Produced by the University of the South Pacific, Suva, Fiji, 2014.

First produced February 2014

**Course Development team for semester 1, 2014**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>Course coordinator</td>
<td>Aminiasi Driu</td>
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<tr>
<td>Education technologist</td>
<td>Kerishma Seth</td>
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<td>Marketing, Development and Communications Office</td>
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CEC33 (CB) 12014
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Course Overview

Welcome to CEC33 Community Development Process.

This course introduces you to the different elements that make up a project and the different phases of developing a project. You will be expected to demonstrate your ability to understand how these elements in a project relate and work together. In addition, to demonstrate your understanding of the project development processes particularly the planning phase and the development of project to meet the requirement for donor funding.

The practical experience of the course will help you engage in community development work based on real life situations. Such practical experiences make more effective learning in community development work. It also gives you an opportunity to establish and maintain relationships in the community as well as to build confidence and to enhance skills by working with people and helping the community in terms of training.

Course Learning Outcomes

After completing this course you should be able to:

- Apply project management knowledge to conduct field work.
- Apply project management knowledge to identify community problems and prepare a concept note
- Deliver some kinds of skills training where appropriate and provide advice and advocacy on community development work.
- Analyse community needs through the development of a community work placement.

Course Structure

This course is made up of four units which you will study throughout the semester. Each unit may take one or two weeks to study depending on the length and the amount of reading it requires you to complete.

The print course materials for CEC33 comprise one Course book and an Introduction and Assignments book.

Using your Course book

The concept map

You will find this at the beginning of each unit. This gives an overview of all the topics/concepts and the relationship between them. Frequently refer to this while studying each unit to form a link between all the topics/concepts covered in the course.

Study organiser

This is given as a table at the beginning of each unit. This will help you organise your study time with respect to the topics of study and the requirements of each to meet the objectives of that unit.
Activities/Readings

It is important that you complete the readings provided in each unit as they contain information essential to issues and concepts that you are studying in CEC33. Activities based on the readings will help you to consolidate your understanding and the notes you make will be useful when you prepare for your assignments. This is how an activity looks.

Activity 1.1

Reading

This indicates that you are required to do a reading.

We hope you will enjoy your learning journey in this course.

The CEC33 course team for 1/2014
Project Management and its Phases
Unit 1 concept map

This map represents the core concepts that we’ll be covering in this unit, and the relationships between them.
## Study organiser

Before you begin this unit, please check through your study organiser. It shows:

- the topics that you will be covering,
- the skills you need to acquire (the learning outcomes) and
- the activities you will do to help you acquire these skills.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Learning Outcomes</th>
<th>Activities/Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a project?</td>
<td>• demonstrate knowledge of project (management) planning process</td>
<td>Activity 1.1</td>
</tr>
<tr>
<td></td>
<td>• apply knowledge of the terms goal, objectives, outputs, outcome and impact</td>
<td></td>
</tr>
</tbody>
</table>

You should spend approximately 2 hours a day on this unit.
What is a Project?

A project is an undertaking that has:

- a set of tasks or activities
- a clear starting point
- well defined objectives
- assigned resources
- each task has a planned completion date

Projects are finite in length, usually one-time pieces of work which involves a number of activities that must be completed within a given time frame, and often on a fixed budget.

Examples of projects are construction of a community hall, introduction of a new telephone system, the opening of a new village church, a series of training activities for youths in a village and even a marriage.

Project development phases

There are four key steps or phases in a project which combine to make what we call the **project cycle**. They happen ‘before’, ‘during’ and ‘after’ the project.

The diagram on the right shows the four phases which is the initiation or definition phase, the planning phase, the execution phase and the evaluation phase.
The Initiation or Definition phase

Community workers are always involved in doing research as part of their professional work. The most appropriate way to find information about people and organizations is by conducting Research. A well researched project involves questions such as what:

- is the issue?
- do we want to do about it?

A project is the solution to an issue; purpose and scope is defined; justification or reasons are explained and solution is implemented. It involves a preliminary needs assessment of the issue and different views of people about it. It includes:

- asking questions whether it is realistic to complete the project
- the costs involved (budget)
- the kinds of resources required
- the types of benefits and who will benefit including different kinds of impacts
- what might be difficulties or issues that may come up for the project
- identifying different ways of doing the project to achieve the same results and
- possible solutions to addressing, avoiding or controlling some of the problems or issues.

This phase also identifies resources such as manpower or staff required for the project and appointment or recruitment of these staff.

The Planning phase

Planning phase involves detailed planning of the project from beginning to end. The plans created during this phase will help you to manage time, cost, quality, change, risk and issues. They will also help you manage staff and external suppliers, to ensure that you deliver the project on time and within budget. The following needs to be asked in the planning phase - how do we do it, where, when, with what, by whom and how much? It involves:

- identifying the key goals, specific objectives, and outputs
- identification of a time frame to complete the project
- detailed budgeting
- arrangement of project resources
- analysis of manpower required to complete the project in the given time frame
- setting up means to avoid any risks or problems already identified
- Clear roles and responsibilities (governance and management of the project) of those involved in the project cycle
- A plan on communications, who reports to who and other arrangements on quality assurance, procurements and so on.
- A detailed project activity plan or schedule for the project.
Execution or Implementation phase

This is the longest phase of the project cycle as it involves the implementation of the actual work that has been planned on the project. All the activities, people and resources identified in the plan are put into operation.

While the work is ongoing, project managers monitor progress, test finished work and results and try and solve any problems that arise. It is very important to keep track of the progress of the activities as planned. This is called project monitoring. It involves careful follow up of the processes and controlling them to minimise any errors or risks, keeping check on time and costs so that everything goes according to the budget and the plan, and ensuring that quality is maintained throughout the project.

As the execution phase moves toward completion, groups that are impacted by the project or who are the beneficiaries of the project or who are supporting the projects (e.g. donors or development partners) are kept informed of the project milestones (progress targets) and any developments that affect the project goals.

Evaluation and Closure phase

Evaluation or closure is the final phase of the project management life cycle. It is during this phase that the finished project is presented and analyzed to determine whether or not it was a success. This is also the learning phase. The key question is: ‘How did it go and what have we learned?’ When the project is complete, a review is done often by an independent person or group, and lessons learnt documented. Debriefing takes place about the overall project for the benefit of future projects. Any problems that arose are discussed along with lessons learnt and possible ways that things could be done better the next time.

A final report is usually prepared and sent to those who have supervised the project and to those who have funded the project.

Sign-off is followed by the final payment to those who were responsible for the implementation.

Projects carried out with proper planning and strategies are mostly successful. Therefore, a systematic approach towards completing a project is very essential for achieving good results.
Activity 1.1

Reviewing the project phases

Think about a project that you may be involved in or currently being conducted in your community and identify the following.

1. What are the goal/objectives?

2. If being implemented, Where it is in the project cycle?

3. How was the outcome of the project?

4. Does it cover the four phases of the project cycle?
Summary

In this unit, we learned what a project is and the four key phases that make up the project management cycle. These are the initiation, planning, execution and evaluation phases. We also learned the key questions to be asked for each of the phases to enable us to be focused on achieving the objectives of the project. We also learnt that project development and achieving a successful project require a systematic (detailed and careful) approach to each of the four phases.

Feedback on Selected Activities

In this unit you are encouraged to try out the activities on your own or discuss them in your tutorial sessions with the help of your tutor. Note down the feedback from the discussions which you may find useful.

Glossary

Start to develop your own glossary in this unit by completing the following table, filling in the terms that relate to the given definitions. Some terms are defined for you but you can try the rest.

<table>
<thead>
<tr>
<th>Key terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>Projects are finite in length, usually one-time pieces of work which involves a number of activities that must be completed within a given time frame, and often on a fixed budget.</td>
</tr>
<tr>
<td>Project Management</td>
<td></td>
</tr>
<tr>
<td>Initiation Phase</td>
<td></td>
</tr>
<tr>
<td>Planning Phase</td>
<td></td>
</tr>
<tr>
<td>Execution Phase</td>
<td></td>
</tr>
<tr>
<td>Evaluation Phase</td>
<td></td>
</tr>
</tbody>
</table>
Selection, Planning, and Management
Unit 2 concept map

This map represents the core concepts that we’ll be covering in this unit, and the relationships between them.
### Study organiser

Before you begin this unit, please check through your study organiser. It shows:

- the topics that you will be covering,
- the skills you need to acquire (the learning outcomes) and
- the activities you will do to help you acquire these skills.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Learning Outcomes</th>
<th>Activities/Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning a</td>
<td>• Construct the planning phase of a project</td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td></td>
<td>Activity 2.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity 2.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity 2.3</td>
</tr>
</tbody>
</table>

You should spend approximately 2 hours a day on this unit.
Selecting and Planning

Let’s begin by testing your prior knowledge of the term selecting and planning a project. What are the questions that you need to ask when selecting and planning a project. Write your answers in the space below.

Identifying the problem

A problem is a situation or something that is causing you difficulties and that you find hard to deal with or understand.

Planning can be approached by asking a series of questions:

1. A – Assess situation - What Do We Have? What don’t we have?
2. S – Survey surrounding - What are the positive and negative factors?
3. F – Forecast or make assumption of what might happen - What do we expect to achieve?
4. G – Set Goal and Objective; and identify Output, Outcome and Impact - What do we want?
5. A – Identify activities/resources and timeframe – action plan - How?
6. ME – Keeping tabs or ensuring targets are achieved - Monitoring and Evaluation - How are things going? Are getting the results/Impact?

Activity 2.1

Identifying the problem

Think of a problem that you have in your community or work that can be addressed by a project.
It is important to get the views of the community or people who would be affected or involved in this process. Once you have all the important information from different people, you are at the stage of identifying a ‘project idea’.

This project idea is further developed through what we call a project design. The diagram below shows how a project idea is addressed through a project development phase to get funding.

Project Planning

Now that you have identified the project, let’s move to the second phase which is project planning.

Reading 2.1

Now turn to Reading 2.1: The Four Key Questions in Management and Planning. (Phil Bartle, 2007)

Reading 2.1 will clarify for you the kinds of questions you would need to identify and develop a project for your community.

Project Planning: Goal, objective, Output, Outcome,

Identifying the goal and the specific objective, the output and the outcome of the project is very important in the planning process. Some people find it easier to look first at the outcome and impact which are the medium or long term broad results of a project and then identify the outputs and activities that are needed to achieve these.
There can be a number of objectives, outputs and outcomes in a project. The diagram below shows their connection:

- **Goal** (broad)
- **Objective** (specific)
- **Output** (immediate result)
- **Outcome** (effect of the result)
- **Impact** (wider long term change)

### Goals and Objectives

A goal is a **broad target** that you want to achieve but may not all be necessarily achieved by the project.

An objective is the **specific activity** or action by a project to produce outputs or results to achieve that goal. It can take more than one objective to achieve a goal. Likewise, an objective can yield more than one results or outputs. ‘Objectives’ are often known to use the infinite verb ‘to do’. It is often said that good objectives must be specific, measurable, achievable, and realistic and within a timeframe (SMART).

- Specific: Be clear about what will be achieved
- Measurable: Quantify results and measure when they have been achieved
- Achievable: Ensure they can be achieved
- Realistic: Can be attained with within project resources
- Timed: Can be attained within a specified timescale

The aims and objectives will give your project a direction and will allow you to focus on results. Throughout the project, revisit your objectives and measure what you have achieved. At the end of the project they will help you to demonstrate what you have achieved.

Source: Gabe Arnold in [http://gabearnold.com/](http://gabearnold.com/) Knowing the difference between goals and objectives/

### Examples of Goals and Objectives

Let’s take a look at the following examples on goals and objectives:

**Goal:** Empowered self sufficient and healthy island communities in Vanuatu

**Objective 1:** To provide safe water supply using local bore holes in Santos

**Objective 2:** To train Santos community in healthy eating practices

**Objective 3:** To improve Santos community capacity in crop production and local marketing
**Output**

The outputs of the project should be directly related to the project objectives. Outputs may include:

- events, such as workshops or harvests
- intangible things, like decisions, village regulation or by law, policies
- tangible things, like new buildings, new bore holes
- information, perhaps in the form of publications or videos or training manuals

You need to brainstorm with others to come to some agreed outputs. Key outputs that are achieved during the life of the project may be useful milestones that you can refer to when writing a proposal.

For output, outcome, and impact, the easiest way to understand the difference between these important words or terms is to do the GOOOI exercise which uses some guiding questions: G for Goal, O for Objective, Output and Outcome, I for Impact.

**GOAL is**

- broad ultimate result of the project
- Well defined, clear target of what to achieve
- measurable

*(guiding question for evaluation and analysis: did we achieve what we wanted to achieve?)*

**OBJECTIVE is**

- specific (to do) targets to gain results
- main outputs
- measurable

*(guiding question for evaluation and analysis: Were the results achieved?)*

**OUTPUT is**

- Amount produced: quantity
- Yield
- Activity
- measurable

*(guiding question for evaluation and analysis: what did we do?)*

**OUTCOME is** (What comes out of)

- Result
- Effect
- Upshot
- Measurable

*(guiding question: what did we learn and what do we plan to change?)*
IMPACT is:
- Influence
- Changes in behaviour
- Long term change

(guiding question: how did people’s lives (knowledge, relationships, actions and benefits) improve?)

A project plan can be revised during the project implementation phase.

Outcome
Lists the outcomes you envisage, the changes your project will stimulate or enable, and their likely impact on the teaching, learning, and research communities.

Outcomes are quite distinct from the deliverables you will create. Think of what people will be able to do better, faster, or more efficiently, or things they could never do before. Then think of the impact that this will have on users, their institutions, and on the education and research communities generally.

Activity 2.2

Revising Output, Outcome and Impact

Fill in what you think should be the outcome and impact of these outputs

<table>
<thead>
<tr>
<th>Output</th>
<th>Outcome</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wedding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bridge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Footpath</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water tank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food garden</td>
<td></td>
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</tbody>
</table>
The Community Education Training Centre (CETC) students have done needs assessment for the Kenani Community. They planned to assist with their problem of a high rate of non communicable disease – particularly their health and fitness. They do not have sports equipment or money to give to the community. They have now decided to fundraise by requesting assistance from the United Nations Development Programme (UNDP) in Suva. They decided to put in an application, requesting for some funds. They know the conditions for applying. They had a UNDP visitor who visited them to talk about the Small Grant Scheme. In addition, they have the application form to apply for assistance.

**PROBLEM** – The Kenani community is not active because there are not enough activities; people tend to be unhealthy and unfit; the youth are inactive; and they do not get together enough; no recreation and sports. Because of that, there is a high rate of non communicable disease in Kenani.

1. Imagine you are one of the CETC students who did the needs assessment for the Kenani community. List at least 3 objectives to address the above problem.

**Objective 1:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Objective 2:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Objective 3:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
2. Identify the possible outcomes that you want to achieve from these objectives.

Outcome from Objective 1

Outcome from Objective 2

Outcome from Objective 3

Summary

In this unit, we have read about the importance of planning a project carefully from the beginning to the end; how to identify specific outputs and the kind of outcomes and impact they will provide for the beneficiaries and community. We also learn about the importance of identifying potential problems that may arise and how to deal with them. Lastly, to achieve the goal and objective, we learn that it is essential to get the views of all those involved – from the target beneficiaries to other stakeholders and donors.

Here is a nice metaphor to illustrate the definition of a project and its components as described in this unit:

Cooks are constantly designing and implementing projects. Ingredients (inputs) are cooked (managed) according to a recipe (work plan) to achieve a warm, balanced meal (output), and a happy feeling or fullness and wellbeing (impact).

References

The Four Key Questions in Management and Planning [Online]
Available at: http://cec.vcn.bc.ca/cmp/modules/pd-int.htm
[Accessed 18 August 2013].
Feedback on Activity 2.3

Objectives

1. To improve the health and fitness status of the KC through sports and recreation.
2. To enable the people of KC to socialise and foster good relations and good fellowship.
3. To provide sports equipment and improved sports facilities for the youth of KC.

Outcomes

1. KC will have improved health and fitness.
2. KC will get together often in fellowship, and young people in particular are motivated to create their own social and recreational activities.
3. The community obtains sports equipment and sports facilities required are provided.

Glossary

Start to develop your own glossary in this unit by completing the following table, filling in the terms that relate to the given definitions. Some terms are defined for you but you can try the rest.

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<tr>
<td>Impact</td>
<td></td>
</tr>
</tbody>
</table>
Reading 2.1

The Four Key Questions in Management and Planning

http://cec.vcn.bc.ca/cmp/modules/pd-int.htm
There are four key questions in management planning:

What do we want?
What do we have?
How do we use what we have to get what we want?
What will happen as a result?

1. What Do We Want?

"What is the main problem to be solved?" The "What do we want?" question covers the description of the problem. If we reverse it, it defines the general goal, - where do we want to go? If we refine it, it turns into specific objectives, outputs and other finer definitions of that goal.

An organization or a community must have a shared vision of what it wants. This does not have to be a physical thing to own, like a latrine or electricity; it can be a new law, a revised set of attitudes, an increase in awareness, a change in habits, a new organizational structure, increased profit of a commercial shareholding company, higher wages for union members, a change of methods or membership of a non-profit organization, or any shared goal that means or implies an improvement (e.g. of the quality of living) for the group as a whole.

Goals and objectives should be identified in all project and planning documents and they should also be chosen and understood, and agreed upon by all participants in everyday activities of the group, community or organization.

In community management training the "What do we want?" question must be answered by the community as a whole, not just by the men, not just by the educated, not just by the civil servants, not just by the friends of the agency, but by all of the community, by consensus.

2 What Do We Have?

The "What do we have?" question is the identification of resources or potential inputs that can be used to reach the chosen goal or objectives. The geographical metaphor is, "Where are we now?"

The question implies that the current situation must be observed, discussed, and analysed. (This is called situation analysis). It implies
obtaining a clear picture of all resources and constraints, assets and liabilities (potential and realized), and a valid and verifiable picture of the situation.

In community management training, this identification is best done in meetings where the quiet people are encouraged to participate, because there are many resources in every community, including the poorest, that are hidden or perhaps not so obvious.

A skilled mobilizer draws out of a community meeting, by facilitation, the identification of many otherwise hidden or disguised resources.

The resources can include available labour and expertise (the human energy ready to be employed in the activity), land or space on which to carry out the activity, cash (through charges, sales, donations and other sources). capital (reusable equipment or tools) needed to carry out the activity, and human mental resources (wisdom, information, skills, experience, analytic capacity, creativity) that are often the hidden contributions of old or retired people, and often found in those who may be physically disabled or socially ostracized. Many are so obvious that they are otherwise overlooked.

Situation analysis means careful and complete observation of prevailing conditions, and determining which things will contribute to achieving objectives (or potentially will contribute) and which things may hinder the achievement of those objectives.

3. How Do We Get What We Want With What We Have?

The "How do we get what we want with what we have?" question is the strategy part of the craft of management. How to get from "A" to "B". There are always several different ways to combine the available resources, and the collective mental resources of the community (as mentioned above) should be used to identify several strategies, and select the most appropriate one.

It is in the determination of how to get from "A" to "B" that the group, guided by a facilitator, must create a strategy as part of its plan of action. The written plan will include the answers to all four questions. The creative, innovative, and analytical part of the work is in generating several possible strategies, then choosing the most viable among them.
If the group, organization or community is already organized in some fashion, its members, perhaps aided by a facilitator, needs to ask itself if its current organization is best designed for achieving the goals, or if a change in its structure and process can be considered here. For a community mobiliser applying management training, this is the opportunity to guide a community group in forming or re-forming itself into one that can most effectively use what they have to obtain what they want.

4. What Will Happen When We Get It?

It is important that, before action is undertaken, the group makes some valid and realistic prediction about the impact or result of the chosen strategy. Of course there may be some unexpected consequences, but every attempt must be made to identify possible consequences, especially so as to avoid the unwanted consequences.

It is here that the group must be aware that monitoring is so important. One must not ride a bicycle with one’s eyes shut. The whole plan of action should include the observation of actions and results, and a means of reporting back to the group as a whole.

The "How do we get what we want with what we have?" question is the strategy part of the craft of management. There are always several different ways to combine the available resources, and the collective mental resources of the community (as mentioned above) should be used to identify several strategies, and select the most appropriate one.

The "What will happen when we get it?" question covers the prediction of the impact of the activity. It can be expanded to ask how the activity is expected to affect the community and its (social and physical) environs, and leads to plans for monitoring and evaluation.

These four questions can be used by the field worker as a framework for organizing, or reorganizing, a group. Similarly they are used by a management trainer for organizing or reorganizing a management team.

A coordinator can use them for organizing a team of field workers. Together, they are the framework for building management capacity and strength of any group of participants.
In community management training, these essential four questions need to be raised when the whole community is meeting to decide priorities. They should be used again when the executive committee of the CBO meets on behalf of the whole community to work out details. If you look carefully, you will see these four questions, in the order presented, hidden in two of this document’s appendices, the brainstorming process and guidelines for project design.

Whether they are asked when organizing a trade union, or in a management meeting of senior executives of a wealthy corporation (or, in this context, during the empowerment and capacity building of a low income community), they constitute the essential or core decisions in management.
Developing a project activity plan
Unit 3 concept map

This map represents the core concepts that we’ll be covering in this unit, and the relationships between them.
Study organiser

Before you begin this unit, please check through your study organiser. It shows:

- the topics that you will be covering,
- the skills you need to acquire (the learning outcomes) and
- the activities you will do to help you acquire these skills.

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<th>Learning Outcomes</th>
<th>Activities/Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and Scheduling</td>
<td>• Apply knowledge of activity planning for community – based projects</td>
<td>Activity 3.1</td>
</tr>
<tr>
<td>project activities</td>
<td>• Prepare log-frame and Gantt chart for a community project</td>
<td>Activity 3.2</td>
</tr>
<tr>
<td>Concept Note</td>
<td>• Prepare a concept note</td>
<td>Activity 3.3</td>
</tr>
</tbody>
</table>
<pre><code>                                                                                     | Activity 3.4        |
</code></pre>

You should spend approximately 2 hours a day on this unit.
Planning and Scheduling Project activities

We have learned so far that a ‘Project’ is a set of activities which ends with specific result. This result is achieved through the implementation of tasks which have distinct start/finish dates using resources (time/money/people/ equipment). There are specific words in activity planning that you need to understand. These are ‘tasks’ and ‘milestones’.

‘Tasks’ are activities which must be completed to achieve project goal.

To develop a project activity plan, break the project into tasks and subtasks. Tasks have start and end points, are short relative to the project and are significant. It is good to use verb-noun form for naming tasks, e.g. "create drawings" or "build prototype". Use action verbs such as "create", "define" and "gather" rather than "will be made". Each task has a duration. It is very difficult to estimate duration or length of time for an activity accurately so it is always a good practice to give more than expected completion time.

‘Milestones’ are important checkpoints or short term goals for a project. (often an important event not necessary a task). These milestones are useful in identifying any scheduling problems early. Milestones can be best labelled by noun-verb form, e.g. "report due", "parts ordered", "pilot complete".

The activity plan helps to identify risk areas for project, for example things you don't know how to do but will have to learn. These are risky because you may not have a good sense for how long the task will take. Or, you may not know how long it will take to receive goods you purchased for the project.

Activity 3.1

Identifying milestone, the timeframe, resources

Using the objective and outcome from the Kenani Community, Use the table below to make a list of activities or tasks for each of the objectives that you had identified. Remember, these tasks must be linked to your outcomes. Identify what can be a milestone, the timeframe, resources that would be needed, and the people responsible for that task. An example has been given.
Once you complete this exercise and check that you have all the tasks for each objective and you have some milestones and the time specified for each task, you are now ready to develop the **Gantt chart** or the full activity schedule.

### What is a Gantt chart?

A Gantt chart is a project planning tool used to represent the timing of tasks required to complete a project. Most project managers and planners use Gantt charts because they are simple to understand and easy to make.
What does a Gantt chart look like?

In a Gantt chart, each task takes up one row. Dates run along the top in increments of days, weeks or months, depending on the total length of the project. The expected time for each task is represented by a horizontal bar whose left end marks the expected beginning of the task and whose right end marks the expected completion date. Tasks may run sequentially (in a sequence), in parallel (alongside each other) or overlapping.

As the project progresses, the chart is updated by filling in the bars to a length proportional to the fraction of work that has been accomplished on the task. This way, one can get a quick reading of project progress by drawing a vertical line through the chart at the current date.

Completed tasks lie to the left of the line and are completely filled in. Current tasks cross the line and are behind schedule if their filled-in section is to the left of the line and ahead of schedule if the filled-in section stops to the right of the line. Future tasks lie completely to the right of the line.

*Estimating time for a task*

Accurate time estimation is a skill essential to good project planning and management. It is important to get time estimates right for two reasons:

1. Time estimates drive the setting of deadlines for delivery of projects, and hence peoples’ assessments of your reliability
2. They often determine the costs of contracts/activities and hence their profitability.

Usually people vastly underestimate the amount of time needed to implement projects. This is true particularly when they are not familiar with the task to be carried out.

They forget to take into account unexpected events or unscheduled high priority work. People also often simply fail to allow for the full complexity involved with a job.

In summary, Gantt charts

- help you to plan out the tasks that need to be completed
- give you a basis for scheduling when these tasks will be carried out
- allow you to plan the allocation of resources needed to complete the project, and
- help you to work out the critical path for a project where you must complete it by a particular date.

When a project is under way, Gantt Charts help you to monitor whether the project is on schedule. If it is not, it allows you to pinpoint the remedial action necessary to put it back on schedule.
Simple Gantt chart

Example 1

<table>
<thead>
<tr>
<th>Task Name</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Determine a budget</td>
<td>1 day</td>
</tr>
<tr>
<td>2 Research Technologies</td>
<td>5 days</td>
</tr>
<tr>
<td>3 Select Technology</td>
<td>1 day</td>
</tr>
<tr>
<td>4 Research Branches</td>
<td>3 days</td>
</tr>
<tr>
<td>5 Select Brand and Model</td>
<td>1 day</td>
</tr>
<tr>
<td>6 Check On-line Stores</td>
<td>2 days</td>
</tr>
<tr>
<td>7 Check Local Outlets</td>
<td>5 days</td>
</tr>
<tr>
<td>8 Select Retailer</td>
<td>1 day</td>
</tr>
<tr>
<td>9 Purchase</td>
<td>1 day</td>
</tr>
</tbody>
</table>

Example 2

Example 3
Go back to Activity 3.1 and review your task list. Check that each task has a tentative start and stop dates (or duration) and the people responsible for the task. Show the earliest start date. If you have more than 15 or 20 tasks, split your project into main tasks and subtasks, then make an overall Gantt chart for the main tasks and separate Gantt charts for the subtasks which make up each main task.

Decide what resolution (time – days, weeks, months, quarters, years) to use in the timeline. For projects of three months or less, use days, for longer projects use weeks or months, and for very short project use hours.

Well done. You have now learnt the process of drawing a simple Gantt timeline for your project as part of the project planning process. There are other plans that are made for more complex projects. Managers often draw up other support plans such as a communications plan, human resources plan and a risk management plan. We will not cover this in this unit.
Costing a Project

Cost control and accounting are important aspects of project management. Cost data for a project may be associated with activities or with resources, such as personnel (staff) or equipment. All the inputs for your tasks are what should be costed. The inputs you will need to implement your project (i.e. achieve your objectives) may include:

- people (staff-time)
- travel costs (bus tickets, meals allowance)
- vehicles (rental, petrol, driver's time)
- equipment (tools, office)
- supplies (paper, seed, fertilizer, etc.)
- services (phone, fax, e-mail, etc.)
- facilities (radio station, offices, demonstration sites)

Some inputs may come from many different partners, e.g. church groups, individual families, other NGOs, international organizations, donor groups, government agencies, etc. Remember that all partners will also have travel, supplies, services and other input requirements.

Costing a project can be done by other people who are experienced in this area. However, you can try this out yourself. As long as you are clear about the tasks and know the resources required, costing this can be an easy exercise.

All direct costs need to be included. These are the costs of resources and the costs associated with the actual carrying out of the tasks. Remember, that you need to cost everything. Be sure to include and label all projects costs. It is very important for all parties to understand the true and full project costs, and to avoid hidden expenses.

This means all the inputs that you require for a task.

- Physical resources including capital goods (equipment, building or room hire, transport/vehicle)
- Human resources (labour/staff – fulltime or part time, volunteers or consultants)
- Other things like refreshments, launch, reports, publications, closing ceremonies etc.
- Cost of utilities (water, power, telephone, fax, internet connection)

Some donors value inputs which are 'in kind' (that is, there is no monetary value being spent but contribution are in the form of unpaid labor (village volunteers) or in the use of the office space which are provided free. This sends a message to donors that the community is committed to the project and is willing to provide whatever resources that they can contribute to achieve their project goal.
For **capital goods** (assets you can see or are tangible) and other items to be purchased, it is important to get at least two quotes from suppliers for all items but most importantly for expensive items.

For **staff costs** (labor costs), this can be based on staff time, position or work to be done and appropriate local pay conditions. If a company is hired to carry out a particular task, normally a tender (an expression of interest/bidding) process is put out in the paper.

In putting a budget, it is important to have a sheet as in the table below. It has a category column and description of the service or good that is being costed. Also important is the column that that shows that you have gone through a proper process of procuring goods based on the cheapest quotes from different suppliers. This is a requirement by donors. Make sure that prices quoted for goods include all tax (VAT Inclusive) and know what the period is for quote value (i.e. prices of goods are often quoted for a certain period e.g. 2 months and the supplier may revise their quote/price again).

It is also important any other contribution from groups or donors for the project.

There are many more areas to help you refine your skills in costing your project and in keeping track of your expenses so that you do not overspend your budget.

However, we will not look at these areas in this unit and will be covered in detail in the **Community Development Diploma programme**.
Concept note versus Project Proposal

A concept note or a concept paper is a BRIEF summary of a project. It is a short version of a project proposal. A concept note for submission to a donor is ideally between 3 to 7 pages long.

A project proposal is the longer version of the concept note and contains all relevant details. It can be as long as 25 pages excluding appendices.

How to Prepare a Concept Note

A concept note has a specific format. The final version of the concept note has the following headings:

1. **Title** – has to be catchy, informative and reflect the issue and project goal. A two part title can be useful. E.g. Champions of Health – Santos Women fighting NCDs

2. **Background** – Introduces the problem and why it is urgent and what has been done to address the issue. Includes justification for the project and your involvement.

3. **Objectives** (see earlier unit)

4. **Outputs** (see earlier unit)

5. **Activities and duration** (see earlier unit)

6. **Beneficiaries and impacts**

7. **Project management** (includes monitoring and evaluation) Description on who will lead the project and who will be responsible (and when) for the main project tasks including financial management, monitoring and evaluation – implementation arrangements

8. **Budget**
Donor requirements

Most donors have their own templates for funding requests. They set their own requirements for concept notes and proposals. Though many look different, there is a lot in common in terms of the kinds of information they want from those who are requesting for funds. Most if not all donors want information on the following:

1. Beneficiary group
2. Background and Justification of Project
3. Objective of Project
4. Project Duration (length of project)
5. Project Activities
6. Project Outputs
7. Inputs / Budget

Beneficiaries and Impacts

The impact is very important for the donor as they describe the benefits to those who will be the beneficiaries (receiving the results) of the project. This means that you have to be clear and state who the beneficiaries of the project are going to be. These beneficiaries will be your direct beneficiaries and will receive direct impacts. There are other important impacts at the national level like impact on the national development goals or millennium development goals (or MDGs). These are indirect impacts.

Here is a list of possible the beneficiary groups:

- Poor individuals in squatter settlements
- Families affected by drought or by flooding and other natural disasters
- Refugees
- Other population groups such as those with disabilities

Activity 3.3

List of beneficiaries

Think about the Kenani project. Make a list of the beneficiaries.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Potential donors

Sources of support or assistance for projects or initiatives of this kind can be from:

- Local Development Banks
- Development partners (European Union, NZAID, AusAID, CANADA FUND, Taiwan/ROC, JICA, UNDP, UNESCO, FAO, World Bank, ADB, COMSEC etc.)
- Sponsoring government ministries – Agriculture, Fisheries, Women, Labour and Industries, Enterprise, Youth
- Regional organisations such as the SPC, FORUM Secretariat, SOPAC, SPREP, USP, UNDP, UNESCO, RRRT, ECREA, FSPI
- International bodies for specific sectors such as ACIAR (agriculture related), CIDA (business related), UNIFEM (gender related) etc.
- Local NGOs or church bodies

In your own countries, you will have diplomatic missions from overseas countries like New Zealand, Australia, United States, France, China and Korea. These offices have their own project funds which you seek funding from. Most of them would be advertising these projects and call for applications.

Activity 3.4

List of Donors

Think about the assistance that your community received. Some of them maybe from your own government, some from non-government agencies, and some from international or regional agencies who are either development partners or donors. Can you come up with a list?

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
Example of a Concept Paper

**Project title**: Extension Construction of the Old Community Hall (Catering Area)

**Goal**: The goal of this project is to protect the Health and safety of the workers in the area and the community at large by providing good quality services in the community. It is to provide income generating activities that will help women to well use of the resources available in the community and to overcome financial constraints in meeting household and family needs.

**Objective**: Employment, income generation and improvement of living condition and providing quality catering Services.

**Requesting group**: Naqali Women’s Club

**Location**: Naqali Community is located in the Naitasiri province, approximately 50 kilometers from the CETC Narere.

**Project Proponent (those submitting the project request)**: Naqali women’s Club Committee, Naitasiri Town council, Chief- Ratu Meli Soga, Catholic & Methodist church groups.

**Contacts**: Naqali women’s Club Leader, Turanganikoro, Chief, Project Committee

**Village Coordinator**: Melaia Lutunabiau

**Tel**: 9669709/9712479

**SUMMARY**: The Naqali Women’s Club is intended to set up a catering kitchen by extended the old community Hall as part of their plan. The community has agreed to provide 1/3 will be contributed by the community lead by the women’s Club such as gravel, sand, food land and volunteers. The use of funds will be used to purchase for the construction such as hardware materials, labor, stationeries, electrical equipments, and other costs the Naqali Women’s Club seeks financing through a foreign donor agency. An estimated sum of Fiji D$ 15,000.00 thousand (47%) is requested for the purpose.
RATIONALE (Justification for the project):

Naqali community is the main center for the Naitasiri Province. The women have done a lot of catering for different function as weddings, birthdays and funerals. Therefore, they were constantly experienced difficulties during big caterings. Considering the preparation area, the space and the equipments used are not in good conditions. It is a health risk that they've challenged with. As a result the Naqali Women’s Club has decided to extend part of the Old Community Hall as the preparation area for catering.

BENEFICIARIES (those who will benefit):

Eighty families in the community, approximately 170 men, 149 women and will be the direct beneficiaries. Indirect beneficiaries: Approximately 500 people living in the near by villages and additional communities, schools, Indian community who will be benefit from this project is the neighboring

<table>
<thead>
<tr>
<th>Population:</th>
<th>Existing Development:</th>
<th>Problem Faced:</th>
<th>Homes:</th>
<th>Denominations</th>
<th>Source of Income:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tot population 406</td>
<td>New community hall</td>
<td>River flooding destroy their food sources and also the water pressure.</td>
<td>Concrete- 25</td>
<td>Catholic, Methodist</td>
<td>Selling of vegetables and fruits</td>
</tr>
<tr>
<td>Men-170</td>
<td>Water supply</td>
<td></td>
<td>Wooden-14</td>
<td></td>
<td>Tilapia fish farming</td>
</tr>
<tr>
<td>Women-149</td>
<td>Electricity Access</td>
<td></td>
<td>Iron- 48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth- 50</td>
<td>Telephone services</td>
<td></td>
<td></td>
<td></td>
<td>Root crops farming</td>
</tr>
<tr>
<td>Kids- 26</td>
<td>Truck for the whole village Cooperative shops.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**OUTCOME OF THE PROJECT:**

Once this project is completed it could bring extra income to the families, at the same time the whole community will benefit by improvement of the village life, i.e. providing better sanitary facilities, water supply other services. This project can also be served as a model for all communities in the province.

**NAME OF THE PROJECT PROPONENTS:**

**Naqali Village Community**

The project committee, consisting of 7 members, including chief/Chairmen, project co-coordinator/Treasurer, project manager (a retired WIA & Nurse Officer) and lady secretary, has a good gender balance. The project committee will be responsible for the overall supervision and implementation of the project which involves purchasing of the required materials.

**Naitasiri Provisional Council**

Provisional Council Administration Officer:

**DURATION OF THE PROJECT:**

The duration of this project will be approximately 2 years.

The community together with the Project Committee will maintain the project after its initial completion.

**BRIEF DESCRIPTION OF THE ORGANISATIONS TO BE INVOLVED AS PARTNERS:**

<table>
<thead>
<tr>
<th>Our Partners are</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naqali village Community</td>
<td>The partner will be the ones to make sure that the land is available for the construction</td>
</tr>
<tr>
<td>Aid Donors</td>
<td>Partners who would be responsible for funding the project needed.</td>
</tr>
<tr>
<td>Youth and men and women (Community)</td>
<td>They will be provided labour inputs.</td>
</tr>
<tr>
<td>Naitasiri Town council/ Chief</td>
<td>Will be responsible to give permission for construction....according to town regulations....</td>
</tr>
<tr>
<td>All Religious Groups namely: Catholic/Methodist</td>
<td>All other Church members would be involved in the work once it started.</td>
</tr>
<tr>
<td>These Partners will be all contributing to the Project from the beginning to the end of the Project.</td>
<td></td>
</tr>
</tbody>
</table>
### LOGFRAME OF THE PROJECT: (Two Years 2011-2012)

<table>
<thead>
<tr>
<th>Activity</th>
<th>September 2011</th>
<th>October 2011</th>
<th>November 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Preparatory works</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Landscaping/buying of materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid term Review report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First report</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>September 2011</th>
<th>October 2011</th>
<th>November 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Preparatory works</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Landscaping/buying of materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid term Review report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First report</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### BUDGET:

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Amount</th>
<th>Total Project Cost (in FJD)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Donor Contribution</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Building Materials</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cements</td>
<td>$10.00 x 20 bags</td>
<td>$200.00</td>
<td></td>
</tr>
<tr>
<td>Bricks</td>
<td>$2.50 x 300 bricks</td>
<td>$750.00</td>
<td></td>
</tr>
<tr>
<td>Timbers</td>
<td>-</td>
<td>$600.00</td>
<td></td>
</tr>
<tr>
<td>Pipes</td>
<td>-</td>
<td>$600.00</td>
<td></td>
</tr>
<tr>
<td>Hire equipments; Machinery</td>
<td>$1000 x 1 month</td>
<td>$1,000.00</td>
<td></td>
</tr>
<tr>
<td><strong>Labor</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carpenter</td>
<td>$1,000.00 x 1 person</td>
<td>$1,000.00</td>
<td></td>
</tr>
<tr>
<td>Supported members</td>
<td>$500.00 x 5 members</td>
<td>$2,500.00</td>
<td></td>
</tr>
<tr>
<td>Architect fee</td>
<td>$500.00 x 1 person</td>
<td>$500.00</td>
<td></td>
</tr>
<tr>
<td>Electrical Man</td>
<td>$300.00 x 1 person</td>
<td>$300.00</td>
<td></td>
</tr>
<tr>
<td><strong>Stationery</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book</td>
<td>$5.00</td>
<td>$5.00</td>
<td></td>
</tr>
</tbody>
</table>
Summary

In this unit planning process for a project was looked at in detail. We have read about how to develop tasks to achieve certain activities and outputs and how to decide on the type of resources required and the timeframe to implement those tasks. In addition, we know the value of using a Gantt activity plan to schedule tasks and to monitor progress and the importance of having a good costing framework for the project to make sure that there is no wastage and especially if one is seeking funds. The section on concept note sums Unit 1 and 2 by applying what you have learned about the different elements of the project planning process to the development of a concept note using those elements.
In this unit you are encouraged to try out the activities on your own or discuss them in your tutorial sessions with the help of your tutor. Note down the feedback from the discussions which you may find useful.

Glossary

Start to develop your own glossary in this unit by completing the following table, filling in the terms that relate to the given definitions. Some terms are defined for you but you can try the rest.

<table>
<thead>
<tr>
<th>Key terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Participatory Learning
Action Tools and
Quality Circle
Unit 4: Participatory Learning Action tools and Quality Circle

Participatory Learning Action Tools and Quality Circle

- Project development and training needs
- Plan-Do-Check-Action Cycle (PDCA)
- The Problem Tree
- What is a problem?
Study organiser

Before you begin this unit, please check through your study organiser. It shows:

- the topics that you will be covering,
- the skills you need to acquire (the learning outcomes) and
- the activities you will do to help you acquire these skills.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Learning Outcomes</th>
<th>Activities/Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participatory learning Action Tools</td>
<td>• Identify problems in the community&lt;br&gt;• Prepare daily activity patterns for men, women, and youths in your community</td>
<td>Activity 4.1&lt;br&gt;Activity 4.2</td>
</tr>
<tr>
<td>Quality Circle</td>
<td>• Identify community development projects and discuss ways to implement, monitor and evaluate the project</td>
<td>Activity 4.3</td>
</tr>
</tbody>
</table>

You should spend approximately 2 hours a day on this unit.
Introduction

Participatory Learning Action tools is used to gather information about a community setting and its resources, to identify and analyze problems, needs and possible solutions to community needs.

The Quality Circle (QC) approach is a process where a group of people meet to identify possible community development projects and to discuss ways to implement, monitor and evaluate the project.

What is Participatory Learning and Action (PLA) Tools?

PLA stands for Participatory Learning and Action. Sometimes people often refer to the term PRA or Participatory Rural Appraisal.

PLA is a growing combination of approaches and methods that enable rural people to share, enhance and analyze their knowledge of life and conditions, to plan and act and to monitor and evaluate. The role of the outsider (you and me) is that of a catalyst, a facilitator of processes within a community which is prepared to make changes in their situation.

PLA tools

Community Map

The community resource map is a tool that helps us learn about a community and its resources base. The primary concern is not to develop an accurate map but to get useful information about local perceptions of resources. Take note that the mapping activity of your community was carried out in CEC31: Basic Concepts of Community Development.

Village Profile

The village profile is done in an interview process with those very familiar with the community situation. This may include the elders, in order to provide information regarding the community on information such as historical background, social structure, socio-economic status, role of individuals, village rules, development activities and needs of the community.

Community profile is basic information to learn and know about the community in terms of its physical welfare, socio-economic conditions, culture, traditions and social organization structures.
**Transect Walk**

The transect walk is a PLA tool that involves walking through the community boundaries and observing the condition of the surrounding areas. It also helps to visualize and observe the location of the households and other social facilities available or those that are not available in the area. It also helps to clarify spatial misconceptions by visiting areas and people that are not often visited. It serves as a baseline for planning, implementation, monitoring and evaluation of community development activities.

**Example: Transect walk result of Burebasaga Village of Rewa Province**

<table>
<thead>
<tr>
<th>RIVER</th>
<th>FIRM GROUND</th>
<th>SWAMP</th>
<th>OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOIL</td>
<td>Sandy loam, very fertile</td>
<td>Sticky clay</td>
<td>Can be drained</td>
</tr>
<tr>
<td>LANDUSE</td>
<td>Houses &amp; school-50%, agriculture -50%</td>
<td>Gathering of food items</td>
<td></td>
</tr>
<tr>
<td>CROPS</td>
<td>Dalo, cassava, yam, eggplant, sugarcane</td>
<td>Via (swamp taro), ivi (chestnut).</td>
<td></td>
</tr>
<tr>
<td>FISHING</td>
<td>Fish, kai (fresh water mussels)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>PROBLEMS</td>
<td>Decreasing kai population</td>
<td>Increasing population less land for agriculture</td>
<td>Poor drainage</td>
</tr>
<tr>
<td>OTHERS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Daily Activity Routine

Daily activity routine illustrates all of the different kinds of activities carried out in one day. They are particularly useful for looking at relative workloads between different groups in the community. Comparisons between routines show who works the longest hours, who concentrates on a few activities and who does a number of tasks in a day, and who has the most leisure time.

Example of daily routine of men and women of Kadavu

<table>
<thead>
<tr>
<th>Time</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00am</td>
<td>Wake up</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Light the fire</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Heat the water for tea</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cook the food</td>
<td></td>
</tr>
<tr>
<td>7.00am</td>
<td>Set the table for tea, breakfast</td>
<td>Wake up</td>
</tr>
<tr>
<td>7.30am</td>
<td>Breakfast</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Children get ready for school</td>
<td>Breakfast Go to plantation</td>
</tr>
<tr>
<td>8.20am</td>
<td>Collect the dirty clothes</td>
<td></td>
</tr>
<tr>
<td>9.00am</td>
<td>Warm/cook lunch</td>
<td></td>
</tr>
<tr>
<td>9.10am</td>
<td>Clean up outside the house</td>
<td></td>
</tr>
<tr>
<td>10.00am</td>
<td>Story time</td>
<td></td>
</tr>
<tr>
<td>11.00am</td>
<td>Lunch is cooked</td>
<td></td>
</tr>
<tr>
<td>12.00pm</td>
<td>Women and children have lunch</td>
<td></td>
</tr>
<tr>
<td>1.00pm</td>
<td>Rest</td>
<td></td>
</tr>
<tr>
<td>1.30pm</td>
<td>Low tide – Go out to the reef</td>
<td></td>
</tr>
<tr>
<td>6.00pm</td>
<td>Come back home</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cook for dinner</td>
<td>Men return from the plantation</td>
</tr>
<tr>
<td>6.30pm</td>
<td>Set the table for dinner</td>
<td>Drink kava</td>
</tr>
<tr>
<td>7.00pm</td>
<td>Family prayer meeting</td>
<td></td>
</tr>
<tr>
<td>7.30pm</td>
<td>Some more activities</td>
<td></td>
</tr>
<tr>
<td>8.00pm</td>
<td>Sleep</td>
<td></td>
</tr>
<tr>
<td>12.am</td>
<td></td>
<td>Men sleep</td>
</tr>
</tbody>
</table>
**Daily Routine Plan**

In your home, compare the daily routines of men, women, and a youth. Use the key questions below as a guide to identify people's activities and workloads.

1. For each person, how is his or her time divided?
2. What is the difference between the men, women and youth’s clocks?
3. Who has the heaviest workload?
4. Who has time for rest and leisure?
5. What can be done to balance off workloads of each group?

**Daily Routines of Women, Men and Youths**

<table>
<thead>
<tr>
<th>Time</th>
<th>Women</th>
<th>Youth</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
### Seasonal Food Calendar

A seasonal food calendar explores seasonal changes and food availability in a community.

#### Example of root crops seasonal calendar in Kiuva village, Tailevu, Fiji Islands

<table>
<thead>
<tr>
<th>Root Crops</th>
<th>Jan</th>
<th>Feb</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dry Season</strong></td>
<td></td>
<td></td>
<td></td>
<td>✯</td>
<td>✯</td>
<td>✯</td>
<td>✯</td>
<td>✯</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Wet Season</strong></td>
<td>✯</td>
<td>✯</td>
<td>✯</td>
<td>✯</td>
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<td></td>
<td></td>
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<td>✯</td>
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<tr>
<td>Chestnut</td>
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<td>Duruka</td>
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<td>Yams</td>
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<td>Gasali</td>
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<tr>
<td>Sweet potatoes</td>
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<td>Lemon</td>
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<td>Cassawa</td>
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<td>Taro</td>
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<tr>
<td>Banana</td>
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<tr>
<td>Bread fruit</td>
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<tr>
<td>Tivoli</td>
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<tr>
<td>Mango</td>
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<tr>
<td>Kavika</td>
<td></td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>
Activity 4.2

The following questions are based on the seasonal calendar.

1. What month of the year is food scarce or abundant?

2. How does income and expenditure from crop and sea resources vary during the year?

3. How does the weather pattern vary during the year?

4. When is most agricultural work or marine work done during the year?

5. Which would be the most appropriate season for additional activities apart from food gathering?
Problem Tree

A Problem Tree shows the problem/issues that exist in the community, the causes and its effects. It also helps people to find solutions to their problems/issues and how they can find solutions to some of the problems/issues they are currently facing.

Example of a problem tree

<table>
<thead>
<tr>
<th>Problem</th>
<th>Causes</th>
<th>Effects</th>
<th>Solutions (Plan of action)</th>
<th>Target Group</th>
<th>Time of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burning</td>
<td>i. Careless-ness ii. Laziness iii. belief that it is good practice iv. planting without allowing the soil to fallow</td>
<td>i. leads to loss of soil productivity ii. Farmers will travel further away to farm</td>
<td>i. Constant weeding of the gardens. ii. Be responsible and active in the care of the garden.</td>
<td>Villagers</td>
<td>When the need arises</td>
</tr>
<tr>
<td>Excessive kava drinking</td>
<td>i. lack of discipline ii. no definite goals to achieve iii. lack of knowledge on bad effects</td>
<td>i. Sickness ii. Laziness iii. Family problems iv. Market too far v. Poor kava price</td>
<td>i. Awareness on bad effects ii. Develop kava network for marketing iii. promote moderate drinking habit</td>
<td>Villagers who plant / drink kava</td>
<td>New Year</td>
</tr>
<tr>
<td>Fishing</td>
<td>i. Lack of understanding of the effects of over-fishing ii. Easy to Catch fish</td>
<td>i. Use of wrong fishing gear - net ii. Use of fish poison &amp; dynamite</td>
<td>i. Ban / stop use of wrong methods of fishing ii. Use seasonal calendar to fish</td>
<td>Villagers using fishing ground</td>
<td>During community meeting</td>
</tr>
<tr>
<td>Irregular transportation</td>
<td>i. Irregular transportation by island ferries ii. High transportation cost to island main centre</td>
<td>i. Less cargo ii. Not many marketable products</td>
<td>i. Negotiate with ferry company on sailing timetable. ii. Introduce marketable products.</td>
<td>Village headman and other leaders</td>
<td>New Year</td>
</tr>
</tbody>
</table>
**Project Development Needs**

The problem tree is used to identify the project development and training needs. The project development list can then be used to plan the implementation of a community project using the Quality Circle approach.

Project development needs may include:

- Infrastructure - construction of buildings & shelters, roads, water, transport, power, schools, communication etc
- Environment - clearing drains, digging rubbish pits, weeding & clearing, constructing rubbish stands etc
- Agriculture - backyard gardening, poultry farming, pig farming, fish farming, post harvest management etc
- Forestry - tree planting, forestation, logging etc
- Marine - sustainable fishing methods, post harvest fish handling, fish aggregating devise designs etc

List of training needs may include but not limited to:

- Sewing, baking, cooking, fabric arts, guest house operation, nutrition, health, entrepreneurship skills.
- Agriculture - backyard gardening, poultry farming, pig farming, fish farming, post harvest management.
- Forestry - tree planting, forestation, logging skills, agro forestry etc.
- Marine - sustainable fishing methods, post harvest fish handling, fish aggregating devise designs.

**Example: Project Development Needs**

<table>
<thead>
<tr>
<th>NEEDS AND PROBLEMS</th>
<th>WHY?</th>
<th>SOLUTION (HOW)</th>
<th>WHO WILL DO IT</th>
<th>WHAT TO DO?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
<td>Healthy environment</td>
<td>Fundraising</td>
<td>Community Government</td>
<td>Selling vegetables</td>
</tr>
<tr>
<td>Dispensary</td>
<td>Help us when we do not have money to go to hospital</td>
<td>Fundraising</td>
<td>Community Government</td>
<td>Contract work for men</td>
</tr>
<tr>
<td>Flush toilet</td>
<td>Better village sanitation</td>
<td>Fundraising</td>
<td>Community Government</td>
<td>Selling handicraft</td>
</tr>
<tr>
<td>Fish pond</td>
<td>Source of income and food</td>
<td>Fundraising</td>
<td>Community Government</td>
<td></td>
</tr>
<tr>
<td>Canteen</td>
<td>Source of income and food Save time &amp; money going to town</td>
<td>Fundraising</td>
<td>Community Government</td>
<td></td>
</tr>
</tbody>
</table>
**Matrix Scoring**

Matrix scoring and ranking is a tool that is used following the Problem Tree to prioritise the problems/issues or project development need or training needs that needs to be addressed accordingly depending on the resources available.

Therefore, matrix scoring is used to rank these needs from the most important to the least important.

**Scoring and Ranking for Development Needs**

<table>
<thead>
<tr>
<th>Needs and Problems</th>
<th>Total Scoring</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>Dispensary</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Flush toilet</td>
<td>33</td>
<td>1</td>
</tr>
<tr>
<td>Fish pond</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Canteen</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Quality Circle

We will be looking at Quality Circles in three different scenarios. The first is on general usage of Quality Circle in a workplace, the second is on applied usage of Quality Circle in a community setting and the third is about planning a project (Unit 3) that is to be implemented in the community.

In general usage, you will learn the general rule about Quality Circle, such as “what is a Quality Circle?”, ”what are the benefits of Quality Circle?”,”how does a Quality Circle work?” etc.

In applied usage of Quality Circle in a community, you will learn how to deal with daily issues such as health, hygiene and environmental issues which exist in communities that needs to be addressed using the Quality Circle approach.

In planning the project to be implemented, you will learn the points which you are to consider in planning the implementation of projects.

Quality Circle at work place

What is Quality Circle (QC)?

A quick answer is “A Quality Circle is a way of capturing the creative and innovative power that lies within the work place. By definition, “A Quality Circle or QC is a group of employees who meet regularly to solve “problems” in their work area.”

All Qc members share the same idea. You and your colleagues are the ones who really know the problems in your work area. Therefore, you can help to solve these problems or to make improvements.
What is unique about QC?

- Participation in Quality Circles is voluntary, because it allows for a contributory team building environment.

- The members of the Quality Circle themselves set the rules and prioritizes/selects problems that will be approached and discussed by the team.

- All decisions are made by consensus, encouraging open communication.

- Organized problem-solving should be utilized, which would include brainstorming and cause-and-effect diagramming. This organized approach also prevents the circles from holding unproductive sessions as well.

- A QC group consists of 5 to 7 members because it is easy for each member to give his or her opinion, draw conclusion and making much of each members’ ideas.

- A QC circle has a facilitator (YOU) who will guide and direct the activities of QC, based on the process of plan, do, and check method.

Benefit of QC activities

- You help to create a better and more pleasant place for all to work in.

- You get to know your colleagues better.

- Your contributions will be recognized by management.

What is a problem?

A problem is a gap between the actual and the desired situation. This causes customer complaints, waste of time, money and resources.

There are many types of problems which should only be dealt with by management such as problems between staff or problems with pay or leave. It is the job of management and unions to settle such issues. But there are many other types of problems you can solve, whether your work is assembling machine parts or dealing directly with customers.

Most problems fall into 3 main types; Quality, Cost & Delivery.
Examples of Quality problems

- Reduce defect ration
- Reduce rejects to and complaints from customers in the next process.
- reduce complaints from customers
- Improve customer service

Examples of cost problems

- Reduce wastage of resources
- Reduce wear & tear of tools
- Reduce wastage of materials

Examples of delivery problems

- Reduce lead time
- Increase daily output
- Reduce stock or parts and half finished products
- Ensures that sub-contractors finish in time

Examples of safety problems

- better care of machines
- reduce slippery condition on shop floor
- eliminate traffic accidents to/from work
- reduce area that is difficult to work in

Examples of morale problems

- reduce absenteeism
- beauty workplace
- during regular circle activities

How does a Quality Circle work?

A quality Circle needs to meet regularly to discuss how to solve a problem. Circles usually meet once a week, or once every two weeks for one to two hours. Meetings are held during or after work hours, depending on your company’s policy.

At a QC meeting, members share ideas and problems. They then select a problem to tackle and systematically solve it using simple statistical tools. Here is what they do.
• chat with colleagues, sharing ideas and problems.
• select a problem to tackle.
• set targets
• make out a work schedule.
• determine causes of the problem
• examine and analyze facts and figures
• find solutions and make recommendations.
• prepare recommendations to management
• discuss how to present their project to management

Meetings are an important way for Quality Circles to carry out their problem-solving activities as a team.

**Who are involved in Quality Circles?**

Besides workers of the company, supervisor and managers are also involved in the Circle program. Each has his/her own duties and responsibilities.

**Team members**

A circle works best if it has 4 to 10 members. Team members are usually from the same work areas so that you share a common understanding and knowledge of problems.

**Team leaders**

Each circle has a leader who is also a member of the team. The team leader trains his members. He or she is also responsible for supervising the project, for encouraging the members and for liaising with their facilitator.

The leader is usually the front line supervisor or the person who is in close touch with the members of the Circle and their day-to-day work.

**Facilitator**

The facilitator is responsible for introducing the QC concept to circle members. He/she encourages employees to form circles.

The facilitator is the link between the circle and the rest of the organization. He or she discusses the work of the circle with members and top management, He/she trains, coaches and advises circles and helps them through difficulties. Through his/her guidance, the circle’s project will achieve the aims and follow the guidelines of the Company’s QC programme.
Brainstorming technique

Brainstorming is a simple technique in which a group of people can use to get new ideas. Members take turns to suggest ideas. All ideas, whether good or otherwise, are welcome so that other members may think of more ideas.

A group can usually come out with more ideas than one person. Brainstorming can be used to pick up problems in the work area, to find the causes of a problem and to think of ways to solve it.

Plan-Do-Check-Action Cycle (PDCA)

The PDCA or Plan-Do-Check-Action Cycle is a four-step model for carrying out change, which is the foundation on which the QC problem solving activity is based. Just as a circle has no end, the PDCA cycle should be repeated again and again for continuous improvement.

Plan
1. Select problems/Themes
   - List out as many problems in your work area as possible, with inputs from all the members.
   - Select a problem or theme on the following basis.
     - the benefit from solving the problem is great
     - the problem is a serious obstacles to your daily work
     - the problem is within your circle’s ability to solve
     - the problem is related to company guidelines or business plan.
     - the project can be completed in about three months
     - most members agree (by consensus or voting) to select this problem.

   Selecting the theme is a very important step. Failure in circle activities is often due to the poor selection of a theme.

2. Set Target
   Setting a specific target will help you to accomplish your problem solving activity. But don’t be too ambitious as setting an impossible target will discourage your circle.

3. Plan a schedule or action plan for carrying out the project.

Do

The Do stage is the period where the project is carried out. If data is required, then members are to collect the facts using the most suitable methods.
• understanding the problem
  o understand the present status by collecting data.

• analysis
  o brainstorm for causes of the problem
  o find the true causes through analysis of the data

• counter-measures
  o determine collective actions and counter measures. Actions should be based on facts.
  o put action into practice
  o consult management when action cannot be implemented by the circle alone.

Check

At this stage, circle members observe the results of the corrective actions and compare these against the original targets.

Action

When positive results are obtained, this means that circle members’ recommendations are successful and there is improvement over the previous procedures. The circle may make a presentation of their project to management. If the recommendations are accepted, management will take steps to make the new method a part of company procedure. In other words, the new work procedure is standardized.

On the other hand, if good results are not achieved, the members must return to the plan stage to revise and review their project

PDCA is a systematic approach for tackling projects.

Quality Circle in a Community

Having learned about QC in a work place, we are now going to use the same learning principles in a community setting. The ‘Circle’ in this instance will mean people in the community, a group of men, women or youth, a church group that have common interest, a group of farmers etc.
Steps in conducting QC

Step 1
1. Select the main title of the project that the community would like to address

Example: “To promote healthy living”
The data should show what problem exists in the community and what the community members are willing to do to address the problem.

Step 2
1. Divide the community members into groups consisting of 5 to 8 members
2. Appoint a secretary who will take note of the discussion.

Step 3
1. Select a sub-title of the project to identify specific topic/issue that needs to be addressed

You will notice that the main title “To promote healthy living” that was identified in step 1 is too broad which may include activities such as “doing exercise”, “eating properly”, “non smoking”, “to promote good hygiene practice and clean the village”. It is therefore important to choose a sub-title that specifically identifies what needs to be done.

For example your QC group have chosen “to promote good hygiene practice and clean the village” as your sub-title which results from the survey data.

Example: “To promote good hygiene practice and clean the village”

This topic is supported by the data collected by the PLA tools that proves that there is a problem of itchiness among people which is related to sanitary issues.

Step 4
1. Re-confirm the current situation about the issue that your QC group will address

Now that your QC group have decided on the subtitle “To promote good hygiene practice and clean the village”, the QC group should re-confirm the current situation about the hygiene practices and the cleanliness of the village.

Example:

- rubbish is thrown carelessly
- there are unattended animals in the community
- they don’t clean their surroundings regularly

2. Ask a few questions to members so that the group fully realizes the current situation about the issue.

The QC members can then ask each other and other community members using the Where, How, When, Who and Which questions. At this instance you should not use the “Why” question as it will be asked during step 6.
Example:

- Where do you keep your animals?
- Where do you throw your rubbish?
- How often do you clean your compound?

**Step 5**

1. Select a practical goal or focal point on the issue based on the current situation

When you have selected practical goals to solve the issues identified then the QC group should prioritize the listed issues by analyzing the data available to have some facts and figures related to the issue/problem being addressed. Other things that you will have think about is the feasibility of the solutions considering budget and time duration that will take to address the issue.

**Example:** From the questions above, the group realizes that the biggest problem is that people throw rubbish wherever they want to.

**Step 6**

1. Identify the main cause of the problem by asking the 5 why question.

This is a kind of dialogue or a “lead on” type of questioning that is asked in succession according to the answers provided by the respondents. You should think and prepare the first question that is to be asked. This is the difficult part of the process as the questioning will lead up to the cause of the problems that needs to be identified. So it will need your patience and knowledge to do this.

**Example:**

1. Why do you throw rubbish wherever you want to instead of the proper place?
   Answer – because it is convenient
2. Why is it convenient?
   Answer - because there is no designated place to throw rubbish into and that other people do it too.
3. Why is there no designated place for dumping rubbish?
   Answer - because we did not think of a proper place to throw our rubbish.
4. Why have you not thought of a dumping place before?
   Answer - because we don’t have a chance to discuss this issue in the village.
5. Why have you not been given a chance to discuss this issue in the village?
   Answer - because there is no meeting called to discuss such issues.

At this point, we can say that the main cause of the problem is the lack of having a meeting to discuss about waste disposal method and lack of awareness of cleanliness among the village people.
Have time to practice step 1 to step 6 at your home/school or with your friends. If you have difficulty in understanding the process, you should ask your tutor/supervisor about it and make sure that you understand this process well enough to guide the people in their discussion.

**Step 7**

**Think of a plan to address the issue or problem identified.** *(refer to the next session: How to plan the project & use the project planning form)*

Discuss ways in which the problem can be solved and list them accordingly.

- Discuss how to clean the village.
- How many people can be mobilized?
- Where will they clean?
- When is it convenient for them to do the clean up?
- What resources will they need?

**Step 8**

Facilitate the implementation of the project with community members.

**Step 9**

1. Monitor and record results of the implemented project.
2. Evaluate the outcome of the project.

The outcome of the QC process will be presented in a written report that will be part of your portfolio.

**How to Plan the Project?**

**What is a ‘Project’?** *(Refer to Unit 3)*

A project is a solution to an issue and an undertaking that has:

- a set of tasks or activities;
- that have a clear starting point and defined objectives; and
- each task has a planned completion date and assigned resources.

Projects are finite in length, usually one-time pieces of work involving a number of activities that must be completed within a given time frame, and often on a fixed budget.
As mentioned above, Plan-Do-Check-Action Cycle is a four-step model for carrying out change. In the process of Plan, you are to plan a schedule or action plan for carrying out the project.

This stage involves detailed planning of the project from beginning to end. It involves the question – *how do we do it, where, when, with what, by whom and how much?*

If this stage is not carried out properly, it may lead to failure of the project to achieve its objectives and can result in an uncompleted or failed project.

<table>
<thead>
<tr>
<th>Item</th>
<th>Detail</th>
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</thead>
<tbody>
<tr>
<td><strong>1 Project title</strong></td>
<td></td>
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<tr>
<td><strong>2 Location</strong></td>
<td></td>
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<tr>
<td><strong>3 Beneficiaries</strong></td>
<td>(Describe the name)</td>
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<tr>
<td><strong>4 Goal</strong></td>
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<td><strong>5 Objective</strong></td>
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<td><strong>6 Outcome</strong></td>
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<td><strong>7. Output</strong></td>
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<tr>
<td><strong>8. Duration of the project</strong></td>
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<tr>
<td><strong>9 Task (activities)</strong></td>
<td>Task 1 The name of implementers</td>
</tr>
<tr>
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<td>Task 2 The name of implementers</td>
</tr>
<tr>
<td></td>
<td>Task 3 The name of implementers</td>
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<tr>
<td><strong>10. Schedule</strong></td>
<td>Task 1:</td>
</tr>
<tr>
<td>When does each task start?</td>
<td>Start date Finish date</td>
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<tr>
<td>When is each task</td>
<td>Task 2:</td>
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<td>supposed to be finished?</td>
<td>Start date Finish date</td>
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<td></td>
<td>Task 3:</td>
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<tr>
<td></td>
<td>Start date Finish date</td>
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</table>
### 11 Budget & resources
Allocated resources (Activities required throughout the project implementation process)

<table>
<thead>
<tr>
<th>Category</th>
<th>Description &amp; amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td>Eg: Gravel, Food, Stationeries, Transport cost</td>
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<td>Task 2</td>
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<tr>
<td>Task 3</td>
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</tbody>
</table>

### Human resource
(Who, which group and how many people are to be mobilized?)

<table>
<thead>
<tr>
<th>Task 1</th>
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<tbody>
<tr>
<td>Task 2</td>
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<td>Task 3</td>
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</tbody>
</table>

### 12 Communication
(Who reports to who & what should be reported)

### 13 Project proponent
(Those who will submit the project request)

### 14 Contacts

### 15 Village coordinator

### Summary

In this unit, “Participatory Learning Action Tool” is used as an approach to learn about and engage with the communities and the second tool “Quality Circle” is a four step model which consists of planning, do, check and act. This approach is applied for planning a project which will help the community to develop the community.
In this unit you are encouraged to try out the activities on your own or discuss them in your tutorial sessions with the help of your tutor. Note down the feedback from the discussions which you may find useful.

Glossary

Start to develop your own glossary in this unit by completing the following table, filling in the terms that relate to the given definitions. Some terms are defined for you but you can try the rest.

<table>
<thead>
<tr>
<th>Key terms</th>
<th>Definitions</th>
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