

Project Design and Management II.

Time	Event	Content
45 min	<i>Session 6</i> Tasks & Timeline	<ul style="list-style-type: none"> • Overview of Day 1 • Objectives of Day 2 • Linking Project Objectives - Tasks - Timeline - Resources: preparation for Logical Framework • Identifying tasks and timeline for your own project (Computer)
45 min	<i>Session 7</i> Resources	<ul style="list-style-type: none"> • Types of project resources (Group discussion) • Characteristics of appropriate resources • Listing appropriate resources for your own project (Computer)
1 hour	<i>Session 8</i> Feasibility	<ul style="list-style-type: none"> • What are project assumptions? • Analysis of assumptions (Group discussion) • Testing assumptions (Group discussion)
45 min	<i>Session 9</i> Roles and Responsibilities	<ul style="list-style-type: none"> • Stakeholder analysis • Types of roles and responsibilities (Group discussion) • Roles & responsibilities chart for your own project • Drafting a stakeholder Table (Group discussion) • Identifying the key actors and stakeholders for your project (Computer)
1 hour	<i>Session 10</i> Monitoring and Evaluation	<ul style="list-style-type: none"> • Definition of 'monitoring' and 'evaluation' • Difference between monitoring and evaluation (Group discussion) • Essential components of effective monitoring and evaluation (Group discussion) • Introduction to monitoring and evaluation tools
1 hour	<i>Session 11</i> Monitoring and Evaluation Plan	<ul style="list-style-type: none"> • Assessing monitoring and evaluation plans • Developing the monitoring and evaluation plan for your own project (Computer)
15 min	End of Day 2	<ul style="list-style-type: none"> • Reflection on Day 2 • Overview of Day 3

Project Design II.

Objectives

By the end of Day 2 you will:

- be able to describe the following key elements of project design: tasks, timeline, resources, roles and responsibility, feasibility, monitoring and evaluation
- develop examples of tasks, timeline, resources, roles and responsibility, feasibility, monitoring and evaluation key project design elements of your own project

Activities

Session 6 - Tasks & Timeline

Activity 8: Create a Gantt chart for your own project

Activity 9: Problem solving activity: Too many tasks

Session 7 - Resources

Activity 10: Formulate categories of resources

Activity 11: Name inappropriate resources

Activity 12: Identify resources for your own project

Session 8 - Feasibility

Activity 13: List factors that could cause failure of a project

Activity 14: Test the assumptions of your project design

Session 9 - Roles and Responsibilities

Activity 15: Suggest ways to make the stakeholders active in the case study

Activity 16: Identify the project proponents, partners and stakeholders of your own project

Activity 17: Assign responsibilities to the partners and stakeholders of your own project

Activity 18: Importance & Influence Matrix

Activity 19: Stakeholder Table

Session 10 - Monitoring & Evaluation

Activity 20: Define monitoring and evaluation

Session 11 - Monitoring & Evaluation Plan

Activity 21: Identify monitoring and evaluation tools in the case study

Resources

Handouts:

- Task, Timeline (Gantt Chart)
- Testing Assumptions
- Stakeholders Importance & Influence Matrix
- Stakeholder Table
- Monitoring Checklist
- Monitoring Chart
- Evaluation Checklist
- Evaluation Chart

■ Session 6

Tasks & Timeline

Objectives

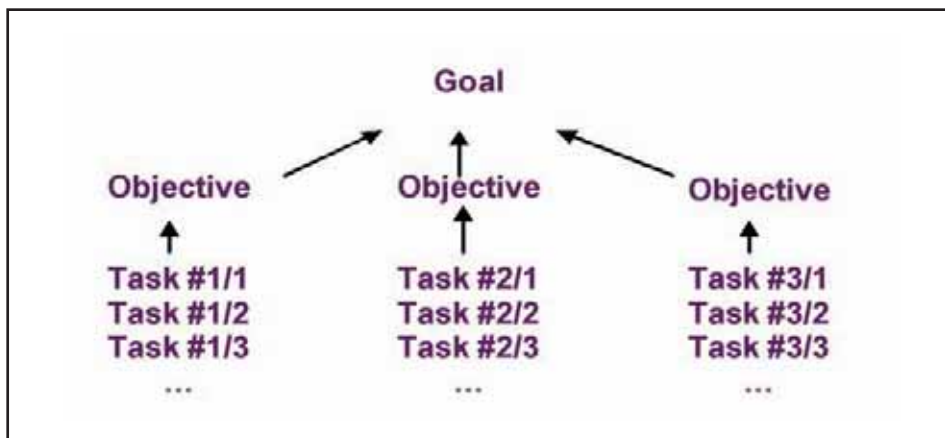
By the end of this session you will:

- Be able to describe what is needed to support project objectives in terms of tasks and scheduling
- Be able to clarify the position of tasks in the overall project hierarchy
- Be able to describe the difference between sequential and parallel tasks
- Design a draft Gantt chart with tasks and timelines for your own project
- Be able to describe how Gantt charts help to design Logical Frameworks

What is a task?

Tasks are specific actions that need to be undertaken to achieve the objectives, and ultimately the project goal. In other words: tasks describe who will do what and when. Tasks are mini-objectives in terms of their specificity, measurability and achievable, realistic and time-bound character as shown in Figure 5.

Figure 5. Tasks - Objectives - Goal



Tasks (activities) should be performed in logical order and within a set timeline so that by finishing them all, your project objectives are achieved. As you can see this logic follows a thinking which regards the 'whole as the sum of its parts'.

Deficient or incorrect definition of tasks or inaccurately designed task timelines during the project design phase may lead to mistakes or failures during the project implementation phase. Tasks and their timelines (and, as will be mentioned later, resources and allocation of responsibilities) create the core of a successful project implementation.

There are two types of tasks: sequential tasks and parallel tasks. A sequential task depends on the completion of another task. For example, you can not start proof-reading a document before you complete the narrative. A parallel task does not depend on the completion of other tasks within a certain period of the project, e.g. you can create a website to communicate results while you are working on the next tasks. The distinction between the two types of tasks is important when you schedule activities.

The time requirement of your sequential tasks will determine the minimum length of your project.

The sequence of tasks can be visualised along a timeline (Gantt chart) or according to their importance to complete the project on time or within the minimum possible timeframe (Critical Path Analysis).

What is a timeline?

A timeline is a schedule of activities, often illustrated visually. Timelines should indicate your best estimate of how long it will take to complete the major activities of the project. Although there is a tendency to be optimistic when developing timelines for a project, it is important to be realistic and allow enough flexibility for unforeseen problems. Creating a realistic project timeframe demonstrates to the donor that project proponents have relevant project experience.

Gantt chart

The Gantt chart is the simplest and most popular visual tool to list and schedule project tasks and their relationship to time. Designing a Gantt chart helps you to analyse, schedule and monitor tasks, and allocate resources on time and efficiently. Figure 6 presents the Gantt chart as used in Yemen workshop.

Figure 6. Gantt chart from Yemen workshop

Goal: To reduce groundwater pollution in Sana'a basin
 Objective: To survey pollution resources in Sana'a basin by the 3rd year of the project

Years	1				2				3			
Quarters	1	2	3	4	1	2	3	4	1	2	3	4
Task # 1 Overview of old studies on the problem.												
Task # 2: Training course for survey stuff												
Task # 3: Field survey of all pollution points												
Task # 4: Analysis the result of the survey												

☑ Activity 8

This is an individual activity:

1. List all necessary tasks for two of your project objectives: one objective should be production oriented, while the other should be capacity development oriented
2. Mark tasks that are sequential and those that are parallel
3. Create timeline for tasks: Mark the earliest possible start of a task and highlight the time requirement for its completion
4. Create Gantt chart for tasks: When finished the timing requirement for all tasks, schedule the tasks according to their sequence
5. Mark milestones

Handouts needed:

- Task, Timeline (Gantt Chart) or Excel sheet and computer

☑ Activity 9

This is quick problem solving activity addressed to the whole group:

1. 'What do you do when you realise during your planning process that you do not have enough time to complete a project given the time requirement of the necessary tasks?'
2. Suggest alternative solutions

■ Session 7

Resources

Objectives

By the end of this session you will:

- be able to explain what types of resources are available for a project
- develop a shared understanding of what resources are appropriate for projects promoting sustainable development
- identify resource needs for your own project objectives and tasks

Every project, large or small, utilises a variety of resources to reach its objectives. During the design phase of the project, it is important for the project team to identify the resources they will need, decide which ones are available locally and which ones need outside assistance. It is important to do resource analysis to ensure that necessary resources are really available and appropriate to the proposed solution. Proceeding with a project before this activity is completed could lead to later frustration and disappointment.

For the purpose of this training programme, we define 'resource' as anything that is needed to reach the project objectives. Resources are also referred to as 'inputs'.

Types of resources

Types of resources include:

1. Human: community members, technical advisors, consultants, trainers etc.
2. Material: tools, technical equipment, computers, monitoring station, textbooks, paper etc.
3. Financial: cash gifts, bank loans, foundation grants, internal financial resources etc.
4. Technological: appropriate level of technical skills to implement
5. Informational: books, articles, research papers, records, archive, video, etc.

1. Human resources

Human resources are people who contribute to, or participate in, design, management and implementation of projects. This category includes staff members of an organization that develops or implements a project, community members, and beneficiaries of the project; external personnel, technical advisors, consultants, trainers and all the other project workers. In planning for human resources, it is necessary to consider what attitudes, both personal and cultural, skills and services are necessary for the project. It is not sufficient to consider only the number of people that the project requires.

The role of people in projects is very important. They are both the subjects and objects of project development that attempt to improve the standard of living of the people not only through project results but by involving them directly in project activities. Project staff is a resource in many ways. Everybody has certain technical skills, contacts, knowledge and experience, and networks.

2. Material resources

Material resources are not difficult to identify: natural resources (water, soil, etc.), construction materials, books, computers, scientific instruments, etc. Think about your own projects. What material resources do you need to employ which are the most important? Would more material resources help you to reach your goals? Could some resources be used differently, and thus be saved?

3. Financial resources

Financial resources refer to money that can be used for the project. Internal financial resources, cash, in-kind contributions, bank loans, and grants are all examples. Because it is both time consuming and difficult to raise money for projects, it may be better to consider other approaches first - if appropriate.

4. Technological resources

Technology, in this context, is the application of knowledge, materials, and methods to practical and productive purposes. Every culture develops its own technology, based on its experience, tradition, resources and needs. Some organizations are trying to 'strengthen' their projects by importing the 'latest modern' technologies into a different environment, with only minimal efforts at adapting these technologies to local conditions and needs. This often leads to a project failure. Appropriate technology is compatible with the local climate, human, financial and material resources that are available in the circumstances of its application, increases work effectiveness, is low-cost, and culturally, socially and economically acceptable to the community. Appropriate technology must be ecologically sound.

5. Informational resources

Informational resources are the ideas and data contained in books, research reports, the internet and other media, and the individuals and organizations that produce them. Informational resources help project workers to increase their knowledge and understanding, avoid unnecessary duplication of research and to improve the project quality. The key to getting the information you need is to know

specifically a) what do you want, and b) where to obtain it.

Appropriate resources

What makes a resource appropriate?

The list should include:

1. local availability
2. environmentally sound
3. low cost
4. culturally acceptable
5. technologically appropriate

1. Local availability

This is a very important consideration. The use of local resources provides beneficiaries with the opportunity to develop local initiatives, to increase local participation in economic activities and to share the rewards of results within the community. Using local resources also increases community's commitment to the project, minimizes the problems concerning sustainability of project results and problems of operation and maintenance in the case of the use of technological and material resources.

It is important to make use of local resources whenever possible. The benefits of doing so, both direct and indirect, are clearly worth the extra time, effort and imagination that are required. If a needed resource is not locally available, find acceptable substitutes within the region. It is necessary to consider availability of these resources in a region, and in case they are not locally available, to search at a national level. Finally, if you have exhausted the local, regional, and national resource possibilities, your last resort is to seek them internationally. A decision to do so requires careful consideration because much time and effort may be spent without results.

2. Environmentally sound

When designing a project, it is necessary to consider effects of the project results, or project implementation, on the environment and on the society. The concerns include not only the environmentally sound use of different kinds of natural resources (both renewable or non-renewable) and direct negative impact on environment but also issues of meeting rules and regulations, or measures, to maintain balance between people and nature, e.g. legally required environmental impact assessment for risk assessment.

3. Culturally and socially acceptable

The resources which the project uses and introduces must be culturally acceptable. Culture - shared attitudes, knowledge and expectations - is firmly rooted in tradition and relatively resistant to major change. Avoid projects that neglect determining whether the results are culturally acceptable, otherwise you risk misunderstanding or failure.

4. Low cost

These costs refer mostly to getting material and human resources. It is obvious that price cannot be the only criterion for choosing material or human resources. It is necessary to find a balance between the price and quality, so that short term financial effect is not detrimental to overall project success.

5. Technologically appropriate

Make sure to use resources that are technologically appropriate to the region where project activities take place. It is necessary to take time to learn what the relevant technologies and techniques are, and how these technologies are related to other aspects of the culture.

Photo 3 shows part of the group discussion in Syria workshop about what makes the resources appropriate for a project.

Photo 3. 'What makes resources appropriate?' – discussion in Syria workshop



Activity 10

This activity starts out as an individual activity and continues in small and whole group:

1. Individually - List resources you have used in your past projects so far
2. Write each resource on separate post-it notes
3. Small group - Bring your post-it notes to your small group of five and create resource categories
4. Whole group - The categories your group identify will be compared with other group's categories, and finally one set of categories will be suggested for the consent of the whole group

Resources needed:

- Post-it notes
- Markers

Activity 11

This is a quick whole group activity

1. 'How would you characterise inappropriate resources?' - suggest ideas
2. The opposites of inappropriate resources will be suggested as guidelines for selecting project resources

☑ Activity 12

This is an individual activity.

1. List all necessary resources for two of your project tasks. Choose one task for a production oriented objective, and another for capacity development oriented
2. Using the criteria for appropriate resources check if your selected resources qualify

■ Session 8

Feasibility

Objectives

By the end of this session you will:

- be able to describe how to test project feasibility
- identify some of your assumptions which could get in the way of the successful completion

Once a project has been identified and a decision made on the project goal, objectives and tasks, timelines have been set, resources identified, it then becomes necessary to determine the actual likelihood of success. Given that the project isn't yet in its implementation phase, no major resources have been used. The decision about implementing the project requires testing its likelihood of success and feasibility. This analysis can avoid the failure of the project, even though the project may have been designed with the best intentions, using the best ideas. In this way, the analysis can avoid unnecessary material and human resource waste.

There are several ways to test project feasibility. You can do a simple SWOT analysis by gauging the project design's internal strengths, weaknesses and carefully screening the external opportunities and threats that can influence the course of the project beyond your control.

Assumptions are external factors beyond your control.

In this session we are giving you a very simple technique which could also support your decision whether you want to proceed or postpone the next steps until the risks are more manageable. You need to consult with more rigorous techniques for in-depth technical feasibility studies.

Assumptions

Every project has uncertainties. The nature of uncertainties can be described as assumptions which must be valid, but which cannot be directly controlled. Assumptions can be the most critical factors in a project. Many projects fail because planners make unrealistic assumptions, or forget to define and examine the implicit assumptions they are making.

It is impossible for a project manager to control all the factors which can affect a project. There are always social, political, technical, economic and ecological factors beyond the project manager's control that are necessary for successful achievement of project objectives.

To have confidence in the design of a project, it is essential to define all the conditions necessary to reach the goal or objectives. These conditions include hypotheses (predictions) which are internal to the project, and assumptions (conditions) which are external to the project. After identifying the

assumptions affecting the project, they can be dealt with in a way that increases the probability of success.

Projects involve important objectives and scarce resources, so you must examine whether your assumptions are valid. Before you begin the project, you want to be confident that you can achieve your objectives. You must, therefore, carefully examine what you are assuming about factors outside our control that could be detrimental to achieving project objectives.

If your assumptions are likely to be invalid, you have several options to consider. First, you could continue with the project 'as it is' and accept the lower probability of success. Second, you could examine ways of alternative implementations, in case your assumptions prove to be invalid. Finally, you can stop the project in its design stage.

A Management Approach to Testing Feasibility

In recent years, project feasibility study has become an increasingly detailed and technical set of procedures practiced by highly trained economists and engineers. And yet very often these procedures seem irrelevant to the practical people designing and managing projects. Why? Perhaps it is because these procedures ignore some of the most basic and most important questions.

What do practical project designers need to know in order to have confidence in potential projects?

Essentially they need to know:

- If the proposed project will really achieve its objectives
- How they can improve the likelihood and level of its impact
- Whether there is a less expensive way to achieve the same results
- Whether, all things considered, the benefits justify the costs

A feasibility study, by itself, cannot increase a project's likelihood of success. What it can do is substitute risk (known probability of failure) for uncertainty (lack of information), and suggest practical measures for reducing the risk by altering the project design. A feasibility study can provide you with information on how likely the project is to succeed and how you can increase that likelihood.

Analysis of Assumptions

How do we go about analysing assumptions?

First, and most importantly, make sure all the important assumptions are identified. Ask yourself and other people involved in the project to realistically describe the factors which could prevent the project from reaching its objectives (it is better to be too sceptical than too optimistic).

First ask the question: 'What could cause this project to fail beyond my direct control?' The answers to this question are the assumptions. For example you may assume that the inflation does not increase by more than 10%. It may be helpful to group assumptions by type, e.g. economic, political as listed in Table 1.

Table 1. Assumption categories and examples

Assumption category	Project assumptions – e.g.
Economic factors	– Economy is stable, no major crisis
Legislative factors	– Current legal framework does not change
Technical factors	– Only < 20% of computers brake down during the project – Government installs internet in proposed project area
Ecological factors	– Current ecological trends continue
Financial factors	– Inflation does not increase by more than 10% – Exchange rate change is < 5% between local and donor currency
Political factors	– Political leaders support our project
Cultural and social factors	– Project idea is accepted and supported by all stakeholders
Managerial factors	– Current and future management support our project – Availability of skilled labour compensates staff turnover

Next, identify which assumptions are the most appropriate for analysis. Out of a long list of assumptions, how do you choose the correct ones to study? We suggest a simple two criteria basis for selection - importance and uncertainty.

To begin, ask whether each assumption seems truly essential for achieving project success. If its influence seems more or less incidental, forget about it. If the assumption is judged to have high potential influence ask yourself how uncertain the project workers are about the likely performance of that assumption. Some examples of Project's assumptions and the judgments are presented in Table 2. If the likelihood of assumption is high, don't spend more time on it.

Table 2. Importance and Uncertainty of Project Assumptions

Project assumptions	Importance	Uncertainty
Economy is stable, no major crisis	+++	+
Current legal framework does not change	++	+
Government installs internet in proposed project area before the proposed project starts	+++	+++
Current ecological trends continue in the project area	+	++
Exchange rate change is < 5% between local and donor currency	+++	+
Local political leaders support our project	+++	+
Project idea is accepted and supported by all stakeholders	++	+
Availability of skilled labour compensates for possible staff turnover	+++	++

A detailed investigation is only worthwhile when assumptions are important and insufficiently understood. If you, for example want to set up an internet-based monitoring system, one of your assumptions would be that the government installs internet in the project area by the time your project starts. This assumption is important for the success of the project. If you do not have enough information about whether it is going to happen or not on time, you are strongly advised to do a detailed feasibility study before you proceed with your project design process.

If you decide to do a detailed feasibility study collect data that could reduce the uncertainty, especially:

- whether the key assumptions are likely to hold true or not
- the impact on project success if any of the key assumptions do not hold true
- means, tools available to managers to influence or avoid dangerous situations

When assumptions are important and have low probability, it is a signal of danger. In this case try to re-design the project. Otherwise, if redesigning is not possible, continue with the risk of not reaching the project objectives or the project should be abandoned in favour of something more promising.

Activity 13

You will work in one of two groups and list factors that could cause failure of a project:

1. Nominate a speaker who reports your group's findings
2. Having listened to both groups, a 'master' list is created for future reference
3. Give examples of each factor from your experience

Activity 14

This is an individual activity:

1. Using the Testing Assumptions handout think through individually the assumptions of your project design at this point
2. Justify your decision about the next step (proceed as it is, re-design, stop)

Handouts needed:

- Testing Assumptions

Photo 7 shows the group discussion in Jordan workshop about feasibility studies successes and failures.

Photo 7. Feasibility study could save you from failure – discussion in Jordan workshop



■ Session 9

Roles and Responsibilities

Objectives

By the end of the session you will:

- be able to explain why it is important to clearly define roles and responsibilities
- be able to describe the different types of roles and responsibilities
- design a 'Responsibility Chart' for your own project
- be able to do a simple stakeholder analysis

Roles and responsibilities are directly linked to tasks, timeline and resources. Identifying roles and responsibilities, however, comes after making a decision about implementing the project, based on a successful feasibility test.

The most important message of this session: Active involvement of project participants is contingent upon clearly defined roles and responsibilities.

Roles

A role in a project can be defined as a *function*, a position which has characteristic behaviour.

You could not have reached this stage of project development without already having a few actors involved who played the role of project proponents and various stakeholders, whom you consulted to define the need of your project.

These ‘actors’ represent the three main categories of roles that have significant impact on defining the problem and identifying possible solutions:

1. project proponents
2. project stakeholders
3. project partners

Within these categories there are several different roles.

Project proponents

When a group of people consider what can be done to deal with a particular situation, and begin to develop a project concept, those who are directly involved in making these plans and in actively supporting the project are called the *project proponents*. Some project proponents may also be stakeholders or partners.

For the purpose of this course, consider the institution responsible for taking the lead in designing the project and writing the project proposal and approaching donors to be the only project proponent. Others involved will be considered to be either stakeholders or partners.

Stakeholders

Let consider a few definitions.

- Stakeholders are people or groups who have an interest in the project. Stakeholders are interested in the project as they may be directly or indirectly affected by the project
- Stakeholders are those people who have a ‘stake’ or an investment in the process
- ‘A stakeholder is any person, group or institution that has an interest in an activity, project or programme. This definition includes beneficiaries and intermediaries, winners and losers, and those involved or excluded from decision making processes’²
- ‘Stakeholders are those who have an interest in a particular decision, either as individuals or representatives of a group. This includes people who influence a decision, or can influence it, as well as those affected by it’³.

Stakeholders can further be defined as either secondary or primary. Secondary stakeholders are usually those with an intermediary role and primary stakeholders are those who are ultimately the beneficiaries of the project. Once you have begun to identify the stakeholder groups for your project you might need to consider whether there are sub-categories of stakeholders with different interests. A general term such as ‘villager’ might obscure a range of different viewpoints and opinions that exist within a community.

Stakeholders include:

- those who are consulted in the project planning
- those who are involved in the decision making
- those whom the project is designed to help, i.e. *the beneficiaries* of the project
- those who are directly or indirectly affected - positively or negatively - by the project: winners and losers

² Note on Enhancing Stakeholder Participation in Aid Activities - Overseas Development Administration 1995

³ Multi-stakeholder Processes for Governance and Sustainability, Beyond Deadlock and Conflict, M Hemmati, Earthscan Publications 2002

Many funding agencies require that stakeholders are involved in the project design, implementation and evaluation. This is a factor to consider when planning the project.

The importance of stakeholder support and participation

Stakeholder support is important for a number of reasons.

First, many funding agencies require or prefer that stakeholders are involved in project design, implementation and evaluation. This is because stakeholders hold a great deal of insight into the nature of the problem being addressed, and the types of solutions that are appropriate in that context. They are also best placed to indicate whether the project has been successful after its completion, or to help modify project implementation as required.

Second, when there is broad support for a project, there is more likelihood the project will be successful, and that the initiative will continue with local support after the project time period, achieving sustainability over the long term. The chances for project success and sustainability are also enhanced when support comes from different sectors, all representing different interests; for example, employers, unions, government and locally operated organizations such as cooperatives.

There is evidence from the Department for International Development (DFID) that shows the most successful projects proved to be those where project objectives corresponded to the priorities of partner institutions and beneficiaries, and where local institutions were regularly involved in decision-making at all stages of the project cycle. This is the perspective of a major donor towards development projects and would be representative of other funding agencies.

Third, stakeholders may be people or organizations who fall outside the immediate scope of the project. However, they may be affected by the project, and their involvement might be important for the project to succeed. For example, if a project is designed to address watershed management, stakeholders could include environmental organizations and government agencies representing districts and regions that are literally downstream of the proposed project. (The term *downstream impact* is sometimes used as a metaphor to describe the effect of a particular action on others over the longer term).

Participation should reduce the risk of failure. But it is not a guarantee of project success. Achieving participation is not easy. In any project or development activity there may be conflicting interests among intended beneficiaries as well as among others involved in the programme. It may result in conflict; it can have significant costs in time and needs to be carefully considered before engaging in a process of stakeholder consultation.

Partners

One organization alone may not have all the resources or expertise needed to carry out a project, and there are potential benefits from sharing expertise and from working cooperatively with other organizations. These arrangements are typically called *partnerships*.

Partners are those organizations that have direct accountability for planning and implementing the project. Unlike a legal or business partnership, the cooperative arrangement to participate in a joint project normally lasts on a formal basis only for the duration of the project. However, organizations that have worked together successfully in the past are in a good position to develop another project as partners.

Project partnerships may be cross-sectoral, including representation from the private, for-profit sector; the government, or public sector; and the non-profit or nongovernmental organization (NGO) sector. They may include organizations in these sectors at local, national and/or international levels, depending on the scope and objectives of the project.

Distinction between stakeholders and partners

For the purpose of this course, we have made a distinction between stakeholders and partners. Partners are those organizations that have direct accountability for planning and implementing the project. Stakeholders have an interest in the project, and make an important contribution to it, but do not have the same level of accountability for the project as the partners do. As in many distinctions, there are grey or unclear areas where it is not easy to make a final determination. It is sometimes possible to be a proponent, a stakeholder and a partner in the same project.

Beneficiaries as partners

Beneficiaries are the people who directly benefit from the project. However, beneficiaries are no longer regarded as passive recipients of project activities. They can be active participants, even partners who gain or strengthen their knowledge and skills to maintain project activities, and take responsibilities in decisions for implementing the project.

Stakeholder analysis

As the key message of this session states, the project cannot be successful without active participation by those involved in or affected by the project. It is important therefore to identify

- Who are likely to be influenced by the project?
- Who will benefit?
- Who will be harmed?
- What are their interests in relation to the project?

We identify these stakeholders in order to:

- harness the support of those who will benefit, and
- manage the risks posed by those who do not support

Stakeholders include winners, losers, those involved in the decision making process, and those excluded from the decision making process.

How should we engage these stakeholders in order to make the project successful? You can do a stakeholder analysis to understand this.

Stakeholder analysis helps to identify:

- The interests of those who may affect or be affected by the project
- Potential conflicts and risks that may hinder the project
- Opportunities for making the project successful
- Relationships that need to be built upon in order to make the project successful
- Groups that could be encouraged to participate in different stages of the project

- Roles that could be played by different people
- Ways to improve the project
- Ways to reduce negative impact on different groups of people, particularly the vulnerable groups

When should a stakeholder analysis be done?

- At the beginning of a project
- Whenever 'logframes' (Day4) are re-considered during the life of a project
- As part of monitoring and evaluation

Steps in stakeholder analysis:

1. Prepare a stakeholder Table
2. Assess each stakeholder's importance to project success and their relative power and influence
3. Identify risks and assumptions which will affect the project

Stakeholder Table

How to prepare a stakeholder Table?

4. Identify and list all potential stakeholders.
5. Identify their interests (overt and hidden) in relation to the problems being addressed by a project and its objectives. Each stakeholder may have several interests.
6. Assess the likely impact of the project on each of these interests (positive, negative, or unknown).
7. Indicate the importance or relative priority which the project should give to each stakeholder in meeting their interests as given in Table 3.

Table 3. Stakeholder Table - example

Stakeholder	Interest in project: What they want	Impact by the project	Influence	Importance
Small farmers	Higher income	+	2	5
Food traders	More sales	+	3	1
Labourers	More jobs	+	1	5
Money lenders	Empowered clients Less business	+ -	4	1
Government officials	Success of project Possible loss of rent if farmers become empowered	+ -	5	2

+ = positively effected and - = negatively effected
1= least and 5 = most

Importance / Influence Matrix

You can create an Importance / Influence Matrix separately before you fill out the whole Stakeholder Table as in Table 4. The Importance / Influence Matrix helps you to identify the key stakeholders, the most important groups you need to address to make the project successful.

Table 4. Importance/Influence Matrix

High importance/ Low influence	High importance/ High influence
A	B
C	D
Low importance/ Low influence	Low importance/ High influence

Box A: Stakeholders of high importance to the project but low influence. Special initiatives are required to protect their interests such as vulnerable groups.

Box B: Stakeholders of high importance to the project and can influence the success of the project such as government officials. Managers and donors need to develop good relations with them.

Box C: Stakeholders of low importance but who may need monitoring. They are not the focus of any activity.

Box D: Stakeholders with high influence and who can affect the outcome of the activity. The interests of this group are not the focus of the project. They may be able to block the activity and are a major risk to the project.

Identifying assumptions and risks about stakeholders

1. What roles or responses of the key stakeholders do you assume as important for the project's success?
2. Are these roles plausible and realistic?
3. Are there any negative responses which can be expected, given the interests of the stakeholder?
4. If such responses occur, what impact would they have on the project?
5. How probable are these negative responses, and do they pose major risks?
6. Which plausible assumptions about stakeholders support or threaten the project?

Checklist for identifying stakeholders:

1. Have all stakeholders been listed?
2. Have all potential supporters and opponents of the project been identified?
3. Has gender analysis been used to identify different types of female stakeholders (at both primary and secondary levels)?
4. Have stakeholders been divided into user/occupational groups, or income groups?
5. Have the interests of vulnerable groups (especially the poor) been identified?
6. Are there any new stakeholders that are likely to emerge as a result of the project?

Checklist for identifying stakeholder interests:

1. What are the stakeholder's expectations of the project?
2. What benefits are the stakeholders likely to get from the project?
3. What resources will the stakeholder wish to commit (or avoid committing) to the project?
4. What other interests does the stakeholder have which may conflict with the project?
5. How does the stakeholder regard others in the list?

What is 'influence'?

Influence is the power that stakeholders have to control what decisions are made. Power comes from the nature of a stakeholder's organization or their position in relation to other stakeholders (for example ministries which control budgets and other departments). Table 5 briefs the variables affecting stakeholders' relative power and influence.

Checklist for assessing stakeholders' importance for project success involves:

1. What are the problems that the project seeks to address?
2. What stakeholder groups are most affected by these problems?
3. Who are the priority stakeholders of this project? In other words, whose needs (interests, expectations) are the most important to meet?
4. What stakeholder interests do converge most closely with policy and project objectives?

Table 5. Variables affecting stakeholders' relative power and influence

Formal organizations	Informal interest groups and primary stakeholders
Hierarchy <ul style="list-style-type: none"> – Who holds the budget? – Who has control? 	Social, economic and political status
Authority <ul style="list-style-type: none"> – Who is the boss? – Who has charisma? Includes political leadership 	Degree of organization, consensus and leadership in the group
Who controls strategic resources for the project? Suppliers of inputs	Degree of control of strategic resources significant for the project
Possession of specialist knowledge? Engineering staff	Informal influence through links with other stakeholders
Who is in a position to negotiate?	Degree of dependence on other stakeholders. Assessing importance to project success

Responsibility

Responsibility can be defined as a duty, a course of action demanded and entrusted by other members of the project.

There are two major types of responsibilities: Responsibility for having a task completed (by others or by her/himself), and responsibility for actually doing the job:

R = responsible for the task/activity

D = does/performs the task

The same person or organization can hold both types of responsibilities, however, the bigger the project the more probable that these responsibilities are covered by different people and / or organizations. It is important to remember that when you assign responsibilities for certain tasks / activities only one entity (individual or organization) can be held responsible for the overall completion of an activity.

There are several typical responsibilities within the 'doers' category such as:

- A = Approve - people who actually approve a decision
- S = Support - people who support the implementation
- C = Consult - people who should be consulted about the activity
- I = Inform - people who need to be informed

Photo 8 shows part of the discussion about stakeholders and the responsibilities assigned to them.

Photo 8. Stakeholder Analysis – Group Discussion in Jordan workshop



☑ Activity 15

These questions are addressed to the whole group:

1. In the case study, to what extent are stakeholders involved in the project itself?
2. Can you recommend any changes that would enable stakeholders to be more involved?

☑ Activity 16

Consider your project and explain your answers to the following questions to your neighbour:

1. Who are the project proponents, partners and stakeholders?
2. Why do they have an interest in the project?

☑ Activity 17

This is an individual activity:

1. Using the 'Roles and responsibilities' handout, list potential stakeholders and partners, and assign responsibilities to them in two of your project tasks.

Handouts needed:

- Task, Timeline Chart (Gantt Chart)

☑ Activity 18

Prepare an Importance & Influence Matrix with your working group members for your project.

Handouts needed:

- Stakeholders Importance & Influence Matrix

☑ Activity 19

Prepare a Stakeholder Table with your working group members for your project.

Handouts needed:

- Stakeholder Table

■ Session 10 - 11

Monitoring & Evaluation

Objectives

By the end of the session you will:

- be able to explain the difference between monitoring and evaluation
- be able to discuss the essential components of effective monitoring and evaluation
- be able to describe some common tools of monitoring and evaluating projects
- select and design tools for monitoring and evaluating your own project

Thorough planning gives project designers a greater chance of success. The next important step in the process is designing systems and tools for monitoring and evaluating the progress.

It is very important to plan for monitoring and evaluation as part of the project design. Failing to include a monitoring and evaluation system makes your project implementation and outcome vulnerable to unexpected factors which could jeopardise the project's success.

Once a project (or a certain project phase) has been completed, evaluation of the experience provides valuable lessons learned to improve the next planning phase of similar projects (or of the following phases of the project).

Comparison of Monitoring and Evaluation

The difference between monitoring and evaluation comes from their original purpose.

- Monitoring measures whether the project is **on track**
- Evaluation questions whether it is **on the right track**

Therefore,

- Monitoring is concerned mostly with project activities, and concentrates on the short-term performance compared with the project plans
- Evaluation looks more at the overall project purpose/objectives and examines longer-term effects of the project
- Monitoring is a continuous process, while evaluation is a periodic event

Table 6 presents a comparison between Monitoring and Evaluation with respect to some questions as what, why, when and how. Photo 9 displays the identification of monitoring and evaluation processes by group in Jordan workshop.

Table 6. Monitoring and Evaluation – Comparison

Monitoring		Evaluation
Routine checking	WHAT?	Matching results to objectives
Keep project rolling	WHY?	Determine success of project
Daily, weekly, monthly	WHEN?	End of a project phase, end of project or later
Look at indicators	HOW?	Look at objectives and side-effects
Participants	WHO?	Project participants, beneficiaries, donors

Photo 9. Monitoring and Evaluation – Comparison – Group Discussion in Jordan workshop



Monitoring:

Monitoring is the routine checking of work and/or performance. It is the keeping track of project progress, in order to:

- Anticipate problems
- Detect current problems
- Correct problems and/or redesign
- Get participant and beneficiary feedback
- Encourage progress and provide motivation

Monitoring is a necessary tool for effective project control. It can be defined as watching and influencing key activities and accomplishments. In order to be effective, however, it must also include informing others who are involved about progress, problems and future prospects in order to take whatever types of actions are necessary to solve project problems.

The specific items to monitor will vary among projects, but they usually include a range of performance, technical and cost factors.

When you design a monitoring system for your project:

- choose tasks/activities that will be monitored
- identify measures on how the monitoring will be done
- define a monitoring timeline
- identify people and organizations that will be responsible for monitoring

The five types of information that are part of a good monitoring report include:

- project activities and progress toward objectives
- project expenditures to date
- resource availability and utilisation
- schedule achievability and changes
- administrative issues

For a detailed monitoring process you may consider these recommendations:

- a) Based on the type of task/activity that will be monitored, determine what (what indicator/measure) will be monitored
- b) Decide on how (in what way/form) and when (at what intervals) to monitor
- c) Develop short, concise and simple record forms when monitoring
- d) Monitor as planned and keep records
- e) Define all the problems that you managed to identify
- f) Consider whether the problem (problems) is so significant that it needs a solution, if the solution is urgent, if the problem is getting bigger or smaller, and if it is connected to some other problem.
- g) Describe every problem: Where does it take place? Who does it involve? Who/what does it influence? How and when did it occur?
- h) Identify possible causes of the problem (defective equipment, insufficient skills or knowledge, low motivation of co-workers, late payments, etc.)
- i) Find appropriate do-able solutions, so that solving one project problem doesn't create a new one (e.g. moving workers from one task to do an other task which might potentially endanger the completion of a different task)

- j) Monitor how the accepted solution is performed
- k) Give your co-workers feedback and information on the monitoring, so that they can avoid potential problems in the future, and improve the project design process

Evaluation:

Evaluation is the process of checking project results or outcomes, based on measurable project objectives. It can be done at the end of a project phase, at the end of a project, and also one or two years (or more) after completion of the project. Evaluation is done in order to:

- See if objectives and goals have been attained
- If not, to see why not? If so, why?
- Analyse mistakes and problems
- Decide how it could be done better
- Provide information and experience to other projects
- For satisfaction of participants and implementers
- To determine if the objectives achieved the goal(s) of the project or was there possibly a better solution to the problem or need?

The scope of evaluation is broader than that of monitoring. Evaluations are done at milestones and at the completion of the project, and are geared toward assessing overall results against the original plan, and toward providing data for similar projects in the future.

Specific questions to be answered include:

- Did the expected level of change occur? If not, why not? Was there local capacity building?
- Where the activities suitable to accomplish the objectives
- Did the necessary resources actually materialise? Were they sufficient and available on time?
- Did the project remain within the budget allotted?
- Were there any secondary benefits from the project?
- Will the community be able to maintain the project?

The final phase of the project is the evaluation. While it is possible to evaluate project results immediately, actual benefits -- both anticipated and unanticipated -- together with side effects, may not become apparent until the project has been operating for some time. Evaluation thus needs to cover several time periods.

Evaluation normally includes a retrospective examination of the project in attaining its intended goals within the framework of both the timetable and the budget. However, experience clearly demonstrates that it is necessary to consider evaluation as an ongoing process integrated with each phase. Ongoing evaluation, which includes retrospective evaluation, should result in a careful documentation of experiences which can provide both insights and lessons for improving project planning and project management in the future.

Evaluation of a project can take several forms. These include evaluation by those responsible for implementing the project and by others with an interest in the project, including funding organizations and contractors. Those who are funding the project will undertake a thorough investigation of its financial aspects and a whether the original project goal was achieved. The agency responsible for the project will be concerned with determining whether goals have been attained and whether the

expected impact will be achieved. The studies should also consider, in addition to impact on the target group, the impact of the project on the political, social, cultural, and environmental factors relating to the project. An exhaustive evaluation of each phase to determine its contribution to the project in regard to budget, timetable, and other factors is most desirable. In most cases, however, the project as a whole is evaluated with little effort made to analyse each phase or each task separately.

Evaluation Criteria are:

1. **Appropriateness** -- Was it 'right' for you to use this kind of strategy? This question includes whether or not the strategy was appropriate to the organization's overall purpose and also whether the strategy was appropriate for anyone to use all.

An example: building an engineered wetland could be more appropriate in certain geological context than building conventional treatment facilities.

2. **Adequacy** -- Given the size of the problem, did this strategy make enough of a difference to make it worth doing?

For example, suppose you applied a strategy that took a lot of time, human and financial resources with an objective to improve water quality of the river by decreasing the Biological Oxygen Demand by 3%. Was it worth doing?

3. **Effectiveness** -- How successful was this strategy in reaching the stated goal and objectives?

For example, if the objective was to lower the concentration of Total Nitrogen by 50%, did the strategy solve the problem by the planned %?

4. **Efficiency** -- How costly was the strategy compared to the benefits obtained? Were the benefits obtained worth the money and the other resources used? Did we get the most for our money?

For example, if the costs of establishing and operating E-Learning centres in the region were several times higher than the amount of projected benefits of improved local policies or business activities increase.

5. **Side effects** -- What good and bad side effects occurred as a result of the strategy?

For example, introducing the Logical Frameworks into an organization can have the negative impact of slowing down the project and proposal development process but on the other hand, a positive side effect can be better organised work, and better reporting on relevant measures.

Follow-up activities

Related to, and often arising from the evaluation of a project is the need for various follow-up activities. Follow-up activities may vary from determining how unmet needs can be satisfied to action on project tasks that had not been properly fulfilled. The follow-up projects mentioned earlier may come into play at this point.

If there is a need for a follow-up project, it can mean that the previous project was successful, and there is desire to continue in its goals or to replicate it in a different region (or with a different target group).

☑ Activity 20

This is a whole group activity. How would you define monitoring and evaluation?

Brainstorm on the following two questions with the guidance of the trainer:

1. What is monitoring?
2. What is evaluation?

☑ Activity 21

You will work in a small group for this activity.

- Examine the case study and identify one way to monitor or one way to evaluate the project work in the case study
- Go to one of the monitoring or evaluation tables on the wall and write what you would do to monitor or evaluate the project
- Come back together into a bigger group and assess whether this is sufficient to ensure that the project is a success. Is there a major monitoring or evaluation component is missing?

Resources needed:

- Definition of what makes a project successful
- Case study
- Monitoring and evaluation tables written up on flipcharts

Handouts needed:

- Monitoring Checklist
- Monitoring Chart
- Evaluation Checklist
- Evaluation Chart