MODULE 4
Planning

Unit 1: Planning tools

1. Outline of session

Objectives

- To review existing planning tools
- To get acquainted with the planning phase of the OOPP (Objective Oriented Project Planning)
- To develop a planning matrix

Methodology

1. Introductory note
2. Focused discussion on existing planning tools
3. Presentation on the OOPP planning matrix
4. Group exercise on development of the planning matrix

Materials

- ✔ Overhead transparencies
- ✔ Flip chart and masking tape
- ✔ Overhead projector, screen or white wall
- ✔ Large sheet of (craft) paper for drawing the planning matrix
- ✔ Cards (thick paper) for filling in the matrix

Handouts

- ✔ Copies of all transparencies

2. Notes for the facilitator

Introductory note

This fourth module deals with planning issues and introduces a planning methodology derived from the OOPP (Objective Oriented Project Planning), as mentioned in Module 2 (see page 110). Participants will be required to carry out individual or group work based on their own situations and on what they have learnt so far in the course.

Focused discussion on existing planning tools

The facilitator asks the participants to describe the planning tools they use in their work and writes the main points on the flip chart. This session could, if needed, utilize some of the ideas learnt in the session on working and planning with communities (Module 3, Unit 7, see page 234). Indeed some of the tools, which were extensively described, can be used at this stage if necessary.

Presentation on the OOPP planning matrix

The facilitator describes the various sequences of the second part of the OOPP methodology using the overhead sheets. The planning matrix is linked with the work done with the objective tree.

Group exercise on development of the planning matrix

The facilitator recalls the results obtained earlier with the objective tree and the strategic objectives selected, and prepares the following on the large sheet of paper on the wall; this is an adapted version of the original OOPP or ZOPP (see overhead sheets, below).

The facilitator asks the participants to select the main objective, which comes from the objective tree, as one of the higher main objectives. The group should then determine the overall objective of the programme or project, its contribution to sustainability, improved health status, etc.

The results correspond to the priority objectives, which were identified in the strategy selection earlier in the course, right after the construction of the objective tree. The suppositions can also be derived from the tree, as objectives which are more difficult to reach or as objectives which are critical; some other suppositions include political will, access to financial resources, coordination between actors, etc. It is actually quite easy to build a planning matrix, once a preliminary analysis has been done. The main components are derived directly from the objective tree.

The facilitator then divides the participants into small groups (the number of groups will depend on the number of results identified), each group having the task of identifying the main activities (maximum of seven) which will lead to the result. They will also be asked to determine the indicators and the means of verification for each indicator. The groups present their results in a plenary session by pinning or sticking the corresponding cards on the matrix (on the wall). The facilitator should encourage the participants to comment on and propose other activities if needed.

3. Overhead sheets: Sheet 1

Planning phase

A. Elaboration of the planning matrix

B. Identification of important suppositions

C. Identification of activities which will lead to the results

D. Formulation of indicators

E. Determination of resources

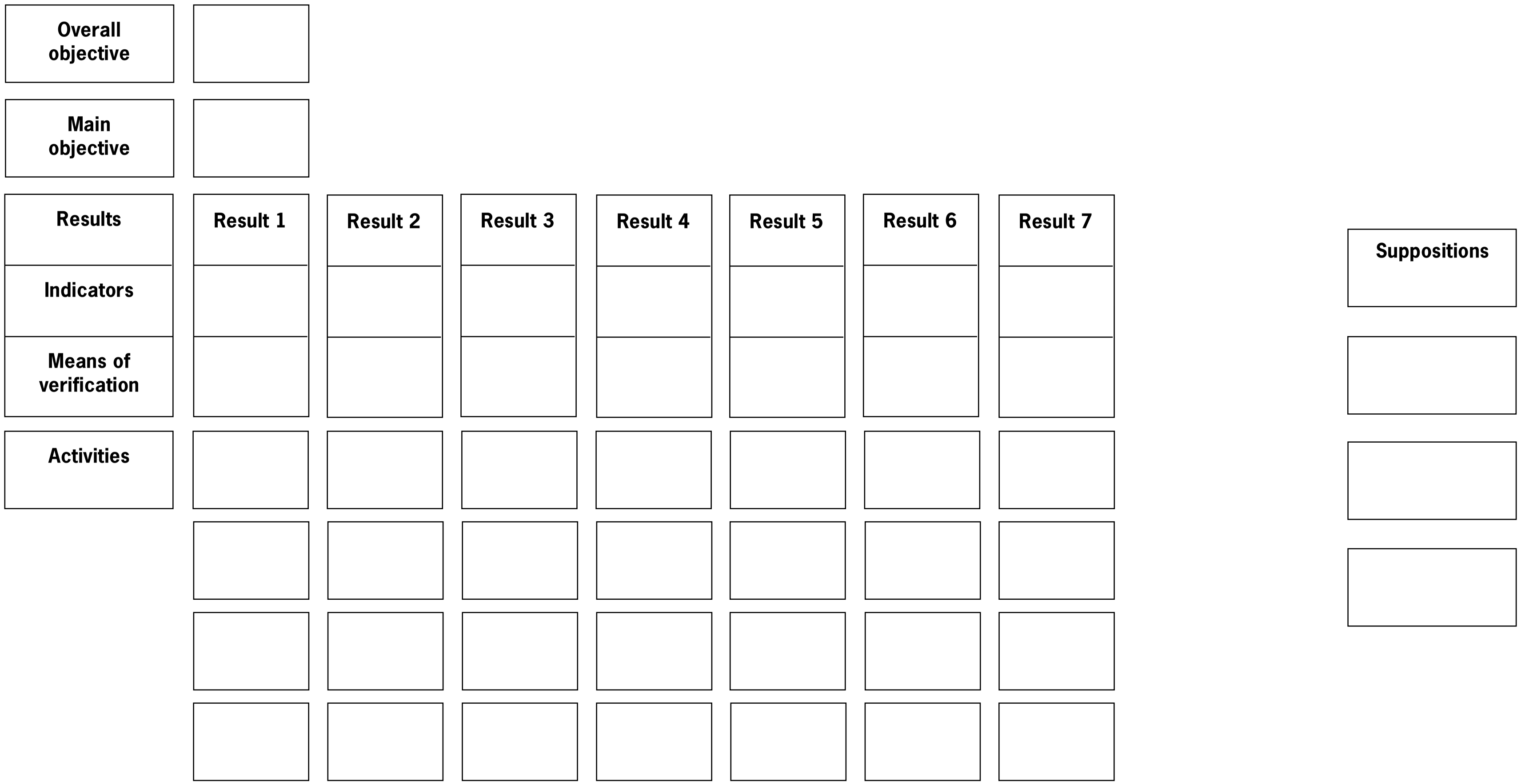
F. Checking of the matrix sequence

G. Elaboration of a time schedule

Overhead sheet 2

0 Elaboration of the planning matrix

1. Selection of the main objective from the objective tree
2. Selection of the overall objective (top part of the objective tree)
3. Identification of the main results that will contribute to the main objective (from the strategic analysis). The results must be independent.
4. Construction of the structure of the matrix (see next page)



Resources needed: human, financial, equipment

Overhead sheet 3

1 Identification of important suppositions

1. Identify conditions for the development of the project
2. Identify conditions for the sustainability of the main objective
3. Evaluate the probability of reaching the results, without project intervention
4. Write down the conditions or suppositions in the matrix

Overhead sheet 4

2 Identification of activities which will lead to the achievement of the results

1. Identify some of the objectives in the objective tree which can be reformulated as activities
2. Identify other activities which will lead to the result
3. Prioritize activities and place them below the result to be achieved
4. If the project is ongoing:
   - Check if the activities can be included in the project
   - If this is not possible, some other results may need to be identified

Overhead sheet 5

3 Determination of indicators

(See session on monitoring, pages 216, 229)

1. Formulate indicators for each result to be reached (responding to the following characteristics: What? How much? When? Who? Where?)
2. Identify the means of verification, including external information sources
3. Place the indicators under each result in the matrix

Overhead sheet 6

4 Determination of resources

1. Determine the human, financial and technical resources which are necessary to develop the activities
2. Determine the costs for each of the needed resources

Overhead sheet 7

5 Check the sequence of the matrix

1. Check if the results are sufficient to reach the objective
2. Check if the activities are sufficient in order to reach the results, and the formulation of the indicators
3. Determine possible ways to overcome conditions and suppositions, as well as possible resistances to change, and the ways to resolve them

Overhead sheet 8

6 Elaboration of the time schedule

1. Elaboration of a general time plan for the duration of the programme or project, with the major activities (long term)
2. Elaboration of an action plan (short term) of immediate activities for the next six months, which are necessary to start the programme and project

Unit 2: Individual assignments

1. Outline of session

Objectives
- To identify themes for individual assignments
- To develop the problem and objective trees
- To develop a planning matrix

Methodology
1. Introductory note
2. Choosing the themes for the individual assignments
3. Individual work with coaching

Materials
- ✔ Overhead transparencies
- ✔ Flip chart and masking tape
- ✔ Overhead projector, screen or white wall
- ✔ Material for the participants (white sheets, and small coloured cards for making the trees and planning matrix)

Handouts
- ✔ Copies of all transparencies

2. Notes for the facilitator

Introductory note

This session covers ground from several previous ones, and its purpose is to apply all that has been learnt into projects which the participants will develop by themselves, with some assistance from the facilitator. It is an essential feature of the course that it allows each participant to develop, with guidance, a project proposal which focuses on the problem of operation and maintenance.

Choosing the themes for the individual assignments

Already on the previous day, the facilitator should have asked the participants to propose themes for their project assignments, because they may need time to think about it. The following criteria will guide the selection:

- The theme should be about any of the issues related to operation and maintenance, as presented in the course.
- The theme is chosen from one's own professional experience.
- The theme should be phrased as a problem.
- The problem should be formulated as precisely as possible, thus avoiding general statements.

- The problem should, directly or indirectly, be part of the participant's project.
- The findings of the individual assignment should be able to influence, directly or indirectly, the problem situation.

Each identified theme and problem is written on a card. If some participants are unable to select a theme, they are asked to describe their professional work and any problems, and the facilitator helps them to formulate the problem, following the above-mentioned criteria. If they so desire, participants from the same project or department could work together on a single assignment.

Individual work with coaching

The participants are asked to analyse their problem and draw a problem tree, similar to the objective tree and planning matrix, using the given materials (paper, small cards and tape). As this work needs concentration and time, the facilitator tries to create a good working atmosphere and enough space for each participant to develop his or her own project. It could be useful to display on the wall the sheets describing the assignments.

The individual assignments need personal guidance and assistance, or "coaching" by the facilitator. Coaching does not mean watching, controlling, or telling the participants what to do. It requires the facilitator to spend some time with the participants, guiding them in their work, helping them to broaden their thinking, reminding them about the working procedure and methodologies, and stimulating them. As one person alone could not possibly coach a big group, it is absolutely necessary to have a course assistant who is acquainted with the OOPP methodology to help with the coaching. Participants who work fast could also be asked to help others. Experience has shown that some participants have difficulties in analysing their problem in a logical way. It is essential, in such cases, to go over the methodology and also propose some "short cuts", e.g. grouping identified problems by entity (technical, institutional, financing, community, legal, etc.). An analysis is made within each entity, keeping in mind that these entities have a direct impact on the main problem.

3. Overhead sheet

Criteria for the identification of themes for individual assignments

- The theme should be about an issue related to management, operation and maintenance.
- The theme is chosen from one's own professional work.
- The theme should be phrased as a problem.
- The problem should be formulated as precisely as possible, avoiding general statements.
- The problem should be part of the project in which the participant is working, directly or indirectly.
- The findings in the assignments should be able to influence, directly or indirectly, the solving of the problem.

Unit 3: Presentations

1. Outline of session

Objectives
- To show the presentation techniques
- To develop individual presentations
- To offer the presentations and receive feedback from the audience

Methodology
1. Introductory note
2. Small lecture on presentation techniques
3. Preparation of individual presentations
4. Presentations

Materials
- ✔ Overhead transparencies
- ✔ Flip chart and masking tape
- ✔ Overhead projector, screen or white wall
- ✔ Material for the participants (white sheets, cards, markers, transparencies, possibly computers, Powerpoint)

Handouts
- ✔ Copies of all transparencies

2. Notes for the facilitator

Introductory note

This is the final part of the course, where the participants present the results of their work before a panel of colleagues and receive feedback, suggestions and recommendations. It is also the opportunity to brush up some of the presentation skills, which are useful in their professional work. Communication is essential in promoting one's work. A project can have the most perfect design, but a professional must also be able to communicate to his team and colleagues its main elements and objectives. Communication helps to make the project come alive.

Small lecture on presentation techniques

The facilitator reminds the participants about the basic principles on presentation techniques and gives advice and some hints on how to organize their presentation in an effective way, using the overhead sheets and background information (see below).

Preparation of individual presentations

The participants' presentations should reflect as much as possible the main elements of their individual assignments. Material can be prepared using transparencies, sheets, markers, and possibly a computer. The facilitator should remind the participants that they will have 15 minutes for each presentation and 15 minutes to answer questions and for discussion.

Presentations

Rigorous time control is essential. If there are many presentations, they could be grouped by similar themes, and two or three could be given one after the other. Questions and discussion can then follow for all of them together.

Some hints to keep good control of time are given below:

- Prepare in advance a detailed programme. This is given to the participants only just before the presentations, so that everyone comes fully prepared without knowing who will be the first one to start.
- Ask one of the participants to help you keep track of time.
- Show a yellow card when there are three minutes left, and a red card when it is time to conclude.
- Keep watch on the focus of the discussions.
- Follow the programme you prepared, as far as possible.

3. Overhead sheet

Proposed structure for a presentation

Introduction	Content of presentation			Conclusion
	Problem analysis	**Objectives/possible solutions**	**Plan of action**	
• Greetings • Introduction of who you are and what you do • Introduction of the topic and its interest • Background of topic • Various parts of the presentation	• Main problems which are linked with the topic • Arguments for the analysis • Description with examples	• Main objectives or possible solutions to resolve the problem • Explanation for choosing the strategy	• Description of the main activities which are planned to solve the situation • Possible obstacles which the project could be facing, and how to resolve them	• Rapid review of the main points of the content of the presentation • Key messages for the audience to remember after the presentation • Start of discussion, with a question or a comment

4. Background information[1]

4.1 Communication versus information

Communication should not be mistaken for information. The person who informs puts across a series of ideas, experiences and concepts to a public who cannot respond. In this case, the public is invisible, receiving the information through a mass media tool, without any kind of personal relationship.

On the other hand, a person who communicates has the immediate possibility of exchanging ideas, experiences and concepts with the audience. Communication is very important in the process of project development, since there is not a single situation which can be resolved by only one actor; a project needs exchange and relationships between a variety of persons and actors.

4.2 Preparing a conference

Sufficient time should be given for preparing the conference, keeping in mind:

- The time allowed for the conference
- The target audience
- The topic of the presentation
- The objectives of the presentation.

Short conferences are the most difficult ones to prepare, because the presentation has to be comprehensive, clear and get to the point rapidly. It also takes some time to relate to the audience.

For small groups of 5–6 persons, the presentation can be in the form of a conversation; the audiovisual material can be limited to graphics or simple drawings. One should keep in mind that time should be allowed for possibly frequent interventions by the audience.

Presentations to groups of 10–30 persons are more common. It is important always to have unimpeded visibility between the participants and the lecturer, because this contributes to better communication. The seating in the room can be arranged in advance to make the audience feel at ease.

4.3 Physical expression

Good communication does not arise spontaneously, but is the result of interacting to changes of attitudes in the audience. The lecturer uses the audiovisual material as well as his or her body as a communication tool, such as for example:

- The tone of the voice and diction must be clear.
- The space between the lecturer and the audience is important, because it can make or break the level of communication; someone who always stands far from the front of the audience, or always by the flipchart or the blackboard, cannot communicate well.
- The hands help to emphasize what is spoken. It may be annoying to see a lecturer with his or her hands in the pockets all the time.
- Abrupt movements can break the concentration of the audience. By being calm and constant, a lecturer facilitates integration with the audience.
- The art of pedagogy gives importance to the face. The lecturer should always be turned to face the audience, without fixing on only one person.

[1] Adapted from: *Presentación de conferencias* by Diana Margarita Valquez, CINARA/IRC course material 1995, Cali, Colombia.

4.4 Structure of the presentation

A well structured presentation increases its effectiveness. Indeed, it would be unjust to ask the audience to make the effort of organizing your lecture in their minds.

The presentation is organized according to a format which can be found in the overhead sheet, and is divided into:

1. *Introduction*, in which the lecturer greets the participants, introduces him/herself, and presents the subject and its interest.
2. *Development of content*, which has three parts:
   — *An analysis of the problems*, showing the main problems which are linked with the topic, with some examples.
   — *An analysis of the possible solutions* to overcome the problems, with some examples and an explanation about what would be the best strategy and why.
   — *An action plan*, presenting the main activities to be implemented.
3. *Conclusion*: a brief overview of the main points, key messages concerning the subject which the audience should remember, and a few remarks to facilitate the discussion.

4.5 Use of audiovisual material

The use of audiovisual material is highly recommended, and is meant mainly to assist your presentation by raising the major ideas and key words. It is important to spend some time before a presentation to become familiar with the equipment, and to look for assistance if needed.

Flip charts

— Can be filled in during the presentation, as a means of highlighting the main ideas.
— Can be prepared before the presentation with drawings or text; it is possible to refer to previous sheets, if needed.
— Can be used to keep records of discussions.
— Cannot be used for an audience larger than 30 persons.
— If sheets are prepared in advance, first make a plan on a small sheet, indicating what is going to be on the large sheet; use concise language, which will be further developed verbally; on each sheet develop one major idea; letters should have a height of at least 3 cm; it is advised to use dark colours, as it is difficult to read yellow, orange or red from far away; you can make small annotations on the sheet in pencil to help you remember what to say; when you don't use the flip chart, put up a blank sheet in order to avoid distraction.

OOPP material

It is strongly advised to avoid presenting the problem and objective trees, which have been made in a small format during the individual assignments, because a) it is almost impossible to read what is written on the cards; and b) the audience does not have the time to go through the whole process of analytical thinking which the lecturer (or participant giving the presentation) has made. Instead, select some major elements and ideas, and prepare larger cards which can be read from a distance.

Overhead transparencies

— Can be used to make a synthesis of ideas and to present to the audience their logical sequence.
— Can be used to present specific data.
— Can be used to keep the attention of the audience.

Should be avoided:

— Use of too much writing on a transparency, which will distract the audience from what you are saying.

— Writing with letters of small size.

— Photocopies from a textbook or a report, which is often difficult to read from a distance.

— Use of too many transparencies.

4.6 Discussion

A presentation is generally followed by a discussion. There are various forms of responses from an audience: questions for clarification, comments and recommendations, criticisms, silence.

Questions for clarification should be anticipated in advance if possible, because the audience may ask for explanations of specific elements or about the context. However, it is possible that you may not know the answer to the question; in such a case, you can put the question to the audience and ask another participant to respond, or say that you have noted the question for further clarification at a later stage.

Comments and recommendations are welcome, but they can sometimes be out of context; it is important to keep the focus on the topic. Key recommendations should be noted down. Critical comments are normal, and should also be anticipated. The lecturer should not try to defend his or her views, but calmly present the reasons for this choice. If arguments arise in an uncomfortable way, you can propose having a discussion on this topic at a later stage.

Silence in the audience is sometimes heavy to bear after a lecturer's presentation. One can put questions to the audience. If the silence persists, it is usually because the question was not well understood, or out of context. The question should then be rephrased.

Good luck !