Training Package # 3

Gender Responsive Community Development

Module #1 : Gender in Project Planning

Module #2 : Participatory Rural Appraisal

Module #3 : Gender Sensitive Linkages

Canada Nepal Gender in Organizations Project
with the support of the Canadian International Development Agency

Canada Nepal Gender in Organizations Project (CNGO)

CNGO is a five-year project (September 1999-September 2004) designed to promote good governance and the transition to gender equality in Nepal. A major goal of the project is to strengthen the capacity of district-based NGOs to be Gender Resource Organizations that are capable of providing training, advice, program delivery and other services on gender to communities, other NGOs, and district local government bodies. The training packages are a major contribution to the gender-integrated capacity building approach of the project.

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District NGOs:

Doti: Equality Development Centre, Rural Women Development Centre
Dadeldhura: Multipurpose Development Society, Women Deliverance Society
Surkhet: Environment Development Society, Women Association for Marginalized Women
Bara: Seto Gurans Child Development Service, Janchetana Jagaran Abhiyan
Sarlahi: Association of Rural Women Upliftment, Village Community Development Centre
Mahottari: Rural Community Development Service Council, Women Cultural Development Centre

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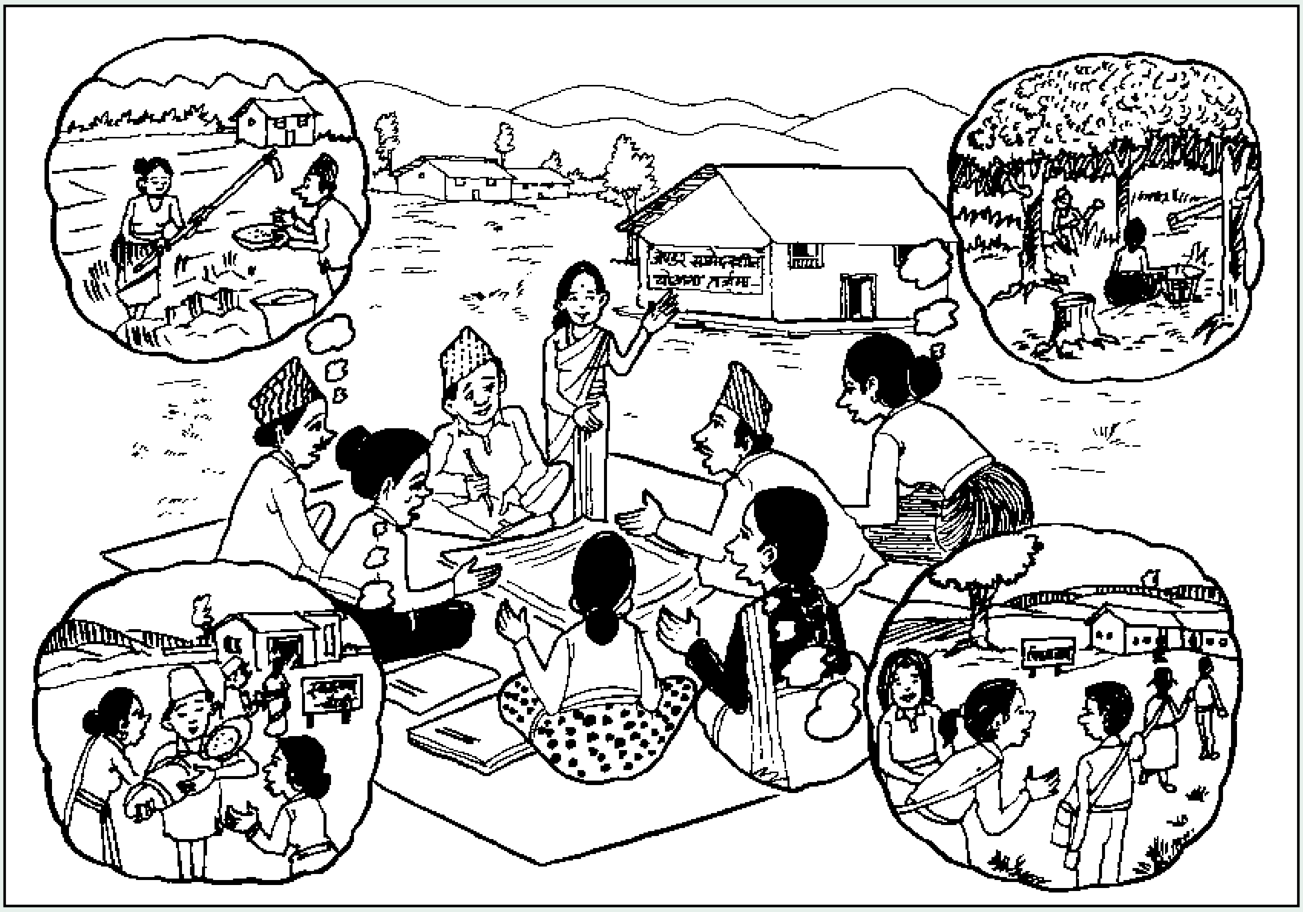
Training Package # 3

Gender Responsive Community Development

Module 1

Gender in Project Planning



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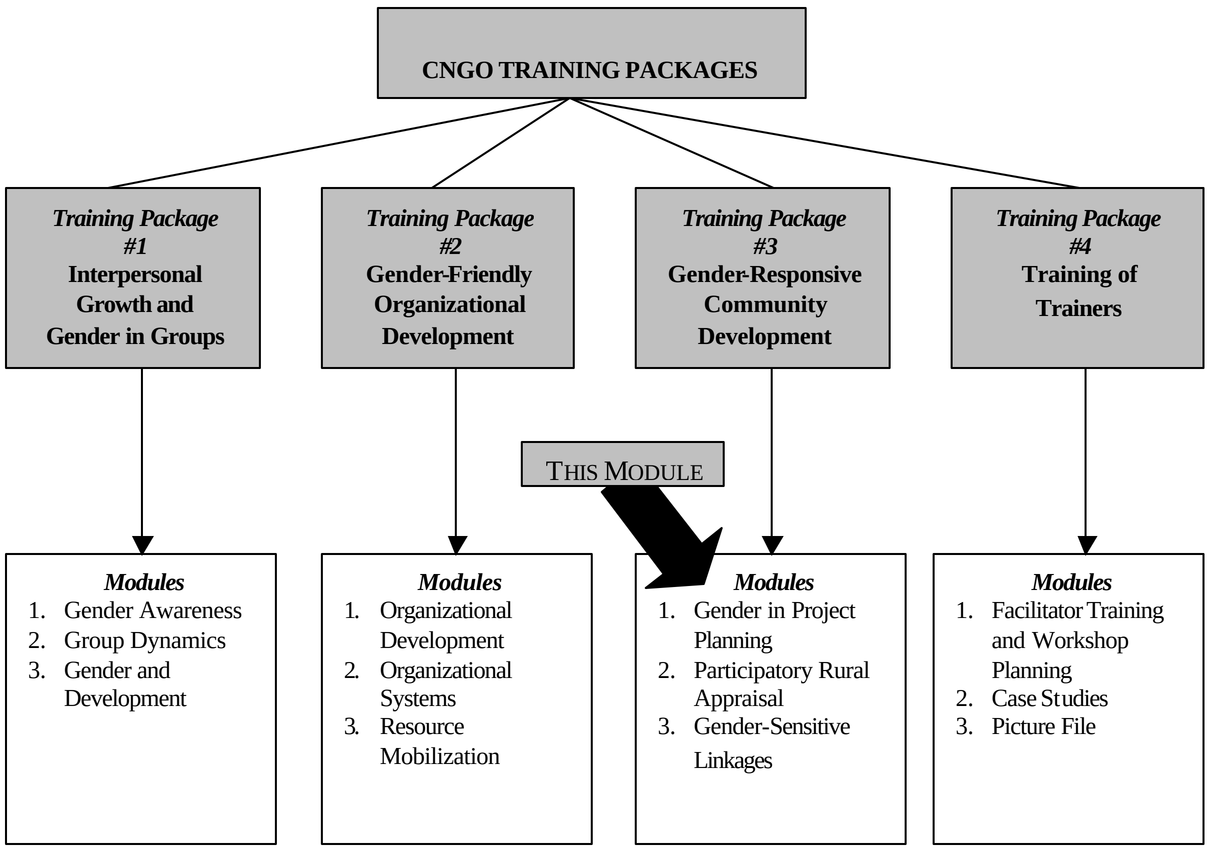
ABOUT THE GENDER IN PROJECT PLANNING MODULE

This module is part of a series of training packages that was produced by the CIDA-funded Canada-Nepal Gender in Organizations Project. The series consists of four packages, each with three modules.



Each module is divided into three sections:

?? Section 1: ***Background Information*** defines some key concepts and provides information on the topic.

?? Section 2: ***Participatory Activities*** describes step-by-step activities. The facilitator should look to these for ideas, but should be selective and develop additional activities to fit specific circumstances.

?? Section 3: ***Reference Materials*** provides background reading, tools, examples and worksheets relevant to the topic and the activities.

CONTENTS

SECTION 1: BACKGROUND INFORMATION

Introduction

In Nepal, successful development projects are rare. In part, this is because there is often a lack of analysis about the target population the projects are intended to benefit. Often, projects are designed with little or no attention to gender issues or the needs of women. Development projects that are not gender-sensitive cannot contribute to improving the situation of women. Moreover, projects that are not gender-sensitive can further disadvantage women, adding to their workload by failing to recognize their roles in reproductive work and community life.

The effective participation of women, who make up half of the population, is an essential condition for community development. Unless the views of women are incorporated into projects and policies, the history of failure will be repeated again and again. Gender integration in project planning is a must for effective participation of women and men in the development process. Only through gender-integration will projects be able to address discrimination and inequality.

Objectives of the Training Module

- To enhance participants' skill levels for implementing gender-sensitive participatory techniques in project planning.
- ?? To assist participants formulate gender-sensitive projects.

Key Concepts

Participatory Community Development

Community development is the process of improving, on a sustained basis, the economic and social conditions for a group of people that form a community. Participatory community development involves the active participation of people from the community. The effective participation of both women and men is needed in order to develop the community's capacity for sustainable, self-development.

Participation

The importance of community participation is now widely recognized. There are many types of participation, and levels at which participation can occur. Community members and beneficiaries might be consulted about project design; they might be involved in exploring and creating opportunities; they might participate in decisions about what can or will be done; they might be involved in analyzing and mobilizing resources or in implementing, managing or evaluating the project; they might contribute resources (e.g., volunteer time); or they might share in the benefits of the project.

Gender Integration in the Planning Cycle

Gender should be incorporated at each stage of the planning cycle, which includes the identification of problems and needs; the collection and processing of data; and the formulation of goals and project objectives. Gender should also be incorporated in project implementation, monitoring and evaluation, and feedback.

Gender Analysis Framework

Gender analysis provides information about patterns in the lives of women and men so that decisions can be based on reality. Gender analysis consists of four main steps. Together these steps are called the Gender Analysis Framework.

1. What patterns affect development in the area?
2. What activities do women and men carry out?
3. What resources do women and men have to work with?
4. What can we do to better involve both women and men in developmental activities? (Based on the information collected in steps 1, 2, 3.)

SECTION 2: PARTICIPATORY ACTIVITIES

Activity Set #1: Gender in Community Development

This set of activities focuses on the concept of community development and the importance of incorporating gender and participatory techniques into the planning and implementation of community development projects. Sub-activities include:

Sub-Activity #1.1:	Community Development and Gender
Sub-Activity #1.2:	Types and Levels of Participation
Sub-Activity #1.3:	House Construction Game

Sub-Activity #1.1: Community Development and Gender

OBJECTIVES

Participants will be able to define community development and explain the importance of incorporating gender into community development activities.

KEY QUESTIONS

What is meant by community development? Why is it important to incorporate gender into community development activities?

TIME

2 ½ - 3 hours

METHODOLOGY

Brainstorming, small group picture drawing and discussion, presentations in plenary

MATERIALS

Newsprint, markers, masking tape, pencils and coloured pens, *Reference #1: Concept of Community Development*, *Reference #2: Importance of Participation of Both Men and Women*

PREPARATION

Assemble materials. On newsprint, list questions to guide group discussions in step #6.

STEPS

1. Brainstorm with participants the meaning of community development. As participants respond, record points on newsprint or the board.
2. Relate points made by participants to the definition of community development found in "key concepts," and in *Reference #1: Concept of Community Development*
3. Divide participants into small groups of five or six.
4. Each group is to draw a before and after picture of a community development project that has changed their community. The group should be prepared to explain what change was made, why it was made, when and how it was made, and how the community views the change. (If the group cannot think of an actual example of change, it should draw a picture of a change it would like to see take place.)
5. Allow 30 to 45 minutes for the groups to complete their drawings. Then assemble in plenary and have each group present and explain its before and after picture.
6. Re-form the small groups, and ask each group to discuss the following questions:
   - Why is it important for a community development project to include both men and women?
   - What happens if women are excluded?
   - What happens if a project focuses only on women?
   - If possible, think of some examples from your community.
7. Allow about 30 minutes for group discussions. Then assemble in plenary and have each group present the highlights of its discussion. Encourage participants to ask questions.
8. Highlight that community development is not sustainable without the participation of men and women in the development process.

CLOSURE

Repeat the key questions. Ask participants if the activity has enabled them to answer these. If necessary, clarify items.

Tips for Facilitators

The facilitator can find additional reference materials in the *Gender and Development* module.

?? The facilitator should emphasize the importance of the participation of both men and women, including disadvantaged men and women, in the development process. See *Reference #2: Importance of Participation of Both Men and Women* for examples of why participation is important.

Sub-Activity #1.2: Types and Levels of Participation

OBJECTIVES

Participants will be able to describe different types of participation, and explain the importance of participation.

KEY QUESTIONS

In what ways can men and women participate in the project cycle? Why is it important for men and women to participate?

TIME

1 hour

METHODOLOGY

Brainstorming, open discussion and explanation.

MATERIALS

Newsprint, markers, masking tape, *Reference #3: Types and Levels of Participation*

PREPARATION

Prepare flipchart showing levels of participation from *Reference #3.*

STEPS

1. Indicate to participants that we often use the word "participation" as though there were only one type or level of participation. But, there can be many types of participation, and many different points in the project cycle in which people can participate. Ask participants to brainstorm different types and levels of participation. As participants respond, write main points on newsprint. Relate these points to the points outlined in *Reference #3.*

2. Divide participants into groups of five or six people. Each group is to consider the following questions and be prepared to present their conclusions in plenary.

   Your organization wishes to develop and implement a community development project aimed at decreasing violence against women.
   - *What groups or stakeholders in the community would you involve in planning and implementing this project.*
   - *What type of involvement would you seek, and why?*

3. Allow about 30 minutes for group work, then assemble in plenary and have each group present their conclusions. On newsprint, record the types of participation identified by the groups.

4. Highlight to participants that there are different kinds of participation, and different levels of participation. While all types of participation are valuable, some types are more important than others (e.g., active participation, participation in decision-making). Note the importance of the active participation of women and men in planning, implementing and monitoring community development projects.

CLOSURE

Repeat the key questions. Ask participants if the activity has enabled them to answer these. If necessary, clarify items.

Tips for Facilitators

- The facilitator can find additional reference materials in the *Gender and Development* module.
- ?? The facilitator should emphasize that there are many types and levels of participation, and should again highlight the importance of the participation of both men and women, including disadvantaged men and women, in the development process.

Sub-Activity #1.3: House Construction Game

OBJECTIVES

Participants will deepen their understanding of the importance of participation.

KEY QUESTION

Why is it important for men and women to participate?

TIME

2 hours

METHODOLOGY

Group activity, reflection and open discussion

MATERIALS

Newsprint, markers, masking tape, items for house construction game
Reference #4: House Construction Game

PREPARATION

Prepare items for house construction game, e.g., rope, bamboo, masking tape, large paper, newsprint or other material to be used as a tarpaulin, tent or house covering, price lists, etc. (see *Reference #4)*

STEPS

1. Organize participants for the house building game. Instructions for the game are presented in *Reference #4: House Construction Game*.
2. After the game is complete, lead a discussion by asking the following questions:
   - This game was about "participation." Ask participants to reflect for a moment on how they felt about their own participation, and the participation of others in the house building exercise. Then ask them to share their feelings.
   - Which group was able to build the strongest and most beautiful house in the shortest time period?
   - Why was that group more successful than the other groups?
   - *Question for the Observer:* In which group or groups did you see active participation while constructing the house?
   - How did you feel when the house you built was destroyed?
   - How can this situation be related to the participation of community members in planning and implementing a project? Are there any lessons we can learn from this exercise? (Facilitator should note these on newsprint.)
3. Note the importance of a) the commitment of participants to the activity, and b) the active participation of women and men in planning, implementing and monitoring community development projects.

CLOSURE

Repeat the key question. Ask participants if the activity helped them to answer it. If necessary, clarify items.

Tips for Facilitators

This game requires considerable advance preparation, and space. If space permits, it can be conducted out of doors.

?? The facilitator must take sufficient care to protect exchange items so that participants are not concerned about loosing these. This game should not be played if there is any danger that exchange items will not be returned to the contributing participants.

Activity Set #2: Project Planning

This activity set introduces the idea of planning, and the various steps in the planning and implementation cycle. Sub-activities include:

Sub-Activity #2.1:	Why Plan?
Sub-Activity #2.2:	Project Planning and Implementation Cycle

Sub-Activity #2.1: Why Plan?

OBJECTIVE

Participants will gain an understanding of the importance of planning.

KEY QUESTION

Why is it important to plan?

TIME

30 – 45 minutes

METHODOLOGY

Game, discussion

MATERIALS

Flipchart or board, markers

PREPARATION

Assemble materials

STEPS

1. Ask all participants to stand up and close their eyes. Without talking or touching they are to organize themselves into a large circle. After a few minutes have them stop moving, open their eyes and determine their success at forming a circle.
2. Extract the learning points from the game by asking a few questions, such as:
   - How did you feel when you had your eyes closed?
   - Why were you not successful in forming a circle? (or Why were you successful? If successful, go to step #5)
3. Record main points on flipchart or board. Indicate that you are going to repeat the exercise, but this time the group is to plan in advance how they will form the circle, even though they must have their eyes closed.
4. Allow time for participants to make plans. Then repeat the exercise.
5. Ask participants why they were successful this time. Extract and highlight the main lessons, i.e.,
   - in order to be successful, it is important to have strategies and plans in place on how to proceed;
   - when people work together and cooperate in a joint effort they are more likely to be successful than when they go their own way.
6. Relate the lessons of the game to the importance of planning. To be successful, projects need to have clear and detailed plans that outline future actions and that establish how people will work together to achieve common goals.

CLOSURE

Repeat the key question. Ask participants if the activity has enabled them to answer it. If necessary, clarify items.

Tips for Facilitators

?? Participants should be allowed sufficient time to discuss and plan how they will form a circle the second time. They might, for example, decide to join hands. The facilitator should not suggest things to participants, but should let them make their own plans.

?? The facilitator should emphasize that clear, participatory plans are important for successful projects.

?? This activity can also be used as an energizer.

Sub-Activity #2.2: Project Planning and Implementation Cycle

OBJECTIVE

Participants will be able to describe the steps in the project planning and implementation cycle.

KEY QUESTION

What are the steps in the project planning and implementation cycle?

TIME

1 hour

METHODOLOGY

Group work, presentations and discussion in plenary

MATERIALS

Newsprint, markers, handout *Reference #5: Project Planning and Implementation Cycle*

PREPARATION

On newsprint, prepare a blank chart showing a project planning and implementation cycle. Assemble materials.

STEPS

1. Explain to participants that one way to approach the topic of project planning and implementation is to think about the various steps that are involved from the time the project is a mere idea to the time it is fully implemented and achieving results. These can be thought of as "steps" in project planning and implementation, or as a "project planning and implementation cycle." Refer to the previously prepared chart showing a blank cycle.
2. Form three or four small groups. Provide each group with a supply of meta cards (about 10 per group). Each group is to identify the main steps in planning and implementing a community development project. They should write each step on a meta card, and organize these into a "project planning and implementation cycle."
3. Allow about 30 minutes for group work, then assemble in plenary for presentations.
4. Indicate to participants that there is no single "correct" way to draw a project planning and implementation chart. A chart is simply a tool to help us think clearly about what we have to do to successfully plan and implement a project. Some charts may have four steps and numerous sub-steps, other charts may have ten or twelve steps. Distribute the handout, *Reference #5: Project Planning and Implementation Cycle*, as one example. Review the steps in the handout and the chart.

CLOSURE

Repeat the key question. Ask participants if the activity has enabled them to answer it. If necessary, clarify items.

Tips for Facilitators

- The facilitator should adjust the activity to suit the literacy level of participants.
- The facilitator should circulate during group work and offer assistance, explanations and encouragement.

Activity Set #3: Project Identification

This set of activities covers a variety of preliminary assessment and analysis activities that an organization might undertake before deciding to develop a detailed design for a project. These activities help ensure that the projects undertaken by the organization are needed, feasible and have the potential to be successful.

Sub-activities include:

Sub-Activity #3.1:	Gender-Sensitive Participatory Tools
Sub-Activity #3.2:	Gender-Sensitive Situational/Problem Analysis
Sub-Activity #3.3:	Problem Identification and Prioritization
Sub-Activity #3.4:	Cause and Effect Analysis of Problems
Sub-Activity #3.5:	Project Selection

Sub-Activity #3.1: Gender Sensitive Participatory Tools

OBJECTIVES
Participants will be acquainted with different techniques for involving local people.

KEY QUESTION
What participatory techniques might be used to involve local people?

TIME
30 minutes

METHODOLOGY
Facilitator-led discussion

MATERIALS
Newsprint, markers, masking tape, *Reference #6: Participatory Rural Appraisal*

PREPARATION
Assemble materials. On newsprint list various techniques with a short description of each.

STEPS
1. Note that project planners and implementers have learned that it is essential to involve local people in all aspects of project planning and implementation. There are many techniques for involving local people.
2. Refer to previously prepared list of techniques. Ask participants to identify or describe the techniques that they have used, or that they know about. Add additional techniques if participants name these. Invite participants to share their experiences with various techniques. What worked well? What gender issues did they experience and how did they deal with these?

   Examples of PRA Techniques
   - semi-structured interviews
   - focus groups
   - mapping techniques, e.g., social maps that show population, poverty indicators, types of households, resource maps showing agriculture land, forests, etc., mobility maps
   - trend analysis
   - ranking exercises, e.g., ranking households according to economic well-being or wealth
   - seasonal calendars that show what men and women do at different times of the year
   - Venn diagrams that depict key institutions and organizations and that show interlocking relationships among these.

3. Indicate that in the next training module, "*Participatory Rural Appraisal*," we will be looking at some of these techniques in greater detail and practicing them.

CLOSURE
Repeat the key question. Ask participants if the activity has enabled them to answer it. If necessary, clarify items.

<u>Tips for Facilitators</u>

This activity lets participants know that there are many tools available for obtaining involvement. The next module, *Participatory Rural Appraisal*, enables participants to learn more about these tools and gain practice in using them.

Sub-Activity #3.2: Gender-Sensitive Situational/Problem Analysis

OBJECTIVES

Participants will be able to define gender-sensitive situational/problem analysis and explain why analyses should be carried out from a gender perspective.

KEY QUESTIONS

What is gender-sensitive situational/problem analysis? Why is it important to bring a gender perspective to situational/problem analysis?

TIME

2 hours

METHODOLOGY

Group work, presentations and discussion

MATERIALS

Newsprint, markers, handout *Reference #7: Analyzing Situations and Problems Through a Gender Lens*

PREPARATION

Assemble materials. Prepare handout.

STEPS

1. Divide the participants into small groups. Each group is to do a quick analysis of the situation or "state of affairs" that exists in the village or community. To do this, participants should walk to the nearby village and look carefully around to observe the local surroundings from a gender perspective. They should be aware of not only what they see, hear, and smell, but also how they feel about these things.
2. Upon their return to the training hall, each group should plan how it will collectively present some aspect of the situation they observed in the village. All members of each group should participate in some way, e.g., they might each say one thing, they might role play or sing the results, etc.
3. Have groups make their presentations, and discuss what they observed, and what they might have missed had they not been viewing the situation from a gender perspective.
4. Distribute the handout. Note that a comprehensive analysis would involve four questions:
   a) What do men and women do, and where and when do these activities take place?
   b) Who has access to and control over resources, services and decision-making?
   c) What are the social and economic factors that shape #a and #b?
   d) What could/should the proposed project do to incorporate gender considerations?

CLOSURE

Restate the key questions. Ask if the activity helped participants answer these. If necessary, clarify items.

Tips for Facilitators

? Give examples of gender analysis and explain how important it is.

?? Give enough time for the groups to observe and analyze the situation.

Sub-Activity #3.3: Problem Identification and Prioritization

OBJECTIVES

Participants will be able to identify and prioritize community problems.

KEY QUESTION

What problems exist in our community? What do we see as priorities?

TIME

2 hours

METHODOLOGY

Group exercise and discussion, information processing

MATERIALS

Newsprint, markers, masking tape, meta cards, *Reference #8: Problem Identification and Analysis*

PREPARATION

Write definition of a problem on newsprint and display in meeting hall. On newsprint, write steps in problem analysis and display in meeting hall.

STEPS

1. Refer to previously prepared definition of a problem, i.e., a problem is a condition or state of affairs that has a negative impact on individuals, groups or the community as a whole. Give examples. Explain that there are many types and levels of problems. Some are fairly simple, and small organizations can successfully work toward resolving these at the community level. Others are complex and require widespread coordinated efforts from many organizations at many different levels.

2. Form four or five small groups. Each group is to:
   - identify up to five problems faced by their community or village, and write these on meta cards. Each problem should be written on a separate meta card. Groups should identify existing problems, not imagined ones.
   - review the list and discuss how the problem affects men in their village, and how it affects women
   - rank their problems from "greatest" problem to "least" by assigning numbers (#1 is greatest). (Groups should try to reach a consensus on this.)
   - be prepared to present their problems in plenary.

3. Allow about 45 minutes for the group work, then assemble in plenary for presentations. Encourage questions and comments from other groups.

4. Review the highest priorities of each group, and list these on newsprint. Note whether there is similarity among groups. Ask the groups if they had any difficulty reaching a consensus about the greatest problem. If so, ask them to explain.

5. Explain that in most communities there are many problems, and it is important for an organization to make sure that they choose to work on problems that are consistent with the vision and mission of the organization. Once problems have been identified, the next step is to do a problem analysis so that the organization has a thorough understanding of the problem. Refer to newsprint showing steps in problem analysis and go over these with participants. Explain that there are numerous approaches to gathering information and analyzing problems, and that in the next few activities we will be learning some of these. If appropriate to the literacy level of participants, provide handout *Reference #8: Problem Identification and Analysis*

CLOSURE

Repeat the key questions. Ask participants if the activity has enabled them to answer these. If necessary, clarify items.

Tips for Facilitators

- In ranking the problems, each group should reach a consensus.
- The small groups formed for this activity should continue to work together. Therefore, when forming groups, the facilitator should take some care in creating groups in which members will be able to complement each other and work together.

Sub-Activity #3.4: Cause and Effect Analysis of Problems

OBJECTIVES

Participants will be able to analyze problems from a cause and effect perspective.

KEY QUESTION

How can we analyze problems from a cause and effect perspective?

TIME

2 hours

METHODOLOGY

Group work, presentations and discussions in plenary.

MATERIALS

News print, markers, masking tape, meta cards, *Reference #9: Problem Analysis: Cause and Effect Chain*

PREPARATION

Assemble materials. Prepare example of cause and effect chain (either as a handout or on newsprint.)

STEPS

1. Explain that in this activity we will be analyzing problems from a cause and effect perspective. Refer to the example cause and effect chain, and explain this to participants. Show how the negative statements can be reformulated into positive statements or objectives.
2. Form groups. Each group is to
   - select a high priority problem (identified in activity 3.3)
   - develop a cause and effect chain using the template in *Reference #9: Problem Analysis: Cause and Effect Chain*. The groups should use meta cards so that they can readily move and organize items they identify.
   - re-formulate the chain as a "desired results chain," by restating each item in a positive form. For example, if the problem is "high levels of illiteracy," the positive form might be "high levels of literacy."
   - be prepared to present their problem chain and their desired results chain in plenary.
3. Allow 45 minutes to one hour for groups to create their chains. Then assemble in plenary for presentations and discussion.
4. Note that this is one approach to problem analysis. It is a useful approach because it helps planners think about how negative problems might be turned into positive conditions and statements of goals or objectives.

CLOSURE

Repeat the key question. Ask participants if the activity has enabled them to answer it. If necessary, clarify items.

<u>Tips for Facilitators</u>

If possible, the small groups formed for this activity should be the same as those formed for activity 3.2. However, if there are problems in some groups, the facilitator should reassign members.

?? During the groups work, the facilitator should circulate and provide advice and assistance as required.

Sub-Activity #3.5: Project Selection

OBJECTIVES

Participants will establish criteria for proceeding with the design of a project, and will select a project to design.

KEY QUESTIONS

What criteria wll we use for deciding whether to proceed with project design?
What project will we design?

TIME

1 ½ to 2 hours

METHODOLOGY

Group work, presentation and discussion in plenary

MATERIALS

Newsprint, markers

PREPARATION

Assemble materials.

STEPS

1. Note that in the previous activities we have explored some of the ways of analyzing situations and problems that exist in our communities. In this activity we will be looking at some of the things that we should take into consideration when deciding to proceed with the design of a project. We will then chose a project to work on.

5. Review and brainstorm with participants the potential projects that they have identified in previous activities. Make a list of these on newsprint.

2. Divide the participants into small groups (may use previous groupings). Each group is to:
   - develop a checklist of criteria for deciding whether or not to proceed with the design of a project;
   - review the list of potential projects in terms of these criteria, and select the top one or two
   - be prepared to present their criteria and recommended projects in plenary.

3. Allow 45 to 60 minutes for group work, then assemble in plenary for presentations.

4. Either reform groups and have each group select its own project to work on, or lead the group in the selection of a single project that they will all work on in the next set of activities.

CLOSURE

Repeat the key questions. Ask participants if the activity has enabled them to answer these. If necessary, clarify items.

Tips for Facilitators

?? Give one or two examples of project selection criteria from the following list. Do not give the complete list as it is important for the groups to think about and develop their own criteria. The following are examples only, and groups may develop additional or other criteria.

?? Do we have enough information?

?? Is it in line with the vision and mission of our organization?

?? In the eyes of the community, both women and men, is it a real problem that they have identified themselves?

?? Can our organization mobilize sufficient local resources to deal with the problem?

?? Does the project give priority to or assist deprived or disadvantages members of the community?

?? Will the project provide income and employment opportunities?

?? Will the project address practical and strategic gender needs (see *Gender and Development* Module of Training Package #1.

?? Is it economically viable?

?? Will the results be sustainable?

?? Is it environmentally friendly?

?? The facilitator can have each group select a project to design, or the entire workshop may select one project that all groups work on. Regardless of whether one or more projects are chosen, try to have participants reach a consensus.

Activity Set #4: Project Design and Planning

In this set of activities, participants will learn the basic elements of project design and planning, and will design and plan a project that might be implemented by their organization. Sub-activities include:

Sub-Activity #4.1:	Project Planning Matrix
Sub-Activity #4.2:	Setting Results-Based Objectives
Sub-Activity #4.3:	Indicators
Sub-Activity #4.4:	Work Breakdown (Activities)
Sub-Activity #4.5:	Budgeting
Sub-Activity #4.6:	Scheduling the Work
Sub-Activity #4.7:	Monitoring Plan

Sub-Activity #4.1: Project Planning Matrix

OBJECTIVES

Participants will be able to name the necessary elements of project planning.

KEY QUESTION

What are the elements of project planning?

TIME

1 hour

METHODOLOGY

Discussion, explanation of the format

MATERIALS

Newsprint, markers, masking tape, *Reference #10: Project Planning, Reference #11: Example of Project Planning Matrix*

PREPARATION

On newsprint, prepare project planning matrix format.

STEPS

1. Ask participants if they have ever been involved in developing detailed plans for a project? Ask them to name the types of things that they planned. List responses on newsprint. (e.g., objectives, who will do what, budgets, etc.)
2. Refer to the previously prepared matrix, and relate the items named by participants to those on the matrix. Explain that there are a variety of ways of creating a matrix. This is one way. Most matrices include these items in some format or another.
   - Results-based Objectives
   - Indicators
   - Work Breakdown (Activities)
   - Budget
3. Indicate that in the next activities each group will be developing plans for the project they identified. Review the project or projects that were identified in Sub-Activity #3.5.

CLOSURE

Repeat the key question. Ask participants if the activity has enabled them to answer it. If necessary, clarify items.

Sub-Activity #4.2: Setting Results-Based Objectives

OBJECTIVES

Participants will gain an understanding of results-based objectives, and will be able to formulate these for a project.

KEY QUESTIONS

What is a results-based objective? What are the elements of a good objective?
How do we formulate results-based objectives for a project?

TIME

1 – 1 ½ hours

METHODOLOGY

Discussion, group work and presentations

MATERIALS

Newsprint, markers, masking tape, *Reference #12: Results-Based Objectives*

PREPARATION

On newsprint, write a definition of results-based objectives, and a checklist of the essential elements of a good objective. Display these in the training hall. Prepare templates to guide each group in preparing their objectives. Assemble materials.

STEPS

1. Refer to the previously prepared definition of results-based objectives, and go over the essential elements of a good objective. Give gender-integrated examples. Show relationship between objectives (short-term, specific), and longer-term goals.
2. Divide into the project-specific groups established earlier in the workshop. Each group is to write three objectives. The template prepared by the facilitator can be used to guide groups in preparing their objectives. (See template in *Reference #12: Results-Based Objectives*, or below in Tips for Facilitators. Groups should write their objectives on newsprint so that they can be easily presented in plenary.
3. Allow about 30 minutes for the groups to write their objectives. Then assemble in plenary and have each group present its objectives. While groups are presenting, the other participants should assess the objectives using the checklist.
4. Lead participants in a review of each objective, referring to the checklist and asking if the objective meets the criteria of a good objective.

CLOSURE

Repeat the key questions. Ask participants if the activity has enabled them to answer these. If necessary, clarify items.

Tips for Facilitators

Give examples of objectives that are G-SMART.

G = Gender sensitive
S = Specific
M = Measurable
A = Achievable
R = Realistic/Results Oriented
T = Time Bound

Provide groups with the following template to assist them in preparing their objectives.

Identify the beneficiary of the change	Identify the product to be produced, or the type of change to be achieved	Quantify the change	Identify the target date

Sub-Activity #4.3: Indicators

OBJECTIVE

Participants will be able to define the concept of "indicators," of performance or progress, and develop indicators for results-based objectives.

KEY QUESTION

What are "indicators"? What pieces of information might we use to indicate progress toward our project objectives?

TIME

1 hour

METHODOLOGY

Question & answer, discussion and explanation.

MATERIALS

Newsprint or board, markers, masking tape, *Reference #13: Indicators*

PREPARATION

In preparation for this activity, facilitators should become familiar with the concept of indicators and examples shown in *Reference #13*. On newsprint write the definition of an "indicator" and display this in the meeting hall. Prepare checklist for assessing indicators.

STEPS

1. Pose the following question. If a group or community intends to arrive at a certain destination, how do they know they are headed in the right direction? How will they know if they are making progress toward their destination? Explain that signs or pieces of information they encounter along the way are indicators. ***An indicator is a "piece of information" that we use to measure or assess progress toward a specific objective or goal.***
2. Explain the difference between quantitative indicators and qualitative indicators. Highlight the essential qualities of good indicators. Provide examples.
3. Divide participants into their project-specific groups. Each group is to identify up to three indicators for the results-based objectives they developed in sub-activity #4.2, and is to state the methods they will use to collect the indicator data.
5. Allow about 30 minutes for group work, then assemble in plenary and have each group present its indicators. As each group presents its indicators, the other participants should assess these using the checklist.
6. Lead participants in a review of each indicator, referring to the checklist and asking if the indicator meets the criteria.

CLOSURE

Read the key questions and ask the participants if the activity enabled them to respond to these. If necessary, clarify uncertainties.

Trips for Facilitators

The concept of "indicators" can be confusing as the term is used differently by different organizations, and it can also be applied to a variety of project elements and situations, e.g., indicators of work progress, indicators of gender integration, benchmark indicators, indicators of good project management, etc. In this set of activities, the term "indicator" is directly related to the intended results of the project. An indicator is a specific piece of information that the project can use to judge whether or not it has successfully achieved an intended result. The facilitator should highlight that an "indicator" is not the same as an "objective" or intended result. It is not the indicator that the project is seeking to achieve, rather it is the results-based objective that it is seeking to achieve. For any single objective there can be a variety of indicators, and these can change, but the objective remains intact.

Sub-Activity #4.4: Work Breakdown (Activities)

OBJECTIVES

Participants will identify and plan activities that will lead to the intended results of their projects.

KEY QUESTION

What activities will we undertake to achieve our results-based objectives?

TIME

2 hours

METHODOLOGY

Group work, presentations and discussion in plenary

MATERIALS

Newsprint, markers, masking tape, Reference #14: Activity Planning

PREPARATION

On newsprint, prepare diagram showing chain relationship between activities, objectives (short-term results), and goals (longer-term, broader results). Prepare template for group work. Assemble materials.

STEPS

1. Review the objectives and indicators that participants have developed. Explain that the next step in project planning is to identify the main activity sets that will be carried out in order to achieve each project objective. Present diagram showing relationship between activities, objectives and goals.
2. Distribute template for developing activities, and review this with participants.
3. Divide into the project-specific groups and have each group complete templates for activities that will lead to achieving their results-based objectives.
4. Allow about one hour for group work, then assemble in plenary for presentations.
5. Discuss the relationship between the planned activities and the intended results.

CLOSURE

Repeat the key question. Ask participants if the activity has enabled them to answer it. If necessary, clarify items.

<u>Tips for Facilitators</u>

?? The activity template that is provided is just one example of a template. The facilitator may wish to use a different template, depending on what is currently being used by participants.

?? The facilitator may need to provide ideas and examples to the groups to assist them complete their activity templates. The facilitator should circulate during the group work and offer assistance as required.

Sub-Activity #4.5: Budgeting

OBJECTIVES

Participants will prepare a budget estimate for their projects.

KEY QUESTION

How can we estimate the costs of our proposed project?

TIME

1 ½ hours

METHODOLOGY

Facilitator-led discussion, group work and presentations in plenary

MATERIALS

Newsprint, markers, masking tape,

PREPARATION

On newsprint, list basic budget components (see *Reference #15: Budgeting)*. Prepare budget template to guide group work.

STEPS

1. Ask participants if they have ever participated in preparing a budget for a project. Ask them to identify the types of things they included in the budget. As participants respond, sort items into the major categories of personnel, travel, and other costs. Explain that in most projects, costs can be broken down into these categories.
2. Form the project-specific groups and have each group complete a budget for the project activities they have identified. Provide groups with a budget template to guide their work.
3. Allow about one hour for group work, then assemble in plenary for presentations. Discuss issues or problems that the groups had in preparing their budgets.

CLOSURE

Repeat the key question. Ask participants if the activity has enabled them to answer it. If necessary, clarify items.

<u>Tips for Facilitators</u>

The facilitator should circulate during the group work and provide advice and assistance as required.

?? The facilitator should highlight that different organizations have different formats for preparing their budgets. This is a useful, and relatively easy format to use.

Sub-Activity #4.6: Scheduling the Work

OBJECTIVES

Participants will learn how to formulate a work plan to implement the project.

KEY QUESTION

How can we schedule our planned activities?

TIME

2 hours

METHODOLOGY

Buzz group discussion, presentation and explanation

MATERIALS

Newsprint, markers, *Reference #16: Schedule of Work*

PREPARATION

Assemble materials. Prepare work plan template to guide group work.

STEPS

1. Discuss and highlight the importance of a schedule that specifies what will be done, when and by whom.
2. Explain the format of a work plan. The format is given in *Reference #16: Schedule of Work*
3. Form the project-specific groups, and have participants begin to prepare a schedule for the activities they have identified.
4. Allow about one hour for group work, then assemble in plenary for presentation and discussion.

CLOSURE

Repeat the key question. Ask participants if the activity has enabled them to answer it. If necessary, clarify items.

Tips for Facilitators

The format of the work plan can be change according to the needs of project, so facilitators should give examples of how and when this can be done

Sub-Activity #4.7: Monitoring Plan

OBJECTIVES

Participants will prepare a plan for monitoring their projects.

KEY QUESTION

How can we monitor our project?

TIME

2 hours

METHODOLOGY

Group work, presentations and discussion in plenary

MATERIALS

Newsprints, markers, masking tape, *Reference #17: Monitoring Plan*

PREPARATION

On newsprint, draw a monitoring framework. Prepare template of framework for small group work.

STEPS

1. In pairs, have participants discuss the questions:
   - what is meant by monitoring?
   - why is it important to monitor the project?
   - what specifically should be monitored?
2. Allow about 15 minutes for paired discussions, then have participants present their points in plenary.
3. Highlight the importance of gender incorporation into monitoring and evaluation.
4. Refer to the newsprint showing the monitoring framework template. Explain what is meant by each item or column in the framework.
5. Form project-specific groups. Each group is to complete a monitoring framework for their project.
6. Allow about one hour for group work, then assemble in plenary for presentations.
7. Discuss whether the frameworks are gender-sensitive.

CLOSURE

Repeat the key question. Ask participants if the activity has enabled them to answer it. If necessary, clarify items.

Tips for Facilitators

The facilitator should highlight the importance of making sure the monitoring framework and monitoring processes are gender-sensitive.

Activity #5: Conclusion: Gender-Sensitive Project Planning and Implementation

OBJECTIVES

Participants will develop a checklist of gender-sensitive planning and implementation guidelines.

KEY QUESTION

What guidelines can our organization use to assess whether our project is planned and implemented in a gender-sensitive way?

TIME

2 hours

METHODOLOGY

Discussion, explanation of the use of format, information processing and presentation.

MATERIALS

Newsprint, markers, masking tape, *Reference #18: Guidelines for Gender-Sensitive Project Planning and Implementation*

PREPARATION

Assemble materials

STEPS

1. Indicate that in this training module we have been looking at gender in project planning, and that we have looked at some of the ways gender can be integrated into project selection, design and work planning. Note that making sure gender is integrated at the planning stage is essential, but that even if a project has been carefully designed to be gender-sensitive, it will not necessarily be implemented in a gender-sensitive manner. Project managers must continuously take care to ensure that projects are implemented in a gender-sensitive way.
2. Indicate that as a wrap up activity for this module, we will be developing a checklist of gender-sensitive guidelines that participants will be able to use on an ongoing basis in their organizations when they are planning and implementing projects.
3. Form three groups. Each group is to develop a checklist of gender-sensitive guidelines for project identification, planning and implementation. Assigned topics are:
   - Group #1: Gender-Sensitive Guidelines for Project Identification
   - Group #2: Gender-Sensitive Guidelines for Project Design and Planning
   - Group #3: Gender Sensitive Guidelines for Project Implementation and Monitoring
4. Allow about 45 minutes for group work, then assemble in plenary and have each group present their guidelines. As the groups state their guidelines, have a recorder list these on newsprint.
5. Review the guidelines and highlight the importance of making sure that the organization frequently reviews its planning and implementation practices to ensure these are gender-sensitive.

CLOSURE

Repeat the key question. Ask participants if the activity has enabled them to answer it. If necessary, clarify items.

Tips for Facilitators

Highlight the importance of using gender-sensitive guidelines to ensure that the organization remains gender-sensitive in all its work.

A recorder should record the guidelines developed by the groups. The facilitator should have these copied and distribute them to participants for their ongoing use.

SECTION 3: REFERENCE MATERIALS

Reference #1: Concept of Community Development

Community Development

The concept of community development includes two elements: the element of "community" and the element of "development."

A community is a group of people that are connected by common ties or interests. These common ties may be geographic (e.g., people live in the same locality or district), economic (e.g., the farming community), or social (e.g., the dalit community).

The term "development" encompasses three fundamental elements: 1) change; 2) improvement; and 3) sustainability. (See *Gender and Development Module, Module #3 of Training Package #1).*

?? change, i.e., something new or different is introduced
?? improvement, i.e., the change is for the better
?? sustainability, i.e., the change or improvement is ongoing, not a one time occurrence.

Community development is thus the process of improving, on a sustained basis, the economic and social conditions for a group of people that form a community.

Participatory Community Development

Participatory community development emphasizes the participation of community members in the community development process. It focuses on the effective participation of both women and men in order to develop local capacity for sustainable, self-development. This includes learning to analyze and mobilize local resources, and to identify, explore and create opportunities that improve the quality of life for all community members.

Gender and Community Development

Incorporating gender issues into the community development process is now widely recognized as essential for sustainable development. Both women and men are seen as the primary focus and real owners of the development process. Therefore both men and women, including disadvantaged groups of men and women, must be actively involved in making decisions about development activities. This requires organized efforts to bring disadvantaged groups of women and men into the development process.

Reference #2: Importance of Participation of Both Men and Women

There are many reasons why it is important to have the participation of both men and women in the planning and implementation of community development projects.

1. Participation helps ensure that the goals and objectives of the project are consistent with the wants, needs and personal lives of both men and women in the community.
2. Participation helps ensure that projects choose methods and activities that work for that community, thus making the project more efficient and more effective.
3. Participation increases the sense of ownership of and commitment to the project. Consequently, the project is more likely to achieve its intended results.
4. Participation that includes influence and decision-making contributes to the empowerment of people in the community, including women, the poor, and the disadvantaged.
5. Participation contributes to the satisfaction of users and beneficiaries, and hence to more sustainable services.
6. Participation of both men and women helps ensure that the project will maintain a focus on gender and poverty during its implementation, and that it will seek to balance unequal relationships.
7. Services that are sustained are more widely used, and more effective. Thus, participation contributes to improved services.
8. Participation contributes to a more effective project, and to long-term sustainability.
9. The process of partic ipation itself contributes to greater gender awareness, and the learning process helps participants increase their skills in problem solving and bringing about change.

Reference #3: Types and Levels of Participation

There are many ways in which participation can be classified, e.g.,

1. involvement in project planning and delivery, vs. involvement as beneficiaries;
2. a continuum from passive participation to active participation in project planning and implementing;
3. involvement at various points of project implementation, e.g., planning, implementing, monitoring, etc.;
4. involvement at the decision-making level vs. involvement at the implementation level;
5. short-term involvement vs. long-term involvement.

Participation in Project Planning and Implementation

There are many types of participation, ranging from passive to active.

1. Observation (passive participation)
2. Providing information
3. Exchange of ideas (consultations)
4. Contributing funds or material resources
5. Providing services (active participation in operations)

Participation in Project Benefits

1. Knowledge benefits
2. Social benefits
3. Economic benefits

Participation at Different Points in the Project Cycle

1. Planning
2. Implementing
3. Monitoring

Reference #4: House Construction Game

The Scenario

"Imagine we are all traveling by a small boat and a big storm comes up. By hard effort, we reach land. We look for a shelter, but cannot find any. Eventually, we see two business people coming toward us carrying materials for house construction. We ask if it is possible to purchase materials so that we can build a house. The people reply that they cannot accept money for the items, but that they are willing to exchange them for items of equal value. We accept this offer."

Preparation

1. Assemble house construction materials. The facilitator should decide in advance how many houses will be required (depending on the number of participants), and should prepare sufficient materials for all houses. Materials should be adapted to local conditions and what is available.
2. Prepare price list of house construction materials (see example a below)
3. Prepare price list of personal items that participants will exchange for building materials. In preparation for this game, the facilitator should make a list of items that participants are likely to have on them or that they can quickly gain access to. For example, items might include clothing (sweaters, coats, hats, shoes, saris, shirts, pants, etc.), costume jewelry, workshop items such as pens, booklets, etc. The facilitator should prepare a list and assign a monetary value to each item. If the price is fixed, the exchange will take place more easily. The price should be set at a level that compels participants to make a substantial contribution for the construction materials. When setting prices, generally items that are difficult to give should be given a higher value. Participants should **not** be asked to contribute items that are very valuable, or that might be lost or misplaced during the exercise.

Steps

1. Step #1: Read the scenario to participants.

2. Step #2: Organize participants for the game, as follows:
   The facilitator will be one of the two business people. A facilitator assistant or one of the participants can be the other business person.
   ?? Select one participant to observe and make notes on the activities of all the groups
   ?? Select an outside person (not a participant) to evaluate the houses that are built, and destroy them at the end of the exercise.
   ?? Divide the remaining participants into groups of about six to eight people, depending on the size of the workshop.

3. Step #3: Prior to breaking into the groups, provide the following information and instructions:
   ?? Give each group copies of the two price lists.
   ?? The first task for each group is to assemble items to exchange for the house construction materials.
   ?? When the group has assembled items of sufficient value, they should go to the business person with these, and exchange them for the construction materials. The facilitator should keep the items in a safe place and return them immediately after the house building exercise is completed.
   ?? Groups will be allowed 30 to 45 minutes to construct their houses.
   ?? During the construction the designated "observer" will make notes about each group.

4. Step #4: Judging and Destruction
   ?? The outside person will judge the houses and then destroy them.

5. Step #5: Assemble in plenary for discussion.

Examples of Price Lists

Example A: House Construction Materials and Values)

Construction materials	Value in Rs.
Tent/Tarpaulin (large sheets of paper or newsprint)	3000
Four bamboo	4000
Scissors	100
Masking tape	100
Rope	200
Marker	100
Total cost of materials required per house	7,500

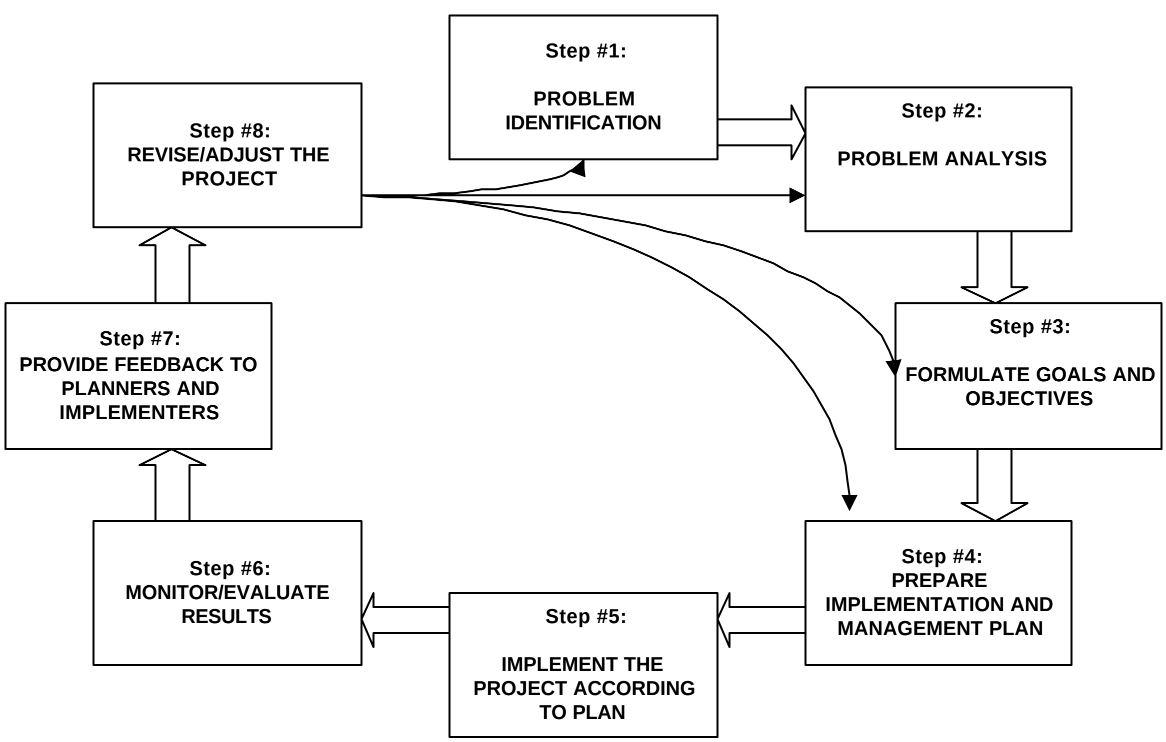
Example B: Exchange Items and Values

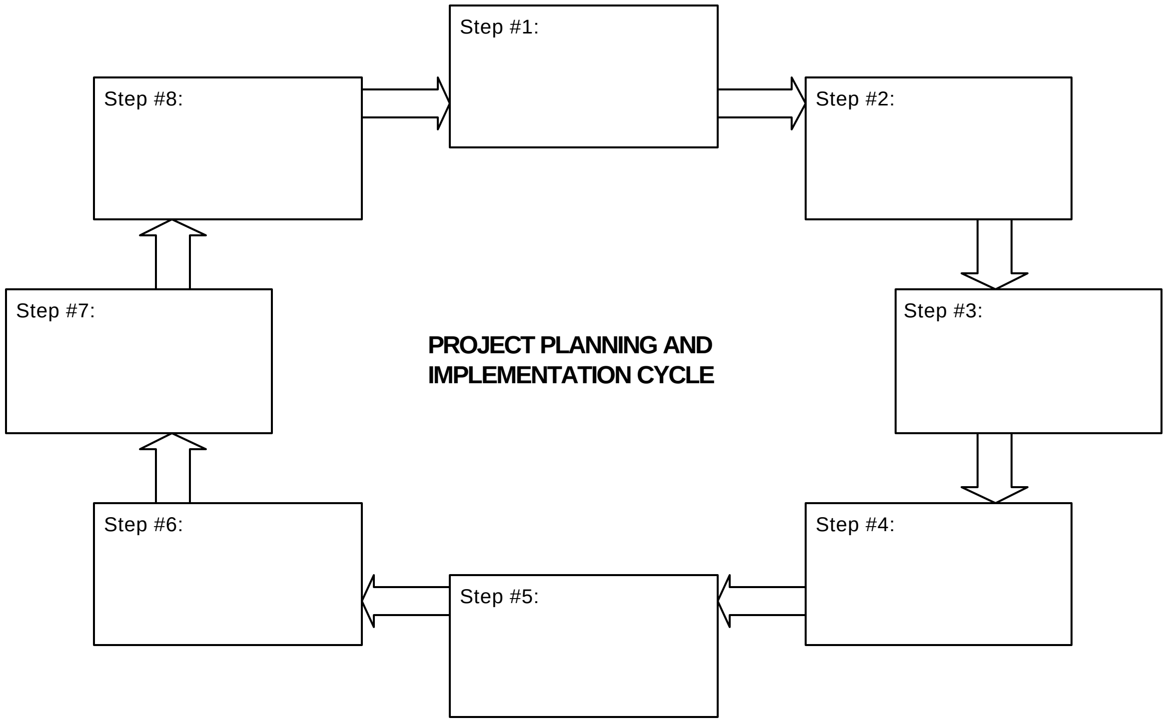
S/N	Items	Rate Rs.
1.	Sweater	300
2.	Coat	250
3.	Cap	100
4.	Shirt	300
5.	Pants	500
6.	Sari	500
7.	Shawl	100
8.	Bracelet, Necklace or Ring	100
9.	Pen or Writing Tablet	100

Reference #5: Project Planning and Implementation Cycle

Steps	Activity	Products/Results
1	Specify the problem or project focus	Problem Identification
2	Problem Analysis Analyze the problem Collect data related to the problem (survey, research) Analyze data to determine feasibility of addressing the problem and appropriate approaches	Situational analysis
3	Formulate goals and project objectives	Statement of goals and objectives
4	Prepare implementation and management plan	Implementation and management plan
5	Project Implementation Implement the project according to the plan	Project results
6	Monitor/evaluate activities and results	Monitoring reports
7	Provide feedback to project planners and implementers	
8	Adjust/revise the project, as indicated by monitoring feedback	Revised plans

EXAMPLE OF PROJECT PLANNING AND IMPLEMENTATION CYCLE




Step #1:
Step #2:
Step #3:
Step #4:
Step #5:
Step #6:
Step #7:
Step #8:
PROJECT PLANNING AND IMPLEMENTATION CYCLE

Reference #6: Participatory Rural Appraisal[1]

PRA is a participatory assessment approach that involves local people in gathering and analyzing information. It is a combination of techniques and is usually conducted by local teams using local language. This approach does not attempt to gather comprehensive data – data are largely qualitative in nature, and the sample size is usually small. Cross-checking and stratified sampling are used to help ensure the validity and reliability of findings.

PRA uses a variety of techniques, including:

?? semi-structured interviews
?? focus groups
?? mapping techniques, e.g., social maps that show population, poverty indicators, types of households, resource maps showing agriculture land, forests, etc., mobility maps
?? trend analysis
?? ranking exercises, e.g., ranking households according to economic well-being or wealth
?? seasonal calendars that show what men and women do at different times of the year
?? Venn diagrams that depict key institutions, organizations, etc.

Detailed information on PRA is found in Module #2 of this training package, *Participatory Rural Appraisal.”*

[1] Participatory Rural Appraisal (PRA) is also referred to as Participatory Rapid Appraisal.

Reference #7: Analyzing Situations and Problems Through a Gender Lens

Situations and Problems

A "situation" is a state of affairs. Whereas a problem is a state of affairs that has a negative impact on individuals, organizations or communities, a situation can be positive, negative, or neutral. All problems are situations, but not all situations are problems.

Purpose of Situational and Problem Analysis

The objective of situational analysis is to build a foundation for good decisions about project objectives, strategies and activities.

Elements of Situational/Problem Analysis

Situational and problem analysis involves analyzing needs and assets, diagnosing causes and effects, and examining relevant research, knowledge and experience.

Components of Good Situational and Problem Analysis

Situational and problem analyses should be 1) clear and focused; 2) participatory; and 3) conducted from a gender perspective.

1. **Situational analysis should have a clear focus and purpose**. It should be directed toward a specific subject, clientele, time, or perceived need. If the focus is not clearly defined, the analysis may be unnecessarily broad and costly, or it may miss critical information that is needed to accurately access needs and develop successful projects.

   For example, if an NGO wishes to develop projects aimed at achieving greater gender equality, then a situational analysis of gender relationships in the community would be appropriate. If, on the other hand, the NGO wants to address a perceived problem related to prenatal nutrition, the situational analysis should be specifically focused on obtaining information relevant to expectant mothers, e.g., their living standards, traditional eating habits, educational levels, and other factors that can be of value in identifying specific needs on the subject of prenatal nutrition.

2. **All situational analyses should be participatory**. Involving others helps to build better understanding of the situation. Involvement leads to a greater sense of ownership, and to a stronger commitment to the priorities that are identified.

3. **A gender perspective can and should be applied to all situational and problem analyses.** This simply means that the situation or problem is analyzed through a gender lens. There are four basic "gender" questions that can be applied to any situation. These are:

   a) What do men and women do, and where and when do these activities take place?
   b) Who has access to and control over resources, services and decision-making?
   c) What are the social and economic factors that shape activities (point a above), and access/control (point b above)?
   d) What could/should the proposed project do to incorporate gender considerations?

   Bringing a gender perspective to situational and problem analysis is important to ensure sustainability, equity and project effectiveness.

   If the situation is not analyzed from a gender perspective, the project might not be successful. One example of this occurred in a project in which extension workers were planning to train people on how to improve horticultural production. But they did not know that women were responsible for almost all horticultural activities in the village where the training took place. Most of the people who received training were men because they expressed an interest in getting improved access to fruits and vegetables. As a result, the wrong people were trained and the lack of fruits and vegetables continued to be a problem for the villagers. The project was not sustainable, there was no equity as women did not benefit from the training, and the training was ineffective as horticultural production continued to be low.

Lack of gender analysis can also lead to adverse effects upon men, women or both. For example, an agricultural project aimed at clearing forested land to create arable land for farming neglected to consider the role of women in gathering firewood from the forested area. When the land was cleared, the source of firewood and cooking fuel was destroyed, negatively affecting the ability of women to perform their traditional roles, and also affecting their families. This could have been avoided if the situation had been analyzed from a gender perspective during the planning stage.

Reference #8: Problem Identification and Analysis

A problem is a condition or state of affairs that has a negative impact on individuals, groups or the community as a whole.

What is the starting point for planning a project? Often it is a perceived “problem” or negative event that the organization wants to do something about. Some examples of problems are:

- a witch hunt in a community
- an outbreak of cholera in a district
- high levels of infant mortality
- high levels of malnutrition
- violence against women

There are many different kinds of problems. In some cases, negative conditions are widely recognized, and everyone agrees that the condition is a problem. For example, everyone would most likely consider a contaminated water supply a problem. In other instances, people might disagree about whether a condition is a problem, i.e., about whether it is a negative condition or a positive condition. For example, some people might see a male-dominated household as a negative condition or a problem, while others might see this as a desirable condition.

When an organization identifies a problem that they would like to do something about, the next step is to do a problem analysis so that the organization has a thorough understanding of the problem. The purpose of problem analysis is to provide project planners with a clear understanding of the problem. Problem analysis addresses the following questions:

1. For whom is this a problem? (What individuals or groups in the community are negatively affected by the condition?)
2. How extensive is the problem?
3. What are the causes of the problem?
4. What are the effects?
5. What are the appropriate points of intervention for resolving the problem?

There are numerous approaches to gathering information and analyzing problems. Examples of these are:

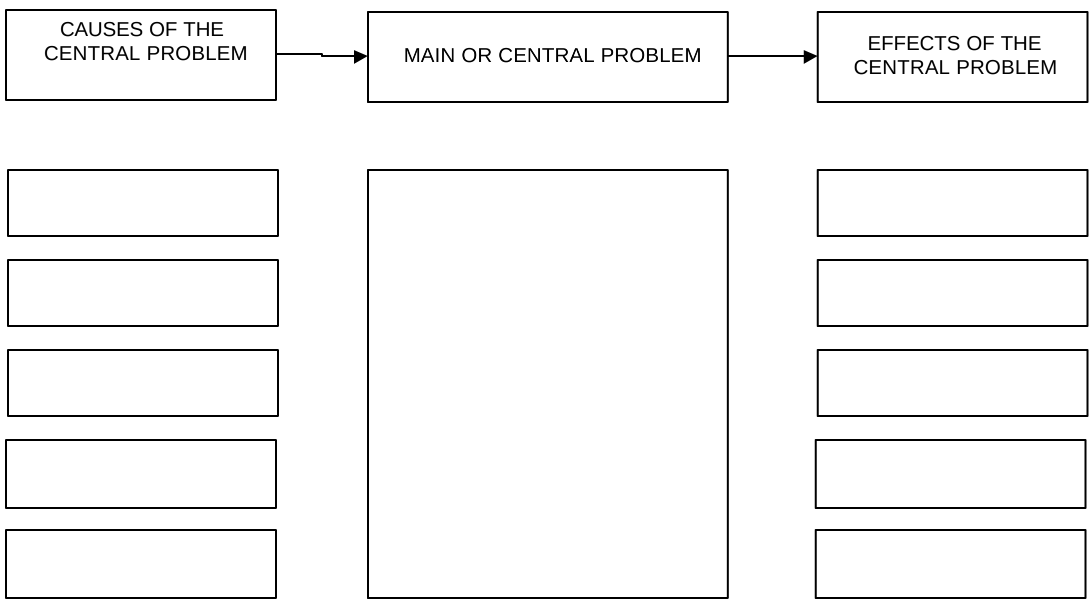
- Problem Chain Analysis (Cause and Effect)
- Focus Group Interviews
- Situational Analysis
- Surveys
- Various Participatory Rural Appraisal techniques

Reference #9: Problem Analysis: Cause and Effect Chain

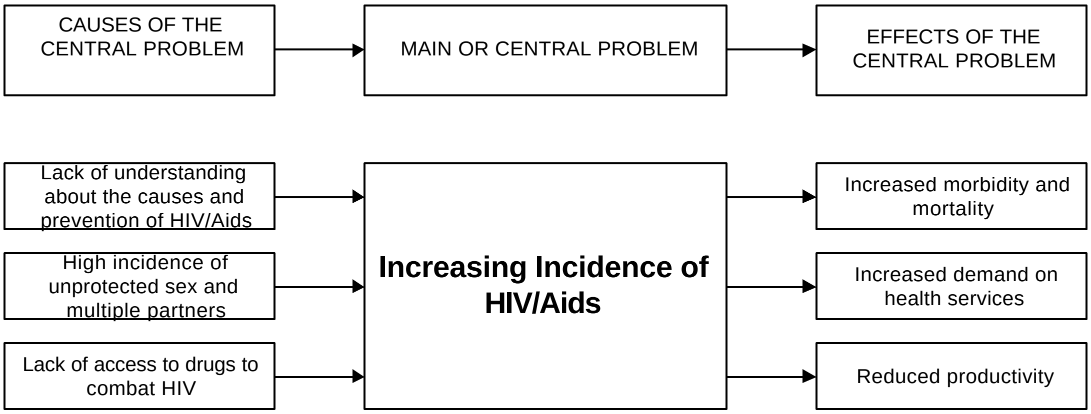
This analysis involves five steps:

1. identify the problem
2. construct a problem chain that shows causes and effects
3. translate the problem chain into an objective chain by reformulating all the elements into positive, desirable conditions
4. review the chain to ensure the connections are logical and complete
5. if required, revise the statements, delete objectives that are unrealistic or unnecessary, and add new objectives where required

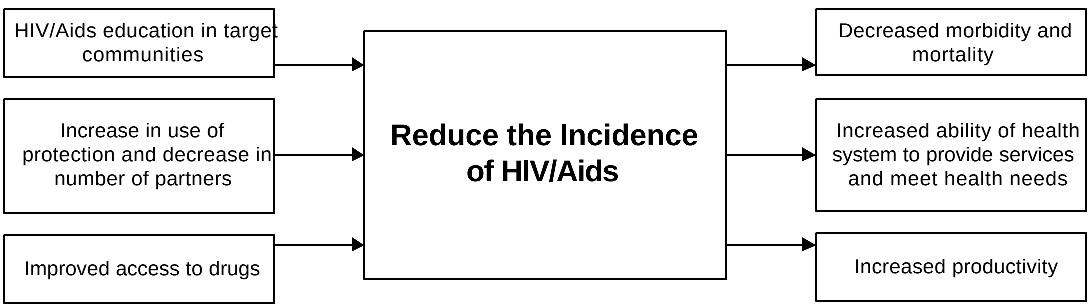
Cause and Effect Chain Template



Example of Cause and Effect Analysis



POSSIBLE OBJECTIVES



Reference #10: Project Planning Details

The long-term goal and purpose of the project are stated during the project selection process. It is now necessary for planners to develop the details of the project. Details include:

1. Results-based Objectives and Beneficiaries. What specific results-based objectives will the project aim for, and who will benefit from these?

2. Indicators and Means of Verification. What evidence will the project use to indicate that it has achieved its objectives?

3. Activities. What activities will the project undertake in pursuit of its results-based objectives, who will be responsible for carrying these out, and when will they occur?

4. Budgeting. How much will it cost?

5. Scheduling. When will the project carry out its planned activities?

6. Monitoring. How will the project monitor for performance and results?

Reference #11: Example of Project Planning Matrix

Name of Project: **CAPACITY DEVELOPMENT OF GENDER RESOURCE ORGANIZATIONS**
Project Goal: (Long-term) **Improved gender expertise and services in six districts in Nepal**

OBJECTIVES		EVIDENCE		WORK BREAKDOWN			BUDGET
Results-Based Objectives	**Beneficiaries of the Activity**	**Indicators**	**Means of Verification**	**Activities**	**Responsibilities**	**Time Period**	
Increased ability of 12 district based NGOs to provide gender training to local organizations.	Participating NGOs	# of individuals from participating NGOs that successfully complete the training course	End-of-training evaluations Training reports Interviews with trainers	Design and deliver 12 training courses in gender-related areas	Trainers	Year 1	50000 Rs
Increased activity of 12 NGOs in providing gender training to local organizations	Local organizations	# of training events delivered by the 12 NGOs # and types of organizations benefiting from the training # of persons trained (male and female)	NGO training reports	Assist each NGO to plan and organize three training events for local organizations. Support events with materials and meeting costs	Short-term consultant hired by the project	Year 1	100000 Rs

Note: The above objectives are examples of what some of the objectives of this project might be. They are not intended to be a comprehensive list of all the objectives that this project might have.

Reference #12: Results-Based Objectives

Results-Based Objectives Defined

The word objective is used in many different ways. We hear project managers, implementers, trainers and planners speak about operational objectives, project objectives, instructional objectives, performance objectives, development objectives, learning objectives, long-term objectives, short-term objectives, and so on. In its most basic form, the word objective simply means "something aimed at." But, there can be a great deal of variation in the types of things that are aimed at.

A results-based objective is an objective that aims at a specific result. A results-based objective, and an intended result are the same thing.

An objective is something that is aimed at.

A result is a change that is the consequence of actions.

A result-based objective is an objective that aims to achieve a specific change or result.

Objective (Intended Result)	Action	Actual Result
The result the action is aimed at	The action	Consequence of the action

Relationship Between Objectives and Goals

Although the terms objectives and goals are sometimes used interchangeably, more often goals are defined as broader, longer-term aims, while objectives are considered more immediate and precise aims. Often, several objectives lead to the same goal. For example:

Objectives	Medium Term Goal	Long-Term Goal
1. Update and improve knowledge and skills of health centre workers 2. Improve the library on sexual and reproductive health in the health care centre 3. Expand the clientele of health care centre to include men, adolescent girls and boys, and women beyond reproductive age	Develop a health centre that provides high quality sexual and reproductive health services to all members of the community	Improve the sexual and reproductive health of men and women in the community

Criteria of Good Objectives

A well-formulated objective is a useful tool for project managers, implementers and trainers as it provides specific information about what the action is supposed to achieve. A well written results-based objective is G-SMART, i.e., it has the following characteristics. It is:

G = Gender sensitive
S = Specific
M = Measurable
A = Achievable
R = Relevant
T = Time Bound

Specific: use specific rather than generalized language, i.e., clearly state the issue, the target group, the time and place of the project.

Measurable: be clear about what will be changed and by how much. Remember that the objective itself does not have to state how the measurement will be made, or how the expected change will be assessed. That is the job of "indicators." (These are described in the next reference section.)

Achievable: be realistic about what the project can achieve in terms of the scale and scope of what is being done and the time and resources that are available.

Relevant: objectives need to relate to and be relevant to the broader goals. Remember objectives are the building blocks/steps toward meeting the goals.

Time Specific: be clear in the objectives about the timeframe in which the project/activities (as well as expected changes) will take place.

Remember that objectives relate to intended results, not to project activities or processes. For example: An NGO is planning a new pre-natal nutrition awareness project.

Objective: To "improve the diet of expectant mothers" and hence "improve the health of babies."
Activity: To provide nutrition information to new mothers.

Do not confuse activities with results. Providing information is an activity to enable the objective to be achieved.

Format for Good Objectives

Different donors and organizations use different formats for writing and presenting project objectives. Some donors now avoid the word "objective" and instead focus on the results to be achieved.

The following table shows one approach to developing good objectives. Planners using this approach identify four things:

a) the beneficiaries of the change that is envisaged;
b) the specific change that is envisaged;
c) how many will benefit;
d) the target date for achieving the change.

This information can be developed in chart form and then translated into statements of objectives.

Identify the beneficiary of the change	Identify the product to be produced, or the type of change to be achieved	Quantify the change	Identify the target date
Women from the district	New knowledge and skills related to maternity services	150 women	within three months
Poor children from the district	Increase in school enrollment rates	20 percent increase for girls and 20 percent increase for boys	by the end of January
NGO Organization	Improved gender-sensitive financial system	1 new system	by the end of the year
Government ministry	New and improved gender-sensitive planning skills	10 staff (5 men and 5 women) from the ministry	by December 2003

Rural Schools	Increased supply of textbooks	10 schools, each with 200 new textbooks that are gender-sensitive and equally suitable for boy and girl students	by September 2003
Women and men in the community	Decreased incidence of assaults on women	50 percent decrease	within a year

The above can readily be translated into statements of objectives, e.g.,

- 150 women in the district with new knowledge and skills related to maternity services, within three months
- ?? A 20 percent increase in the enrollment rates of poor girl and boy children from the district, by the end of January
- ?? The specific NGO organization will have an improved gender-sensitive financial system in place and operating by the end of the year.
- ?? Ten staff (5 men and 5 women) from the specific government ministry will have acquired new and improved gender-sensitive planning skills by the end of December 2003.
- ?? Ten rural schools will each increase their textbook supply by 200 gender-sensitive textbooks that are equally suitable for boy and girl students, by September 2003
- ?? Women and men in the community will experience a 50 percent decrease in the number of assaults on women, within a year.

Checklist for Assessing Objectives

- [ ] Is it **gender-sensitive?**
- [ ] Is it **specific**, i.e., does it clearly state the issue, the target group (beneficiaries) and the time and place if appropriate.
- [ ] Is it **measurable**, i.e., is it clear what will be changed and by how much?
- [ ] Is it **achievable**, i.e., is it realistic to think that the project can achieve the result in the specified time with the resources that it has available to it.
- [ ] Is it **relevant** to the overall goals. Remember that objectives are building blocks toward meeting broader, longer-term goals of the project.
- [ ] Is the **time frame** clear?

Reference #13: Indicators

An indicator is a piece of information that is used to measure or assess progress toward an intended result (objective).

An indicator is evidence that a result has been achieved.

An indicator is a piece of information, or a data set that can be used to assess progress toward the achievement of goals and objectives (intended results). Indicators may be quantitative or qualitative. Quantitative indicators measure quantity, and include statistical statements. Qualitative indicators are observations, judgments and perceptions.

Remember that indicators are not themselves objectives. They are signs or benchmarks along the way to achieving objectives.

In developing indicators, planners should ask themselves the following questions:

- How will we know if we are making progress toward achieving our objective (intended result)?
- What pieces of information can we use to tell us how far we have progressed in making the desired change?

In general, indicators should be valid, reliable, simple and affordable. These items should be considered when selecting indicators:

1. Is the indicator a real or ***valid*** measurement of progress toward the objective? Does it measure what it is supposed to measure? For example, if the objective is to increase the number of girls aged 10 to 12 that are attending school, then a valid indicator might be the number of girls registered in school on specific dates. If, on the other hand, the objective were to increase the knowledge of girl students with respect to nutrition, then the number of girls registered in school would not necessarily measure this. A more valid indicator would be the number of girl students that successfully complete nutrition classes.

2. Is the indicator a ***reliable*** or consistent measurement over time. For example, if the objective is to change the attitudes of men members of the organization toward the role of women in the organization, one way to measure this might be to ask men if their attitudes have changed. The indicator in this case would be the "responses of men to a question about whether their attitudes have changed." But this indicator might not be very reliable – the response to the question might depend on how the man was feeling that particular day, what had happened in the organization, what he thought he should say, whether he liked the person posing the question, etc. A more ***reliable*** indicator would be whether the man's behaviour toward women reflected a change in attitude, e.g., when he speaks to women or about women does he show respect, does he ask women for their advice and assistance, etc.

3. Is the indicator ***simple and affordable***, i.e., is the information easy to collect and analyze. Complex indicators or those that require expensive and time consuming measurement instruments may be excellent indicators, but usually are not practical for small organizations. The methods that will be used to collect the indicator data are an important consideration when selecting indicators.

Examples of Indicators

Results-Based Objective	*Possible Indicators*
To increase the number of women in decision-making positions by 15 percent by the end of the year.	# and percent of men and women on the board at outset (baseline), and at the end of the year.
To increase the entrepreneurial skills of 700 women in the community by the end of the project.	# of women successfully completing the six week entrepreneurial training program funded by the project; ?? # of women trained that subsequently engage in entrepreneurial activities; ?? income levels of graduates of the entrepreneurial training program, before training and one year after training.
To increase by 25 percent the sustainable economic activities of women in the target region by the end of the project	?? # of women engaged in sustainable economic activities at outset, and at end of project; ?? number and duration of economic activities that women are engaged in, at the outset and at the end of the project.
To strengthen the ability of two support units to deliver pre-natal nutrition education and follow-up advisory services to women, by the end of the project.	?? # and % of support unit personnel with knowledge and skills to delivery pre-natal nutrition education, at outset and by the end of the project; ?? # and % of women receiving advisory services from the support unit, at the outset and at the end of the project; ?? # and % of women clients that indicate satisfaction with the advisory services of the support unit.

Checklist for Assessing Indicators

☐ Is it **gender-sensitive?**

☐ Is it **valid,** i.e., does it measure what it is supposed to measure?

☐ Is it **reliable,** i.e., will it provide a consistent measure over time?

☐ Is it **simple,** i.e., is the information easy to collect and analyze?

☐ Is it **affordable,** i.e., can the organization afford to collect and analyze this information?

Reference #14: Activity Planning

A variety of formats can be used to plan project activities. Most often these include a statement of the results-based objective and the indicators that will be used to measure or assess progress toward the objective, a statement of the main activity set that will be carried out to achieve the objective, a list of sub-tasks or activities, responsibilities and estimated days and products. Some planning templates also include resource requirements and the estimated budget for the activity.

Example of Activity Plan

<table>
<tr><th colspan="4">ACTIVITY PLAN</th></tr>
<tr><td colspan="4">Results-Based Objective:
Increased and more effective participation of women in local level planning and decision-making.</td></tr>
<tr><td colspan="4">Indicators of Progress
1. Number of women involved in local planning and decision-making.
2. Level of attendance and participation of women planners and decision-makers.
3. Perceptions of women and men planners and decision-makers about the effectiveness of women in planning and decision-making.</td></tr>
<tr><td colspan="4">Main Activity (Activity Set)
Establish and support gender committees to work with local government officials to bring more women into the local planning and decision-making process.</td></tr>
<tr><th>Sub-Tasks</th><th>Responsibility</th><th>Estimated Days</th><th>Products</th></tr>
<tr><td>1. Conduct baseline study and gender analysis</td><td>Research officer/monitor</td><td>15</td><td>Baseline information and gender disaggregated data/ analysis of local planning and decision-making.</td></tr>
<tr><td>2. Network with local officials and agree on strategy for creating committees</td><td>Project Manager</td><td>5</td><td>Committee creation strategy</td></tr>
<tr><td>3. Create joint committees of local government, NGOs and other community organizations (TORs, structure and membership, work plan)</td><td>Project Manager</td><td>3</td><td>Written TORs
Committees formed</td></tr>
<tr><td rowspan="2">4. Support and assist committees to develop practical strategies and methods for increasing the involvement of women.</td><td>Short-term technical advisor</td><td>26</td><td>Involvement strategies and methods</td></tr>
<tr><td>Clerical Support for Committees</td><td>50</td><td>Committee reports and documents</td></tr>
<tr><td>5. Monitor extent to which participation increases</td><td>Research officer/monitor</td><td>5</td><td>Progress information and feedback to project manager and committee</td></tr>
<tr><td>6. Adjust strategies and plans, as required</td><td>Project manager</td><td>3</td><td>New strategies and work plans</td></tr>
<tr><td colspan="4">Resource Requirements:
Personnel (project manager, researcher, short-term technical advisor, clerical support) Contribution of time from local government officials, Contribution of time from committee members Meeting expenses</td></tr>
<tr><td colspan="4">Estimated Budget Requirements (See Reference #15, and Sub-Activity #4.5
151,000</td></tr>
</table>

Reference #15: Budgeting

Budget Categories

Different organizations often have different budgeting and accounting categories. Usually, costs can be broken down into three categories: personnel costs, travel expenses and other. Sometimes a fourth category, overhead, is added.

1. Personnel costs – salaries, fees, wages, honoraria, (principal investigator, project director, co-investigator, senior or professional staff, coordinator, manager, trainer, consultants, assistants, technicians, secretary, etc.)

2. Travel Expenses (transportation, lodging, meals, registration fee at conferences or workshops, fieldwork)

3. Other (supplies, equipment, photocopying, communication, laboratory fees, office expenses, animal purchase and care, computer supplies, printing and copying, educational and instructional materials, audio-visual, graphic arts, photography, library, database searches, equipment maintenance, costs of publishing; advertising, telephone, fax, postage, packaging, handling, reference books, journal subscriptions, rental fees (equipment, meeting room), moving, shipping, training, testing, providing refreshments or meals

4. Overhead costs (rent, utilities). The current most popular procedure when bidding on external projects is to include overhead in the "charge out rates of personnel." Under this practice, the daily rate for personnel is "marked up by a certain percentage to cover overhead expenses. The alternative is to include a separate line that states overhead at a specific rate, e.g. 10 or 15 percent of fees and/or other anticipated project expenses. The method used by the organization will depend on the internal practices of the organization, as well as the requirements and expectations of the funding agency.

Management Costs and Program Costs

Often organizations and funding agencies require that a distinction be made between project management costs , and program costs. The expectation is that the costs of managing the project should be reasonable when compared to the value of the benefits.

1. Management Expenses. These are the costs that the organization incurs in planning, managing program implementation, and monitoring the project. The categories of management expenses are similar to those listed above: personnel costs, travel expenses, other and overhead.

2. Program Expenses. These are expenses directly related to the services provided to beneficiaries, and the benefits received by beneficiaries. They include:

?? Personnel (fees paid to employees of the organization, consultants or other organizations to provide direct services to beneficiaries, e.g., training, educational programs, technical assistance, health care, etc.)
?? Beneficiary Allowances (training allowances, fees or honoraria paid to beneficiaries);
?? Travel Expenses related to providing direct services, or beneficiary travel
?? Other (training materials, workshop expenses, supplies and equipment purchased for beneficiaries)

Internal Funding and In-Kind Contributions

Sometimes donors or funding agencies ask organizations to break down the budget to show what the organization will contribute, and what the funding agency will contribute. In some instances, the contribution of the organization is a financial one, in others the organization contributes time or other important resources.

Example of Template for Developing a Budget

Activity Set	Personnel	Unit Price	# of Units	Amount
1.Activity #1	***Personnel***	***Rupees***		***Rupees***
	1. Project Manager	2,000	11	22,000
Example. Establish and support gender committees to work with local government officials to bring more women into the local planning and decision-making process.	2. Research Officer	1,500	20	30,000
	3. Short-term Advisor	1,500	26	39,000
	4. Committee Clerical Support	500	50	25,000
	Total Personnel Activity #1		46	116,000
	Travel			
	1. Trips between A and B via C	200	10	2,000
	2. Accommodations		Nil	
	3. Meals while traveling	200	10	2,000
	Other (list specifics)			
	Meeting Expenses	5000	5	25,000
	Supplies			3,000
	Communication			3,000
	TOTAL ACTIVITY #1			***151,000***
Activity #2 (specify)	as above			
Activity #3 (specify)	as above			
etc.				
Activity #X: Project Management	As above			

Reference #16: Schedule of Work

Example

Name of Project	Gender in Local Planning and Decision-Making
Implementing Agency	Nepal NGO
Time Period (Year)	January 2004 to December 2004, One Year

Intended Result	**Main and Sub Activities**	**Person Responsible**	**Months of the Year 2004**													**Remarks**
			J	F	M	A	M	J	J	A	S	O	V	D	T	
Increased and more effective participation of women in local level planning and decision-making.	***Main:*** Establish and support gender committees to work with local government officials to bring more women into the local planning and decision-making process.															
	1. Conduct baseline study and gender analysis	Research officer/ monitor	15												15	
	2. Network with local officials and agree on strategy for creating committees	Project Manager		3										2	5	
	3. Create joint committees of local government, NGOs and other community organizations (TORs, structure and membership, work plan)	Project Manager			3										3	
	4. Support and assist committees to develop practical strategies and methods for increasing the involvement of women.	Short-term technical advisor				10	2	2	2	2	2	2	2	2	26	
		Clerical Support for Committees				10	5	5	5	5	5	5	5	5	50	
	5. Monitor extent to which participation increases	Research officer/ monitor							2					3	5	
	6. Adjust strategies and plans, as required	Project manager												3	3	

Reference #17: Monitoring Plan

Activities and Intended Results	Indicators	Sources of Information	Method of collection of information	Responsibilities	Times (dates for data collection)
Activity: Establish and support gender committees to work with local government officials to bring more women into the local planning and decision-making process, ***Intended Result.*** Increased and more effective participation of women in local level planning and decision-making	1. Number of women involved in local planning and decision-making.	Membership lists for planning committees and decision-making bodies	Visit to planning and decision-making offices and review of records	Research officer/monitor	August and December 2004
	2. Level of attendance and participation of women planners and decision-makers.	Minutes of meetings and records of proceedings Testimonials of women and men decision-makers	Visit to planning and decision-making offices and review of records Interviews with sample of women and men planners	Research officer/monitor	August and December 2004
	3. Perceptions of women and men planners and decision-makers about the effectiveness of women in planning and decision-making.	Testimonials of women and men decision-makers	Interviews with sample of women and men planners	Research officer/monitor	August and December 2004

Reference #18: Guidelines for Gender-Sensitive Project Planning and Implementation

Examples of Guidelines

Project Identification (Problem Analysis and Project Selection)

1. Did women and men actively participate in identifying and analyzing the problem or situation?
2. Were women involved in decision-making?
3. Was the situation or problem analyzed from a gender perspective? Did the analysis identify:

    a) the roles and responsibility of men, women and children
    b) who has access to and control over available resources?
    c) social and economic factors related to roles and responsibilities, and access to and control over resources
    d) what the project could/should do to incorporate gender considerations?

4. Did the analysis collect gender-disaggregated data?

Project Planning

1. Did women and men actively participate in planning the project?
2. Were women involved in decision-making?

Project Design

<u>Objectives:</u>
1. Does the project seek to benefit the disadvantaged or deprived?
2. Is it aimed at achieving greater gender equality?
3. Does it aim to fulfill strategic gender needs, or is it focused more on practical needs (see module on *Gender and Development*)

<u>Indicators</u>
Are the indicators formulated along gender-specific lines, so that the various impacts of the project on men and women can be determined?

<u>Planned Activities</u>
1. Is there a gender balance in the assignment of roles and responsibilities?
2. Does the design expect that women will participate in decision-making, implementation, and monitoring?
3. Are affirmative actions planned?

Project Management and Implementation

1. Are both men and women involved in managing and implementing the project?
2. Is there active participation of the target group?
3. Are both men and women actively involved in decision making?
4. Is there equal access to resources in project implementation?
5. Are there affirmative actions to counterbalance gender inequalities?
6. Do the implementing activities focus on the deprived community including women?

Monitoring and Evaluation

1. Are monitoring data gender disaggregated? Are these data analyzed and presented to beneficiaries, project implementers and decision-makers?
2. Does the monitoring process capture feedback and information from both men and women beneficiaries and participants?
3. Does monitoring information show how the project is benefiting women and men?
4. Do the monitoring and evaluation teams include members who are gender-sensitive and have gender expertise?

Results

1. Do women and men benefit to the same extent from the project measures?
2. Does the project make an explicit contribution to improving the economic and social situation of women?