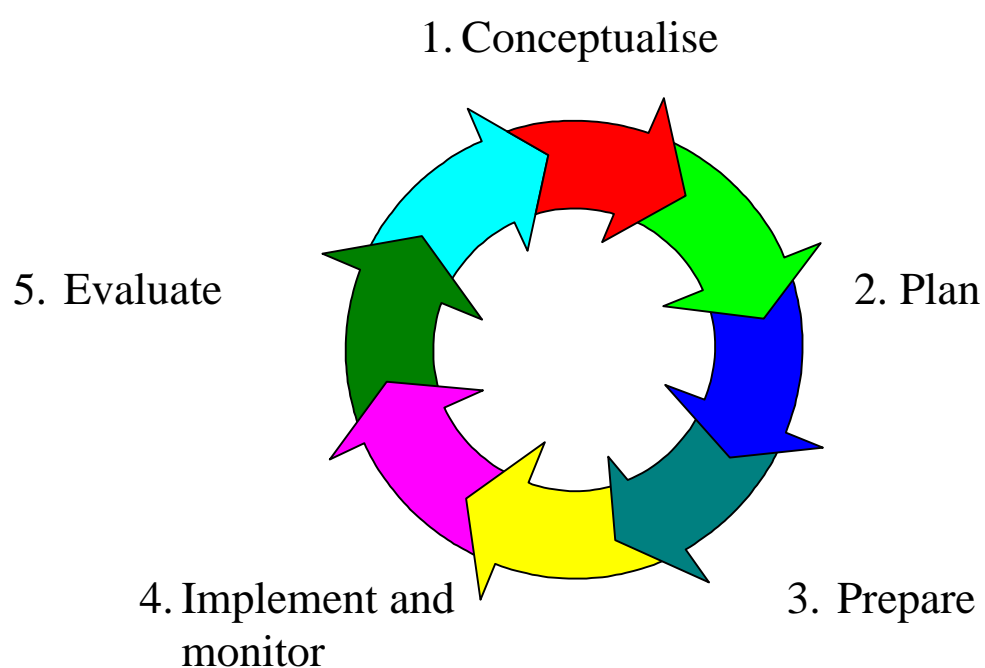




Project Planning



Disaster Preparedness Training Programme



Workshop planner

Why this workshop planner? This planner is designed to help you plan and tailor the workshop to meet your specific training needs. While these trainer's notes suggest one way to conduct the workshop, you are encouraged to analyse your own situation and adapt the course as necessary. Since each training situation is different, it is important for you to consider your specific course goals, training and learning objectives and time constraints.

I. Overarching workshop objectives

What are your overarching or broad reasons for holding this workshop? What do you hope that this workshop will accomplish? Reasons can include "pure" learning objectives, as well as objectives related to networking, team building, program promotion or political reasons. For each reason, in the table below list how you will accomplish it.

Reasons for this workshop	Ways this will be accomplished
<i>Example: To improve project planning skills</i>	<i>Participants will get opportunity to practice and apply planning techniques.</i>
<i>Example: To build organisational links between National Society and civil defence disaster preparedness unit.</i>	<i>Invite participants from each organisation and use small work groups consisting of National Society and civil defence participants.</i>

II. Training objectives and training methods

A. Next, develop the specific objectives that you have for this training. To do this, ask yourself the following questions. After taking this course,

1. *What should participants know about project planning that they don't know already?*

2. *What should participants do differently?*

In order to answer the above two questions, you must have an idea of your trainees' experience and knowledge of project planning. *How will you assess their knowledge during the training design phase?*

- B. In the table below list your specific training objectives related to learning, knowledge acquisition and skill development. In the second column list the training methods that you will use to meet each objective.

Training objectives	Training methods
<i>Example: Improve presentation skills</i>	<ul style="list-style-type: none"> • <i>Participants make presentations. (Learning by doing)</i> • <i>Participants evaluate each other's presentations. (Learn by observing)</i>

III. Workshop or session plan

Based on your course and training objectives, you will need to determine how best to schedule your time. The following table is a useful way to draft your workshop agenda. The questions are useful to think about as you decide on the timing and the methods to be used.

Time	Session theme, key points and procedures	Materials required

Additional points to consider

- Have you varied the workshop methods? (For example, it is better to follow a presentation with a good group exercise than with another presentation.)
- Have you built in practical activities where participants can apply and discuss what they have learned or heard in a presentation?
- If networking is an important course objective, have you allowed enough time for participants to meet informally during breaks and meal times?
- Have you prepared the materials (handouts, exercise instructions, flip charts, etc.) that are required?

Project Planning workshop

1 Day Workshop

Workshop objectives

This trainer's guide suggests one way to conduct a one-day course to introduce participants to some of the practical and straight forward guidelines and tools used in the project planning process. It is intended to stimulate participants' thinking and enhance their awareness about how to conceptualise and plan projects. Participants will get an opportunity to brainstorm and conceptualise disaster preparedness projects, apply the logical framework project planning tool, and begin an action planning process. Specifically, they will:

1. Present and discuss guidelines and methods for project planning
2. Apply project planning tools:
 - Logical framework planning analysis
 - Task/responsibility charts
 - Implementation schedules
 - Budget outlines

Workshop audience

IFRC delegates and National Society staff or volunteers who want to increase their awareness of the project planning process and project planning tools. The workshop is ideal for someone with little or no project planning or project proposal writing experience, but who must either participate or direct a project planning process.

Pre-workshop planning

- Arrange for workshop venue, logistics, training materials, etc.
- Send an invitation to participants and request that they begin thinking about disaster preparedness projects and activities that they would like to design and implement.

Using the accompanying training module

This workshop/training session and the suggested trainer presentations are based on content found in the accompanying module. By studying and using the module, trainers who are not specialists in project planning should be able to prepare and present the points and concepts suggested in these trainer's notes.

Workshop Agenda
Project Planning Workshop
1-Day Workshop

Time	Lesson Themes
8:45-9:15	Session A: Introduction to Project Planning Introductions Goals and agenda of seminar Reasons for project planning
9:15-12:15 (Include a 30 minute break in this period)	Session B: Identifying potential projects Brainstorming Identifying potential projects Developing goals and objectives
12:15	LUNCH
13:15 - 14:30	Session C: Project Planning Tools, Part I: The Logical Framework Logical framework approach Practical exercise
14:30 - 15:00	Break
15:00 - 16:30	Session C: Project Planning Tools, Part II: Work Plans Task/responsibility charts Implementation schedules Budgets Practical exercise
16:30 - 17:00	Session C: Project Planning Tools, Part III: Expert Review Groups review and critique each other's work
17:00 - 17:30	General discussion and summing up

Session A: Introduction to Project Planning Workshop

Purpose

This is the first session of the project planning seminar. During this 45-minute session:

- Participants introduce themselves
- The instructor presents the goals and agenda for the entire one-day workshop
- The instructor presents the reasons for project planning
- Participants share brief descriptions of projects they have helped plan or implement

Methods

Introductions, presentation and discussion facilitated by the instructor

Time required

3/4 hour

Materials

- Flip-chart paper or Newsprint
- Markers
- Training module "Project Planning"

Process

I. Introduction **20 minutes**

- A. Introduce yourself, your background, experience and the purpose of the seminar
- B. Ask participants to introduce themselves by stating their name and organisation
- C. Review the goals for the one-day project planning seminar
- D. Present the agenda for the day, noting the starting and stopping times for each session
- E. Ask if there are any questions

II. Presentation: The Project Cycle**20 minutes**

- A. Present the main points and stages of the project cycle
- B. Tell participants that during the seminar, they will get an opportunity to begin applying the project cycle.
- C. Ask one or two participants to describe a project or activity that they have helped plan and implement (preferably, this project or activity will be related to disaster management). They should answer the following: **a.** What was the project? **b.** Who were the beneficiaries? **c.** Where did the funding come from? **d.** What special challenges did they face when planning the project? List the challenges on flip chart paper or on the blackboard. Comment on them or ask how they were overcome. **e.** What part of the project cycle do they find most interesting? Most difficult to do? Why?
- D. Note questions that arise from this session and find ways to address the most pertinent ones throughout the workshop. Engage the help of experienced and knowledgeable participants to help address some of the questions that arise.

III. Summary**5 minutes**

- A. Summarise the key points, ideas, consensus from this session
- B. Introduce the next session

Session B: Identifying Potential Projects

Purpose

Project design begins with identification of the problems or needs to be addressed. In this session, participants will brainstorm problems or needs and potential project solutions related to disasters in their area or region of responsibility.

Methods

Brainstorming, presentation, small groups

Time required

2 1/2 hours

Materials

- Flip-chart paper or newsprint
- Markers
- Training module "Project planning"

Process

I. Brainstorming disaster-related problems

30 minutes

- A. Introduce the purpose and procedures for this session
- B. Explain to participants that project development begins with an assessment of problems, needs and challenges. One method for identifying problems and needs and considering solutions is through a process called brainstorming.
- C. Explain the process and rules of brainstorming (based on explanation in the module). Select some topic to brainstorm. For example, ask participants to quickly brainstorm what kinds of ways Red Cross/Red Crescent Societies can raise funds and develop their resources. Note these ideas on a flip chart. After five minutes, stop and explain that this is an example of brainstorming. Explain that after these lists are generated they are reviewed, and questions can be asked to further clarify an idea. Also, ideas can be merged into new better "hybrid" ideas. Ideas can also then be prioritised. Explain that they will need to brainstorm in their groups.
- D. Divide the class into two or three groups composed of individuals from the same region, department, city or town. In their groups, they are to spend 10 minutes brainstorming a list of 5 to 10 disaster-related problems in their area. They should be

thinking about and analysing the problem rather than providing solutions. For example, "we need to do a public education campaign," is not a problem, it is a possible solution to a problem. The problem may be, "lack of awareness of measures to reduce the risks resulting from seasonal flooding."

- E. Now ask participants to brainstorm a list of at least ten criteria by which they will choose which of these problems the National Society might address by way of a project — i.e. requiring a needs assessment, proposal writing, fundraising and resource mobilisation and project planning and implementation. (These criteria might include “ability or mandate of our National Society to address this problem or need” and available resources or ability to get resources and/or raise funds). After they have brainstormed their list, they are to narrow their criteria down to a list of their five most important criteria for selection.
- F. Now the groups should use their five criteria to evaluate each of the problems they identified in number 4, and select one problem for National Society project consideration.

II. Project goals and objectives

90 minutes

- A. Trainer makes a presentation on the importance of clarifying the project goals and objectives: What are goals? What are objectives? Why are they important for project planning?

Goals are broad statements that describe the overall purpose of the project. Objectives are much more concrete. Remember to use the SMART guidelines for writing objectives. These are:

- Specific
- Measurable
- Achievable
- Realistic
- Time-bound

B. Give the following group work instructions:

1. Each group should develop a concise, one-sentence statement of the disaster-related problem that they have selected for project consideration in the previous exercise.
2. They will then brainstorm a list of potential solutions (or projects) which will address, correct or minimise this problem.
3. From this list of solutions, each group should select a solution that they would like to convert into a project proposal.
4. Next, each group should clearly answer the following questions about their proposed project: (Write responses on flip-chart paper)
 - a. What are the goals and objectives of the project?
 - b. Who will this project help?
 - c. What beneficiary needs will be satisfied through this project? What will they receive?

- d. How will this project be implemented?
 - e. How will this project be similar to and different from other similar projects?
 - f. Who might provide funding for this project (government authorities, ministries, international donors, etc.)?
 - g. What is the expected result? How will the situation be different after this project?
 - h. Why should your agency or organisation be the one to plan and implement this project? What special expertise, experience, resources or skills does your agency or organisation possess that qualifies it to carry out this project?
5. Prepare to make report back to the larger group.

The trainer should determine whether to proceed with the group reports, or to call a 15 minute break if participants seem exhausted and in need of a break.

III. Group reports

30 minutes

- A. Report back (7 minutes for each group), followed by 7 minutes of comments, questions and critiques provided by one of the other groups and the trainer.

Note to facilitator: Challenge the groups to be specific and concrete in their responses. For example, if for donor sources (point "f" above), they list "Western donors," ask them to be specific and to explain why they think a specific donor, the Germans, for example, would be interested in their project.

Session C: Project Planning Tools

Purpose

There are many different tools and techniques that can assist in the project planning process. During this session participants learn about and practice developing logical frameworks, action plans and implementation schedules. Each group will also serve as expert reviewers for the other group's project.

Methods

Presentation, small group work, reports

Time required

3 1/2 hours

Materials

- Flip-chart paper or newsprint
- Markers
- Annexes and handouts
- Training module "Project Planning"

Process

I. Presentation/group work: The Logical Framework 75 minutes

- A. Explain that there are several planning tools which can assist in the planning process. One of these tools is called the “logical framework” approach.
- B. Present the purpose, components and procedures for using the logical framework approach (Logical Links, Activities, Indicators, Assumptions— see the module). *See Annex 2—Example: Logical Framework Method applied to Red Cross Community Based First Aid Training Program.*
- C. Ask each group to develop a logical framework for their project (Activities, Indicators of progress and Assumptions they are making). They should use the attached form (Annex 3: Logical Framework Method Form) to guide them in this process.
- D. They should prepare their logical framework on flipchart paper so that they can report back to the larger group.

- E. Report back to large groups (5 minutes per group), followed by a 15-minute break, if needed.

II. Developing work plans 90 minutes

- A. Present the basic components of work plans (tasks/responsibility charts and implementation schedule).
- B. Also present the need to calculate a budget. Discuss all of the components that should be included in a budget.
- C. Present the examples of task/responsibility charts and implementation schedules in the annex.
- D. Ask each group to select one of the following to prepare for their project proposal. They do not have time in this 1-day workshop to do both.
1. Task/responsibility charts and implementation schedules.
 2. The main item costs and expenses to be included in a budget.
- E. Report back.

III. Expert review/critique of project proposals 30 minutes

- A. Tell participants that it is important to get others to objectively review and critique their project plans. During this session, each group will get a chance to critique and offer advice to the other group.
- B. Each group reviews, evaluates and comments on the project goals, objectives, logical frameworks, and action plans of the other group—making recommendations, asking questions and giving suggestions.
- C. In its critique, each group should address the following questions:
- A. What did you like about the other group's project?
 - B. What were the strengths and weaknesses of the project proposal?
 - C. Which aspects are confusing or illogical?
 - D. What recommendations or suggestions do you have for the other group?
 - E. Other comments?
- D. The group making the project presentation should be given the opportunity to respond to the questions, comments and critiques made by their "peer-review group."

IV. General discussion and summing up 30 minutes

- A. Compare, comment on and evaluate the group work
- B. Ask participants to share what they found most interesting or useful about the seminar.

- C. Tell participants that project proposals aimed at securing funding can benefit from the information generated from the planning steps followed during the seminar.
- D. Wrap-up the workshop stressing major points, conclusions and themes.

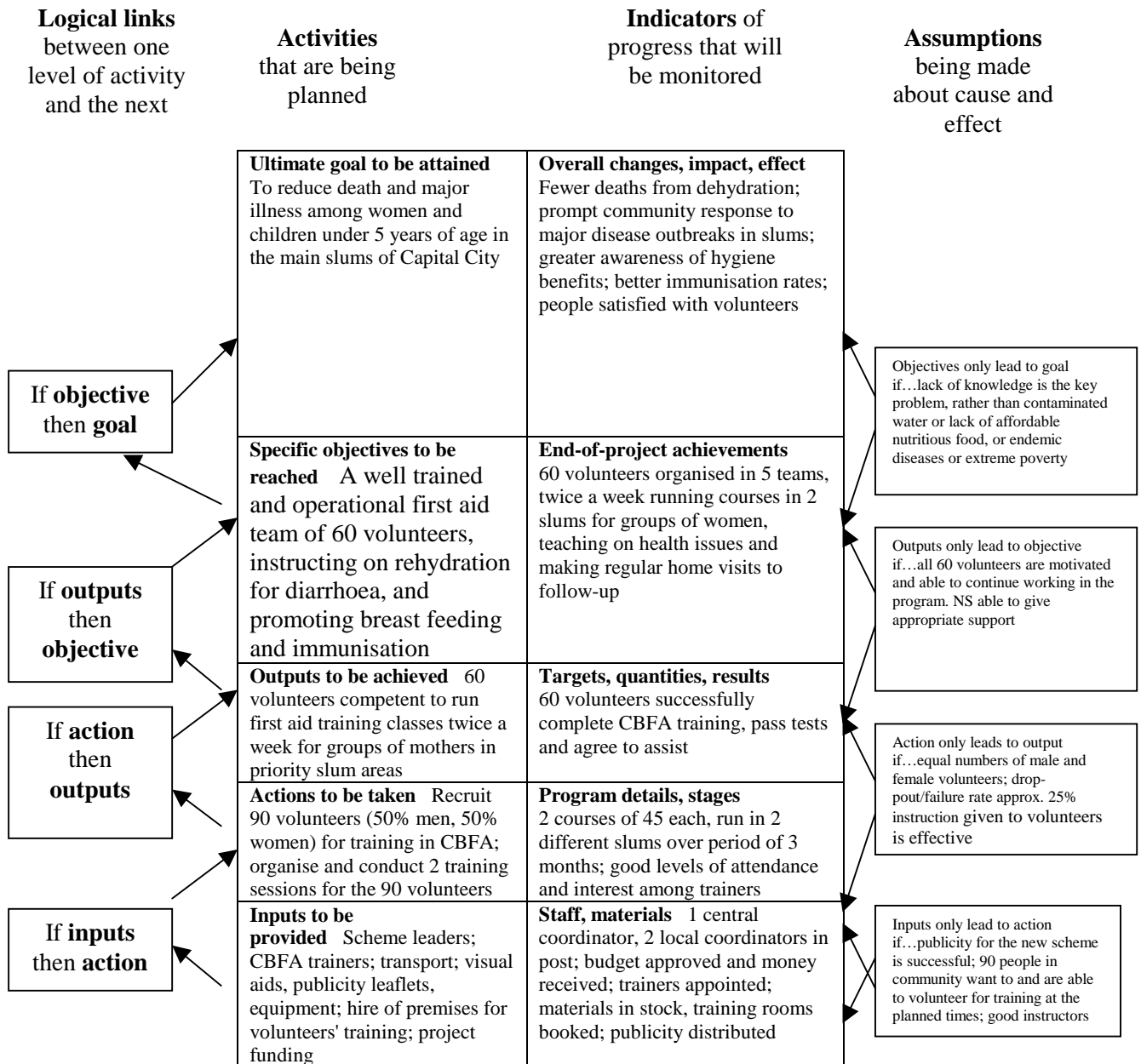
Annex 1: Problem, Goal and Objectives of a Project: Resettlement from Landslide Area

Problem: There is a threat of landslide in one of the settlements

Goal: To reduce this threat

Objectives	Results
To actually stop the threat posed by the landslide	Settlement is no longer under a landslide threat
To identify funding for this project	Donors, government authorities allocate funds
To identify costs of the project	A budget consisting of costs, lists of required resources and materials
To assess how to prevent the landslide	A technical project ending in a report with recommendations
To resettle inhabitants temporarily	Inhabitants are temporarily, and satisfactorily resettled in a non-landslide prone area
To assess the numbers and the specific inhabitants who need to be resettled	A list of families and their individual situations.

Annex 2: Example: Logical Framework Method Red Cross Community-Based First Aid Training Program



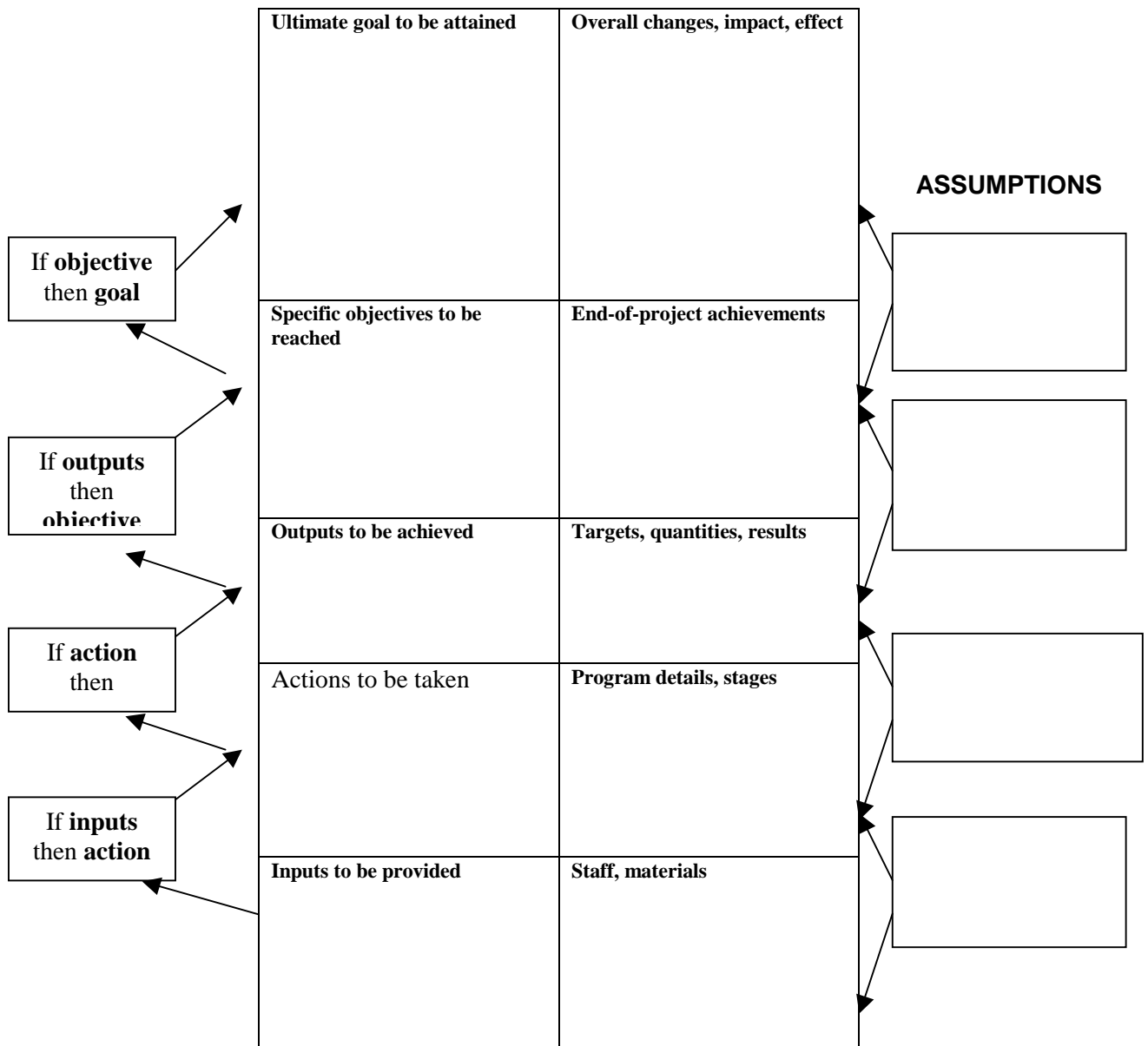
Annex 3: Logical Framework Method Form

Logical links
between one
level of activity
and the next

Activities
that are being
planned

Indicators of
progress that will
be monitored

Assumptions
being made
about cause and
effect



Annex 4: Resettlement Tasks and Responsibilities to Reduce Threat Posed by Landslide

This checklist reflects a list of activities and tasks that need to be carried out in order to successfully relocate households in a landslide prone region. The vertical axis lists the tasks, while the first row names those agencies, ministries, organisations, and/or settlements that have responsibilities for completing the tasks.

This checklist reflects a list of activities and tasks that need to be carried out in order to successfully relocate households in a landslide prone region. The vertical axis lists the tasks, while the first row names those agencies, ministries, organisations, and/or settlements that have responsibilities for completing the tasks.

	Villagers to be resettled	Landowners where resettlement to take place	Land owning cooperatives	International NGOs & UN organisations	Local NGOs & Red Cross	Government agencies: Labour, social welfare, etc.	Ministry of emergency situations and Civil defence	Private sector businesses
Hazard assessment							XX	
List of the most vulnerable families	XX				XX			
Choice and apportionment of new parcels for re-settlement	XX	XX			XX			
Building of new road and bridges	XX		XX		XX			XX
List of construction building teams from the re-settled families	XX	XX						
Water supply for building needs					XX			
Water supply		XX	XX					XX
Government re-settlement assistance					XX	XX	XX	
Search for donors				XX				
Building on apportioned parcels	XX							XX

