Basics of School Project Management

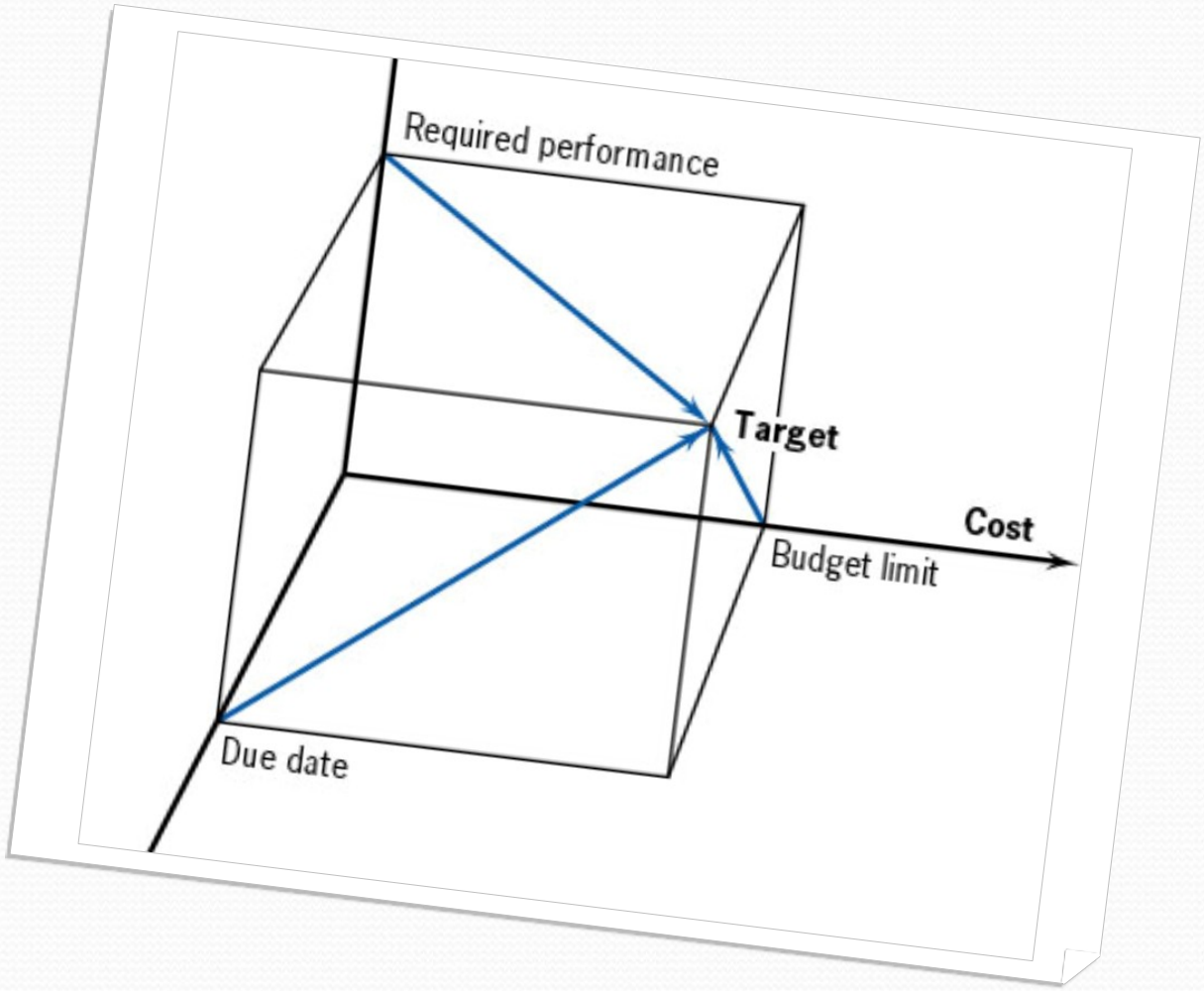
Definition of a Project

There is no universally agreed definition

- Project is a temporary endeavour undertaken to create a unique product or service
- It is a collection of linked activities, carried out in an organized manner, with a clearly defined START POINT and END POINT to achieve some specific results desired to satisfy the needs of the organization at the current time

Performance, Cost, and Time Project Targets

Projects have three interrelated objectives: to (1) meet the budget, (2) finish on schedule, and (3)meet specifications that satisfy the client. A project is organized to fulfil certain objectives within a particular period of time and with limited amount of human and financial resources.



Unique Activities

- The activities in a project must be *unique*. A project has never happened before, and it will never happen again under the same conditions.

- Something is always different each time the activities of a project are repeated

Complex Activities

- The activities that make up the project are not simple, repetitive acts
- There is a logical or technical relationship between pairs of activities. There is an order to the sequence in which the activities that make up the project must be completed.
- They are considered *connected* because the output from one activity is the input to another.

One Goal

- Projects must have a single *goal*
- However, very large or complex projects may be divided into several *subprojects*, each of which is a project in its own right.

Specified Time

- Projects have a specified *completion date*. This date can be self-imposed by management or externally specified by a customer or government agency.

- The deadline is beyond the control of anyone working on the project. The project is over on the specified completion date whether or not the project work has been completed.

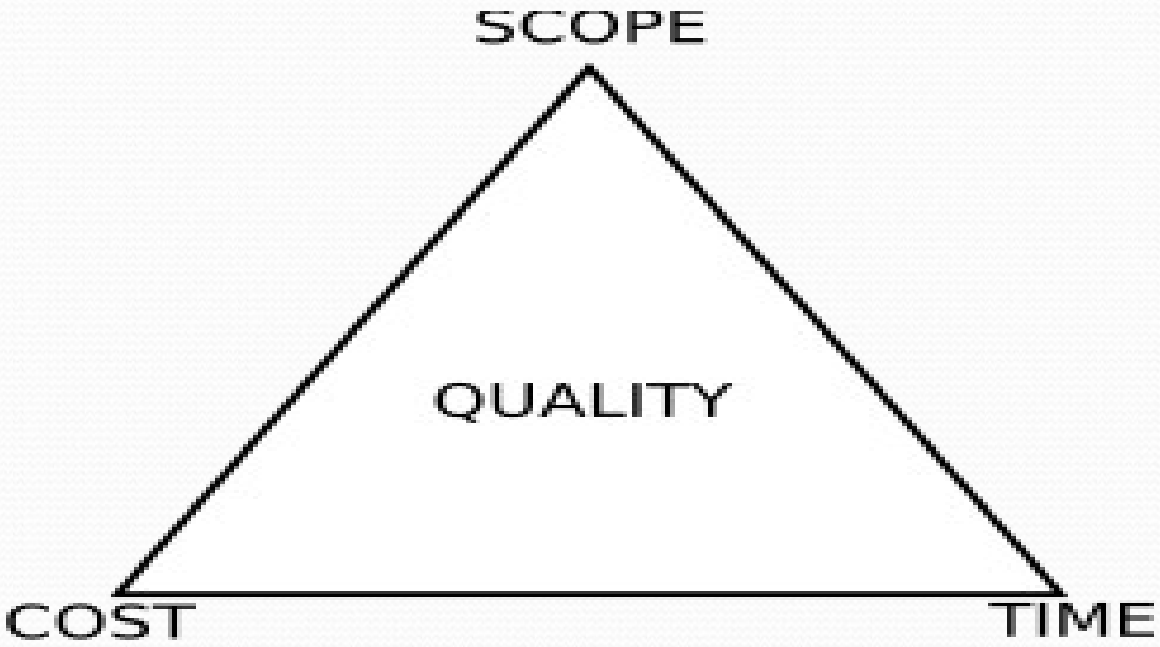
Within Budget

- Projects also have *resource limits*, such as a limited amount of people, money, or materials that are dedicated to the project.

- While these resources can be adjusted up or down by management, they are considered fixed resources to the project manager

Cont…

PM TRIPLE CONSTRAINTS



Manage these or they will manage you!

Cont…

- These constraints are an interdependent set; a change in one can cause a change in another constraint to restore the equilibrium of the project.

- In this context, the set of the above parameters form a system that must remain in balance for the project to be in balance. Because they are so important to the success or failure of the project

Project VS Routine

- Projects are different from routine operations in uniqueness, time scale, budget, resources and risk
- Uniqueness- Every project is different from the last, whereas operational activities involve repetitive processes.
- Time scale- projects have clearly specified start and end dates within which deliverables are produced
- Budget- Project has maximum limit to the expenditure within which the deliverables must be produced
- Resource- A project is allocated to a specified amount of labor and materials
- Risk – project entails uncertainty

Comparing the Operational Cycle with Projects

Operations

- Repetitive
- Eternal
- Evolutionary
- Equilibrium
- Balanced objectives
- Stable resources

Projects

- Unique
- Finite
- Revolutionary
- Disequilibrium
- Unbalanced objectives
- Transient resources

Comparison of Routine Work with Project

Routine Repetitive Work	Projects
Taking class notes	Writing a term paper/thesis
Responding to EMIS report	Developing EMIS
Daily entering Student report into a software	Setting up a registration system software

Reflection: Use the definitions and comparisons above to help you decide which of the following are projects:

- Building a bridge
- Designing education information system
- Planning an election campaign
- Swimming
- Solving a problem
- Working in an organization
- Job application

Projects VS Programs

- Projects are usually the smallest unit of development programs and plans, which are derived from the prevailing development policies

- Programs are planned-continuous or on-going development or investment that is not generally time-bound. Programs may consist of a number of projects with distinctly specific in time and resource;

	Project	Program
Differences	Specific in objectives/purpose Has specific geographic unit Has specific target group Has clearly allocated fund Has specific life	Has general objectives May not have specific area May not have specific target group May not have defined financial allocation May not have specific time of ending (longer execution time)
Similarities	Has purpose/ objectives Require input(financial, manpower, material) Generate output(goods and/or services) Operate over space and time	

What Types of Jobs Need Projects

Knowledge of what types of jobs need projects is as important as why projects are needed. Routine and repetitive jobs that can be carried out within the regular line organization do not require projects. It is mainly special situations (jobs) that require projects. This is when:

- The task is complicated and light must be shed from several directions.
- The task is entirely new and there is uncertainty about how to handle it.
- The task involves several organizations or units and demands cooperation.
- The task is cost-intensive and requires special follow-up
- The task is to be carried out within a definite period of time
- The task is limited and specified.
- The task demands broad and active participation.

Where do Projects Come from?

Project ideas may emanate from macro & micro levels. Projects are usually authorized as a result of one or more of the following reasons (PM!, 2000):

- *A market demand (for example a supermarket* chain opens a new store due to popular demand).
- *A business need (for example a university authorizes* a project to develop a distance learning course to increase its revenues).
- A *customer (stakeholder) request (for example a school board* authorizes a project to build additional classroom to serve the demand of the community).
- *A technological advance (for example a new* computer chip spawns a project to produce the next generation of computers).
- A *legal requirement (for example a paint manufacturer* authorizes a project to establish guidelines for the handling of hazardous materials as required by recent government legislation).
- A *crisis (for example a market downturn forces a* company to restructure itself)
- A social need (for example a nongovernmental organization (NGO) in a developing country authorizes a project to provide potable water systems, latrines and sanitation education to low-income communities suffering from high rates of cholera).

Activity
Which of these are projects?

1. Responding to a request from MoE to design a leadership training course by 2021, for 250 university executives with a budget of 250,000
2. Responding to a request from your manager to e-mail a departmental-wide performance report, on the last Friday of each month for the foreseeable future
3. Organising a yearly team building day
4. Completion and submission of Sickness Absence forms to HR on a monthly basis
5. Responding to a call from an embassy to establish a smart classroom in your school.

Examples of Education and Training Projects

Educational Projects

- Implementing curriculum in 2012 in one or more grades
- Establishing a school governing body or management team
- Starting and sustaining a school feeding scheme
- Establishing a transport system for learners
- Setting up a new or modified information system (e.g. a computerized library system)
- Constructing a new playground
- Developing appraisal procedure

Training/Skills Projects

- Functional literacy and lifelong learning
- Aligning courses to unit standard format
- Meeting government and donors requirement
- Gaining accreditation as a training provider
- Setting up learnerships
- Completing workplace skills plan

Project Types

CLASS	DURATION	RISK	COMPLEXITY	TECH-NOLOGY	LIKELIHOOD OF PROBLEMS
Type A	> 18 months	High	High	Breakthrough	Certain
Type B	9–18 months	Medium	Medium	Current	Likely
Type C	3–9 months	Low	Low	Best of breed	Some
Type D	< 3 months	Very low	Very low	Practical	None

The Concept of Project Management

The planning, organising, directing and controlling of....

....activities, people and money....

....to achieve a specific objective

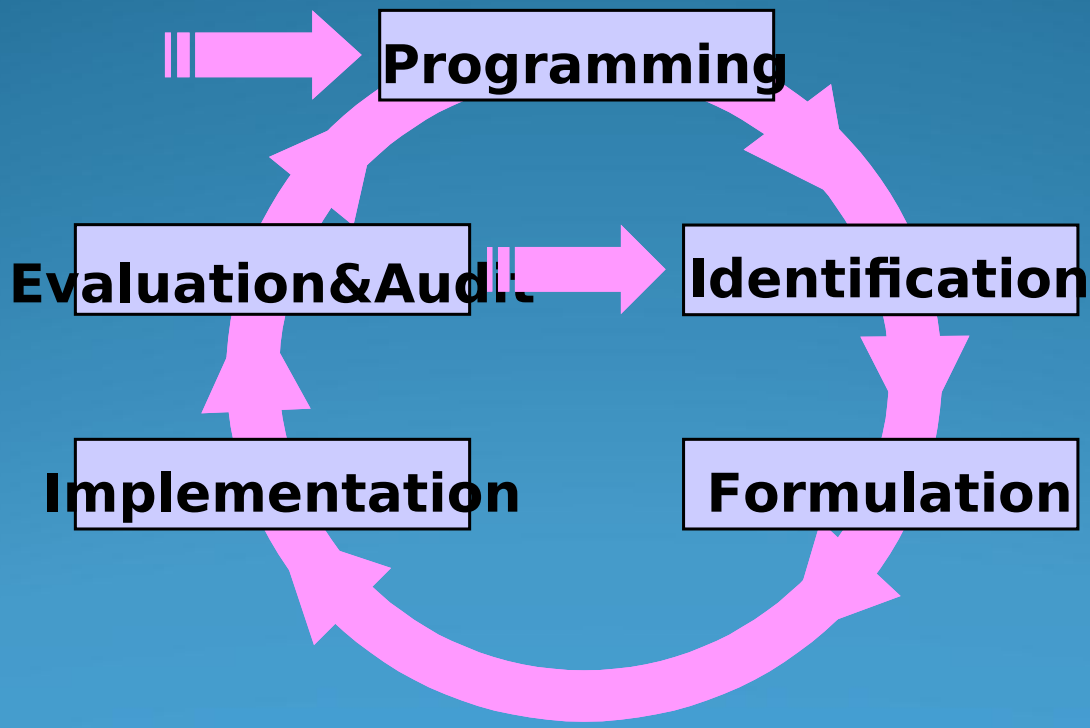
- PM is a dynamic process that utilizes the appropriate resources of the organization in a controlled and structured manner, to achieve some clearly defined objectives identified as needs.
- It is always conducted within a defined set of constraints

Project Cycle

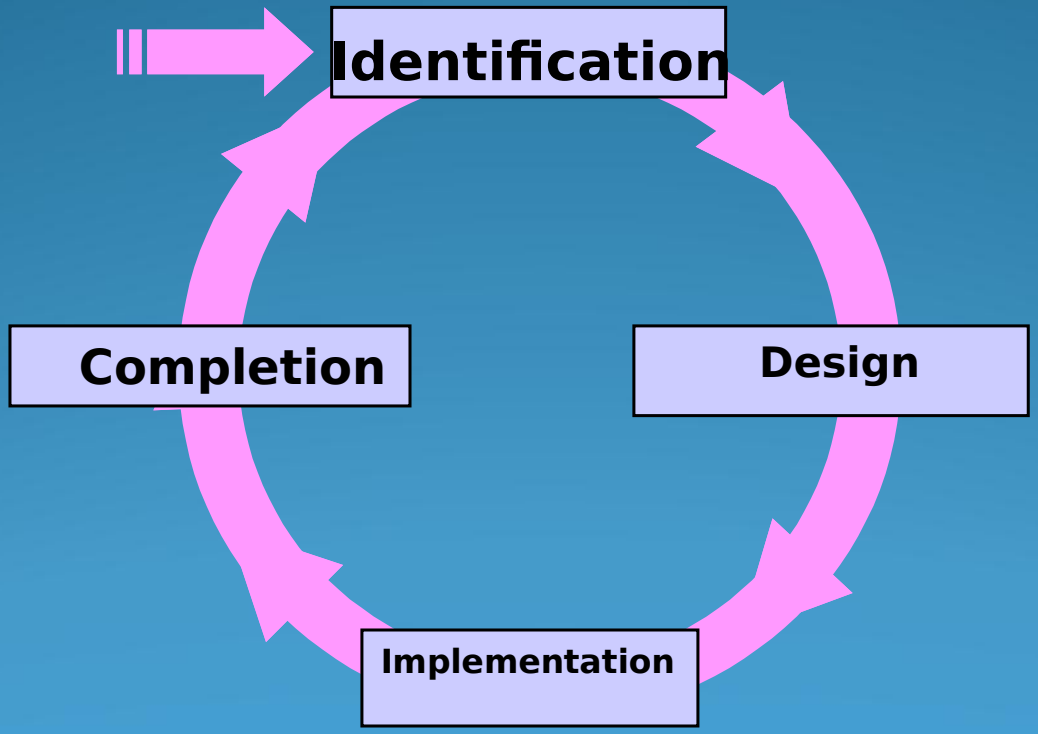
- There are several project cycle models. Though they have much in common, each has its own particular perspective & an intrinsic value of its own.

- However, all bring out clearly the idea of a sequence of activities in which different & changing considerations is important.

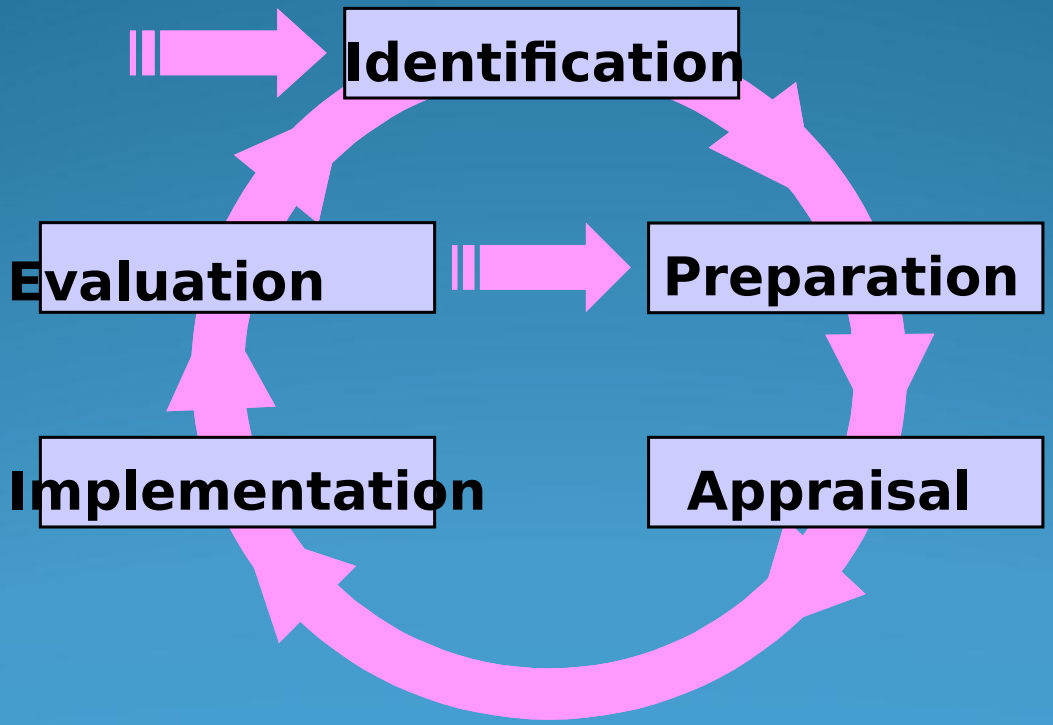
European Union



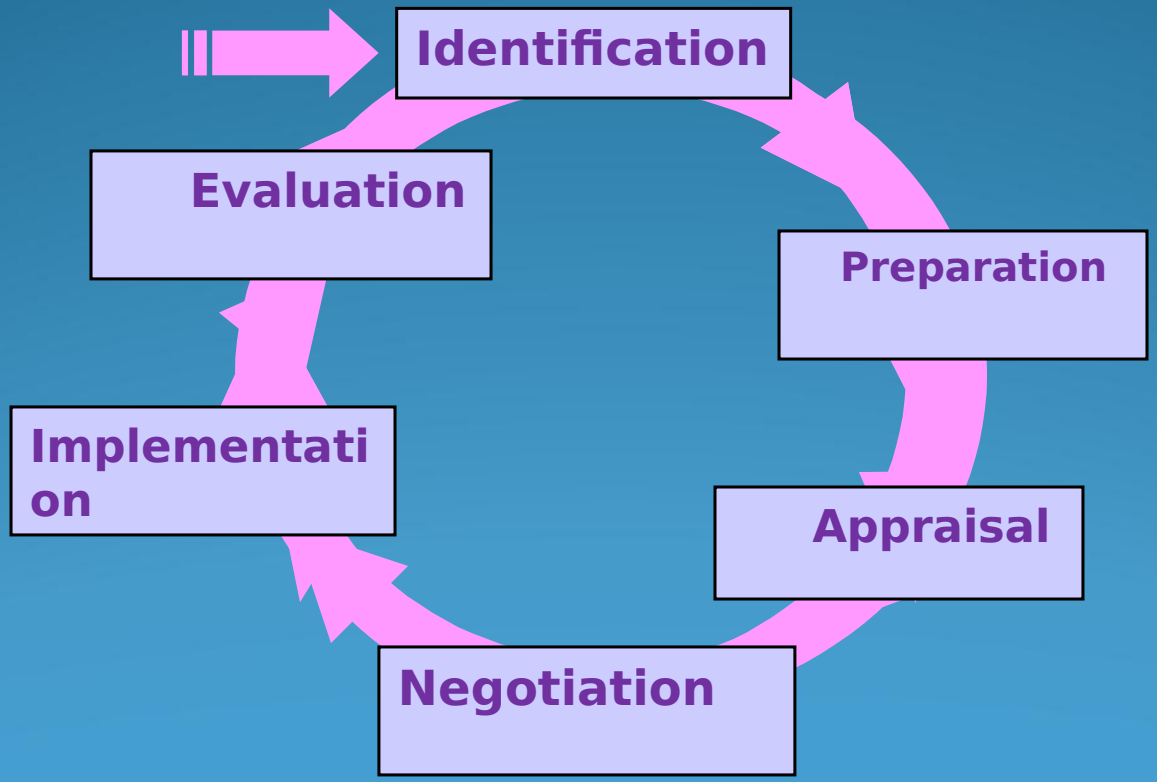
The Project Cycle - DFID



The Baum (World Bank) Project Cycle



The Project Cycle – IIEP/UNESCO (Magnen)

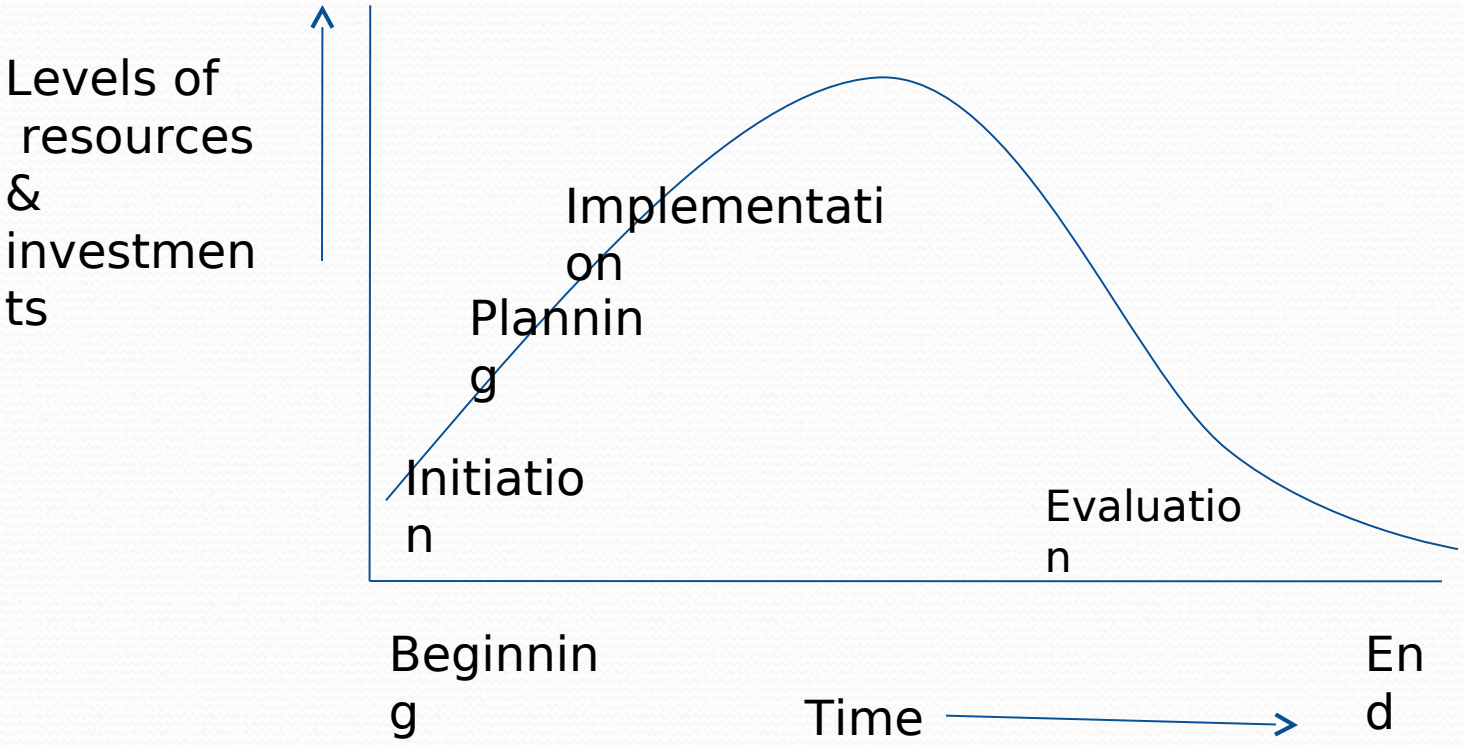


Common characteristics of project cycle

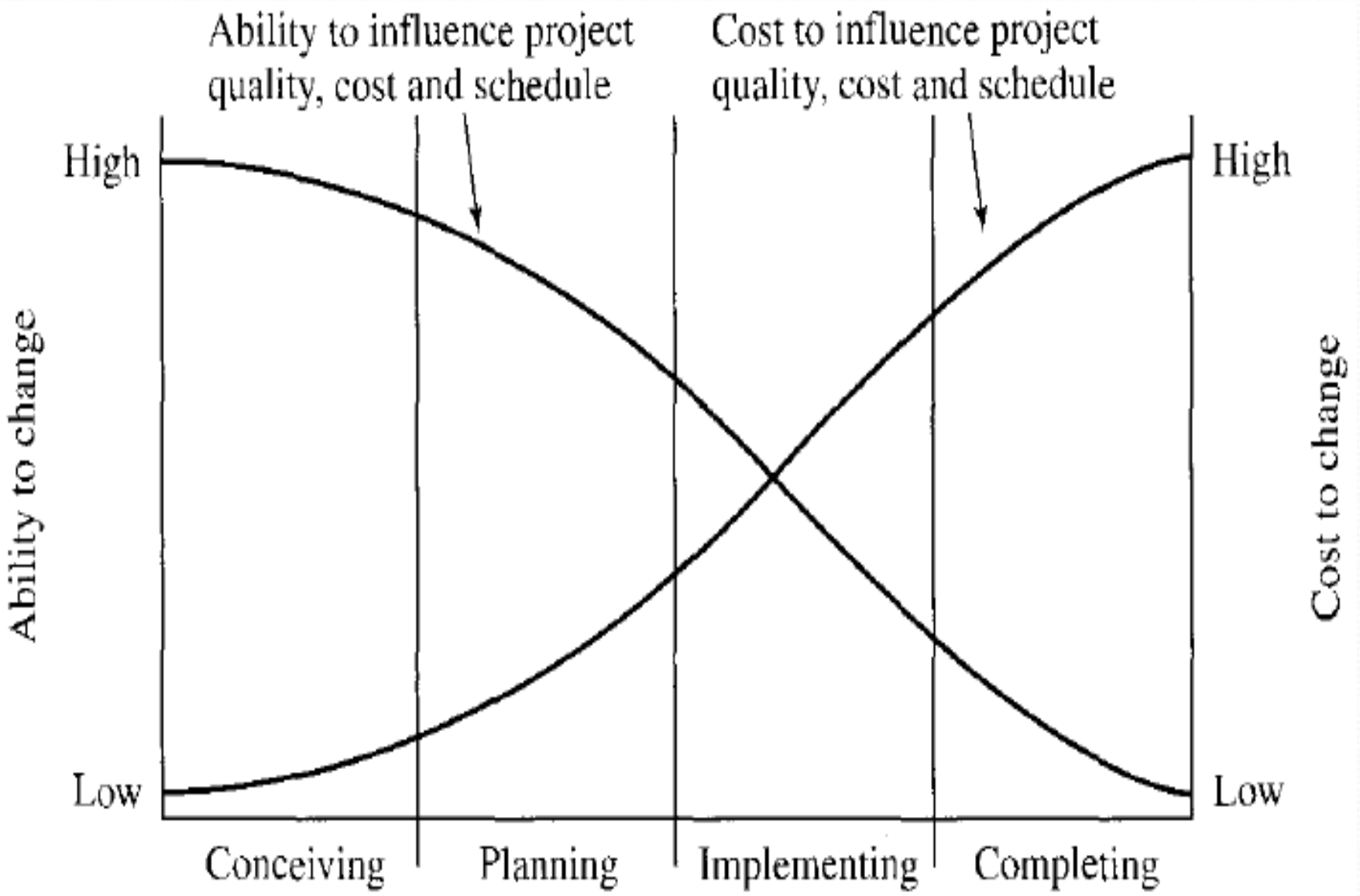
- The details of what occurs during each phase differ between institutions, reflecting differences in procedures. However, within all institutions the cycle shares three common themes

1. The cycle defines the key decisions, information requirements and responsibilities at each phase.
2. The phases in the cycle are progressive – each phase needs to be completed for the next to be tackled with success.
3. The cycle draws on evaluation to build experience from existing projects into the design of future programs and projects.

Project Life Cycle: Resources & Time



Ability to Change & Cost to Make Changes over the Project Life Cycle



The Successive Stages of Educational Project

1. Identification

- The identification step involves selecting one or more project ideas with high priority use of the countries resources to achieve developmental objectives, and then developing project profiles that describes their objectives, strategy and major characteristics.
- It basically covers project ideas generation, development of project profile, preliminary screening of ideas, and in some cases undertaking pre-feasibility study.

Idea Generation

:

Selection process starts with the generation of a product idea.

In order to select the Most promising project, we need to generate a few ideas about the possible projects he/she can undertake

Discovered from various internal / external sources

i. Knowledge of potential client needs
ii. Watching emerging trends in demands for certain project
iii. Going through some professional magazines
iv. Success stories
v. Meeting with Government agencies
vi. Ideas given by knowledgeable persons
vii. Knowledge about the Government policy, concessions and incentives

Sources of Project Idea…

The most frequently encountered problems in the study of Education Sector concern:

- Access to education and equality of opportunities: for example, a low rate of school attendance in primary education, or a certain degree of inequality in school access among geographical regions, between towns and rural areas, or between the sexes;
- The internal efficiency of education: for example, high rates of drop-out and repetition;
- The external efficiency: for example , a shortage of accountants or agricultural extension workers, or unemployment of post-secondary education graduates;

Cont…

- Teaching staff: for example, a pupil/teacher ratio that is too high or too low, a shortage of qualified teachers, or the use of a large number of expatriate teachers;
- Administration of education: for example, weakness of education inspection services, of planning or statistics, or poor organization of project implementation;
- School building and equipment: for example, dilapidation and poor maintenance of schools, buildings unsuitable for the climate or education requirements, inadequacy and/or poor condition of furniture, or inadequate utilization of laboratories.

Cont…

- Quality of education: for example, poor achievement of pupils, unsuitability of the curriculum to its goals or teaching in a language other than the mother tongue, scientific education without any practical application, or unavailability of school text books;

Project ideas

Provide preparatory leadership training for future school directors and supervisors.
Provide short-term leadership training for existing school directors and supervisors.
Provide leadership training for school directors and supervisors in emerging regions.

Cont…

Increase the supply of textbooks in schools.
Procure the reprinting and delivery of textbooks.
Provide textbooks and teacher guides in the mother tongue or Braille.
Provide audio readers for visually-impaired students.
Evaluate the implementation and use of audio readers.

Cont...

Establish a Centre of Excellence in Teacher Education.
Strengthen English Language Improvement Centers (ELICS).
Upgrading teacher qualifications.
Improve the delivery of the English Language Quality Improvement Program (ELQIP).
Support Continuous Professional Development (CPD) through the design of a functional school-based system.

Cont…

Provide training on linking School Improvement Plans with improved student learning.
Develop a simplified SIP framework for rural, isolated schools, smaller schools and ABEs.
Create information campaigns for parents and communities to strengthen the community support to improved learning through the SIPs.
Encourage activities focused specifically on reading/writing

Cont...

Revise school grant guidelines to encourage better use of funds.
Provide additional per capita incentives for the most disadvantaged regions and students.
Introduce performance-based incentives to encourage improved learning outcomes.
Strengthen the social accountability mechanisms through PTSAs.
Strengthen the grievance redress and complaint management mechanism at various levels of educational management to support efficient and equitable management of the grants.

Cont...

Build the capacity of EMIS experts.
Build the capacity of decision makers to use EMIS data.
Strengthen the implentation of school report cards.
Strengthen the IT infrastructure.

Cont....

Build the capacity of inspectors at all levels.
Equip inspectors with motorcycles.

Cont…

Provide training to improve the quality of federal level planning and management.
Provide training to improve the quality of regional level planning and management.
Provide training to improve the quality of woreda level planning and management.
Strengthen the planning and management capacity of emerging regions.

Cont…

Conduct a mobile tablet pilot in 6 schools.
Conduct a mobile-phone based educational program for 6 schools.
Provide financing for locally relevant digital content that will be mapped and developed to be used in educational institutions.

Using Logframe for project identification

- The Logical Framework Approach (LFA) is an analytical process and set of tools used to support objectives-oriented project planning and management.

- It provides a set of interlocking concepts which are to aid structured and systematic analysis of a project idea

Cont…

- The LFA should be thought of as an ‘aid to thinking’.

- It allows information to be analyzed and organized in a structured way
  - Important questions can be asked
  - Weaknesses identified
  - Decision makers can make informed decisions

Cont…

- Using the LFA during identification helps to ensure that project ideas are relevant

The approach is split into **two phases**:

- Phase 1 - the **Analysis Phase during which the existing situation** is analyzed to develop a vision of the 'future desired situation' and to select the strategies that will be applied to achieve it

- Phase 2 – the **Planning Phase during which the project idea will** be developed in operational detail

Analysis Phase

- Projects are designed to address the problems faced by beneficiaries.

- Thus it is important to bring together representatives of all key stakeholders in the Analysis Phase. This is usually done in a workshop environment where problems and issues are discussed openly.
- **There are four stages to the Analysis Phase: Stakeholder analysis, Problem Analysis; Analysis of Objectives; Strategy Analysis.**

Stakeholder Analysis

- Stakeholders can be defined as any individuals, groups of people, institutions or firms that may have a significant interest in the success or failure of a project (either as implementers, facilitators, beneficiaries or adversaries).

There are a variety of key words used to differentiate between different types of stakeholder

Stakeholders: Individuals or institutions that may – directly or indirectly, positively or negatively – affect or be affected by a project .

Beneficiaries: Are those who benefit in whatever way from the implementation of the project. Distinction may be made between:

(a)Target group(s): The group/entity who will be directly positively affected by the project at the Project Purpose level.
(b) Final beneficiaries: Those who benefit from the project in the long term at the level of the society or sector at large, e.g. “children” due to increased spending on health and education, “consumers” due to improved agricultural production and marketing.

Project partners: Those who implement the projects in-country (who are also stakeholders, and may be a ‘target group’).

Problem Analysis

- **Problem analysis** helps primary stakeholders to identify the causes and effects of the problems they face. It involves drawing a **problem** tree, from which **project** objectives can be identified.

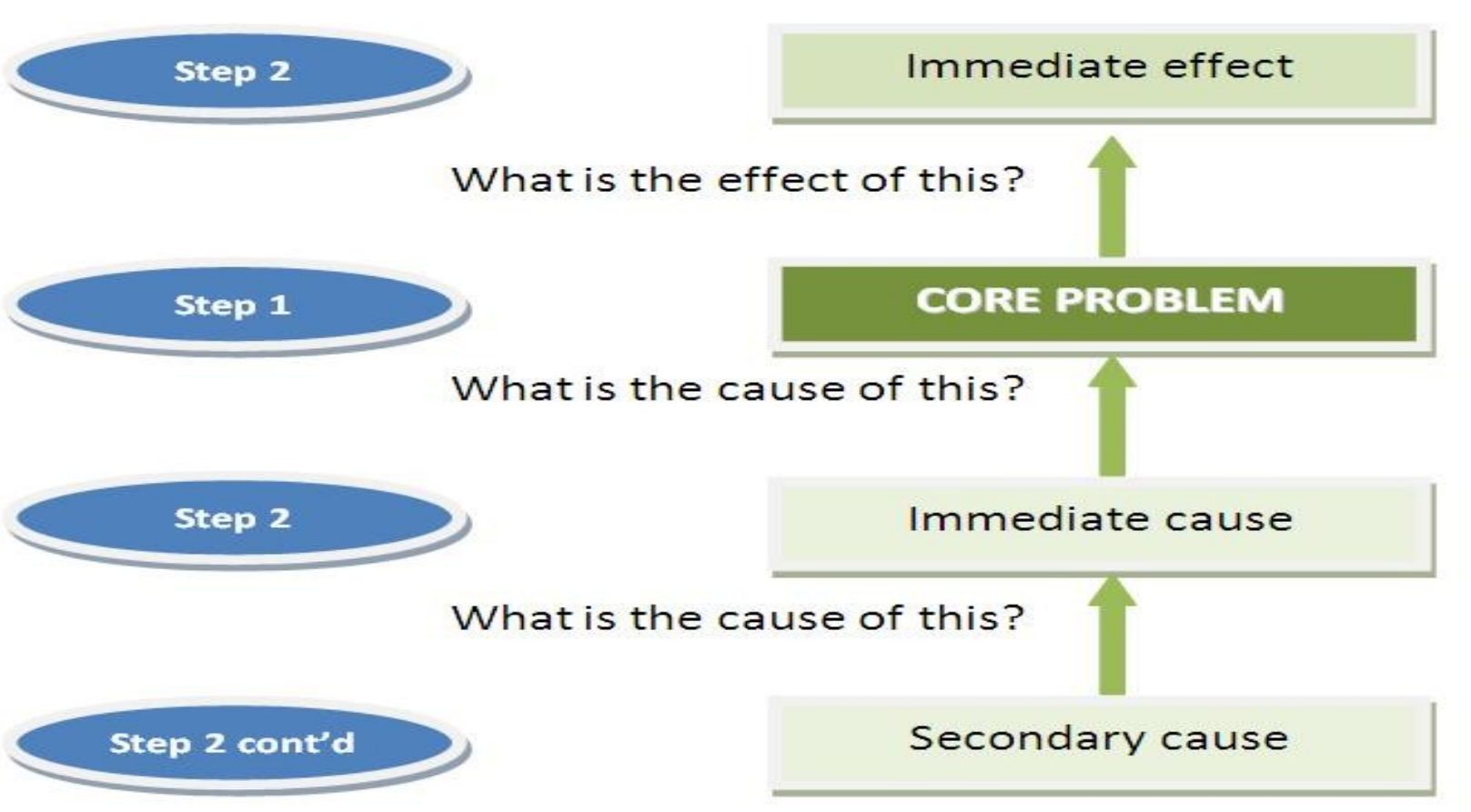
- Problem analysis identifies the negative aspects of an existing situation and establishes the 'cause and effect' relationships between the problems that exist. It involves three steps:

  1. Involving stakeholders in verifying subject of analysis
  2. Identification of the major problems faced by beneficiaries
  3. Development of a problem tree to establish causes and effects

Cont…

A problem tree is simply the problems set out in a hierarchical order. Firstly each identified problem is summarized.

- From these a starter problem is selected, and a second problem related to it
- If the problem is a cause it goes on the level below
- If it is an effect it goes above
- If it is neither a cause nor an effect it goes on the same level


Step 2
Immediate effect
What is the effect of this?
Step 1
CORE PROBLEM
What is the cause of this?
Step 2
Immediate cause
What is the cause of this?
Step 2 cont'd
Secondary cause

Cont…

Activity:

- Prepare Problem tree for the focal project problem you have already identified

Analysis of Objectives

- While problem analysis presents the negative aspects of an existing situation, analysis of objectives presents the positive aspects of a desired future situation.
- The negative situations identified in the problem tree are transformed into positive and already reached situations.

- This involves the reformulation of problems into objectives

Cont…

- The objective tree can therefore be conceptualized as the **positive mirror image of the problem tree, and the ‘cause and effect’ relationships become ‘means to end’ relationships**.

- It may be found that there are gaps in the logic of the initial objective tree that were not apparent in the problem tree, therefore the ‘means-ends’ linkages between objectives should be reviewed and reorganized as necessary.

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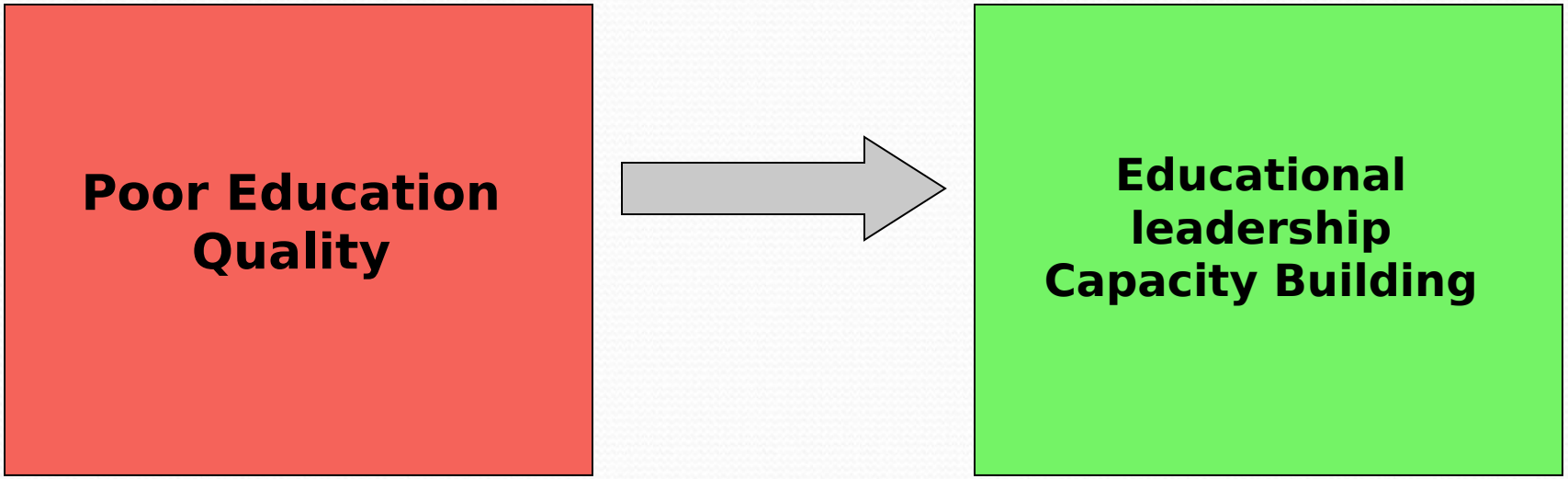
- Finally, objectives dealing with a similar topic can be grouped together in clusters which will provide the basis for Strategy.

- Once complete, the objective tree provides a comprehensive picture of the **future desired situation**

Cont…

Reformulate

Causes → ***Means***



Cont…

Activity

- *Prepare an objective tree based on the problems you have already identified.*

Strategy Analysis

- The final stage of the analysis phase involves the selection of the strategy(ies) which will be used to achieve the desired objectives.

- Strategy analysis involves deciding what objectives will be included **IN the project, and what objectives will remain OUT, and what the** project purpose and overall objectives will be.

Cont…

- The aim of strategy analysis is to divide the objectives tree into more consistent smaller sub-units that may compose the core for a project
- Each of the sub-units of the objective tree can represent an alternative strategy for the future project
- The project objectives set the framework for the strategy of the project

Strategy analysis

- Analyze the identified (potential) objectives in relation to a set of ‘feasibility’ criteria
- Decision is based on policy priorities, budget, human resources, urgency, social acceptability, etc

Criteria for selection of the project strategy

1. RELEVANCE: the strategy corresponds to the needs of the stakeholders
2. EFFECTIVENESS: the lower level objectives of the strategy will contribute to achievement of the project purpose
3. EFFICIENCY: cost-effectiveness of the strategy in transforming the means into results
4. CONSISTENT with policies
5. SUSTAINABILITY of the project

Cont…

- ***Activity***

- Based on objectives you have identified, identify and analyze appropriate strategies to achieve the desired objectives

The Planning Phase

- The main output of the LFA is the logframe matrix. The logframe sets out the intervention logic of the project (if activities are undertaken, then results will be achieved, then project purpose, etc.) and describes the important assumptions and risks that underlie this logic.

- This provides the basis for checking the feasibility of the project. For management and supervision of projects, the logframe defines the tasks to be undertaken, the resources required, and the responsibilities of management.

- In the second and third columns (objectively verifiable indicators, and sources of verification), the logframe provides the framework against which progress will be monitored and evaluated.

The Logframe Matrix

- The logframe is the main output of the LFA. Before describing the logframe in detail, however, it is worth making a cautionary note. The logframe, for all its advantages when clearly understood and professionally applied, provides no magic solution to identifying or designing good projects.

- The principle of 'garbage in, garbage out' can apply to the logframe if it is used mechanistically. When used properly the logframe helps to make the logical relationships between activities, results, purpose and objectives more transparent, at least to the informed user.

- The logframe should thus not be seen as simply a set of mechanistic procedures, but as an aid to thinking

Cont...

- The Logframe itself consists of a table, or matrix, which has four columns and (in its most basic form) four rows.

- The vertical logic identifies what the project intends to do, clarifies the causal relationships and specifies the important assumptions and uncertainties beyond the project manager's control.
- The horizontal logic relates to the measurement of the effects of, and resources used by, the project through the specification of key indicators of measurement, and the means by which the measurement will be verified.

Cont

	Intervention Logic	Objectively Verifiable Indicators	Sources of Verification	Assumptions
Overall Objective				
Project Purpose				
Results				
Activities				

Project Description	Indicators	Source of Verification	Assumptions
Overall objective: The broad development **benefit** to which the project contributes – at a national or sectoral level	Measures the extent to which a contribution to the overall benefit has been made. Used during evaluation. However, it is often not appropriate for the project itself to try and collect this information.	Sources of information and methods used to collect and report it (including who and when/how frequently).	
Purpose: The development **outcome** at the end of the project – more specifically the expected benefits to the target group(s)	Helps answer the question 'How will we know if the purpose has been achieved'? Should include appropriate details of quantity, quality and time.	Sources of information and methods used to collect and report it (including who and when/how frequently)	Assumptions (factors outside project management's control) that may impact on the purpose-objective linkage
Results: The direct/tangible results (**products**, good and services) that the project delivers, and which are largely under project management's control	Helps answer the question 'How will we know if the results have been delivered'? Should include appropriate details of quantity, quality and time.	Sources of information and methods used to collect and report it (including who and when/how frequently)	Assumptions (factors outside project management's control) that may impact on the result-purpose linkage
Activities: The **tasks** (work programme) that need to be carried out to deliver the planned results (optional within the matrix itself)			Assumptions (factors outside project management's control) that may impact on the activity-result linkage

Cont…

- Activity

Prepare the logframe matrix for the problems you have identified

Levels of Objectives

- The objectives selected for inclusion in the project are transposed into the first column of the Logframe, and set out the intervention logic of the project.

- During this stage it is important to ensure that the levels of objectives are correct:

Cont…

- The **Overall Objectives of the project** **should explain why the** project is important to society, in terms of the longer-term benefits to beneficiaries and the wider benefits to other groups

- The **Project Purpose** **should address the core problem, and be** defined in terms of the benefits to be received by the project beneficiaries or target group as a result of utilizing the services provided by the programme.

- **Results** **describe the services to be delivered to the intended** beneficiaries or target group, and it should be possible for project management to be held accountable for their delivery. The results should address the main causes of the problems the target group faces.
- **Activities** **-** how the project's goods and services will be delivered

Cont…

Activity

- ***Write overall objectives of your program, purpose of the project, results and activities and transpose them in to log frame***

Objectively Verifiable Indicators (OVIs)

- Objectively Verifiable indicators describe the project's objectives in operationally measurable terms and provide the basis for performance measurement.

- The specification of OVIs acts as a check on the viability of objectives and forms the basis of the project monitoring system.

- Once the indicator has been identified, it should then be developed to include brief details of **quantity, quality and time** (QQT).

Cont…

- Objectively verifiable means that different persons using the indicator would obtain the same measurements.

- This is more easily done for quantitative measures than for those that aim to measure qualitative change.

- It is often useful to include more than one indicator if the single indicator does not provide a full picture of the change expected

Objectively Verifiable Indicators

- Indicators must be valid, reliable, precise, cost-effective and stated independently from other levels.
- Indicators should make clear how the target group will benefit from the realization of outputs.
- Indicators should be specific in terms of:
  - Quality (what?) - Q
  - Quantity (how much?) - Q
  - Time (when, how long?) - T

Examples

- Number of new/and number of revised Bachelor/Master/PhD programmes/modules responsive to the national and regional context
- Number of academic staff (female/male) with strengthened qualifications (Master/PhD)
- Number of pedagogical methods updated and adopted by the teachers
- Number of trained management/ administrative staff (female/male) and the percentage that has changed their working methods after the training.

Cont…

- Activity

- *Identify* ***Objectively Verifiable Indicators (OVIs) for your project***

Sources of Verification (SOVs)

- When indicators are formulated, the source of information and means of collection should be specified. This will help to test whether or not the indicator can be realistically measured at the expense of a reasonable amount of time, money and effort. The SOV should specify:

❖ **The format in which the information should be made available** **(e.g.** progress reports, project accounts, project records, official statistics etc.)

❖ **who should provide the information**

❖ **how regularly it should be provided.** (e.g. monthly, quarterly, annually etc.)

Examples

- University and Faculty Annual reports and statistics
- Project reports
- Workshop, training and seminar programs
- Summary reports and feedback from workshops and seminars

Cont…

- ***Activity***

- ***Identify Sources of Verification (SOVs) for your project***

Assumptions

- It will have become apparent during the Analysis Phase that the project alone cannot achieve all objectives identified in the objective tree. Once a strategy has been selected, objectives not included in the intervention logic and other external factors remain.

- These will affect the project's implementation and long-term sustainability but lie outside its control. These conditions must be met if the project is to succeed, and are included as assumptions in the fourth column of the Logframe.

Cont…

Assumptions and risks are external conditions that are outside the control of the project manager. The achievement of aims depends on whether or not assumptions hold true and the risks do not materialize.

This is the external logic of the project.

Cont…

Logframe demands that all hypotheses, assumptions and risks relevant to a project are made explicit.

By implication, this then further demands that the appropriate action is considered (and if necessary taken) before problems materialise.

- How important are the assumptions
- How big are the risks
- Should the project be redesigned?
- Should elements of the proposed project be abandoned?

Cont…

- A useful way of assessing the importance of assumptions is with the algorithm.
- Once assumptions have been identified, they are stated in terms of the desired situation. In this way they can be verified and assessed.

ALGORITHM TO ASSESS EXTERNAL FACTORS

Is the external factor important?

Yes → **Will it be realised?**

No → **Do not include in logical framework**

(e.g. as the result of another project by external donor)

- **Almost certainly** → **Do not include in logical framework**
- **Likely** → **Include in logical framework as Assumption (fourth column)**
- **Unlikely** → **Is it possible to redesign the country Programme to influence the external factor?**

yes

Redesign the programme :

- **add activities and/or results**
- **change programme purpose**

No

The assumption is a "killer" assumption. From a technical point of view the programme is not feasible, unless the political authority finds a solution to get around the assumption or transform it into an acceptable assumption.

Presenting an Activity Schedule

- All of the information in an activity schedule can be summarized in graphical format.
- It can be presented using **Gantt Chart**

Cont…

- A **Gantt chart** is a type of bar **chart**, devised by Henry **Gantt** in the 1910s, that illustrates a project schedule.

- **Gantt charts** illustrate the start and finish dates of the terminal elements and summary elements of a project.

Cont…

Project Manager's (PM) Key Roles

- The PM is a facilitator unlike the functional manager who is mainly *supervisor* .
- The PM is a Communicator. The PM is responsible to project team, to senior management, to the client, and to anyone else who may have a stake in the project's performance or outcomes.
- The PM is a Virtual Manager as more and more often, project teams are geographically dispersed

Cont…

Criteria for Selection of Project Manager

- Background and experience
- Leadership and strategic expertise
- Technical expertise
- Interpersonal competence
- Managerial ability
- Ethical manner.

Estimating Cost and budgeting

- After estimating activity duration and resource requirements, we have the data we need to establish the cost of the project.

- Resource Planning
- Resource planning consideration

  - Adding resources doesn’t necessarily mean that you will shorten the time needed for various activities

  - Skill level of the resources

  - Using part-time people

Cont…

- **Cost Estimating**

  - No matter how well you estimate cost, it is always an estimate

- Anytime you are forecasting the future, you are dealing with some amount of uncertainty. Because projects are unique by definition, you are doing an estimate.
- Projects are so often over budget because the budget is an estimate, not an exact mathematical calculation. Even experienced cost estimators miss the mark.

Cont…

- Estimating can be done in several ways

- To find an analogous project, one that looks a great deal like the one you're currently planning. By using it as a guideline, you'll have a reference point on the costs
- Invite subject matter experts (SMEs) to help you prepare your estimate

Cont…

- Three types of estimates are common in project management

- **Order of magnitude estimate**

  - The number given for the estimate is somewhere between 25 percent above and 75 percent below the number

Cont…

- **Budget estimate**
  - This type has a range of 10 percent over and 25 percent below the stated estimate. These estimates are generated during project planning time and are based on knowing some detail about the project activities

Cont…

- **Definitive estimate.**

- This type is generally the one that is used for the rest of the project. It has a range of 5 percent over and 10 percent below the stated estimate.

  These estimates are most useful during project execution when new information helps further improve the estimates generated during project planning time

Cont…

- **Cost Budgeting**

- This phase is the time when you assign costs to tasks on the WBS. Cost budgeting is actually very formulaic.

- Cost budgeting gives the sponsor a final check on the costs of the project. The underlying assumption is that you've got all the numbers right.

Cont…

- **Cost Control**

  - Cost control represents two major issues for the project manager

  - The first is how often you need to get reports of the costs.

  - The second issue deals with how you look at the numbers you’re receiving.

Criteria for appraising education projects

- The appraisal criteria of a project vary according to the conditions specific to the country in question, and to the nature of the project itself. Nevertheless, they are similar in broad outline.

- ***Priority,***
- ***Feasibility and***
- ***Efficiency***

Cont…

- ***Priority criteria***
- The priority of a project is expressed by its objectives.
- Priority be given to projects that are well *justified; in other words, whose objectives:*

  - are clearly set out and consistent with one another

  - respond to needs or to a demand that are well defined and of recognized importance

  - are in conformity with the national education development policy and plans.

Feasibility Criteria

- ***Educational feasibility***

- The educational design of a project sits in two dimensions, the qualitative and the quantitative

- In qualitative terms, it requires the elaboration of a strategy for improvement of education quality and/or efficiency; this strategy sometimes includes the introduction of pedagogical innovations.

- In quantitative terms, an educational expansion project raises a large number of issues concerning, in particular, the pupils, the staff and the production of teaching materials

Technical feasibility.

- The main criteria of technical feasibility have to do with buildings, furniture and equipment, including school books and materials. Buildings, the most costly capital outlay in most education projects, are usually scrutinized very closely.

Socio-political feasibility

- A project cannot achieve its objectives under good conditions if it is not socially and politically acceptable.

- It is up to the appraisal commission to verify that the groups concerned by the project (pupils, parents, teachers, and employers) are not opposed to its objectives, to the measures it contains and to the repercussions it is likely to generate.
- The commission also ensures that the project provides prior sensitization and information to the interested parties.

Administrative feasibility

- Capacity for project implementation.
- Complexity of the project is well adapted to existing or potential administrative abilities
- Appropriate recruitment and training measures
- Compatibility of administrative modalities and of the project's timetable with prevailing legislation and procedures
- Appropriateness of the monitoring and evaluation system

Financial feasibility

- Before investment of resources in selecting and carrying out a potential project can proceed, two sets of questions need to be considered:

  - Will the investment of resources in a particular project be worthwhile when compared with the cost associated with those resources? How worthwhile will it be?

  - Where there are several alternative opportunities for investing resources, which one gives the best rewards?

Cont…

- The technique that should almost certainly be used during any feasibility study is cost–benefit analysis

Institutional feasibility

- The project is designed in such a way that the institutions created and the changes introduced are sustainable, in other words that they will be able to continue after the project's completion

Components of Project Proposal: Traditional

a) Cover Letter

- The cover letter is so important because, it is the first piece of information about your proposal read by fund providers. In writing the cover letter you should:
- Quickly gain the reader’s attention
- Show why the particular agency should be interested in your proposal
- Convey the importance and urgency of your project
- Keep it short
- Make it look good

Cont...

b) Proposal Title

- In choosing your proposal title, keep interests of your reader in mind.
- Make it persuasive, positive and one that will capture attention.

c) Executive Summery

- Concisely summaries the content of the proposal
- It should be short.
- It should be easily understandable.
- It should provide adequate and pertinent information

Cont...

d) Organizational Information

- Briefly summarizes the proposing organization's history, mission, clients and truck record of achievements.
- Include current ongoing programs of the organization.
- Organizational chart or other attachments that explain may be added.
- Some background information about the location, how the organization is managed and does work, and other details that builds the credibility of the organization should be included.

Cont…

e) Background and Justification of a Project

- The focal problem-in depth and scope
- The cause and effects of the focal problem
- Policy context and implications, relevance to development direction(the sectors development program)

f) Project Goals and Objectives

- The project goal- a broad statement of the ultimate result of the change being undertaken,
- Specific objective- an objective to be achieved by the project under consideration.

Cont...

g) Project alternatives

- Possible alternatives,
- The chosen alternative,
- Bases for the chosen alternative and rejection of others.

h) Design of the Chosen Project Alternative

- Feasible technology to be employed by the project,
- Potential impact of the project on environment and possible measures,
- Social acceptability of the project,
- Potential impact of the project on cross cutting issues (e.g. gender, population),
- Institutional frameworks and capacities to undertake the project.

Cont...

i) Components, activities and corresponding outputs of a project

- Components (if any) of the project,
- Expected outputs of a project by components or otherwise, and
- Activities of a project by component or otherwise.

j) Project inputs, costs and benefits

- Properly identified and quantified inputs such as materials, labour (skilled, unskilled), technology and the corresponding financial requirements, Properly identified, quantified (if possible) and valued (if quantified) benefits of the project,

Cont…

k) Financial plan of the project (Project funding and terms of Finance)

- Funding sources (budget, bilateral aids, multilateral aids, etc),
- Terms (grant, loan) and conditions (specific if any) of finance.

l) Assumptions, uncertainty and risk management strategy

- Considered assumptions,
- Analyzed and identified risks,
- Design risk mitigation strategy, and
- Considered scenarios for sensitivity and sensibility analysis.

Cont…

m) Project Implementation and Management Arrangement

- Clearly defined work breakdown structure of a project,
- Clearly assigned works of a project to appropriate professionals,
- Clearly defined project monitoring, evaluation and reporting mechanisms,
- Exhaustively prepared physical and financial plan of a project,
- Clearly defined organizational setting of a project.

Cont...

n) Project preparation information summery format for decision

- Project profile,
- Summary of project analysis, and
- Overall decisions.

o) Arrangements for project handover, operation and maintenance

- Outline procedures for project handover,
- Identify responsible institution for project operation,
- Identify the capacity and readiness of responsible institution for project operation,
- Outline of maintenance needs of the project during operation.