

Training on “Project Design and Management” for Chinese grassroots NGOs

China Association for NGO Cooperation (CANGO)

1. Description of the course

This training is based on a widely tested 12-days project design and management training for women leaders in rural areas in South East Asian countries conducted by the IFT Canada. Using case studies of the trainees, the participants will be lead through all steps from the needs assessment for a new project to the implementation plan. Lessons learnt of Chinese NGOs involved in project executing and/or implementing will supplement the training. In an interactive approach with a minimum of lecturing participants will exercise practically what they have heard in the short theoretical inputs. Handouts and worksheets are developed out of the practical experiences of the facilitators and adapted to the needs of grass root volunteers.

Voluntary engagement plays an increasing role in China. Committed volunteers gather in organizations such as social welfare groups, environmental organizations, support groups and many others. The efforts of those groups are aimed to alleviate poverty in the country, support the disadvantaged, call for gender equity and thus contribute to the sustainable development of the country. Many of the NGOs design projects aimed to raise funds for specific objectives to assist their beneficiaries. Yet the experience of donors and beneficiaries proves an increasing need for better focused project designs, an efficient project planning, and a more professional project management.

The 5-days training covers basic skills in project design, such as defining goals, purpose and objectives of a project based on the needs of beneficiaries. Logical framework is introduced in an easy to understand way by practicing the tool in project examples of the participants. Practical exercises in measuring progress and other related matters will strengthen the capacity of our trainees. Communication and cooperation skills as very essential to project management will developed and exercised permanently over the course of the training. As the training focuses on simple but practical tools to improve performance, more comprehensive methods such as GOPP are not in the center of the training.

Case studies in the form of “lessons learnt” invite participants to understand and pay consideration to the expectations from “stakeholders” such as beneficiaries, donors, and communities... The external presenters are experiences but still “on the ground” to translate their studies to the reality of participants. In the course of the training participants will practise team building by designing and implementing a “course project” in project groups.

At the end of the training, it is expected that participants will have gained an understanding of:

- The importance for needs assessments and special techniques how to facilitate them
- Project development skills, such as to reformulate problems or needs as objectives for the project.
- How to use the logical framework tool.
- The ways to measure progress by different means of verification.
- The importance of a clear project break down structure and skills how to do it.
- Communication and cooperation skills such the benefits of “two way communication”, key requirements of collaboration, stages of team development and motivating team members.

2. Course Format

The course is presented in a seminar format. Participants will be given many occasions to actively participate in the training activities and discussions. Participant handouts will be distributed at the workshop. Results of workgroup activities such as flipchart copies will be given to participants after the workshop. External presenters assist the participants in presenting case studies and facilitating discussions with the participants.

Instructors will be able to manage the agenda of the Workshop with some flexibility focusing on needs the majority of participants will express in the course of the training.

Pre-Assessment: Participants are asked to come to the training with:

- Materials to introduce their organizations such as vision and mission statement, brochures, newsletters, annual report...
- A filled-in participants questionnaire introducing the organizations profile
- A filled-in questionnaire informing about project skills and learning needs of the participants
- A drawing to introduce their organizations.

3. Trainings Outline

Day-0 (half a day)

Part 1 - Introduction

1. Introduction to the training facility
2. Getting known to each other
3. Introducing “course projects”

Day-01

Part 2 – Rules, procedures and tasks

1. Introduction to the seminar
2. Setting workshop rules
3. About adult learning
4. Participant's expectations

Part 3 – Assessing needs rightly

1. One or two-way communication
2. what is development?
3. Process and Techniques of needs assessment
4. setting the needs assessment scenario

Day-02

Part 4 – defining the problems

1. building an objective pyramid
2. reformulate problems as objectives
3. case studies and discussion

Day-03 (half a day)

Part 5 – about cooperation and team-building

1. Stages of team-building
2. Key aspects of cooperation

Day-04

Part 6 – the planning framework tool and how to use it

1. define goal, purpose, objectives, outputs and inputs of your project
2. exercise skills
3. how to define indicators and matters for verification

Part 7 – the work break down structure

1. why to break down the project plan?

2. what tools can you use?
3. prepare a WBS

Day-05

Part 8 – the project implementation plan

Part 9 – cooperation and team building

1. the “square game”
2. why is motivation important
3. how to motivate your team