Office of Social Ministries
Haiti Outreach
Diocese of Richmond

01 May 2017

PROJECT MANAGEMENT GUIDELINES

Diocese of Richmond

Table of Contents

Acknowledgements

The Office of Social Ministries (OSM) has been fortunate to collaborate with Catholic Relief Services (CRS) when working in its Haiti ministry. Since 1943, CRS has served the poor and disadvantaged overseas. Its development work, in areas such as education, microfinance, health, and agriculture, has promoted better standards of living. Through the CRS Integral Human Development model, individuals are able to reach their full potential in an atmosphere of peace, social justice and human dignity.

Through the collaboration, the OSM and its Haiti partners have access to excellent CRS resources.

An example of these resources is the CRS 'ProPack - The CRS Project Package' document. The development of the OSM Project Management Guidelines was heavily influenced by ProPack content. Direct information from ProPack was included liberally in this document.

By using the project development practices and processes found in the guidelines, stronger partnerships and better outcomes should be realized.

Any questions regarding the content of the guidelines should be addressed to OSM.

FOREWORD

Many people who have ever been involved in any kind of project know that making a project succeed is not an easy task. As simple as the project may appear, the complexity of the details often take people by surprise. A simple task like fixing a plumbing problem in your home can have you running back and forth to the store to pick up that one thing that you did not think about. Poor planning can drive you from excitement to an almost despair as the details unfold. However, diligence in understanding the need, looking at the best solution and detailing the plan to its minute detail often separate those who are efficient, effective and succeed in their projects from those who either don't succeed or arrive at the goal exhausted and discouraged

Having worked with the Haiti Ministry through the Office of Social Ministry in the past few years, the need for a Project Management Guidelines document has not eluded my attention. A unified methodology on accessing, planning and implementing a project is imperative with a ministry this big. With our shared philosophy of being "good stewards" for the resources that are given to us by our ever willing donors, this document makes that responsibility feasible. In addition, it creates a uniform way that can proceed any individual person or group of people and which guarantees continuity.

Projects in general involve a group of people with a goal (mutually agreed upon by their partners), but who also have limited time and limited resources to accomplish those goals. In addition, there is an element of uncertainty of whether those goals will be realized. These guidelines intend to address these issues and provide people, who may or may not have a project management background, with the necessary tools to succeed.

As a start, the guidelines introduce the idea of project management in a condensed manner. You walk through the life cycle of a project in a simple non-threatening manner that caters to the experts and the beginners alike. Finally, the document goes through the methodology of collecting all the information necessary for a project and provides questions and worksheets that go through the whole life cycle of the project to its conclusion.

The guidelines provide a practical model which will allow all the members involved in the project to play their respective roles without any ambiguity. The guidelines are good, but if not utilized, the benefits are not realized. It is my sincere hope that you will take advantage of all the Wisdom that went into developing these guidelines. May they render all your works of charity more fruitful, and assist you in furthering the kingdom of Christ.

Sincerely yours in Christ,

Justin Myers OSM
Director

I. Introduction

Good programming does not happen by accident. It's not 'oh, it's obvious what we need to do'. It takes discipline and hard work by many involved stakeholders to be truly successful.

The annals of community development efforts are filled with good-intentioned failures. We must learn from those who have experienced both the good and the bad.

The book 'Toxic Charity' by Robert D. Lupton, relates the growing scandal where Americans, through generous charitable giving, are actively perpetuating outcomes where precious donations are either wasted or actually harming the people meant to be helped. Groups within churches, government agencies, non-government agencies, and entrepreneurs have all experienced their good intentions translating into ineffective care or harm for the beneficiaries.

Our commitment to the Haiti ministry is a sacred one – proper stewardship of our donors' precious donations being used in an effective and efficient manner to effect positive change for our Haitian partners.

As Lupton states, many times charitable efforts serve the needs of the donor (what do I need to do to feel good about my efforts) and neglect the best interests of those who would be served. The goals of community development include empowering those being served, engendering healthy cross-cultural relationships, and improving local quality of life.

Lupton goes on to describe how improper giving leads to toxic relationships and dependency. He shows the following progression: give once and you elicit appreciation; give twice and you create anticipation; give three times and you create expectation; give four times and it becomes entitlement; give five times and you establish dependency.

Lupton's Oath for Compassionate Service tells us that all of our efforts with our Haitian partners need to ensure that we 1) only do for the Haitians what they can't do for themselves – such as in emergency situations, 2) strive to empower them towards self-sufficiency through employment, lending and investing, 3) subordinate our self-interests to the needs of those being served, 4) above all, do no harm.

Community development is not easy. It requires considerable expertise and resources to be successful. It requires discipline. It's about understanding the complex ways in which communities' resources can be best utilized to affect optimum long-lasting change.

Part of this discipline involves the important decisions of how the donations are to be used. The needs of the community will always be greater than available financial resources. Properly deciding what will be done and when is critical to long term success.

Effectiveness and Efficiency

Effectiveness and Efficiency are our guiding principles.

Effectiveness is defined as doing the 'Right Thing'. Efficiency is 'Doing Things Right'.

Decisions on how to spend funds must be both effective AND efficient. Always.

This handbook has been created to help in the decision making process of what projects are the most effective and efficient. The models and practices taken from the CRS ProPack are 'tried and true' methods for successful community development.

By committing to these methods, we achieve wonderful things together. We follow Jesus' teachings – we are here to help one another in our journey to Him.

NON EFFECTIVENESS

A community decides to build a medical clinic because of inadequate medical care of its citizens. The clinic is built of good materials for a good price and equipped with quality equipment. Everyone is excited when the clinic opens. A year later, the clinic is no longer operational. Appears the community does not have financial resources to maintain a clinic. An ineffective decision (non-sustainable maintenance of clinic) but it was efficient (well built and equipped for a good price). Result: wasted funds with no improvement in health care delivery.

Perhaps an effective AND efficient decision would have been to arrange community access to mobile health care units and to train local citizens on basic health practices.

II. Project Management

This chapter on Project Management has been condensed from the CRS ProPack document. It covers the basics of the different phases of a project – the Project Life Cycle. The chapter has been written for a project being funded and then developed by the Richmond twin and the Haiti twin. The ProPack information has been modified to facilitate use by the two parishes. For a comprehensive study of Project Management, the reader is encouraged to read ProPack and the numerous other resources available on Project Management.

Each step in the Life Cycle will be covered. **Worksheets** have been created to facilitate the management for each step. The worksheets allow a user to understand each step's activities and the resources required to successfully complete the activities.

A. Getting Started

Projects can be seen as the building blocks for achieving long range vision, mission and goals of the community. The cumulative effect of successful project implementations is empowering to all involved.

A project is a set of planned, interrelated actions that achieve defined objectives within a given budget and a specified period of time. The Project Cycle usually progresses in a linear fashion – starting with Step One and ending with Step Five.

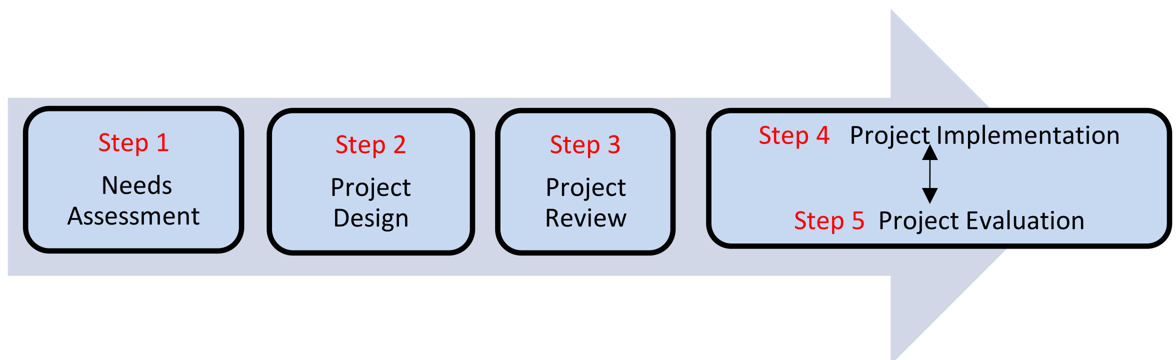
The Project Cycle may end once the five Steps are completed or the Cycle may repeat itself based on the last Step's findings or the nature of the original Project.

The potential start for a project may be initiated through various means. It may be by an individual bringing a specific need/deficiency to the attention of the Haiti twin pastor. It may be by information contained in an annual report written by the Haiti twin to the Richmond twin. Sometimes a potential need/deficiency may be detected in the process of the two twins doing their planning for the upcoming year. Perhaps a group of Richmonders visiting its Haiti twin noticed something of interest. The Haiti government, such as the Education Ministry, may inform a community of upcoming new requirements that impact schools supported by a twinning relationship.

Whatever the source of the initial "I wonder if we need to think about…….", identifying a potential need/deficiency triggers the beginning of the Project Life Cycle process.

Data Collection:

Undertaking a project requires collecting data from various places such as government agencies, parish records, school records, other organizations involved in development, health care facilities and more. Sometimes needed data is available; sometimes it's not. The type of data depends on the project. Each project is unique. Sometimes worksheet questions are not applicable to your specific project. Sometimes you will add additional information not asked in the worksheets. You decide what data is needed to be able to make informed decisions for your project. The worksheets are guides.



Project Life Cycle

Step One – Needs Assessment Summary

Someone has brought to the attention of the Haiti twin a potential need/deficiency. In partnership with the Richmond twin, a Needs Assessment is performed. Step One goal is to clearly identify whether a need/deficiency exists and a viable option for next steps. Pertinent data is gathered and analyzed. Based on the analyses, needs/deficiencies are identified and options are considered. If a viable option is found then Step Two is begun. If no viable option, then the Life Cycle process is stopped and no further action is required.

Step Two – Project Design Summary

Project Design is both an art and a science. Intuition, insights, and creativity are complementary to data gathering/analyses, critical thinking and logical problem solving techniques. The potential need/deficiency has been clearly stated and a viable option has been identified. In Step Two, the project is designed. Step Two goal is to clearly identify What is to accomplished, By Whom, How (activities and actions), predicted Results/Benefits, beneficiaries, required resources (fiscal, human, material), previous efforts, sustainability factors, and environmental considerations.

<u>Step Three – Project Review Summary</u>

At this point, all the data gathering, analyses and design have been completed. It's time for the two twins' stakeholders to collaborate, review, discuss and agree upon next steps. If the decision is to move forward with the project, a 'Parish-Based New Project Request' form needs to be completed. The completed form is forwarded to the OSM for its review. Step Three goal is to ensure that all stakeholders are aware of the project's details and are prepared to proceed with Implementation.

<u>Step Four - Project Implementation Summary</u>

Now that the project has been designed and reviewed, it's time to implement. Part of the Implementation plan has already been described in the Design Step by describing goals (what is to be changed), how (activities and actions), by whom, resources involved, and expected results/benefits. The Implementation phase also includes identifying and training people responsible for implementing the project. Step Four goal is to ensure that the project design is followed.

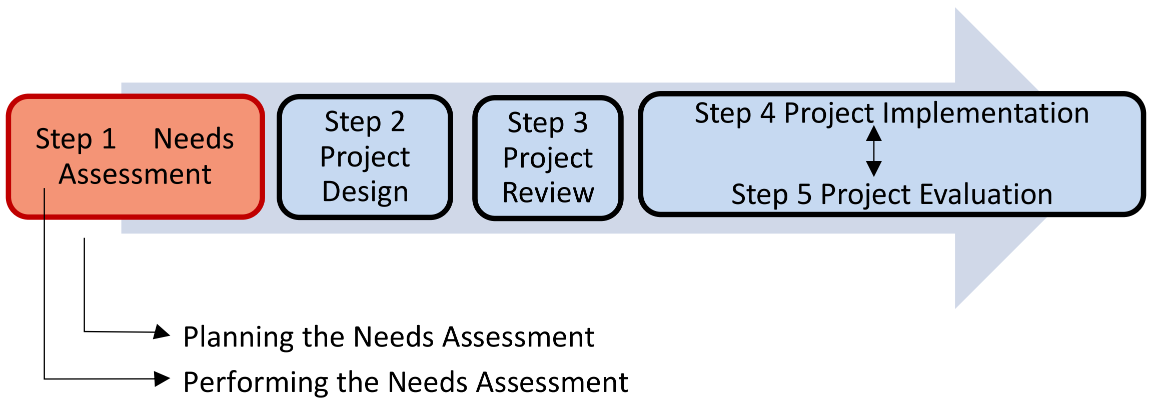
<u>Step Five – Project Evaluation Summary</u>

During Implementation, it is important to evaluate all aspects of the implementation. Step Five goal is to ensure that the project is fully implemented in a timely manner and within budgeted costs and that predicted results/benefits have been realized. It is critical to monitor throughout the <u>entire</u> implementation timeline. Without timely evaluations, the project can veer off-course without notice resulting in ineffective and inefficient results.

Stakeholders
working together
do great things!

B. Project Life Cycle

Step One – Needs Assessment



There are many ways to perform a Needs Assessment but the goal is always the same – gather information so that an educated decision can be made as to whether a need or deficiency exists and if so, what are the next steps.

Don't be surprised if what originally is thought to be a problem ends up not to be a problem. Don't be surprised that additional problems are uncovered when data gathering for the original potential problem. In other words, let the data lead you. Don't prematurely decide what the problem is and then collect data to support your foregone conclusion. Be open to discoveries.

Planning the Needs Assessment - See Chapter IV for Work Sheet
So, what data are you gathering? Before you actually start collecting data, you need to PLAN what you are going to do. Consider the following: why are you doing an assessment; who needs to be involved; identify all stakeholders; what skill sets do those involved need to have; if training is needed, who will do it; how will you know the training was successful; who is in charge of managing the Needs Assessment; who is responsible for gathering data; what is the budget for the assessment and how long will it take? Once data gathering has begun, how often will the people involved communicate/meet to discuss progress in data gathering? Once the data gathering has been completed, who is responsible for compiling and analyzing information?

By planning, 'Who is doing What, Why, When and How' has been clarified. Then, it's time to start the actual data collection!

Performing the Needs Assessment - See Chapter IV for Work Sheet
Here is some basic data to consider gathering:

- Current and historical information on situation
- Geographic area involved i.e. local community, region wide, country wide
- Population involved - % with problem/need, age and gender distribution of those with problem/need
- Predicted future data on situation – growth, costs, etc.
- Possible changes in current resources (human, financial, material) that could have a positive or negative impact on the situation
- Current or future governmental, non-governmental agencies or charities' actions that could have a positive or negative impact on the situation
- Are there any organizations currently or in past five years, addressing the needs? If so, what are their abilities for increasing their current work to further reduce the needs/problems? What are their future plans? What have been their results to-date in addressing the needs/problems?
- Who are the stakeholders? Can the needs/problems be addressed by local stakeholders and resources?
- Describe input from stakeholders as to their perceptions regarding potential needs/problems. Are they concerned/involved citizens?
- What are the best practices used by other organizations in addressing this type of need/problem?
- Describe first-hand observations where the needs/problems were evident.
- Describe gap (differences) between current situation and desired situation.
- How long has gap existed?

Once data collection is completed, a review of the data is done. What 'big picture' develops when all the data is reviewed? Is there any conflicting data? If so, keep investigating. Perhaps more data needs to be collected. Perhaps there is a data integrity issue. If so, keep investigating. Perhaps there seems to be some missing data. If so, keep investigating. Eventually, the data tells its story. All the puzzle pieces seem to fit. The picture becomes clear. **You should be able to state clearly (quantitative and qualitative) the Need/Problem at this point!**

Choosing Viable Options

Perhaps the picture shows there is no need/problem that requires project intervention. Option: do not continue with the Project Life Cycle as a new project is not needed.

Perhaps the picture shows there is 1) a need/problem that can be easily and/or quickly addressed & financed by local resources or 2) a transient situation that will resolve when causative factors are naturally mitigated or 3) a situation where the government will intervene in a short timeframe. Option: do not continue with the Project Life Cycle as the need/problem will be addressed in-country.

Perhaps the picture shows there is a need/problem and other resources are not available to address the situation. A twin project may be needed to improve the situation. Here's where a decision for best viable option requires Effectiveness and Efficiency. There are always many problems and not enough resources to fix all of them. Decide what is the best option among the following: 1) address now or 2) address later or 3) perhaps reconsider in the future.

Setting Priorities: Every twin needs to establish/update a 'Priority List of Current Needs' on a regular basis. Certain needs have higher priority than others. Example: access to potable water and adequate sanitation are usually top priorities. Micro-credit lending is not a top priority when a community does not have access to safe water. Access to basic education (qualified teachers, books, supplies) is a higher priority than computer labs with the latest technology (that is not serviceable).

This Priority List is dynamic. It changes as conditions change. Today's Morbidity & Mortality rates for the under five years of age group may meet acceptable WHO standards and country standards. Tomorrow, a violent weather event could change the situation long term. The Priority List changes to reflect the resultant increasing communicable diseases and malnutrition rates due to multiple causative agents.

If the identified need/problem is not one of the top priority items on the Priority List, then the best option at this time is not to move forward with a new project. You may re-visit the need/problem in the future to determine if the situation or priority has changed but for now, stop the Project Life Cycle advancement.

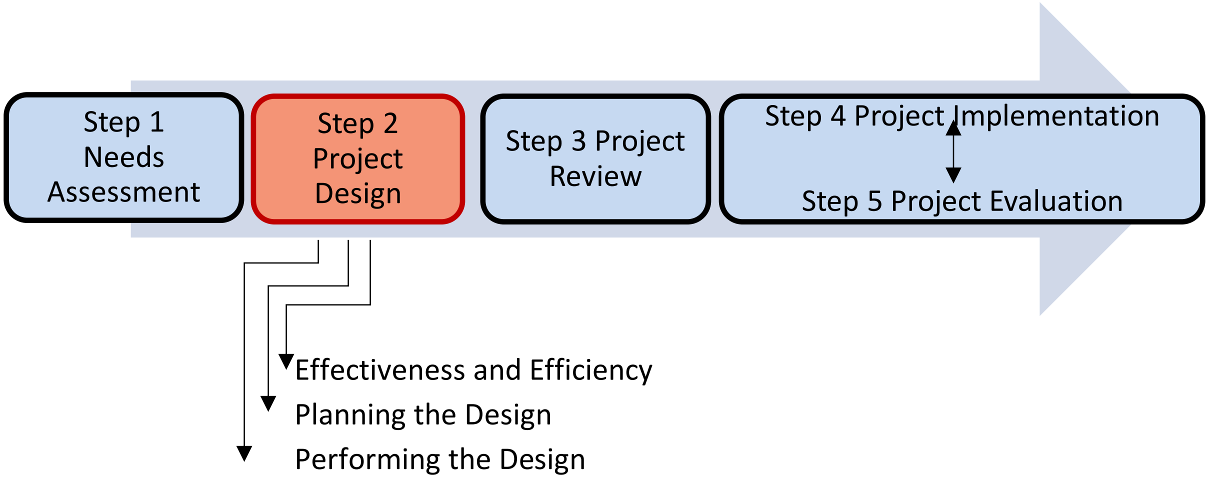
If the answers to the below three questions are "YES", then it's time to move to Step Two!

- Has a need/problem clearly been identified? Is it a top level priority? Are local, regional or country level resources not going to address the issue(s)?

YES!

Let's Keep Going!

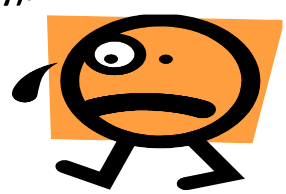
Step Two – Project Design



This is the step where activities and resources are aligned to determine all the details involved in DOING SOMETHING that will reduce/eliminate the need/problem.

Whatever is decided, be sure that you are:

- **Doing the Right Thing (Effectiveness)**
- **Doing Things Right (Efficiency).**



INEFFICIENCY

Due to high Morbidity & Mortality rates for Polio, an immunization effort was funded for children under 18 years old in a community. Vaccines were acquired; logistics for transporting children created; supply chain established and schedule created for administering vaccinations over a three month period. At the end of the three months, over 95% of targeted population had been vaccinated. Apparent success.

However, as spring turned into summer, additional cases of polio continued. What was wrong? After investigating, it was found that the required cold chain for moving vaccines from port to clinic had not been properly maintained. Extreme shifts in temperature had reduced efficacy of vaccine. Result: falsely high vaccination rates, wasted resources, children not protected against polio. Doing the right thing the wrong way!

NON EFFECTIVENESS

A school was built in a community. Teachers were hired; supplies were bought. But few school-aged children attended school regularly. Why? Appears the unsafe water supply resulted in many children repeatedly fighting episodes of gastrointestinal infections. They were too sick to attend school on a regular basis. When they did attend classes, their poor state of health impeded their learning. Result – no improvement in school attendance or learning and wasted resources. Doing the wrong thing.

Potential solution: fix the top priority problem (potable water) before addressing lower priority problem (education).

In deciding all aspects of project design, decisions must be both effective and efficient otherwise precious resources are wasted and benefits are either reduced or not realized at all. In fact, sometimes harm is done.

<u>Planning the Design</u> - See Chapter IV for Work Sheet

The first thing to do is Plan what is going to be done. This part clarifies the basics of Who/What/When/Why of creating the Project Design. Consider the following questions:

1. Who will be working on designing the project? Who from the Haiti twin? Who from the Richmond twin? Which stakeholders? What are their responsibilities? What skills are required for those involved? How committed are the stakeholders? Could there be negative responses to the project? If so, what are they and how will they be handled so they don't negatively impact design of the project. What is the stakeholders' influence on the successful design of the project? Are there other human resources needed to design the project? Are they available? If not, how will this human resource need be met? Is training involved? Who will do it? How will you know it was successful?
2. Who is responsible for managing Design in a timely manner and within budget? Compiling/analyzing data? Writing report? How often will those involved meet to discuss/review data?
3. Is this a one-time effort or on-going? How will the effort be economically self-sustaining after the project is completed?
4. Describe any negative effects that the implemented project may have on the geographic area's environment. How will negative influences be reduced or eliminated?
5. Who is responsible for ensuring funds are available as needed during Design? For budget? How long will it take to Design the Project – establish Goals, Activities, Actions, projected Results and Benefits? Start and End dates?

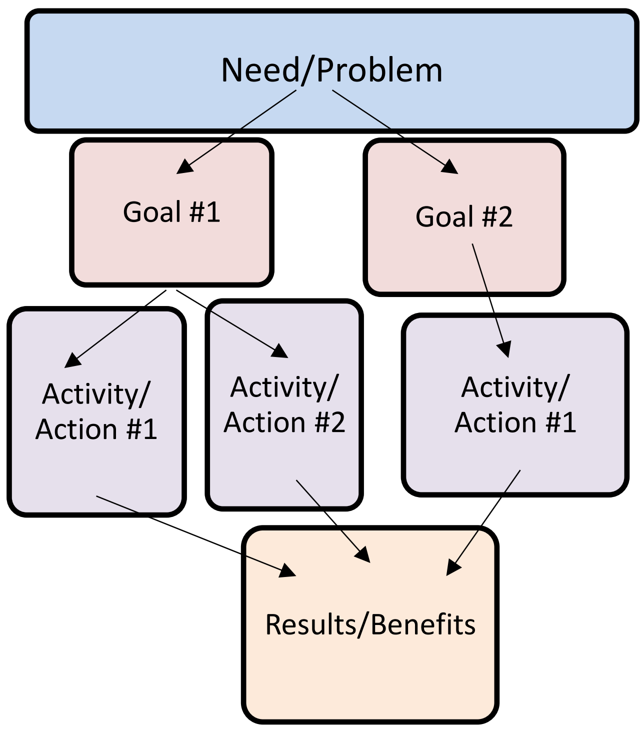
This list is not complete necessarily but it gives a good idea of types of data to collect.

At this point, there is a clear idea of what the need/problem is. Additional important information (from above five questions) such as needed human resources and best practices (from Needs Assessment) has been compiled.

<u>Performing the Design</u> - See Chapter IV for Work Sheet

Project Design involves establishing goals, activities/actions and predicted results/benefits using all of the data that has been gathered and analyzed.

GOALS: Based on the need/problem, WHAT GOALS will the project have? What should be accomplished by implementing the project? How will the need/problem be reduced or eliminated? The Goals need to be specific/measurable and directly related to the need/problem. Goals should include the specific change expected (qualitative and/or quantitative), population/beneficiaries impacted, and timeline for realizing the change(s).



ACTIVITIES/ACTIONS: List and describe specific Activities/Actions that will be performed. Completed Activities/Actions should result in achieving the goals. The Activities/Actions should be measurable and quantified. For each Activity/Action, list persons responsible for performing Activity/Action, managing the Activity/Action and expected start-finish dates.

RESULTS/BENEFITS: Once the Activities/Actions are performed, what would the expected measurable Results/Benefits be? The goals should be accomplished and other benefits achieved as well. Consider both short and long term benefits.

Project Design Example

Need/Problem: The current 40% school attendance rate of the 170 children living in Inuga who are registered in grades 8 to 10 fails to meet the government-established school attendance rate standard of 85% or higher.			
Goal #1: Increase Inuga school registration rate in grades 8 to 10 from current 70% to 85% or higher within 12 months of project completion.	**Activity/Action #1:** Compile complete list of all children aged 12 to 18 years of age in Inuga.	**Performed by:** principal	**By:** May 1, 2015 **Person Responsible:** Ms. Borreaux
	Activity/Action #2: Reconcile above list with school list of children registered in grades 8 to 10. Identify those qualified children who are not registered and contact parents for counseling/registering children.	**Performed by:** Haiti twin – parent board chairman	**By:** May 15, 2015 **Person Responsible:** Mr. Girard
Goal #2: Increase Inuga school attendance rate in grades 8 to 10 from current 40% to meeting/exceeding government standard of 90% within 12 months of project completion.	**Activity/Action #1:** When a student is absent from school, parents will be contacted the same day to determine validity for absence.	**Performed by:** school official	**By:** Initiated by July 1, 2015, then on-going **Person Responsible:** Jacques
	Activity/Action #2: Parents and students will be counseled when student exceeds approved allowable absences within each grading period.	**Performed by:** school official	**By:** Initiated by July 1, 2015, then on-going **Person Responsible:** Jacques
	Activity/Action #3: Training materials, group meetings and individual counseling sessions will be held semi-annually for all parents. These sessions will highlight importance of school attendance.	**Performed by:** principal	**By:** Initiated by July 1, 2015, then on-going **Person Responsible:** Ms. Borreaux

Expected Results/Benefits: Within 12 months of project completion, 1) Goal #1 achieved: 85%+ Registration Rate, 2) Goal #2 achieved: 90%+ Attendance Rate, 3) Successful Grades 8 to 10 Completion Rate increase by 5%+ from current 53%, 4) Grade 10 Graduation Rate increase by 3%+ from current 45%, 5) Unemployment rate among 18 to 21 years old decreased 2% +.

Budget:

Now that the Project has been designed, it's time to determine how much it will cost to implement the five Steps . Typical budget-building practices are used. What resources (human, material, systems, etc.) are required for implementation? How many? How much will the resources cost? Which vendors will be used? See Chapter III Resources for the Chart of Accounts to be used when completing the budget section. See Chapter IV for Parish-Based New Project Requests form which has a budget table.

Completing the Project Design – See Chapter IV for Work Sheet

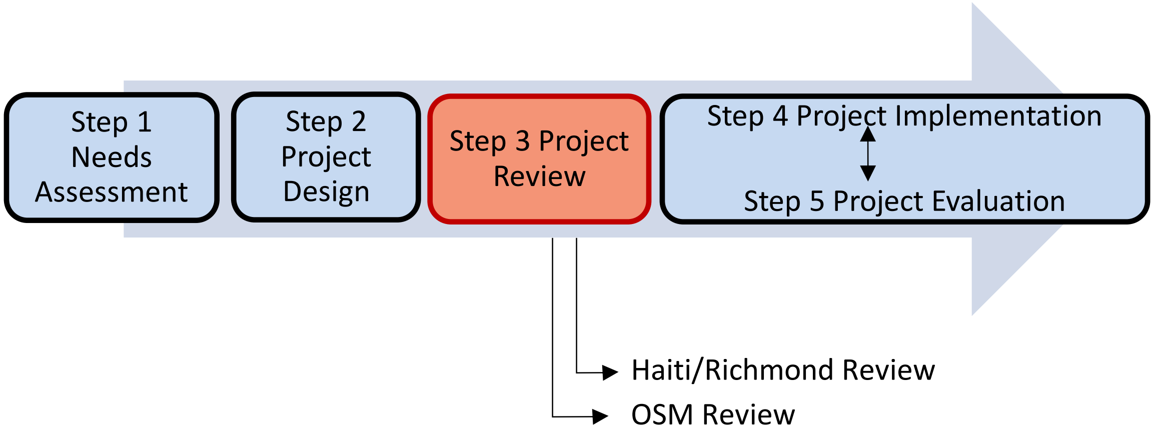
Activities/Actions are known along with their cost to implement. But, just because the project design may be effective and efficient does not mean it's feasible. A project is not necessarily feasible if the costs are prohibitive or required resources are not available or the work begun by the project is not sustainable by the community.

Considerations at this point are:

- Are all aspects of the project design technically feasible?
- Are all aspects of the project design financially feasible? What are sources of funds? Are all needed funds available? If not, how and when will shortfall be addressed?
- If the project design includes providing on-going goods and services, how will the community meet these needs locally without depending on on-going funding from the twin or other funding groups i.e. is the project sustainable by and within the community being served?
- Does the project design contain activities designed to build capacity within the community?

By answering these questions favorably, the integrity of the design is supported. If any answers are unfavorable, then reconsider the Activities/Actions. Is there another way to realize the same goal without compromising the design?

Step Three – Project Review



Haiti/Richmond Review

The Project Design Step is completed. Responsible persons from Haiti and Richmond assemble the entire documentation gathered during Steps One and Two. Everything is reviewed to ensure **all** involved people are clear on **all** aspects of the project.

OSM Review

If the project 1) costs more than $5,000 to complete or 2) cost is more than 10% of annual funds received from Richmond twin, then the project needs to be reviewed by OSM. The Haiti twin completes a 'Parish-Based New Project Requests' form (See Chapter IV – Forms) and forwards it to OSM. If any questions arise during the filling-out of the form, the Haiti twin should contact OSM before completing the form.

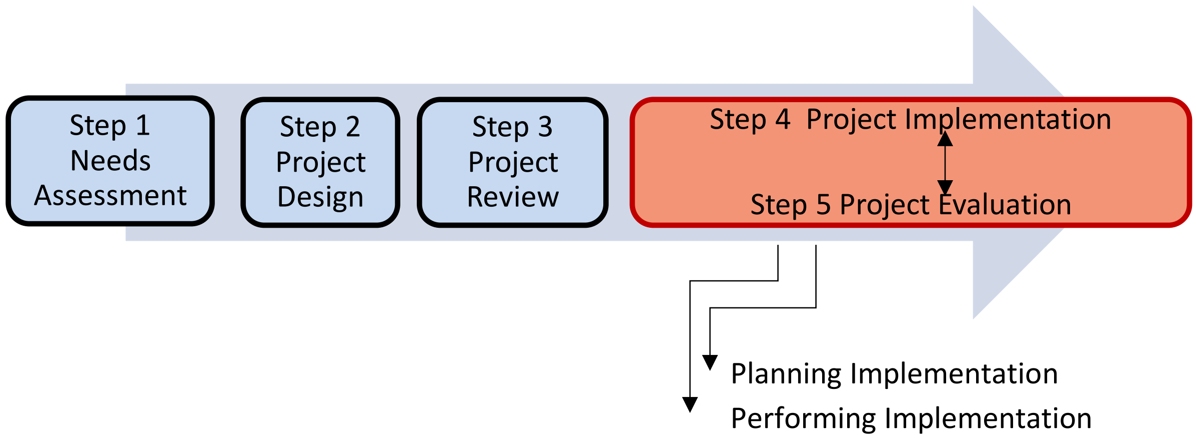
Once OSM receives the completed form, it will be reviewed. IF OSM contact person has any questions/concerns, they will be discussed between OSM contact person and project contact person(s). Within two months of receipt, OSM contact person will share OSM project review comments with project contact(s). See Chapter III for Peer Review process.

The OSM comments include a status of "Green" (OSM review favorable) or "Yellow" (OSM review uncovered some items that could be improved by minor modifications) or "Red" (OSM review uncovered some major concerns that should be addressed before project implementation). The OSM comments are designed to enhance the entire project management process for the involved twin parishes and stakeholders.

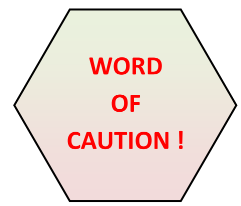
The OSM feedback will include the timing of progress reports written by the twin and shared with OSM. Typically, interim progress reports will be performed semi-annually. Final reports are due within three months of project completion.

Once the OSM comments and status have been reviewed and addressed by the Haiti project contact(s), the Project Review step is completed.

Step Four – Project Implementation



At this point, people are excited to start implementing the project. Word of Caution - Do NOT just start doing things!



Planning the Implementation – See Chapter IV for Work Sheet

Notice that in the Needs Assessment and Project Design Steps, the first activity was creating a Plan BEFORE the work is actually done. Plan what you are going to do and then do it. It's the same with Implementation.

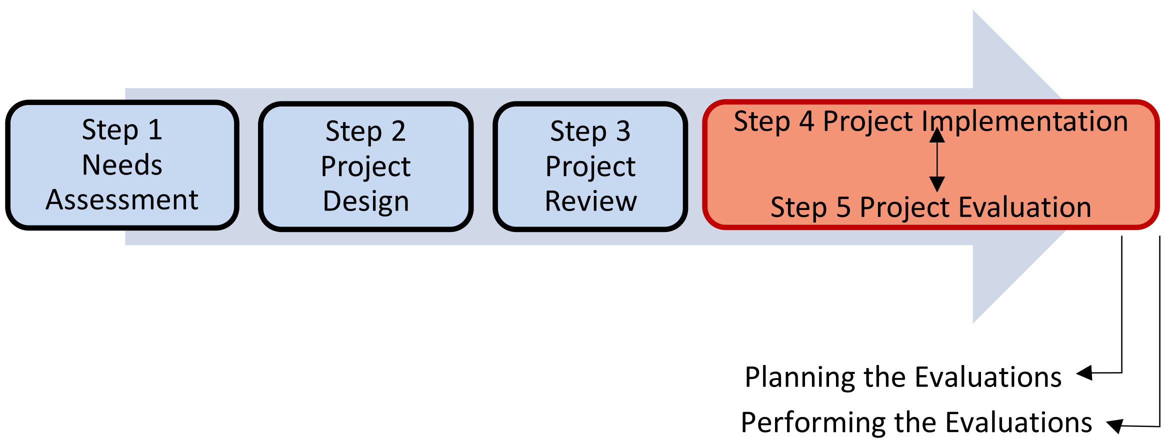
There needs to be a plan on HOW to implement all the Activities/Actions. Here are questions to consider when building your Implementation Plan.

1. Who from Haiti and Richmond will be involved? Describe their responsibilities. What skills are required? Is training required? Who will do the training? How will you know the training was successful?
2. Are there other human resources needed to implement the project? Are they available? If not, how will this human resource need be met?
3. How often will those involved meet to discuss implementation? Who is responsible for managing Implementation in a timely manner and within budget? Who will compile and analyze data? Who will write report?
4. How will you ensure that the funds will be available as needed? What is the budget?
5. Who decides on vendors and contractors to be used?
6. How long will it take to implement? Start and End dates?
7. Could there be negative responses to the project? If so, from whom and how will they be handled so they don't negatively impact implementation? What is stakeholders' influence on successful implementation? How committed are stakeholders to implementation?

Performing the Implementation

The people involved have been identified and trained, other human resources have been contacted, material resources have been acquired, funds are available and the planning has been completed. Now, all the Activities/Actions are performed per the Design details found in Worksheet 4.

Step Five - Project Evaluation



As in the other steps, first develop a plan then perform the work.

Planning the Evaluations – See Chapter IV for Work Sheet

There needs to be a plan on HOW to evaluate the implementation of the project. The Evaluation Plan should be created BEFORE Implementation starts. Evaluations occur during the Implementation as well as at the end of the Implementation.

Here are questions to answer as you plan your evaluations:

1. Who from Haiti and Richmond will be involved? Describe their responsibilities. What skills are required? Is training required? Who will do the training?   How will you know the training was successful?
2. Are other human resources needed? Are they available? If not, how will this human resource need by met?
3. Could there be negative responses to evaluations? If so, from whom and how will they be handled?
4. Who is responsible for managing evaluations in a timely manner and within budget? Who is responsible for compiling and analyzing data? Who is responsible for writing report?
5. How often will those involved meet to discuss and review evaluations? How often will evaluations occur? Dates?

6. Who is responsible for ensuring that the funds will be available as needed for performing evaluations? For budget?
7. Clearly define the corrective steps that will be taken when issues arise in the implementation of the project. Who will approve of the corrective steps and possible increased costs that are incurred?

<u>Performing the Evaluations</u> – See Chapter IV for Work Sheet

On-Going Evaluations

Evaluations should occur on a regular basis during Implementation and at the completion of the project in order to assess proper implementation and achievement of goals . Evaluation results should be written and discussed with all stakeholders in a timely manner. Evaluations are performed per the specific Design details found in Worksheet 4.

At a minimum, evaluations should be done on all in-progress Activities/Actions on a quarterly basis. Mileposts should be set to evaluate rate of progress in implementation. Are the Activities/Actions being done in a quality manner, in a timely manner, within budget and according to the design? Are resources and funds available when needed? Are preliminary results consistent with expectations?

When implementation issues are discovered, corrective actions should be done promptly to avoid poor results and wasted resources. Analyses of implementation issues should uncover why the issue occurred, cost, materials and time to correct, possible impact on upcoming Activities/Actions and Results/Benefits, and how to avoid issues in the future. Should/could the design be modified?

OSM Reporting

Besides the initial New Project Request report (Chapter IV Forms and Worksheets), Interim Progress Report(s) and a Final Report are shared with OSM. These reports basically contain the information already gathered from the on-going evaluations. Additionally, a twin might want to perform a Post-Implementation review (1-2 years after project is completed). Forms for these reports are available through OSM.

HAITI PEER REVIEW PROCESS FOR NEW PROJECT REQUESTS

Haiti twin works with resources (DOR twin, OSM, Caritas, Haiti Partnership team, etc.) to decide if new project is needed.
If new project is needed, Haiti twin, with resources help, fills in New Project Request form (PEER).

Haiti twin submits completed New Project Request form (PEER)
via on-line form or USPS hardcopy form or emailed Word form or emailed Excel form
to appropriate OSM Regional Coordinator (OSM RC).

If needed, OSM RC transfers request information to Excel form.

OSM RC reviews excel PEER form for completeness.
If necessary, OSM RC contacts Haiti twin for clarification.

OSM RC completes dates (receive dates, HPST dates, report dates) on excel PEER form.

OSM RC forwards excel PEER form to OSM Partnership team and Haiti Partnership team.

OSM RC and OSM Partnership team and Haiti Partnership team review excel PEER form.

Haiti Partnership team and OSM RC submit comments to OSM Partnership team.

OSM Partnership team reviews all input.
OSM Partnership team contacts Haiti twin, Haiti Partnership team or OSM RC if clarifications needed.
OSM Partnership team compiles input and writes PEER Review Comments.

OSM Partnership team submits PEER Review Comments to OSM RC.

If report's response is "Red", then OSM RC informs OSM Director.
OSM Director may have additional communication with Haiti Partnership team and Haiti twin.

OSM RC submits excel PEER form and Review Comments to Haiti twin and Haiti Partnership team.

Haiti twin reviews PEER Review Comments and decides Next Steps for proposed project.
If Haiti twin makes changes to original submission before proceeding, they are shared with OSM RC.

OSM RC then shares changes with OSM Partnership team and Haiti Partnership team.

HAITI **RICHMOND** **BOTH HAITI AND RICHMOND**

IV Forms and Worksheets

SHORT FORM

Parish-Based New Project Requests

Date of Submission: Twin Name:
Haiti Contact Person: Haiti Email Address:
Richmond Contact Person: Richmond Email Address:
Expected Project Start Date: Expected Project End Date:

Project Type (Circle type): Agriculture (**AGR**) Economic Development (**ECD**) Education (**EDU**)
Emergency (**EMG**) Health (**HTH**) Microcredit Lending (**MCL**) Capital Improvements (**CCI**)
Sanitation (**SAN**) Security (**SEC**) Water (**WAT**)
Parish Administration (**PAD**) Parish Capital Improvements (**PCI**) Parish Faith Formation (**PFF**)

STEP 1. NEEDS ASSESSMENT

What was involved in the Needs Assessment? Describe the Identified Need(s). Who identified the need(s)? What options are available to meet the need(s)? How important is this project relative to addressing other current needs? Describe the population involved – geographic area, total population in area, number with need(s) in area, number who will be benefitted in area. Have NGOs or others addressed similar issues in the area in the last five years? If 'yes', give brief description of results. Were efforts successful? Explain? Are NGOs or other organizations currently helping address the need(s) in the area? Are they planning future efforts? If 'yes', explain.

STEP 2. PROJECT DESIGN

Describe your project. Who are the key personnel in designing the project? What needed resources (human, technical, systems, etc.) are available at the local level? What needed resources are not available at the local level and how will these non-available resources be obtained? Describe how the implemented project will build local expertise and capacity for dealing with problems, solutions and development? Once the project is implemented, will there be a need for additional on-going support? For how long? What elements in the project are sustainable? Describe the need(s), and measurable goals, proposed activities/actions, expected results/benefits. List project costs by item and total cost of fully implemented project. What are sources of funds for project? Are funds available now? If all funds are not available, how and when will shortfall be addressed? Are all aspects of Design technically and financially feasible?

STEP 3. PROJECT REVIEW

Who from the Haiti twin and community was involved in the creation and assembling of the request? State qualifications of persons involved.

STEP 4. PROJECT IMPLEMENTATION

Will local project implementers and beneficiaries need training for their tasks? What are the training requirements? How will requirements be met? How will implementers ensure that all planned activities will be done according to design in a timely manner and within budget?

STEP 5. PROJECT EVALUATION

Describe the evaluation process used during implementation that will confirm that the project is meeting expected results and benefits. What measurements will be used? How often? What are the mileposts to be met to evaluate rate of progress? Describe corrective steps that will be taken when issues arise during implementation and evaluation. Will local project evaluators and beneficiaries need training for their tasks or will resident experts be used to conduct the evaluations? How will they be trained?

Parish-Based New Project Requests 7/28/15

Date:	

Twin #			Twin Name	
Project #			Project Name	
Project Type ***			Project USD $ Amount	

*** HPST Response (R, G, Y)	Project Start Date mm/dd/yy	Project End Date mm/dd/yy	*** Status (P, A, C)	LEGEND ***
NA			NA	**Project Type:** Agriculture(AGR), Economic Development (ECD), Education (EDU), Emergency (EMG), Health (HTH), Microcredit Lending (MCL), Capital Improvements(CCI), Sanitation (SAN), Security (SEC), Water (WAT), Parish Administration (PAD), Parish Capital Improvements (PCI), Parish Faith Formation (PFF). **HPST Response:** Red (R), Green (G), Yellow (Y) **Status:** Pending (P), Active (A), Closed (C).

Project Life Cycle: **1) Needs Assessment** **2) Project Design** **3) Project Review** **4) Project Implementation** **5) Project Evaluation**

Step 1. Needs Assessment

1A. Describe in detail what was involved and what areas/situations were examined during the Needs Assessment. Describe the identified needs and options considered to address the needs. Who from the two twins was involved in performing the Needs Assessment? List 2-3 top priorities of parish or community. Summarize supporting documentation.

1B. What is the population identified in the Needs Assessment as needing assistance? How large is the population? What per cent of this population will be benefitted by the project activities? What is the geographic area involved?

1C. Has this type of project been implemented in the area within the past five years? If so, by whom? Give a brief description of the results. Would you consider the project successful? Explain. Describe similar projects currently being implemented in the area.

Step 2. Project Design
2A. Give a description of the project. Who from the two twins was involved in designing the project? Is this a twin-to-twin project or are other people/organizations involved? Who? What resources (human, technical, systems, etc.) needed to implement the project are available at the local level? Which resources are not available at the local level? How will these non-available resources be obtained? Summarize supporting documentation.

2B. Is this a one-time effort or ongoing? Describe how the project will be economically self-sustaining after it is implemented. Describe any negative impact this project may have on the environment. Describe how implemented project will build capacity within community. Are all aspects of project design technically and financially feasible? What could be some issues? How will they be managed? What are sources of funds? Are they available? If not, how and when will

shortfall be addressed?

2C. Fill in the Table below:

Describe the identified PROBLEMS/NEEDS		
Measurable Goal	**Measurable Activity/Action**	**Timeline – Date Completed**
Goal #1		
Goal #2		
Goal #3		

Goal #4		
Describe measurable Expected Results and Benefits		

2D. BUDGET - PROJECTED EXPENSES

Acct #	Name	Purpose	Qty X	Price USD=	Total Price USD

				TOTAL	

Step 3 - Project Review

3A. Who from the Haiti twin and community was involved in the creation and assembling of the Project Request before it was submitted to HPST? State the qualifications of the person(s) involved.

Step 4. Project Implementation

4A. What are the training requirements for both implementers and beneficiaries of the Project? Describe the requirements and how they will be met.

4B. Describe how the implementers will ensure that all the planned project activities will be done according to design, in a timely manner and within budget.

Step 5. Project Evaluation

5A. Evaluations should be done on the Goals, Activities/Actions, Timelines and Results/Benefits in Question 2C, and the Budget in Question 2D. How often will evaluations be performed? Describe corrective steps that will be taken when issues arise during implementation and evaluations?

5B. Who from both twins and beneficiaries will be doing the Evaluations? How will these Evaluators be trained or what resident expert will evaluators use to conduct the evaluations?

USING THE WORKSHEETS

FOR:			USE:
Step 1	Needs Assessment Planning		Work Sheet # 1
	Needs Assessment Performing		Work Sheet # 2
Step 2	Design	Planning	Work Sheet # 3
	Design	Performing	Work Sheet # 4
	Design	Completing	Work Sheet # 5
Step 3	Review		No Work Sheet
Step 4	Implementation	Planning	Work Sheet # 6
	Implementation	Performing	*** Completed Work Sheet # 4

Step 5	Evaluation	Planning	Work Sheet # 7
	Evaluation	Performing	*** Completed Work Sheet # 4

*** The **<u>completed</u>** Performing Design Work Sheet (Work Sheet #4) serves as the Work Sheet for Performing Implementation and Performing Evaluation.

The completed Work Sheet #4 shows all the Goals, Activities, Actions, expected Results and Benefits. It shows who is responsible and the timeframes.

The Person(s) responsible for implementing and evaluating the project would use the completed Work Sheet #4 as a checklist ensuring that all 1) activities and actions are performed properly as designed, within timeframe and budget, 2) expected goals, results and benefits are occurring and 3) problems are handled timely and efficiently.

WORK SHEET #1	Planning - Needs Assessment
Item	**Response**
Why are you doing a Needs Assessment?	
Who from Haiti will be involved? Describe their responsibilities.	
Who from Richmond will be involved? Describe their responsibilities.	
Who are the Stakeholders? How will they be involved?	
What are the skills required for those people involved in the Needs Assessment?	
If training is needed, who will perform the training? How will you know the training was successful?	
Who/How often will those involved meet to discuss and review the data?	
Who is responsible for managing the Needs Assessment in a timely manner and within budget? Who for compiling and analyzing the data? Who for writing the report?	
Who is responsible for ensuring funds are available as needed during the Assessment? For budget?	
How long will it take to perform the Assessment? Start and End dates?	
Additional information?	

WORKSHEET #2	Performing - Needs Assessment			
Information collected on: **** As data is collected, attach to worksheet ****	**Data Source**	**Who has Data?**	**Who is responsible for getting data?**	**Start and End dates for getting data**
Describe the Historical Situation.				
Describe the Current Situation.				
Describe the involved population – geographic area (local region, country)				
Describe the involved population – age, gender.				
What % of general population in geographic area is impacted by problem? Give #'s and %.				
What is the expected growth (#'s and %) of the affected population for the next 5 years?				
Any possible changes in current resources that could positively or negatively impact problem?				
Current or future governmental, non-governmental, or charities' actions that could positively or negatively impact problem?				
Are/have there been any organizations involved in addressing the problem currently or within past five years? If so, what are their abilities for increasing current work? What are their future plans?				

If organizations have been involved in addressing problems with past five years, what were the results? If successful, why is current effort required? If not successful, why not? And why do you think it would be successful this time?				
Who are the stakeholders? Can they address the problem without outside influence/support?				
Describe how the stakeholders perceive the situation? Are they involved/concerned citizens?				
Describe Best Practices used by organizations when addressing similar problems?				
Describe first-hand observations where the needs/problems were evident.				
Describe the gap (differences) between the current situation and the desired situation. How long has gap existed?				
List top 2-3 priorities of twin parish. Is this proposed project addressing one of these top priorities? If not, why is project being considered?				
What is best option at this point: 1) Do nothing now, OR 2) Review proposal at later date, OR 3) Do project now. Explain your choice.				
Additional Information.				

WORKSHEET #3	Planning - Design
Item	**Response**
Who from Haiti will be involved in the Design? Describe their responsibilities.	
Who from Richmond will be involved in the Design? Describe their responsibilities.	
Are other human resources needed to design the project – stakeholders, con-sultants, etc.? If so, are they available? If not, how will human resource need be met?	
What are the skills required for those people involved in the Design?	
If training is needed, who will perform the training? How will you know the training was successful?	
Who/How often will those involved meet to discuss and review the data?	

Who is responsible for managing the Design in a timely manner and within budget? Who for compiling and analyzing data? Who for writing report?	
Who is responsible for ensuring funds are available as needed during Design? For budget?	
How long will it take to Design the Project – establish goals, activities/ actions, projected results and benefits? Start and End dates?	
Could there be negative responses to the design? If so, from whom and how will they be handled?	
What is the stakeholders' influence on successful design? How committed are stakeholders?	
Describe any negative effects that the implemented project may have on the geographic area's environment. How will negative influences be reduced or eliminated?	

Is this project a one-time effort or on-going? How will the effort be economically self-sustaining after the project has ended?	
Additional information?	

WORK SHEET #4	Performing - Design			
Describe Need/Problem				
Goal - measurable	**Activity/Action - measurable**	**Performed by**	**Timeline and Person Responsible**	**Notes during Implementation and Evaluation**
Goal #1				
Goal #2				
Goal #3				
Goal #4				
Measurable expected Results/Benefits				

WORK SHEET #5	**Completing - Project Design**
Item	**Response**
Are all aspects of Design technically feasible?	
Are all aspects of Design financially feasible? What are sources of funds? If all funds are not available, how will shortfall be addressed?	
Is the project sustainable long term by the community and not dependent on outside funding once implemented? Explain.	
Explain how the project design activities are designed to build capacity within the community?	
Additional information?	

WORK SHEET #6	Planning - Implementation
Item	**Response**
Who from Haiti will be involved in the Implementation? Describe their responsibilities.	
Who from Richmond will be involved in the Implementation? Describe their responsibilities.	
Are other human resources needed to implement the project – stakeholders, consultants, etc.? If so, are they available? If not, how will human resource need be met?	
What are the skills required for those people involved in the Implementation?	
If training is needed, who will perform the training? How will you know the training was successful?	
Who/How often will those involved meet to discuss and review the implementation?	

Who is responsible for managing the Implementation in a timely manner and within budget? Who for compiling and analyzing data? Who for writing report?	
Who is responsible for ensuring funds are available as needed during implementation? For budget?	
How long will it take to Implement the Project? Start and End Dates?	
Could there be negative responses to the implementation? If so, from whom and how will they be handled?	
What is stakeholders' influence on successful Implementation? How committed are stakeholders?	
Who is responsible for vendor selection and contracts?	
Additional information?	

WORK SHEET #7	**Planning - Evaluation**
Item	**Response**
Who from Haiti will be involved in the Evaluation? Describe their responsibilities.	
Who from Richmond will be involved in the Evaluation? Describe their responsibilities.	
Are other human resources needed to evaluate the implementation – stakeholders, consultants, etc.? If so, are they available? If not, how will human resource need be met?	
What are the skills required for those people involved in the Evaluation?	
If training is needed, who will perform the training? How will you know the training was successful?	
Who/How often will those involved meet to discuss and review the Evaluations?	

Who is responsible for managing evaluations in a timely manner and within budget? Who for compiling and analyzing data? Who for writing the report?	
Who is responsible for ensuring funds are available as needed during Evaluations? For budget?	
How often will evaluations occur? Dates? Describe mileposts to be met to evaluate rate of progress. Dates of mileposts?	
Could there be negative responses to Evaluations? If so, from whom and how will they be handled?	
Describe the corrective steps that will be taken when issues arise during implementation and evaluations. Who will approve of the corrective steps and possible increased costs incurred?	
Additional Information?	