plenary.

Management of the project cycle

Introduction

Management of the project cycle can really be understood as two main issues:

i) Management roles, and

ii) How to manage the project cycle tasks.

Much of what has been covered in this workshop so far is focused on how to manage the project cycle tasks within each stage of the project cycle. In this part of the workshop we shall address the issue of management roles. As far as possible, these roles should be discussed and agreed before the start of the project cycle. However, it is never too late to clarify roles. Indeed, the analysis and clarification of roles and responsibilities is a task that should be regularly repeated in all organisations.

Activity 25: Organisational management of the project cycle

Time:	**1 hour and 30 minutes**
Room layout:	**3 break away groups**
Materials required:	**Handouts 22, 23**

Instructions

1. Summarise the results from the confidence monitor for the organisational management of the project cycle. Ask the participants to share some of their concerns, fears or areas of confidence related to management.
2. Divide the participants into three groups. Give the participants the following two tasks to do in which ever order they prefer over the next hour:

   Task 1: (15 minutes) Analyse Handout 22 (Typical organisational structure of a CBO). Answer the question:

   ? *Do our organisations have an illustration of the organisational structure (organogram) as presented on the handout? Why is this important?*

   Task 2: (45 minutes) Analyse Handout 23 (Typical roles and responsibilities in a CBO). Answer the questions:

   ? *What do you agree/disagree with in the table, and why?*

   ? *What is missing, i.e. which organisational positions might be missing and what roles would they have etc.?*

4. After one hour, bring the group back together and discuss the group work during plenary. Discuss each task in turn.

Activity 26: Organisational reflection

Time:	**45 minutes**
Room layout:	**Chairs in pairs**
Materials required:	**Organisational reflection booklets**

Instructions

1. Ask the participants to pair with the colleague from their organisation.
2. Ask them to reflect on the session **Management of the project cycle** and consider how they will put this into practice for their organisation. Ask them to answer the following questions:
    - ? *Do we currently have an organogram? Can you draw your organogram?*
    - ? *Has everyone in the organisation (including the Board and volunteers) seen it and has it been explained to them? If not, how could this been done?*
    - ? *Are roles clearly allocated in your organisation? Whose job is it to make lead improvements in organisational management? How can you help this process?*

Workshop wrap-up

Activity 27: Summary of key points from the workshop

Time:	**10 minutes**
Room layout:	**Plenary**
Materials required:	**Flip charts of key poimts**

Instruction

1. Using a prepared list of key points, recap on the main themes and key ‘going home’ points from the workshop

Activity 28: Confidence monitor

Time:	**15 minutes**
Room layout:	**Chairs in pairs**
Materials required:	**Handout 24**

Instructions

1. Handout the **Confidence monitor**. Explain that you would like each person to complete the form again. Draw their attention to the questions at the bottom and make sure that they are understood.
2. Ask the participants to write on the back of the Confidence Monitor any specific follow-up needs that they might have.

Activity 29: Evaluation

Time:	**15 minutes**
Room layout:	**Chairs and tables**
Materials required:	**Evaluation forms**

Awarding of certificates and close of workshop

ANNEX 1:

Workshop Programme

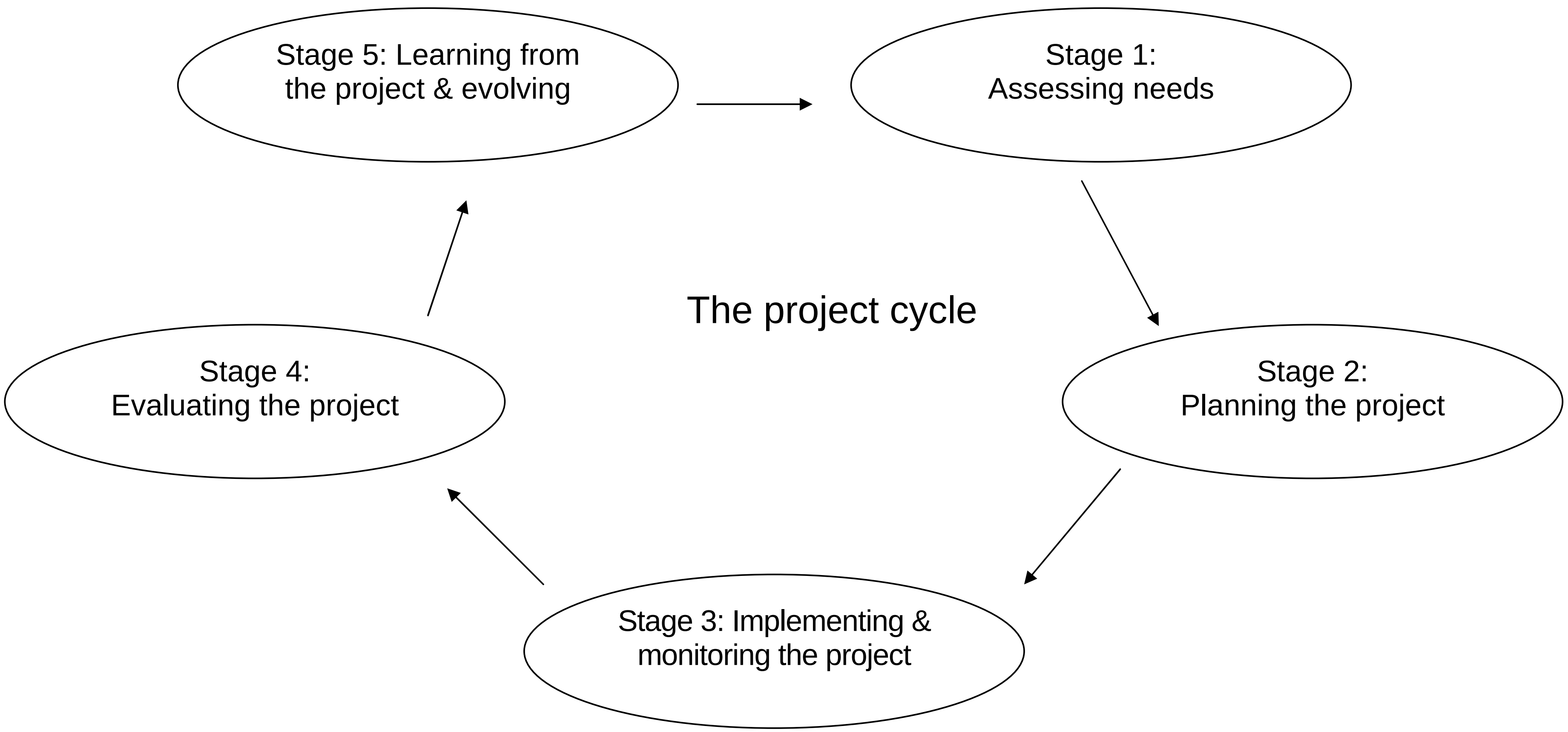
Project Cycle Management Workshop - 1st to 4th May 2006 at the Capital City Motel, Malawi

Time	Monday	Tuesday	Wednesday	Thursday
0830 - 1000	**Welcome and Introductions** **Expectations, ground rules, administration** **1) Introduction to the project cycle** Confidence Monitor	**Review of Day 1** **Stage 2: Planning the project** 7) Introducing the project planning stage	**Review of Day 2** **Stage 3: Implementation and monitoring** 13) The importance of on-going monitoring and adaptation	**Review of Day 3** 21) Analysing questionnaires 2 22) Organizational reflection
1000 - 1030	**Tea**	**Tea**	**Tea**	**Tea**
1030 - 1230	Energiser **Stage 1: Assessing Needs** 2) Understanding community needs assessments 3) Practising participatory tools	Energiser 8) How to plan a project	Energiser 14) Knowing when to change plans and when to leave them alone 15) Organizational reflection	Energiser **Stage 5: Learning from the project and evolving** 23) Why is it important to learn and evolve? 24) Organisational reflection
1230 - 1330	**Lunch**	**Lunch**	**Lunch**	**Lunch**
1330-1630	Energiser Practising participatory tools (cont'd) Energiser 4) Reviewing the effectiveness of needs assessment 5) Organisational reflection 6) Close of day	Energiser 9) Defining project aims and how to measure success Energiser 10) The importance of community consultation 11) Organizational reflection 12) Close of day	Energiser **Stage 4: Evaluating the project** 16) Understanding how evaluation can make people feel Energiser 17) Evaluation process and requirements 18) Interpreting evaluation data 19) Analysing questionnaires 1 20) Close of day	Energiser **Management of the project cycle** 25) Organisational management of the project cycle Energiser 26) Organisational reflection **Workshop wrap-up** 27) Summary of key points 28) Confidence monitor 29) Evaluation and close
1630 -	**Tea**	**Tea**	**Tea**	**Tea**
1700 -	**Facilitation meeting**	**Facilitation meeting**	**Facilitation meeting**	**Facilitation meeting**

ANNEX 2:

Handouts for Participants

Handout 1: The project cycle



Handout 2: Confidence monitor – beginning of the workshop

Your organisation's name ---

How confident are you that you could successfully implement each of the five stages of the Project Cycle? Tick a circle and make a comment.

Stage	**Confidence rating** (tick a circle)	**Comment** (Why did you rank yourself as you did?)
Stage 1: Assessing needs	Not confident … Very confident ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ 1 2 3 4 5 6 7 8 9 10	
Stage 2: Planning the project	Not confident … Very confident ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ 1 2 3 4 5 6 7 8 9 10	
Stage 3: Implementing and monitoring the project	Not confident … Very confident ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ 1 2 3 4 5 6 7 8 9 10	
Stage 4: Evaluating the project	Not confident … Very confident ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ 1 2 3 4 5 6 7 8 9 10	
Stage 5: Learning from the project and evolving	Not confident … Very confident ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ 1 2 3 4 5 6 7 8 9 10	
Organisational Management of the Project Cycle	Not confident … Very confident ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ 1 2 3 4 5 6 7 8 9 10	

Handout 3: How to develop a problem tree with the community

A **problem tree** is a useful tool to help the community to think through issues in an organised way. This can be a helpful way to start a discussion as a large amount of information can be gathered and organised quickly. The problem tree focuses on a problem such as HIV in the community. It allows community members to identify different effects of HIV on the community and then discuss what might be the causes. Another tool such as the **problem statement** can be used to link the problem, effects and causes more directly so that strategies can be developed (see Handout 5).

Instructions

1. Start by explaining that a problem tree will help us to identify the main causes and effects of a problem. For example, we will say that the problem is 'HIV and AIDS in the community'.
2. Explain that the trunk of the tree will represent the problem (draw the trunk and write 'HIV/AIDS in the community' on it). Then explain that the branches will be the effects (or the results, or the impacts) that the problem has on the community, and the roots will be the causes of these effects.
3. Draw an example branch (just draw a line to represent the branch) and write one effect as an example (e.g. carers needed for the sick). Then show how branches may branch off with further connected effects (e.g. one connected branch showing 'children taken out of school'; and another with 'fields left unattended') – see figure 3.1.
4. Using this example show that a large area is needed to create the problem tree. This area can be pieces of paper, or flipchart paper stuck together, or flattened

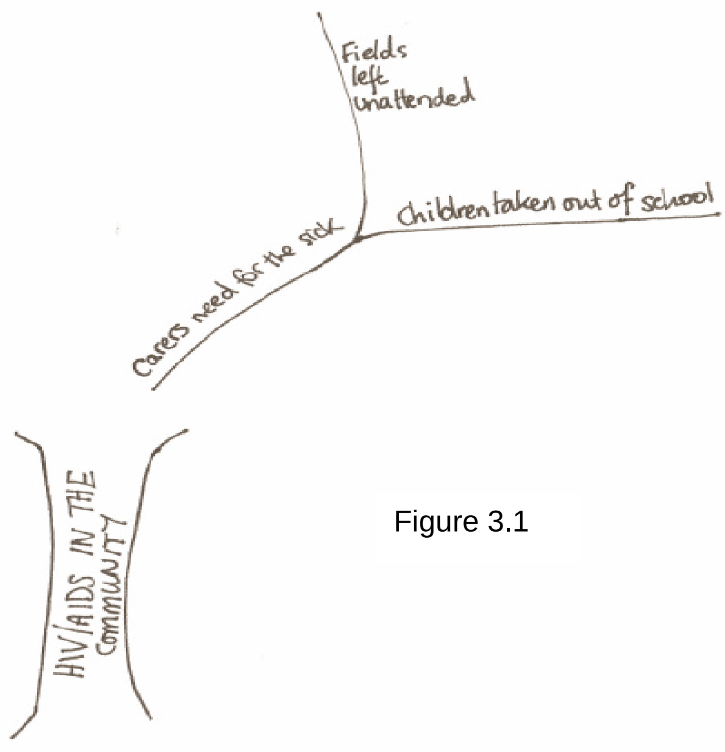


Figure 3.1

cardboard boxes. It is important to be prepared with these materials before visiting the community.

5. Explain that once the community has shared the majority of the effects that they can think of, they can start sharing causes of these effects, shown as roots. Remember, the causes do not have to relate directly to the effects, but the effects will help them think of the causes. For example, ‘HIV positive people fall sick’. Smaller roots that may come off this root might include ‘poor nutrition’ and ‘lack of treatment for infections’ - see figure 3.2.

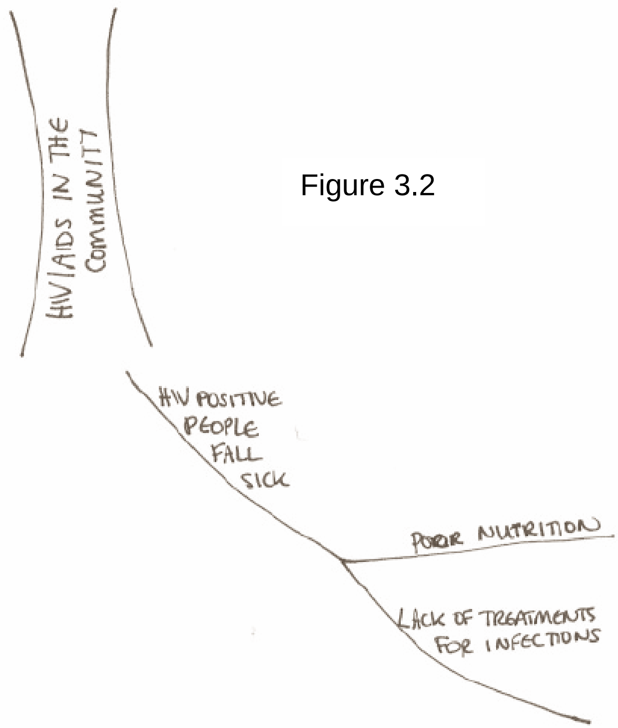


Figure 3.2

6. Encourage the community to think broadly about the causes and effects including those related to collective community behaviour and beliefs, individual actions, and services and support structures.

7. When the problem tree is complete ask the community to identify some of the priority causes and effects, i.e. the most important or urgent matters to attend to.

Facilitator’s notes

! Community assessments need to be carefully planned. You will need to consider who should be invited to participate, how will you explain the reason for the assessment without raising unrealistic expectations, where you will meet, who will facilitate the group, how will you encourage the community members to participate, how long will it take, who will provide food and drinks, etc. Try and think through all of these issues before you start. Think about how the subject of the assessment might affect who you invite to participate and how community members might feel about sharing their experiences and views. Community assessments should include representatives of all kinds of people in the community relevant to the problem you are discussing (i.e. relevant age, gender, sexuality, religions, means of earning income, health status, and social status).

Handout 4: How to do pair wise ranking

What is pair-wise ranking?

Pair-wise ranking is a way to prioritize different choices. It involves comparing and 'ranking' each choice against the others in the table.

Why is pair-wise ranking a useful activity?

Pair-wise ranking can help communities to:

- Sort through complex issues, where there are many options that are difficult to prioritize.
- Start a discussion, or help to decide what criteria should be used to prioritize different choices.
- Analyse information gathered during a participatory community assessment – as the basis for project design. For example, it could be used to prioritize the causes of vulnerability, or the most appropriate HIV prevention strategies.

Example: suitability of different types of orphan support

Rank	Score		Child headed hsehold	Foster care	Extended family	Orphan-age
4th	0	Orphan-age	CHH	Foster	Ext. Fam	x
1st	3	Extended family	Ext. Fam	Ext. Fam	x	x
2nd	2	Foster care	Foster	**x**	x	x
3rd	1	Child headed hsehold	**x**	**x**	**x**	x

Instructions:

1. Support participants to decide what they want to prioritize, i.e. identify the choices or options to be compared. Write each choice twice - on two separate sets of cards.
2. Ask participants to place one set of cards vertically from top to bottom
3. Ask them to then place the second set of cards horizontally in a row from left to right. The order of cards should be reversed (see above example).
4. Ask the participants to draw in grid lines to make a table.

5. Ask participants to cross out all the squares which have the same option in both of the rows (e.g. in the example above, Orphanage and Orphanage, Extended family and Extended family, and so on).
6. Then ask participants to cross out all the squares below the resulting diagonal line across the grid. If you have reversed the order of the choice cards, you will be eliminating all squares in the bottom right hand side of the table below the diagonal.
7. It is important to then clarify how you are going to judge the options, i.e. your criteria for the assessment. (I.e. is it cost effectiveness, quality, coverage, speed at which it can have an impact, etc.). it is essential that all participants are using the same criterion or criteria to compare and rank alternatives.
8. Start with the first option at the top of the left hand column. Ask participants to compare it with the first option on the left-hand side of the first row. Support participants to discuss which option they would choose and to write their choice in the box on the grid.
9. Ask participants to continue this process, working along the first row from left to right, and then along the other rows until all of the options have been compared. At this point, all of the boxes that were not crossed out should be filled in.
10. Ask participants to count the number of times each of the options were chosen and add up the "scores".
11. Finally, ask them to rank the options according to the number of times they were chosen. For example the option with the highest score would be '1st', i.e. it was chosen most often.
12. Discuss the results of the activity and ask participants how these could help in the process of designing an HIV or AIDS project.

Facilitator's notes:

- Encourage participants to work in whatever way they feel most comfortable. For example, the grid can be done on paper on a table or in the sand on the ground.
- If the diagram has been created on the ground, remember to ask somebody to record it by copying it onto paper.

Handout 5: How to create a problem statement

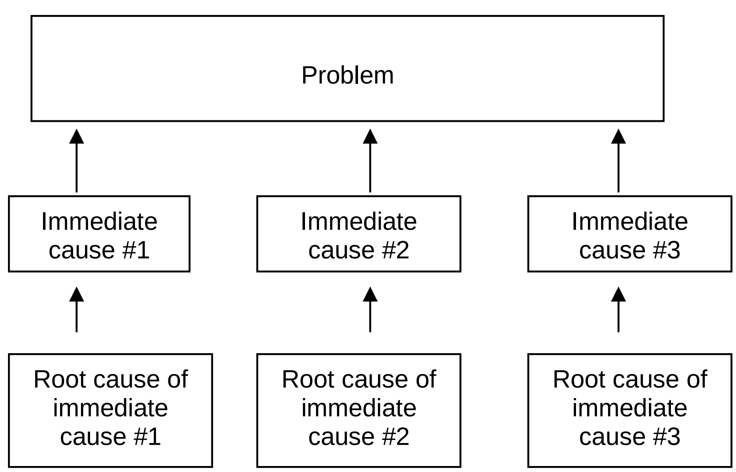
A **problem statement** helps us to analyse the results of other assessment tools that we may have used such as the problem tree, social mapping or others. The problem statement helps to organise our thoughts and show how they relate to each other.

Instructions:

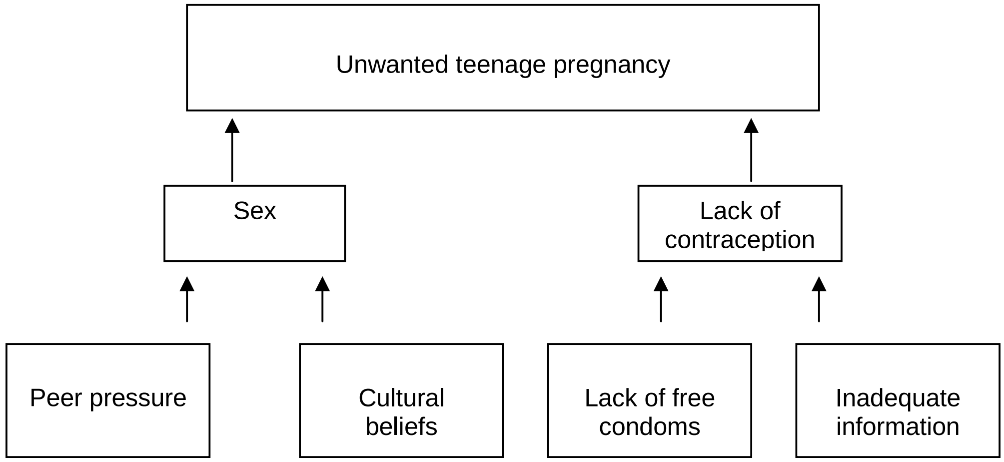
1. Prepare materials that will be needed in advance.
2. Ask the community to write a major problem at the top of the piece of paper. This might be one of the major effects of HIV/AIDS on the community identified using the problem tree, or perhaps a problems discussed during the community mapping exercise.
3. Under the problem write the immediate causes.
4. Under the immediate causes write the root causes **-** root causes are the causes of the immediate causes.
5. Once this process has been completed, new problem statements can created
6. Reassure the community members that this tool will be key to the development of strategies and actual activities that will be implemented.

Examples:

Example layout



Example: Unwanted teenage pregnancy



Facilitator's notes:

- Assist participants to understand the difference between immediate causes and root causes.

Handout 6: How to plan a project #1

Question	Task	How to answer the question
Q. What were the priority needs (causes and effects to be addressed) that came out of the community assessment?	Review and prioritise needs assessment findings	
Q. Which of these needs do we have the skills to address?	Self-assessment (capacity, vision/mission, resource availability, etc.)	
Q. What resources do we have available (human, financial, material)?	Resources assessment	
Q. Could we mobilize new money and resources to address some of these needs and problems?		
Q. How have others tried to solve these needs and problems?	Good practice review	
Q. Which strategies could we use address the needs and problems?	Identify and prioritise strategies/approaches	
Q. Which strategies should we prioritize to address the needs and problems?		
Q. Which activities will be included in the project?	Identify activities relevant to priority strategies	
Q. Who will be involved in the work?	Identify implementers and stakeholders	
Q. How long will the activities take?	Develop project calendar	
Q. Who will co-ordinate the work?	Allocate/clarify roles and responsibilities	
Q. How much will the project cost?	Develop budget	
Q. When will the project be finished?	Decide project lifespan	
Q. How will we know if we have made a difference?	Develop a results framework / M&E framework	

Note: If you write the answers to these questions in full you will have written a basic general funding proposal!

Handout 7: How to plan a project #2

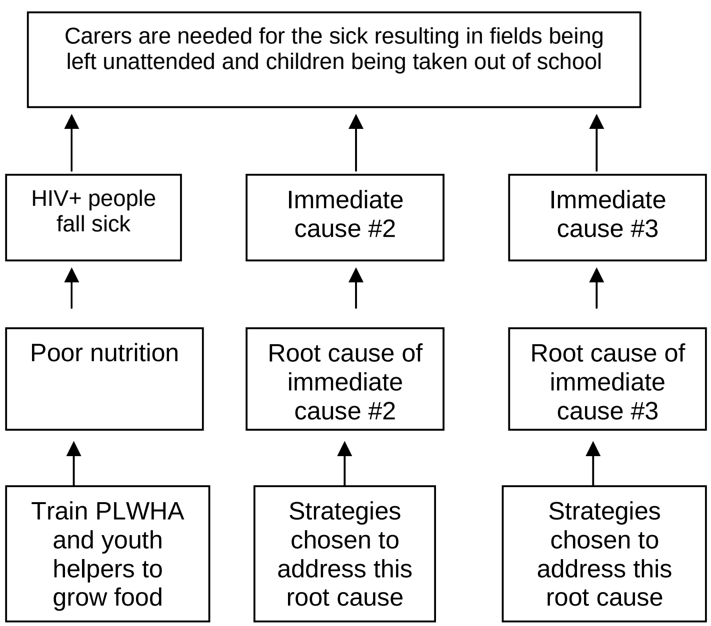
Question	Task	How to answer the question
Q. What were the priority needs (causes and effects to be addressed) that came out of the community assessment?	Review and prioritise needs assessment findings	We need to work with the community to try and find out the priority needs – we could do this during a community meeting using the completed assessment tool as a reference, or by translating the assessment information into a ranking tool to discuss.
Q. Which of these needs do we have the skills to address?	Self-assessment (capacity, vision/mission, resource availability, etc.)	We can agree that some needs will be beyond our remit, however, for most needs we will need to explore the different strategies that we might utilize before we can decide whether we can address the need or not. For example we may not be able establish a community clinic, but we might be able to advocate for the government to provide one.
Q. What resources do we have available (human, financial, material)?	Resources assessment	Meet with colleagues and map out in table format the available resources starting with people's time and skills, available funds, available material resources and facilities.
Q. Could we mobilize new money and resources to address some of these needs and problems?		Ask the community if they can collectively pool some money or resources to address a priority need. Talk to donors. Ask colleagues in other NGOs/ CBOs. Ask local government officials.
Q. How have others tried to solve these needs and problems?	Good practice review	Ask the community whether they have addressed a problem like this successfully before. Ask colleagues in your own organisation and other NGOs/ CBOs. Try and access relevant reports and manuals. Try and access information from the internet.
Q. Which strategies could we use address the needs and problems?	Identify and prioritise strategies/approaches	Consider the root cause of needs or problems and match strategies to them.
Q. Which strategies should we prioritize to address the needs and problems?		Consider which strategies are likely to have the highest impact for the amount of reach that you need achieve. Consider which strategies we have the skills, resources and time to implement. Consider which activities the community are ready for and are willing to implement.
Q. Which activities will be included in the project?	Identify activities relevant to priority strategies	Decide which activities will support the strategies that we have chosen. Perhaps discuss this with colleagues both within and outside our organisation.
Q. Who will be involved in the work?	Identify implementers and stakeholders	Discuss with the community and colleagues who will implement the different project activities based on availability, skill, experience, and reliability.
Q. How long will the activities take?	Develop project calendar	Make an action plan which breaks down each activity into events. Include all the activities and who will be involved. Make sure that activities do not 'clash', and make sure that activity timings are realistic especially if they involve community volunteers.
Q. Who will co-ordinate the work?	Allocate/clarify roles and responsibilities	Decide on a co-ordinator amongst our colleagues as well as a point contact / coordinator in the community.
Q. How much will the project cost?	Develop budget	Once an action plan has been developed we can make a budget to match. We must remember to include the cost of the assessment, staff salaries, and facilities if we are going to ask for outside funding.
Q. When will the project be finished?	Decide project lifespan	When will our involvement be finished? Depending on the project, activities may continue in the community, but we may no-longer be needed and involved.
Q. How will we know if we have made a difference?	Develop a results framework / M&E framework	We must develop an aim, objectives, indicators and check these with the community. We can then decide which monitoring tools to use and when to evaluate the impact both during and after the project.

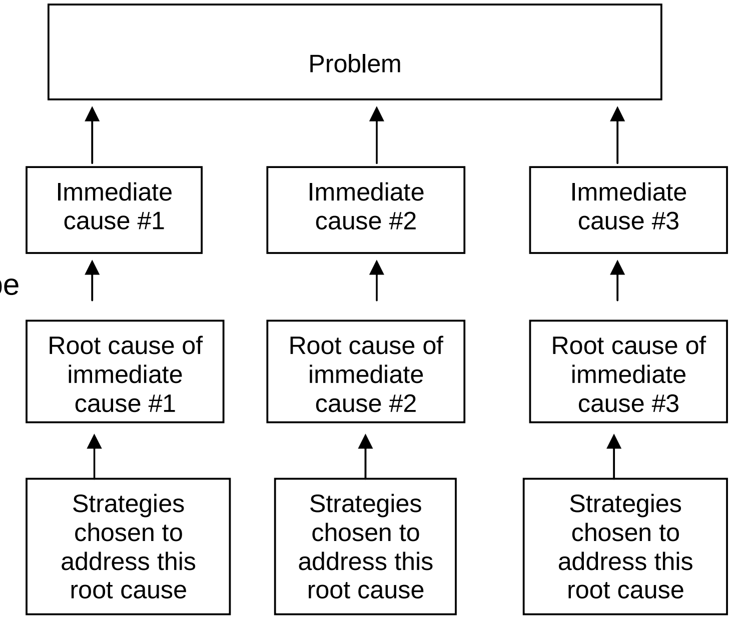
Handout 8: Additional project planning tools

Using the problem statement to select strategies

Review Handout 5 (How to make a problem statement). Your project strategies need to address the root causes of the problems identified in the problem statement. These strategies are selected on the basis of how well they will work (their coverage, impact, feasibility to implement and sustainability). Once you have identified strategies see if any can be combined. The community will have already indicated priority needs; from this you can decide which strategies are priorities. The community should be part of this decision or certainly verify your decision. Once you have identified the priority effective strategies, you can then write out the activities that will be used and put them in an action plan.

Example:





Once the strategies have been selected then activities can be chosen and put into an action plan

Strategy 1: Train PLWHA and youth helpers to grow food
Activity 1: Train 20 PLWHA and 20 youth helpers to grow food
Activity 2: Train the same 20 PLWHA and 20 youth helpers to train other PLWHA and young helpers to grow food

Example strategy guide

Categories of root causes	*Issues*	Problem-solving questions	Examples of strategies
Community/ social context	*Economic situation* *Community strengths and weaknesses* *Community concerns* *Norms about gender* *Norms about sexuality* *Human rights situation*	Which aspects of economic situation most affect vulnerability? How can these aspects be changed? What resources and capacities do communities need to build on their strengths & overcome weaknesses? Which community concerns can a sexual health project address? Where do norms about gender and sexuality come from? Who has most influence over changing these norms? What collaborations are needed to improve human rights situation?	• Economic empowerment (such as income generation and micro-credit schemes) • Community organising for solidarity and empowerment (such as sex worker organising) • Campaigns to change social norms • Advocacy with political leaders and policy-makers (for example to improve gender equality) • Coalitions for social justice (for example, on documenting human rights abuses)
Services and supplies	*Availability* *Accessibility* *Quality*	What kinds of services and supplies are needed? What are the opportunities to create new services and expand existing services? What prevents people from accessing needed services? Who needs better access to which services? How can services be changed in order to improve their accessibility?	• Provision of basic services and supplies • Advocacy with political leaders and policy-makers to expand services • Integration of services (for example, providing range of services from one site) • Mobile services, outreach services • Better selection and training of service providers • Involvement of affected communities in design, delivery and evaluation of services • Involvement of PLHA in design, delivery and evaluation of services
Individual	*Direct behaviours (condom use)* *Indirect behaviours (drug and alcohol use)* *Levels of knowledge* *Personal attitudes* *Skills for sexual health*	What messages will work best with which target groups? Which educational methods are most appropriate for which target groups? What are people's main knowledge gaps? What are the opportunities and barriers to changing people's attitudes? How best do people learn new skills? Which target groups need which skills?	• HIV prevention campaigns (including condom promotion) • Sexual and reproductive health education • Use of different media (radio, print, drama, etc.) • Outreach one-to-one education • Peer education • Group discussions • HIV voluntary counselling and testing • Sexual health counselling • Drug and alcohol counselling • Life skills education for youth • Condom skills training • Assertiveness, negotiation skills training

Example feasibility grid for reducing STIs amongst the military

<table>
<tr><th colspan="2"></th><th colspan="3">External Feasibility</th></tr>
<tr><th colspan="2"></th><th>High</th><th>Medium</th><th>Low</th></tr>
<tr><th rowspan="3">Internal Feasibility</th><th>High</th><td>✓ Peer education on STD awareness and condom use</td><td>✓ Local radio stations run safer sex campaigns
✓ Special clinics run by divisional doctors</td><td></td></tr>
<tr><th>Medium</th><td>✓ Provide training to change the attitudes of divisional medical staff</td><td>✓ Sexual health integrated into military curriculum</td><td></td></tr>
<tr><th>Low</th><td>✓ Free condom distribution
✓ Distribution of promotional materials</td><td></td><td>✓ Establish small STD clinics in each division
✓ Counselling Hotline for military personnel</td></tr>
</table>

Example impact grid for HIV prevention strategies

<table>
<tr><th colspan="2"></th><th colspan="3">Coverage</th></tr>
<tr><th colspan="2"></th><th>High</th><th>Medium</th><th>Low</th></tr>
<tr><th rowspan="3">Intensity</th><th>High</th><td></td><td>Group discussions</td><td>Voluntary, counselling and testing</td></tr>
<tr><th>Medium</th><td>Peer education</td><td>Community action</td><td></td></tr>
<tr><th>Low</th><td>Condom social marketing
HIV awareness campaigns</td><td></td><td></td></tr>
</table>

Handout 9: Definitions

- **Aim** – the long-term result that you are seeking (sometimes referred to as ‘goal’ or ‘outcome’)

- **Objectives** – the short-term targets that contribute towards achieve the aim

- **Indicator** – description of evidence required, or definitions of success

- **Monitoring** – ongoing process of collecting information about activities, achievement of tasks, what has happened

- **Evaluation** – periodic / occasional process of collecting and analyzing information about the result (outcome or impact) of our work, i.e. progress towards achieving our aim

Handout 10: Monitoring and indicators

Monitoring should be an ongoing process of collecting information about activities, achievement of tasks, what has happened.

Indicators (descriptions of evidence required, or definitions of success) assist in monitoring and evaluation work. Indicators that involve **quality** (for example, a change in attitudes) are often more difficult to measure than indicators of **quantity** (for example, a change in the number of STI treatments).

Indicators of what?	
Inputs	Shows what goes in to providing a service, i.e. the resources used, e.g. • Amount spent on travel per week • Home care supplies purchased per month • Wages, allowances and incentives received • Production costs for brochures and posters
Activity or Output	Shows what a service has done or provided, e.g. • Number of brochures produced • Number of condoms distributed • Number of home care visits • Number of clients counselled and tested
Utilisation	Shows if a service is being used, e.g. • Number of people attending a nutrition course for PLWH/A • Number of people requesting VCT • Applications received for a training course • Referrals for home care
Coverage	Shows what proportion of people / groups in need receive a service, e.g. • Proportion of all orphans receiving visits • Proportion of schools with an AIDS awareness club • Proportion of commercial farms with peer education programmes • Proportion of churches mobilised for AIDS work
Performance	Shows how well something was done, e.g. • Number of people reporting they are ‘satisfied’ with a training workshop • Number of reported cases of STIs • Proportion of VCT clients returning to collect their HIV test results • Number of orphans supported in the community

What should you monitor and how?

You should monitor information that will help you to track what you are doing and to measure the success of you work. Therefore you should review your objectives and indicators and decide what information needs to be collected to allow the indicators to be measured. For a quantitative indicator you would need to collect numbers, and for a qualitative indicator you would need to collect opinions. You should only collect information that you will use. Here are two examples:

Indicator:	Information required:	Method of information collection:
(Quantitative) Number of home care providers trained in psycho-social support	Number of individuals that completed the training on psycho-social support	Training attendance sheets
(Qualitative) 50% improvement in the quality of home-care service provide by community volunteers	Opinions on quality of care from families affected by AIDS, home care providers, and their supervisors	Focus group discussion, and individual interviews

Once you have decided what to monitor and how, you will be able put all this information into a monitoring system to help you organise the work.

Some changes, for example in sexual behaviour, are difficult to get direct information about. In these cases, projects will need to set indicators that **indirectly** tell them about the changes – for example condom sales might be an indirect indicator of condom use. These indicators are sometimes called **proxy indicators.**

Monitoring tool	**Advantages**	**Disadvantages**
1. Administrative records	• Data is already available • Cheap source of data • Comparable data	• May not contain required information • May be incomplete
2. Question-naires	• Can collect quantitative data • Way of collecting data from a large number of respondents • Systematic way of collecting data from many respondents	• Requires respondents to be literate • Require skills in design, delivery and analysis • Time consuming
3. Focus group discussions	• Useful way to collect information from groups with low level of literacy • Good way of exploring sensitive subjects • Good way of encouraging community participation	• Respondents may exaggerate or focus on rumours • Respondents from marginalised groups may not feel able to contribute • Fear of stigma may reduce participation
4. Interviews	• Way of collecting detailed qualitative information • Good for collecting information about feelings, experiences, perceptions etc	• Respondents may tell you what they think you want to hear • Recording and analysis of interview information can be difficult • May be hard to check the reliability and validity of information
5. Observation in the community	• 'Natural' way of gathering information • Good method of 'getting a feel' for a community / situation • Provides an opportunity to see how things are, rather than what people want you to see	• Difficult to make unbiased observations • Can be time-consuming • Can provoke negative reaction from the community if they feel 'spied upon'

Handout 11: Community participation and consultation

Community consultation is important for a number of reasons including: to identify real needs, to identify cause of problems, to find out what has already been done to address needs, find out who has skills and expertise in the community to help address the needs, to select the strategies that are most likely to work, to understand social and material obstacles to ways of addressing the needs etc and many more reasons. Making sure that our work involves the community means involving them at all stages - in planning, implementation and monitoring and evaluation.

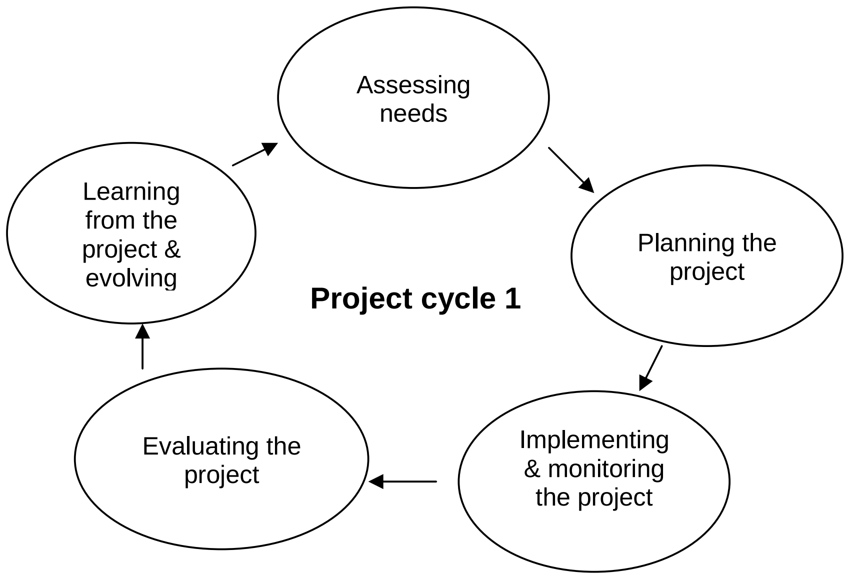
This does not mean that the community needs to try and write objectives and indicators - we can do that in our organisations - but it is important that the community understand and agree the strategies and plan of action for the work.

Community consultation and community involvement help the work to have a sustainable impact. If ideas and activities seem to come from outside the community, we risk the outcomes being short lived and forgotten when we have gone or the project finishes. Sometimes the community provides the key resources to keep a project running (human, material and sometimes even financial resources). These will be the most sustainable projects - where the community has collectively identified and 'own' a need and have been supported to actively address the need.

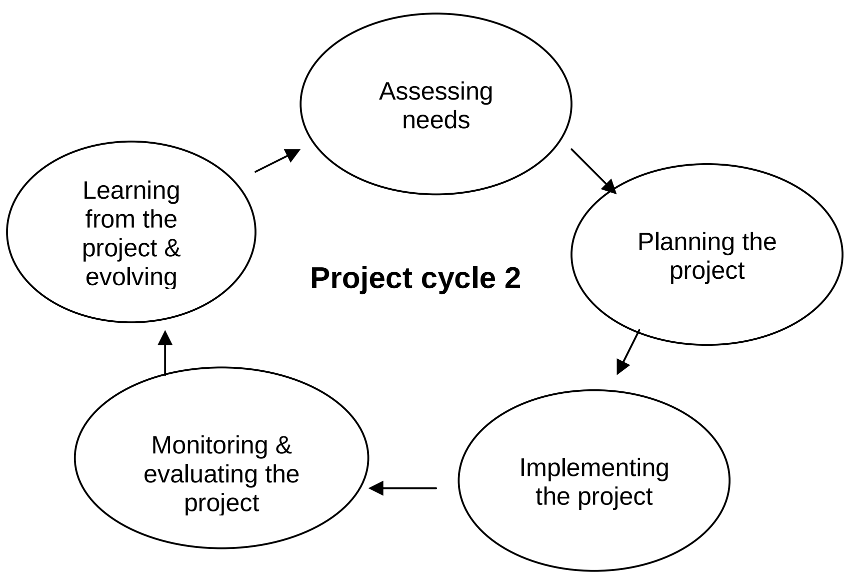
Participation of the community can be a learning experience - helping to develop skills and analysis through participation in the project cycle. This also increases the chances of success and sustainability by developing the capacity of individuals and organisations most directly involved in the work. Finally, involving the community in the design of monitoring tools will be important if you need to gather sensitive information or if they will be responsible for collecting data. A clear understanding makes data collection worthwhile.

Special effort is needed to ensure marginalized groups (e.g. women, children, ethnic minorities, people living with HIV and AIDS) are also involved. Otherwise their interests may be overlooked, and the impact of development activities on their lives may not be understood.

Handout 12: Spot the difference



<<<<<<<< >>>>>>>>



Handout 13: On-going monitoring

Monitoring can be described as the systematic and continuous process of collecting and analyzing information about the progress of a piece of work. This happens over time to inform management and policy decisions. Monitoring needs to be integrated into project management at the planning stage.

A monitoring system should give people the knowledge they need to make sensible decisions about what to do next. To create a system of monitoring that really works you need to ask who needs to know what, and why.

Monitoring and evaluation are vital activities in successful project implementation and organisational learning. But they are not just activities we do once a month (e.g. monitoring) or once a year or at the end of a project (e.g. evaluation). Rather monitoring and evaluation is *a frame of mind, or a way of thinking*. Once we have developed this way of thinking, monitoring and evaluation becomes a natural part of our relationship to our work.

Why is it important to monitor projects during implementation?

- To keep an eye on progress towards objectives
- To meet the needs and conditions of the donor providing funds
- To reduce wasted time and resources both in the project implementation and in the monitoring process
- To quickly identify and solve problems
- To allow greater transparency for beneficiaries and stakeholders
- To motivate staff and volunteers

Monitoring systems

A monitoring system is a way of organising your monitoring work so that it is less time consuming and easy to implement. A monitoring system will make it clear

- Which monitoring tools will be used?
- Who will facilitate the monitoring?
- Who will be involved from the community?
- How the information should be recorded?
- Where records should be kept?
- Who will analysis the data at regular intervals?

Monitoring systems vary in sophistication from a piece of paper and some note books or files, to electronic filing systems and databases. The most important thing is not how sophisticated the system is but whether the information is collected, reviewed systematically and used. Try to only collect information that you will be able to learn from and/or that is required by your donors. An example of a simple monitoring system is included on the next page.

Handout 13: continued…………

A one-page monitoring system

This is a simple monitoring system particularly useful for an organisation that does not have access to a computer. The records can be kept in book or files at a home, in an office or secure place in the community. This table can be copied and given to all involved in the project. Remember sometimes there is more than one indicator for an objective, and sometimes more than one monitoring tool used to collect information for each indicator.

Project aim:

Project objectives	Project indicators	Frequency of monitoring	Monitoring tool to be used	Who will collect the data	Who will be involved from the community	How will the data be recorded	Where will the records be kept	Who will analysis the data	Who will keep a record of resources used

Handout 14: To change or not to change? #1

Consider the following scenarios and briefly discuss the implications of what you have discovered through your ongoing monitoring:

a) *Your ongoing monitoring shows that your home care project volunteers are caring for around 15 beneficiaries each, instead of the planned 25, but are already feeling overburdened.*

b) *Your ongoing project monitoring suggests that you are distributing twice as much food to beneficiaries than you had planned to do.*

c) *Your ongoing monitoring shows that there is some resistance among community members to your attempts to promote greater openness about issues of HIV and AIDS.*

In your group then discuss:

1) When you get monitoring information like this, how do you decide whether or not to change your project? What issues do you need to consider?

2) What can be the advantages and disadvantages of using on-going monitoring of projects to adjust the project plan? What can be the advantages and disadvantages of not altering your project plan? To explore these questions, please use the grid below (on a flip chart for presentation in plenary).

	Advantages	**Disadvantages**
… of changing plans		
… of not changing plans		

Handout 15: To change or not to change? #2

It is important to review your monitoring periodically to ask yourself some key questions such as:

- Is monitoring providing you with useful information?
- Do you need to introduce new indicators? Or stop using any?
- How often do you collect the indicator data and who is involved? Do you need to change anything about collection and involvement?
- How often do you review and analyse your monitoring practices? Do you review practice in a systematic way?
- How does monitoring influence your planning and management

What are the advantages of using on-going monitoring of projects to adjust the project plan?

- We can address problems early on before they become major obstacles to the project
- We can change activities if they are not being successful
- We can improve implementation of our monitoring tools if need be
- We can address skill gaps amongst staff and the community
- We can keep track of what other organisations are doing that might impact on our work

What are the disadvantages of using on-going monitoring of projects to adjust the project plan?

- Too many changes to the plan can cause confusion for community members and staff
- Changes to one activity, indicator or incentive for motivation can have a knock-on effect on other activities, indicators and motivations causing more problems
- Too many changes to the project plan or monitoring can mean that baseline / assessment information is no-longer useful
- Change is not constant throughout project implementation; premature decisions can lead to project plans being changed that would otherwise have been effective

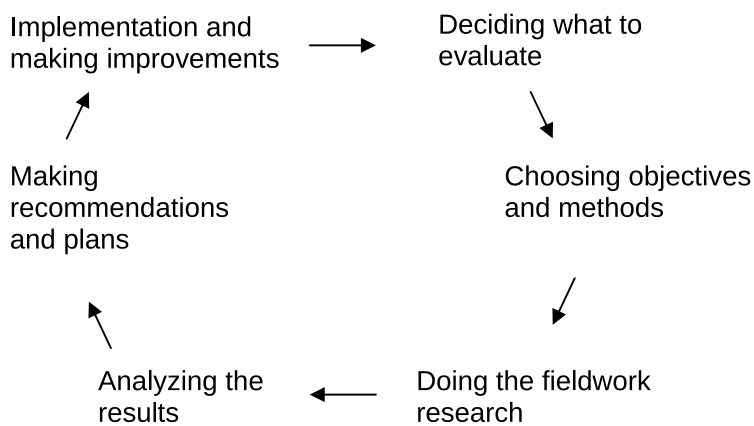
Handout 16: How to evaluate the project

The fourth stage of the project cycle is **Evaluating the project**. **Evaluation** can be described as an assessment at one point in time that concentrates specifically on whether the objectives of the piece of work have been achieved and what impact has been made.

It is usually carried out towards the end of a project or funding period, although mid-term evaluations are frequently undertaken. The evaluation looks backwards at what has been done. It is used to analyse and learn from the experience, to document impact and outcomes, to understand reasons for successes and failures, to communicate the experience to others, and see how the money has been spent. Evaluation can be participatory or carried out by outsiders. Evaluation requires a baseline against which to assess change, or continuous monitoring of that change. To make the best use of evaluation you need to know who it is for and for what purpose.

The end of project or annual evaluation will allow the organisation, community and donor to measure its success, to understand what needs may still exist, what has been learned that can be used for future project assessment, planning, implementation and monitoring. It is useful to write down the findings of an evaluation for future reference or for donors.

It can be useful to see andevaluation as a cycle a bit like the project cycle (see opposite).



Guidelines for writing an evaluation report

- Executive summary and contents page
- Background—history, key questions, methodology, details of participants
- Results
- Analysis and discussion
- Conclusions and recommendations
- Appendices

Issues to consider when writing an evaluation report

- Audience - who is the audience for the report? Is the report written in a way that is appropriate and accessible for the intended audience?
- Background - have you explained in sufficient detail the history, key questions, methods, and participants involved?
- Logic - are your conclusions and recommendations based on your results?
- Clarity - are your recommendations explained in sufficient detail that practical steps can be taken?

Handout 17: Negative reactions to evaluation

Reasons why people may react negatively to evaluation include:

- Unused to critical analysis
- Interpret process as ‘fault-finding’
- Fear that donor funds will be withdrawn / contracts terminated
- Do not accept that they should be judged by the evaluators
- Overburdened and do not have the time to engage properly with the evaluation process
- Do not understand or do not agree with evaluation methods
- Etc.

Ideas for overcoming or avoiding negative reactions include:

- Community consultation, e.g. on evaluation TORs
- Reassurance
- Clarity of information
- Planning and advance notice
- Etc.

Other problems that might occur include:

- Delays
- Changes to agreed approaches
- Key stakeholders unavailable when required
- Accessibility (e.g. in the rainy season)
- Costs

Handout 18: 'AIDS and YOU' (pretend questionnaire)

1. Imagine that you are a community member given the questionnaire 'AIDS and YOU' to complete. Carefully read the questionnaire and imagine that you are trying to answer the questions.

> **AIDS and <u>YOU</u>**
>
> Answer these questions:
>
> 1. When did you last have unsafe sex? One week ago / one month ago/ one year ago
> 2. Why is it difficult to get children to the local clinic?
> 3. How many times did you feel sick last year?
> 4. Do people usually use traditional healers?
> 5. Do you own any goats?
> 6. Is it right that when you were a child you used to think that illness was caused by the spirits and that you still believe this although you now really know better and don't believe such silly things anymore?
> 7. Do your neighbours know what AIDS stands for?
> 8. How many children do you have?
> 9. Are you unfaithful to your husband / wife?
> 10. Shouldn't you know more about HIV / AIDS?
> 11. How old are you? Under 15, 20-40, 40-50, 50 or more

2. Some of the questions seem problematic. List the problems that you experienced. See below - questionnaire question design
3. The structure and overall design of a questionnaire is important. Are there any problems with the way 'AIDS and <u>YOU</u>' is structured or designed?
4. Would it be more effective to give the questionnaire out for the respondents to fill in themselves, or to interview the respondents using the questionnaire and write down the answers yourself? Why?

Who is the respondent for the questionnaire?

We use the term 'respondent' to refer to the person who is providing us with information, i.e. they are responding to our inquiries. In this case the respondent is the person completing the questionnaire, but a person being interviewed or someone taking part in a focus group discussion are also respondents

Handout 19: ‘AIDS and YOU’ (answers)

Overall design and structure of a questionnaire

- Be polite. The introduction is very direct and may seem rude. People will not provide information if you make them uncomfortable. This extends even to the questionnaire title – the title ‘AIDS and you’ may seem like an accusation to some people
- There should be a clear introduction that:
  - Offers clear instructions for the person filling in the questionnaire
  - Say when to return the completed questionnaire and how
- You need to tell the respondent what the questionnaire is for, who will use the information, and what they will use the information for
- In many cases you will want to assure the respondent of confidentiality
- Ordering is important:
- Do not begin with difficult or sensitive questions because that will put people off. Start with a question that is factual, unthreatening and easy to answer. This will give the respondent some confidence
- If you have a number of questions on a similar topic, try and group them together and put them in a logical order
- Overall design:
- Make sure you give people enough room to write their answers.
- Try to make the questionnaire look appealing so people will want to take part

Questionnaire question design

- Avoid ‘leading’ or ‘assuming’ questions. E.g. Question 1 assumes that you have done something that you might not have done. (Also, 2 , 3, 6, 8, 9, 10)
- Historical questions - information is unreliable if you ask about things they did more than a month or so ago. (Questions 1, 3, 6)
- Sensitive questions - think carefully about questions on sensitive, controversial or difficult issues (Questions 1, 4, 9)
- Relevance - make sure the questions are all relevant to your research. E.g. Why ask about goats in question 5?
- Avoid long questions (Question 6)
- Avoid confusing questions (Question 6)
- Be careful that you don’t make people feel stupid for not knowing an answer. In question 7 the respondent him/herself may not know what AIDS stands for
- Avoid asking people to guess what someone else knows or feels (Question 7)
- ‘Closed’ questions are good for collecting factual or straightforward information. You give the person a limited number of answers that they can give, for example YES / NO. (Question 11). With closed questions, make sure that answers do not overlap. E.g. in question 11 the age categories overlap
- ‘Open’ questions allow the person freedom to say what they want on a certain topic. You may need to use ‘probes’ to encourage more information.

Handout 20: Focus group discussions

General hints for facilitators of focus group discussions:

- Make sure the seating arrangements are appropriate (sitting in a circle is often best)
- Put people at ease—don't scare people
- Tell participants the purpose of the session
- Try and include everyone - control the over-talkative
- Keep the discussion moving
- Encourage the full range of opinions and views
- Stimulate discussion between group members (i.e. not between you and the participants)
- Do not give 'expert opinion'—it does not matter what you think!
- Don't be afraid of silence (pauses in the conversation are OK)
- Be prepared to 'probe', for example; 'I'm not sure I understand, please explain further…' or 'Can you give me an example of what you are saying?'
- Don't talk too much
- Make sure you cover all the topics on your topic guide
- 'Funnelling'—start from general issues and move to the specific

Guidelines for planning focus group discussions:

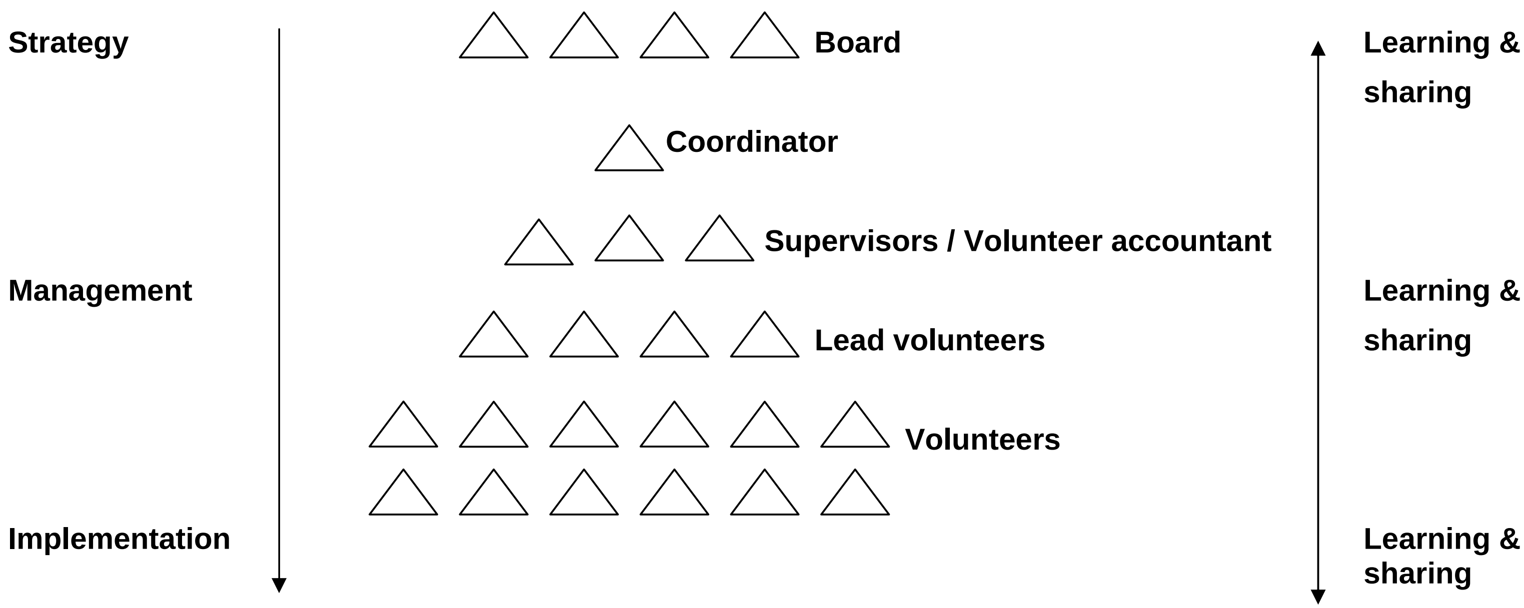
- Determine the purpose
- Develop a topic guide
- Select participants carefully
- Select and train the facilitators
- Plan the logistics
- Conduct the focus group discussions
- Ensure appropriate data management
- Analyse and interpret results
- Report and present findings
- Translate research into action

Handout 21: Different types of interviews

Imagine that you want to conduct some interviews for an evaluation. What sort of interviews will you conduct? Analyse the advantages and disadvantages of your main choices: to interview people individually or in a group; to use a structured or semi-structured interview format.

Method:	**Advantages**	**Disadvantages**
Individual One interviewer and one person to answer the questions	Effective for collecting information Effective for exploring attitudes and beliefs Effective for finding out about project performance (and impact?) Effective for assessing the individual's knowledge, skills or needs	Time consuming to only reach one person at a time. Potentially intimidating
Group One interviewer and a group of people to discuss questions	Effective for collecting information Effective for exploring attitudes and beliefs Effective for finding out about project performance (and impact?) Effective for identifying and discussing solutions	Some may be inhibited to share their real views Harder to organise everyone to be available at once
Structured You have a specific list of questions. You follow the list exactly each time, for all the people you interview	Consistent Easier data collection and analysis Easier to train interviewers	Inflexible; unable to explore unexpected issues. More intimidating than semi-structured
Semi-structured You have a list of topics that you want to cover, but not a list of questions. The idea is to let the discussion flow	Flexibility Enables interviewer to explore issues that arise Interviewers need greater skill	Difficult to collect data consistently Hard to compare data and analyse it Harder to train interviewers

Handout 22: Typical organisational structure of a CBO



Handout 23: Typical roles and responsibilities in a CBO

Position	Roles
Board	– Discuss the projects proposed by the co-ordinator, make sure that they fit within the remit of the organisation's work – Suggest how the project could be strengthened and ensure it has been well planned – Help create linkages with other organisations for technical input and implementation support as appropriate – Help to raise funds and resources for the project – Make sure that the co-ordinator is fulfilling his/her roles adequately and provide technical and motivational support
Co-ordinator	– Organise the implementation of the project cycle approach either by leading the design of each stage and delegating implementation tasks to supervisors as appropriate – Take overall responsibility for the final project plan ensuring that it is supported with a realistic action plan and budget – Ensure that all five stages of the project cycle are implemented. Provide direct facilitatory leadership as required, particularly for stages 4&5 – Ensure that the supervisors are trained in the five stages of the project cycle and are confident to lead the processes involved – Allocate different roles and tasks to the supervisors and make sure they are understood – Lead regular meetings to address project problems and concerns – Approve all expenditure and regularly review project budget and accounting to ensure that the project is on track
Supervisors	– Lead implementation of the project – Train the volunteers in key tasks as required – Provide motivation and support to the volunteers, and check the quality of volunteer work – Collect feedback, information, and financial receipts to feed back to other supervisors and the co-ordinator – Documentation project activities based on on-going monitoring – Alert other supervisors and the co-ordinator to project problems and concerns – Propose ideas and make requests relating to the project implementation, expenditure and evolution – Keep receipts, accounting records and summaries for review
Lead volunteer	– Organise the volunteers in tasks delegated by the CBO – Provide motivation and support to the volunteers, and check the quality of volunteer work – Collect informal feedback and information from the community to feed back to the CBO supervisors
Volunteers	– Implementation of delegated tasks – Collect informal feedback and information from the community to feed back to the CBO supervisors

Handout 24: Confidence monitor – end of the workshop

Your organisation's name --

How confident are you that you could successfully implement each of the five stages of the Project Cycle? Tick a circle and make a comment.

Area of work	**Confidence rating** (tick a circle)	**Remaining needs?** (Do you still require any capacity building for this stage? If so, specify)
Stage 1: Assessing needs	Not confident … Very confident ○○○○○○○○○○ 1 2 3 4 5 6 7 8 9 10	
Stage 2: Planning the project	Not confident … Very confident ○○○○○○○○○○ 1 2 3 4 5 6 7 8 9 10	
Stage 3: Implementing and monitoring the project	Not confident … Very confident ○○○○○○○○○○ 1 2 3 4 5 6 7 8 9 10	
Stage 4: Evaluating the project	Not confident … Very confident ○○○○○○○○○○ 1 2 3 4 5 6 7 8 9 10	
Stage 5: Learning from the project and evolving	Not confident … Very confident ○○○○○○○○○○ 1 2 3 4 5 6 7 8 9 10	
Organisational Management of the Project Cycle	Not confident … Very confident ○○○○○○○○○○ 1 2 3 4 5 6 7 8 9 10	

Was your scoring at the beginning of the workshop accurate? Would you like to change it? If so, to what, and why?

ANNEX 3:

Participatory Community Assessment Tools

Toolcard 1: Community mapping

What is mapping?

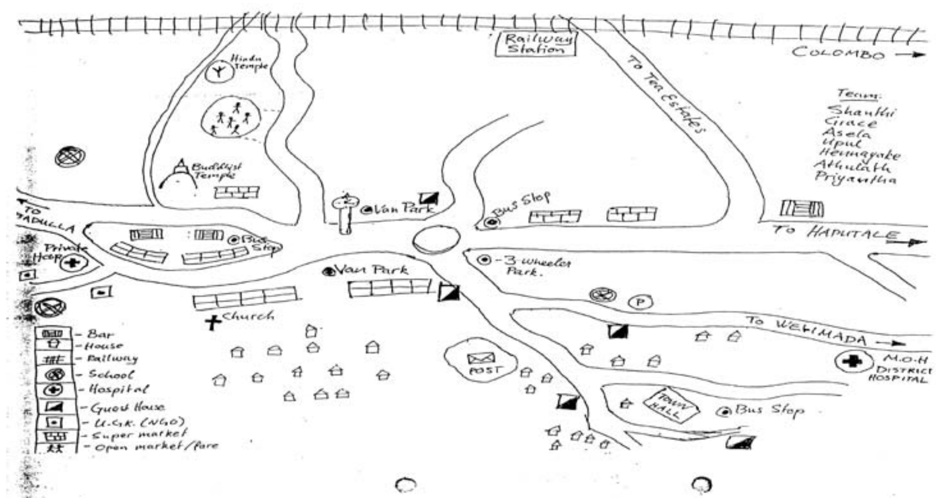
Community mapping involves community members drawing a map of their community and marking on important features, for example religious institutions, markets, schools and health centres.

Why is mapping a useful activity?

Using a mapping activity with communities can:

- Be a useful starting point to encourage people to start thinking about their local community and can be the basis for future tools.
- Provide a non-threatening way to start discussions about sexual behaviour and sexual health. It encourages community members to think about where sexual activity takes place and who is involved.
- Help groups to identify existing services and gaps in services in relation to sexual health and HIV prevention;
- Highlight the different views of a community. For example, a group of young people might draw a different map to a group of older people;

Example: Uva Govijan Kandraya, Bandarawella, Sri Lanka
During a community needs assessment workshop, members of Uva Govijan Kandraya, an NGO working with young people in schools in Bandarawella, drew a community map to show the places where sexual activity took place, health services and NGOs in their community. They then used the map to discuss a range of sexual health issues, for example, sex tourism.



Adapted from: PRA Workshop for Sexual Health Needs Assessment, Alliance Lanka and the Alliance, Sri Lanka, February 1997.

Instructions:

1. Ask participants to think about what aspects and features of their community it will be useful to map, for example religious institutions, local health centres and areas where sexual activity takes place.

2. Find a place to create the map - such as an open piece of ground or a large piece of paper.

3. Encourage participants to draw a map, showing the different features of their community – for example by marking them on the ground or drawing them on the paper.

4. When the map is complete, encourage participants to explain what they have drawn and why. Ask participants to think about what information the map provides about people's risk of HIV infection and STDs, and about local services and needs.

5. Ask participants to write their names on their map and to keep it in a safe place. It provides lots of useful information about the community, which will be useful to refer to in future, either when designing projects or when monitoring the project's development. If the map has been drawn on the ground, ask for a volunteer to make sure that it is copied onto paper.

Facilitator's notes:

! Encourage participants to draw their map imaginatively. For example, they might draw a picture of a mosque, temple or church to represent a religious organization. This makes it more fun and interesting.
! Try to make sure that everyone in the group is involved and contributes to the activity. For example, ensure that the tool used for drawing – such as a pen or stick – is shared among participants. Also, encourage participants to reach consensus about what to map and why.
! Allow the group to create their own map. Support them by asking probing questions, but try not to interfere with the process.

<u>**Toolcard 2: Body mapping**</u>

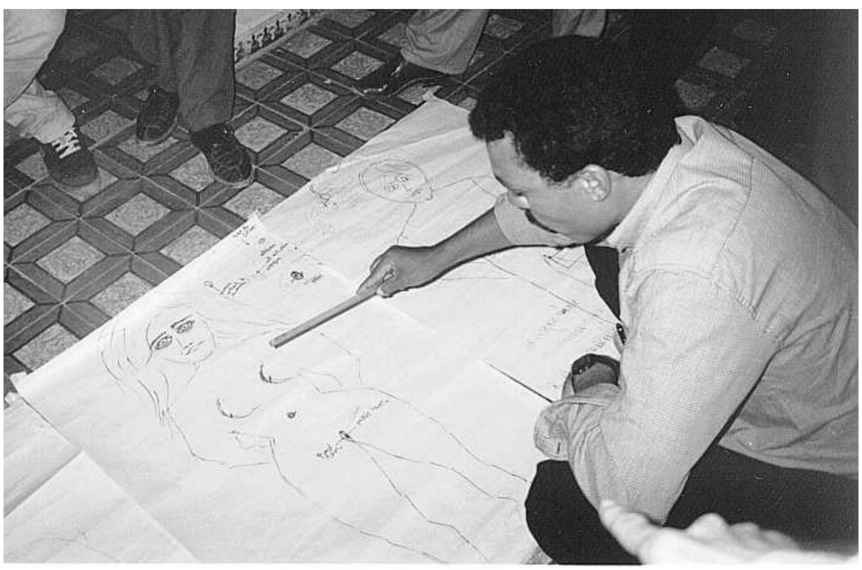
What is body mapping?

Body mapping involves community members drawing a "map" of a human body and marking on the body parts that are relevant to HIV/AIDS and sexual health.

Why is body mapping a useful activity?

Body mapping can help communities to discuss:
- Sensitive issues in a non-threatening and fun way.
- Their understanding of how their bodies work, especially in relation to sexual activity, reproduction and sexual health;
- Differences between biological facts and people's beliefs, and how this might affect HIV prevention work;
- Different perceptions of the body – for example, men and women's views of what parts of the body are important for sexual desire, reproduction and sexual health.

Example: Association Mouvement Twiza, Morocco
During a training workshop on sexual health for young men, members of Association Mouvement Twiza, used body maps to help identify the different reproductive organs of men's and women's bodies. The body maps were then used as a starting point to begin to discuss sexuality.



Source: "Sexual Health Workshop", PASA/SIDA, Morocco, 1997.

Instructions:

1. Divide participants into two groups. Ask the first group to draw a picture of a naked man and the second to draw a picture of a naked woman – for example by asking someone to lie down and then asking another member of the group to draw round them.

2. Work with participants to decide what parts of the body it will be useful to map in relation to sexual activity, sexual health and HIV/AIDS. Ask them to either draw these straight onto the map or to draw them on pieces of paper and then stick them on.

3. When they have had a chance to do this, ask participants to explain what they have drawn on the map and why. Encourage others to ask questions about the drawings and to make any comments.

Facilitator's notes:

! Think carefully about how to introduce body mapping – because it can raise sensitive issues. For example, it might be useful to divide the group according to gender – to reduce participants' embarrassment.

! Pay particular attention to creating a non-threatening atmosphere for this activity. For example, encourage participants to share their ideas rather than worrying about whether things are "right" or "wrong."

! Allow the group to create their own body map. Support them by asking probing questions, but try not to interfere with the process.

Toolcard 3: Trend diagrams

What is a trend diagram?

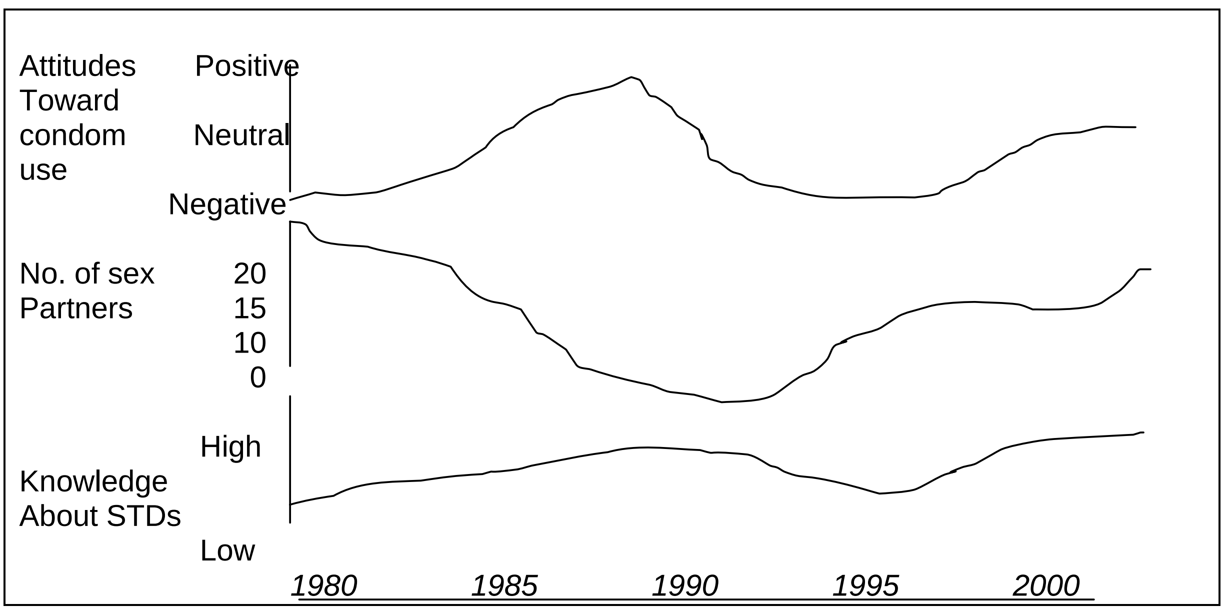
Trend diagrams are diagrams that show changes – or "trends" - in the community. They can be used to discuss a range of issues – for example, migration or levels of extra-marital sex – which relate to HIV prevention work.

Why are trend diagrams useful?

Trend diagrams can help the community to:

- Identify what changes in community "norms" and practices are needed to reduce HIV infection. For example, they can look at changes in the average age of first intercourse or levels of STDs.
- Look at different people's view of the past. For example, they can encourage younger and older people to discuss whether these changes are "real", or the result of common beliefs by people of different age groups.

Example:



Instructions:

1. Discuss with participants what trends, or changes in community norms, it would be useful to look at.

2. Explain to participants that there are different ways of drawing trend diagrams. For example, they can be drawn as a line-chart, or as different proportions of pie charts, or as columns of a graph. Then, let participants decide which way they think will be most appropriate.

3. Encourage the group to draw the trends on their diagrams - by discussing and assessing the level of change over an agreed period of time.

4. Ask participants to explain their trend diagrams. Encourage them to pay particular attention to any changes and to suggest reasons for these changes. If several trends happen together, ask questions about possible relationships between the trends.

Facilitator's notes:

! This is a good general exercise to do with mixed groups to gain a community-wide view of key trends. It can be used as an activity quite early on in assessment work – for example after a mapping activity.

Toolcard 4: Lifelines

What is a lifeline?

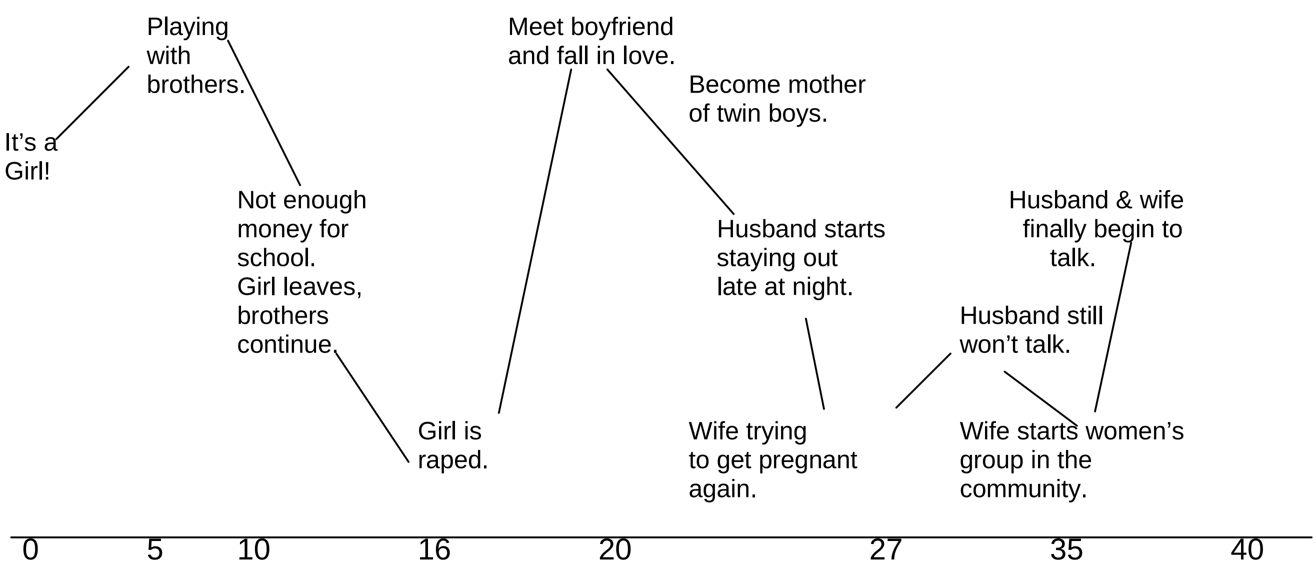
Lifelines show events in people's lives that they feel are particularly important. Some of these may be happy events – such as meeting a loved one or starting a new job. Others may be sad – such as the break up of a relationship or the death of a friend or family member.

Why is a lifeline a useful tool?

Lifelines can be used with communities to:

- Look at how people's past experiences affect their vulnerability to HIV infection, for example by helping them to think about what lessons can be learned to reduce vulnerability in future; and
- Identify community trends or differences across community members. This includes between people of different generations, gender or economic status.

Example: PHANSuP, Philippines
During a workshop on gender, sexuality and HIV/AIDS, members of PHANSuP used a timeline to begin to discuss how gender and sexuality can affect a person's vulnerability to HIV.



Adapted from the "Gender, Sexuality and HIV/AIDS Workshop", PHANSuP and the Alliance, March, 1996.

Instructions:

1. Ask participants to draw a horizontal line along the bottom of a piece of paper and to mark it off in years, or decades, from their birth to the present day.

2. Ask participants to draw a vertical line down the left hand side of the paper, so that it meets the horizontal line. Ask them to mark the top of it "happy" and the bottom of it "sad."

3. Ask participants to think back over their lives and to mark the events at different ages that made them happy or sad. Ask them to mark these – for example with a cross - at the appropriate level. For example, if an event made them very "happy", ask them to mark it very high.

4. Ask participants to draw a line to join these events - to show the ups and downs of their life.

5. Encourage participants to share their lifelines, either in pairs or with the whole group. Ask them to discuss the things that affect people's levels of happiness and sadness, and how these might relate to vulnerability to HIV infection.

Facilitator's notes:

! *E*ncourage participants to be creative when drawing their lifeline - for example by drawing symbols to represent different events. This makes it more fun and interesting.

! Be sensitive to the feelings and needs of participants, as this activity may bring back some painful memories.

! Remember that lifelines focus on people's feelings and memories of particular experiences. It is not important to find out the absolute "truth" about people's lives.

Toolcard 5: Seasonality diagrams

What is a seasonality diagram?

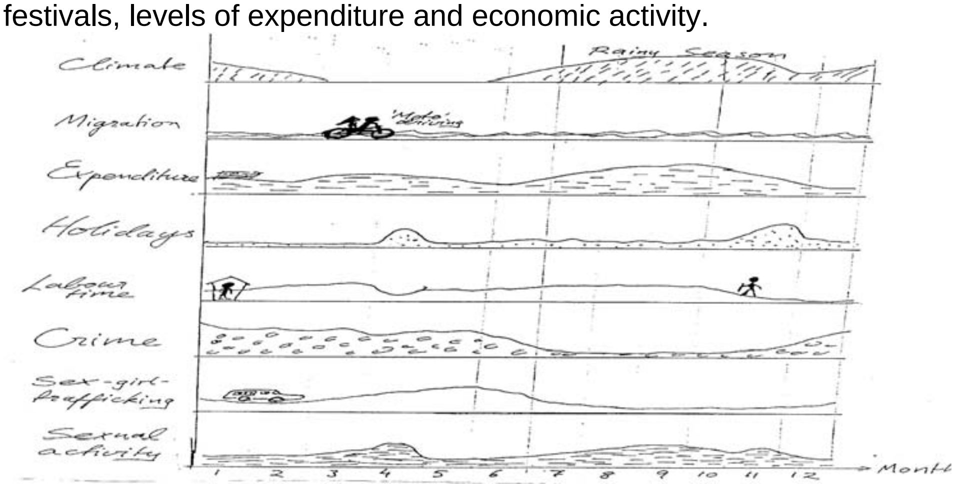
Seasonality diagrams show the changes in community life across the seasons. These might include general changes – for example, the weather or economic opportunities. They might also include changes relating to HIV/AIDS – such as levels of sexual activity or seasons for births.

Why are seasonality diagrams useful?

Seasonality diagrams can help communities to:

- Identify the links between aspects of community life and issues relating to sexual health and HIV/AIDS;
- Show how people's vulnerability to HIV/AIDS can vary during the year and be related to other factors in the community;
- Identify the times of year when community members are available to work on HIV issues;
- Identify what affects sexual behaviour and how these issues can be addressed, in terms of HIV prevention.

Example: LICADHO, Cambodia.
During a community needs assessment, LICHADO, a local NGO based in Kampong Cham, Cambodia, drew a seasonality diagram showing the various aspects of community life. It illustrated how sexual activity can be linked to holidays and festivals, levels of expenditure and economic activity.



Adapted from: Community Needs Assessment Workshop, KHANA and the Alliance, Cambodia, November 1996.

Instructions:

1. Ask participants to discuss the various ways in which community life changes over the year. Encourage participants to start by discussing general issues – such as climate, economic activity and income.

2. Next, ask participants to discuss more specific things relating to people's vulnerability to HIV infection – such as sexual activity and marriage.

3. Ask participants to draw a horizontal line, and to mark off the months of the year - or the seasons - along it.

4. Support participants to decide what aspects of community life it will be useful to draw. Then encourage them to make their seasonality diagram – by drawing each of these aspects in over the year.

5. Discuss the diagram with participants, paying particular attention to how seasonal changes influence community life. Encourage them to focus on how these factors might influence people's vulnerability to HIV.

Facilitator's notes:

! Encourage participants to start by thinking generally about seasonal changes in community life and then to think more specifically about how they might relate to people's vulnerability to HIV.

! *Allow participants to decide where to start their seasonality diagram. For example, the first month does not have to be January.*

Toolcard 6: Daily activity chart

What is a daily activity chart?

Daily activity charts - or 24 hour clocks - show how people spend their time over the course of a day. Time can be shown in hours or parts of the day, for example morning, afternoon or evening.

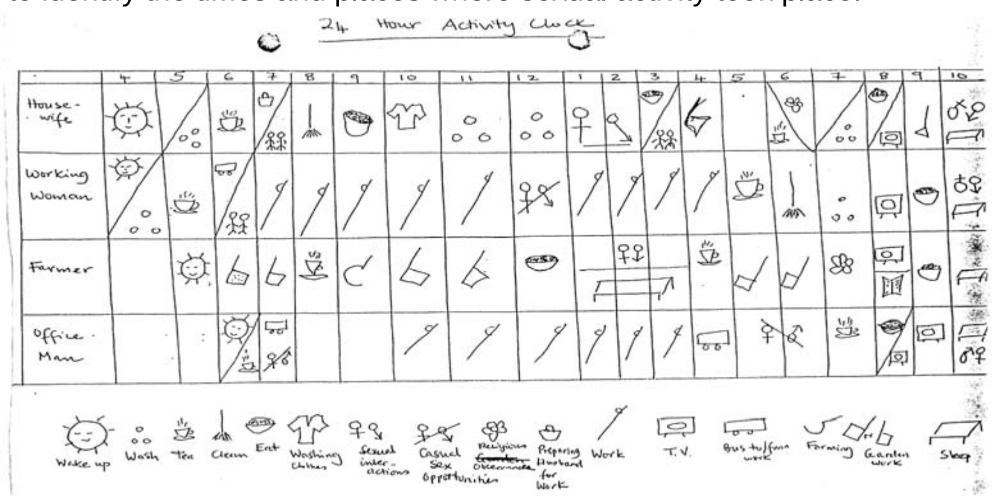
Participants can create daily activity charts for themselves. They can also create them for "typical people" in the community – such as a schoolboy, business person or farmer.

Why are daily activity charts a useful activity?

Daily activity charts are a useful tool for communities to:

- Compare how different people spend their time – for example, by showing how gender, marital status or social class can affect how people spend their work and leisure time;
- Identify when and where activities happen that put people at risk of HIV infection; and
- Plan project activities – by helping to identify the best time to work with particular groups.

Example: Community Development Services, Sri Lanka
During a training workshop on participatory methodologies members of Community Development Services worked with other rural NGOs to develop an activity chart to illustrate how four "typical people" would spend their time during the day. This helped them to identify the times and places where sexual activity took place.



Adapted from: PRA Workshop for Sexual Health Needs Assessments, Alliance Lanka and the Alliance, Sri Lanka, February 1997.

Instructions:

1. Ask participants to decide whether they want to create a circular clock or a linear chart to represent time. Also ask them to decide whether they want to show the time in hours or as parts of the day and to mark the time accordingly on their charts.

2. Encourage participants to create their charts or clocks, by either writing or drawing their activities over the course of a typical day.

3. When they have finished, ask participants to discuss the ways in which different individuals and groups in the community use their time. For example, what do the charts show about different people's risk of HIV infection?

Facilitator's notes:

- This is a good general exercise to do with mixed groups and is a non-threatening way to begin to talk about sexual behaviour and people's risk of HIV infection.
- Encourage participants to draw their charts imaginatively. This makes it more fun and interesting.

Toolcard 7: Causal flow charts

What is a causal flow chart?

Causal flow charts involve selecting a specific problem, for example young men not using condoms, and identifying its causes and effects. This involves breaking down each of the causes of the problem – for example, by identifying the causes of the causes. This helps to find out what is the "root" of the problem and how it can be addressed.

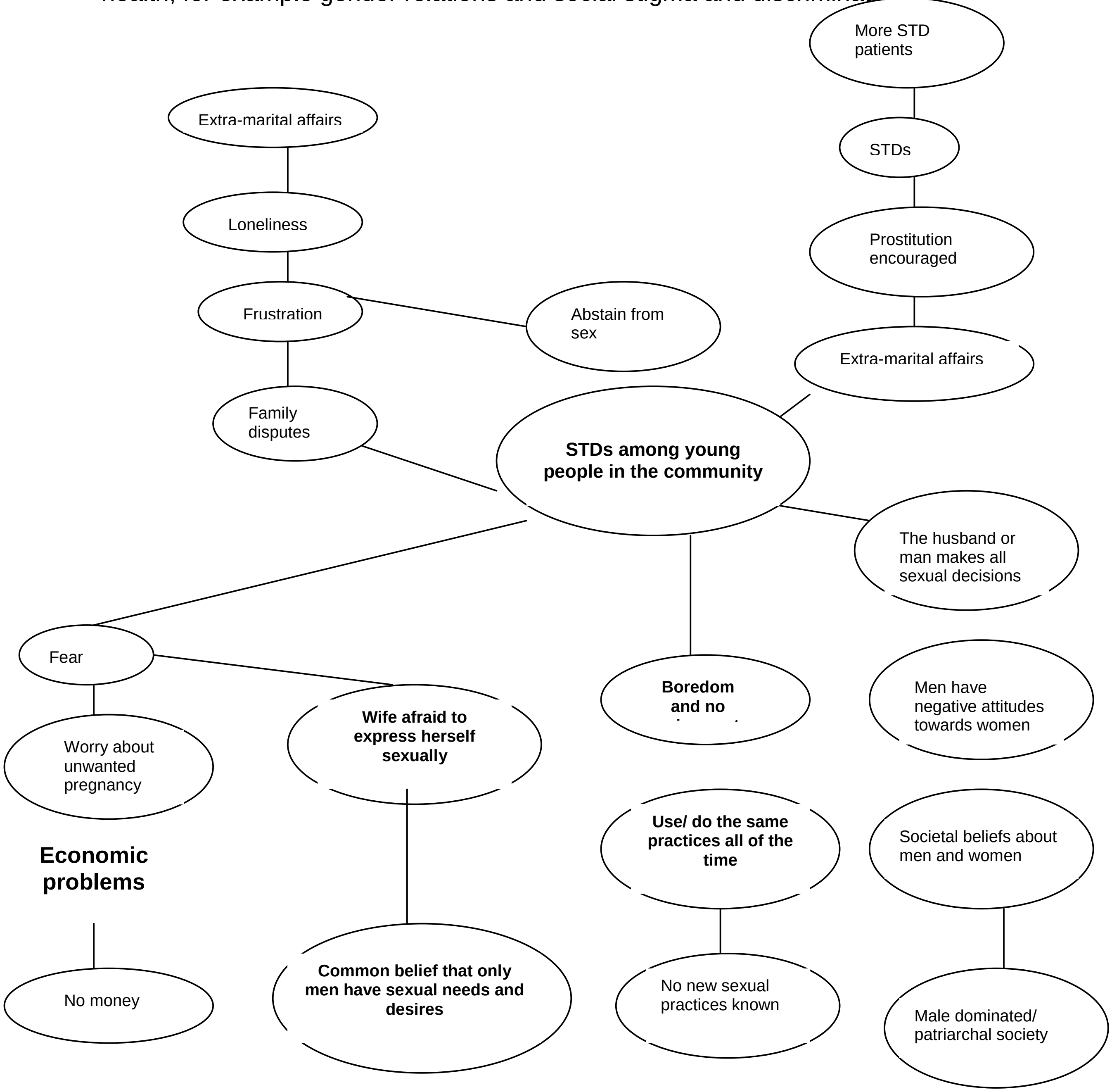
Why are causal flow charts a useful activity?

Causal flow charts can help communities to:

- Analyze the real issues that lie behind problems;
- Encourage community members to share ideas - which can lead to a new understanding of a problem; and
- Design projects to address these problems.

Example: Buddhism for Development, Cambodia

Buddhism for Development is a local development NGO based in Battambang, Cambodia. During a community needs assessment the NGO used a causal flow chart to explore the causes and effects of one of the major health concerns (STDs) in their community. This illustrated the significance of the social aspects of sexual health, for example gender relations and social stigma and discrimination.



Instructions:

1. Ask participants to select a key problem to analyze and to write this on a card and to place it on the ground, or in the centre of a large piece of paper.

2. Ask the group to brainstorm all the possible effects of this problem. Ask them to write each of these effects on a piece of card and to place these above the main problem statement.

3. Next, ask the group to think about all the causes of this problem and to write these on cards and put them below the main problem statement.

4. Encourage participants to brainstorm the causes of each of these causes and to write them on cards and put them directly below.

5. Encourage participants to continue brainstorming the causes until they feel that they have arrived at the underlying issues to the central problem. Then ask them to draw in arrows linking up the causes.

Facilitator's notes:

! *Encourage participants to write the central issue or problem in a way that is as specific and non judgmental as possible. This will help to make the activity focused and useful.*

! When participants write or draw their initial problem, make sure that they leave enough space all around it - to allow for the analysis.

! If participants are not satisfied with the first diagram they draw, encourage them to do another one. It may be useful to start with a very free-flowing, "disorganised" chart – to allow for creativity – and to then do a more structured one showing participants' conclusions.

Toolcard 8: Venn diagrams

What is a Venn diagram?

Venn diagrams use different sizes of circles to represent the relationship between different people, institutions or aspects of community life.

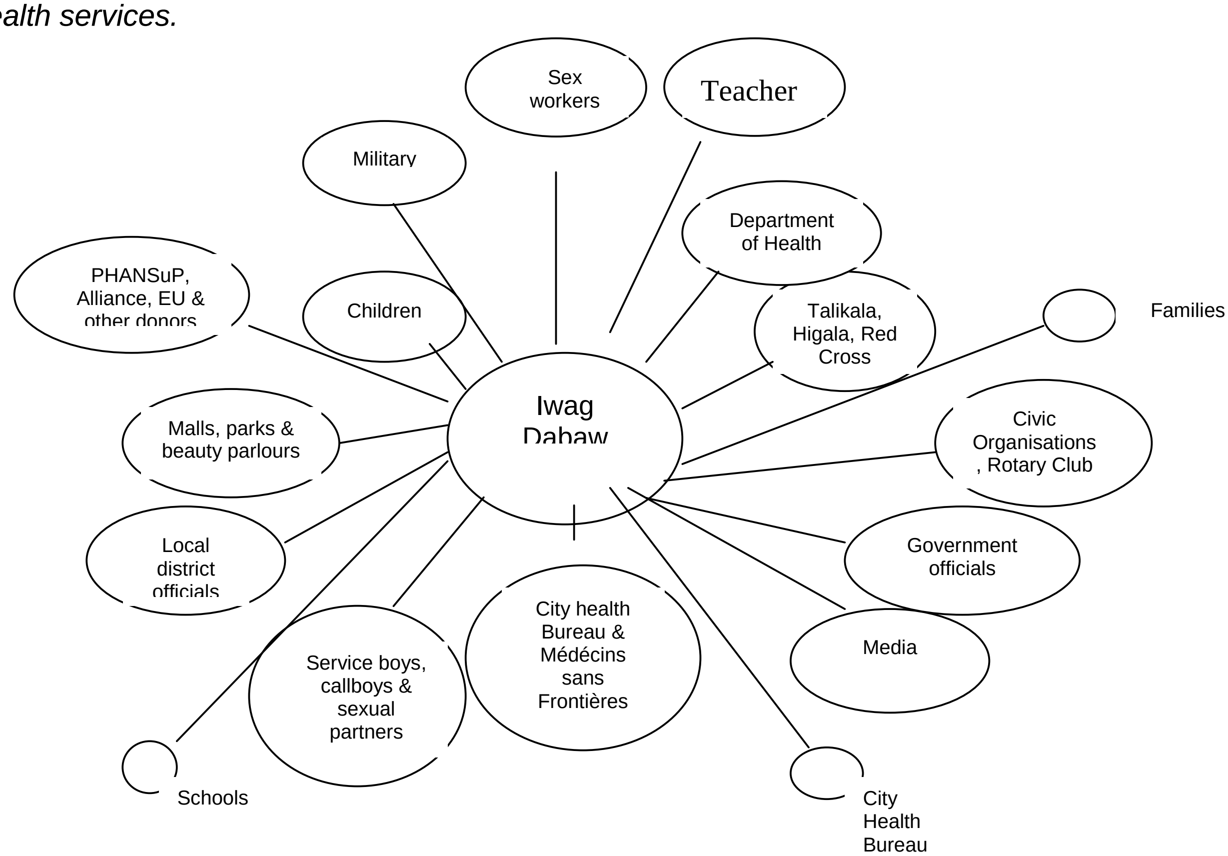
Why are Venn diagrams useful?

Venn diagrams are useful for communities to:

- Look at the importance of different people, institutions or services on the lives of community members; and
- Discuss people's views on the community services that relate to HIV prevention, for example, by looking at issues of availability and accessibility.

Example: Iwag Dabaw, Philippines.

During a workshop on participatory review, monitoring and evaluation, representatives from Iwag Dabaw used a Venn diagram to illustrate their relationship with other aspects of the local community, for example local NGOs, factories and health services.



Instructions:

1. Discuss with participants what “central issue” they want to discuss. For example, this could be the relationship of different aspects of community life on a specific target community, or the relationship of different institutions to an NGO.

2. Ask them to write the “central issue” – for example, the community or the NGO- in the middle of the diagram.

3. Ask participants then to map all the people, institutions or aspects of community life that relate to the central issue.

4. Discuss with the group how they can use different aspects of the diagram to communicate different things. For example:
   - *Size of the circle* might show the importance to the central issue.
   - *Distance from the central issue* might show the strength of the relationship to the central issue.
5. Ask group members to explain the meaning and significance of the relationships they have drawn in their diagrams.

Facilitator’s notes:

! If participants are not satisfied with the first diagram that they do, encourage them to change it or to do another one. It may be useful to start with a free-flowing, “disorganized” diagram – to allow for creativity – and to then do a more structured one showing participants’ conclusions.

Toolcard 9: Pair-wise ranking

What is pair-wise ranking?

Pair-wise ranking is a way to prioritize different choices. It involves comparing and "ranking" each choice against the others in the table.

Why is pair-wise ranking a useful activity?

Pair-wise ranking can help communities to:

- Sort through complex issues, where there are many options that are difficult to prioritize.
- Start a discussion, or help to decide what criteria should be used to prioritize different choices.
- Analyze information gathered during a participatory community assessment – as the basis for project design. For example, it could be used to prioritize the causes of vulnerability, or the most appropriate HIV prevention strategies.

Example: Example of types of preferred contraception

Rank	Score		Withdrawal	Cap	Condom	IUD	Pill
2nd	3	Pill	Pill	Pill	Condom	Pill	x
5th	0	IUD	Rhythm	Cap	Condom	x	x
1st	4	Condom	Condom	Condom	x	x	x
3rd	2	Cap	Cap	x	x	x	x
4th	1	Withdrawal	x	x	x	x	x

Instructions:

13. Support participants to decide what choices they want to prioritize. Write each choice twice - on two separate sets of cards.
14. Ask participants to place one set of cards vertically from top to bottom, and the second set in a row from left to right. Ask them to draw in a grid between the two rows.
15. Ask participants to cross out all the squares which have the same option in both of the rows.
16. Ask participants to cross out all the squares below the resulting diagonal line across the grid.
17. Start with the first option at the top of the left hand column. Ask participants to compare it with the first option on the left-hand side of the first row. Support participants to discuss which option they would choose and to write it in the box on the grid.
18. Ask participants to continue this process, working along the first row from left to right, and then along the other rows until all of the options have been compared. At this point, all of the boxes that were not crossed out should be filled in.
19. Ask participants to count the number of times each of the options were chosen and add up the “scores”.
20. Finally, ask them to rank the options according to the number of times they were chosen. For example the option with the highest score would be “1^{st}”.
21. Discuss the results of the activity and ask participants how these could help in the process of designing an HIV prevention projects.

Facilitator’s notes:

! Encourage participants to work in whatever way they feel most comfortable. For example, the grid can be done on paper or in the sand.

! If the diagram has been created on the ground, remember to ask somebody to record it by copying it onto paper.

Toolcard 10: Matrix ranking

What is matrix ranking?

Matrix ranking is a way to prioritize choices and to look at the reasons why certain options are chosen. It involves scoring the choices against agreed criteria and then working out the order of priority.

Why is matrix ranking a useful activity?

Matrix ranking can be very useful for communities to:

- Sort through a large number of options that are difficult to prioritize.
- Come to a consensus on why certain things are priorities.

Example: Alliance Lanka, Sri Lanka

Members of Alliance Lanka used a matrix ranking tool to score different strategies to prevent the sexual transmission of HIV. The different prevention strategies were ranked, according to different criteria, for example, ease of use, degree of satisfaction offered, and low cost. Twenty-five beans were allocated for each criterion, and then distributed along the row of choices, according to what the group felt to be the priorities.

	Using a condom	Non-penetrative sex	One faithful partner	Abstinence from sex	Solitary masturbation
Easier to do	15	2	3	0	5
More satisfying	8	6	7	0	4
More safe	5	4	6	4	6
Less expensive	2	1	3	8	11
Easily accessible	1	3	4	5	12
Less negotiation	1	0	4	7	13
Total	32	16	27	24	51
Rank	2nd	last	3rd	4th	1st

Adapted from: PRA Workshop for Sexual Health Needs Assessments, Alliance Lanka and the Alliance, Sri Lanka, February 1997.

Instructions:

1. Support participants to decide what choices they want to prioritise.
2. Ask participants to draw a grid on the ground or on a piece of paper, with a vertical column for each choice. Write one choice at the top of each column.
3. Discuss with participants what criteria they want to use to prioritise their choices.
4. List the criteria down the first left hand column, and create a row for each one of them.
5. Ask participants to complete the table, scoring each of the choices against each of the criteria. The range for scoring can be done by:
6. Using numbering – such as 0-5 or 0-10; or
7. Allocating a given number of beans, cards or pebbles for each criterion to distribute along the row.
8. Ask participants to add up the scores - to see what they regard as the highest priority. Then, ask them to rank the choices in priority order.
9. Discuss the priorities with participants and encourage them to think about how this information could be used in the project design process.

Facilitator's notes:

! The selection of criteria is a critical part of this process. So, allow participants to take time to discuss the different options and to arrive at a consensus.

! Encourage the group to be creative in the way that they score the different options. Because the scoring does not have to involve writing down numbers, this makes it suitable for working with a wide variety of people.

! Remind participants that the criteria should either be all positive or all negative - because they are later to be scored and added up.

Toolcard 11: Weighted matrix ranking

What is weighted matrix ranking?

Weighted matrix ranking is a way to prioritise choices and to look at the reasons why certain options are chosen. It involves scoring each of the options against agreed criteria and then working out the order of priority. It also involves considering the relative importance of each of these criteria.

Why is weighted matrix ranking a useful activity?

Weighted matrix ranking can help communities to:

- Reassess priorities that have been decided through using a matrix ranking activity. This is because it involves asks the question, "Are the criteria being used all equally important or are some more important than others?"
- Design good projects to respond to identified needs. For example, if community members have identified three important issues about a sexual health problem, weighted matrix ranking can help to decide whether or not NGOs should try to address these problems.

Example: Alliance Lanka, Sri Lanka

To further expand the usefulness of the matrix ranking tool to determine the preferred methods for preventing sexual transmission of HIV, members of Alliance Lanka weighted the criteria they had used. This produced a more intuitive and accurate order of priority for prevention methods.

Criteria	*Relative weight*	Using a condom	Non penetrative sex	One faithful partner	Abstinence from sex	Solitary masturbation
Easier to do	** 12*	15 180	2 24	3 36	0 0	5 60
More satisfying	**14*	8 112	6 84	7 98	0 0	4 56
More healthy	**8*	12 96	5 40	5 40	0 0	3 24
More safe	**10*	5 50	4 40	6 60	4 40	6 60
Less expensive	**2*	2 4	1 2	3 6	8 16	11 22
Easily accessible	**4*	1 4	3 12	4 16	5 20	12 48
Less negotiation	**6*	1 6	0 0	4 24	7 42	13 78
Total	-	*452*	*202*	*270*	*118*	*348*
Rank	-	1st	3rd	4th	last	2nd

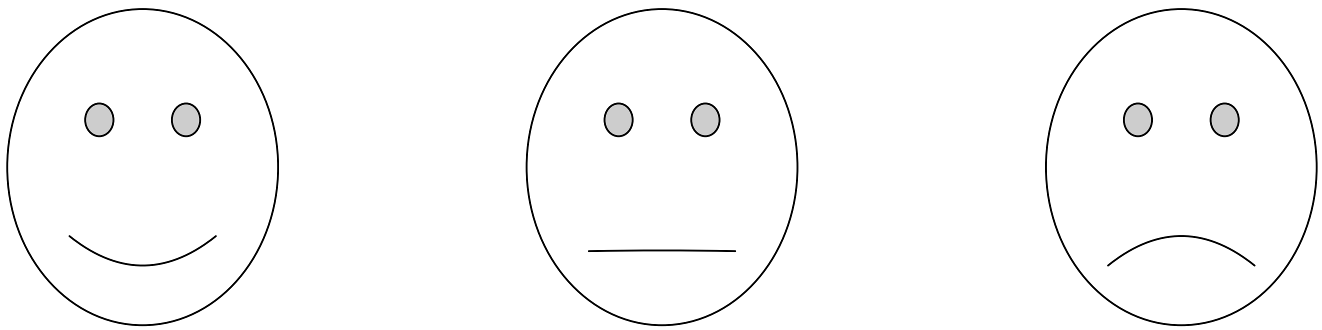
Source: PRA Workshop on Sexual Needs Assessments, Alliance Lanka and the Alliance, Sri Lanka, February 1997.

Instructions:

1. Ask participants how they want to judge the criteria. This should depend on what the group members think is important to them.
2. Ask participants to list the criteria and to discuss their relative importance.
3. Ask participants to create a grid like the one they used in the matrix ranking activity, with the criteria written in rows down the left hand side.
4. Next, ask them to distribute a given number of beans (or other local materials) across these rows to show the relative importance of each of the criteria. Each criterion should now have a score (or 'weight').
5. Ask participants to complete the grid by scoring each choice according to the criteria, as they did for the matrix ranking activity. Also ask them to multiply each score under that criterion by the numbered 'weight' of the criteria.
6. Add up the scores to find the weighted totals. Ask the group to rank the choices again to see if the results are different from the first matrix ranking activity. Results are more likely to differ if there are a large number of criteria and their relative importance is significant (i.e. three or four criteria of roughly equal importance are probably not worth weighting).

Daily Mood Monitor

Tick a face and make a comment below to explain how you feel about today



Comments: