PROJECT PLANNING WORKSHOP

MILL NECK
International

CONTENTS

Mill Neck International (MNI) believes that Deaf people around the world have capabilities, skills and resources that can become stronger with assistance from the right partners. With support, Deaf people can achieve their human rights to access effective communication and education for living and sustaining independent, productive and meaningful lives.

This Project Planning Workshop manual is a way for us to support you, our partners, to successfully plan your projects. The goal of this manual is to help you be sure that your plans are the best fit for your community and your resources. We also hope this process helps strengthen your organization to continue to be successful in the future.

The most important goal for MNI and our partners is to increase opportunities and empower Deaf people around the world by providing project funding and support. We encourage you to use this manual with the Project Planning Manual to make sure you have a strong project proposal while filling out our MNI Project Funding Application.

Thank you for your interest in working with MNI and we wish you the best of luck!
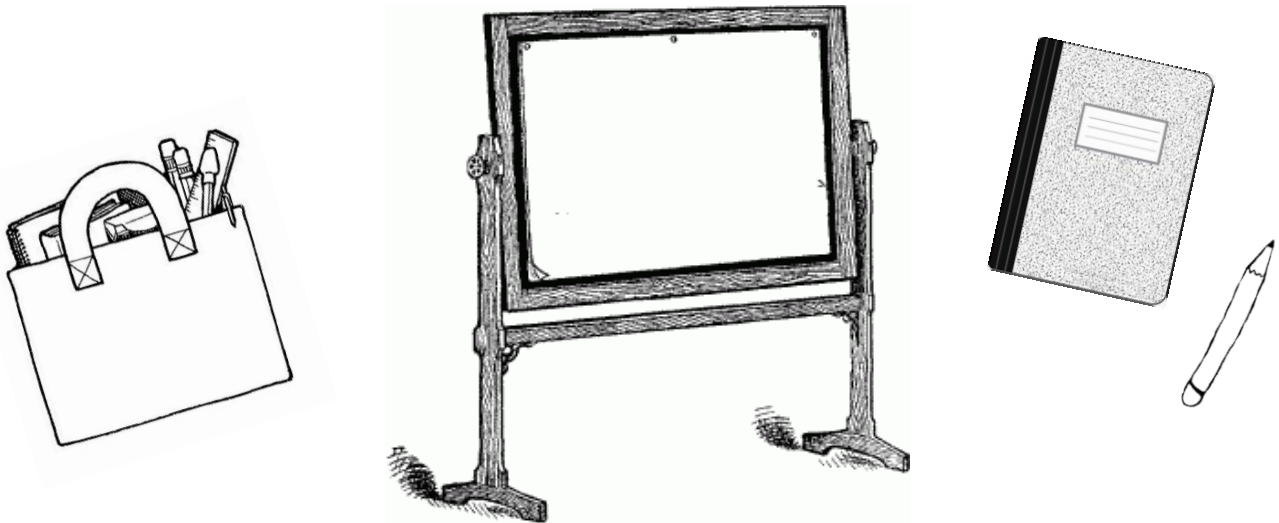
PROJECT PLANNING WORKSHOP GUIDELINES

A Project Planning Workshop may take one day or several days and may include your organization board and staff members, stakeholders (everyone involved in the project) and members of the Deaf Community. It is important to plan your project very well so you have a strong work plan or proposal to use when looking for funding and support. A well-planned project also helps make sure it will be successful and that the positive changes and solutions will happen in your community.

When deciding who should be involved in the planning of your project, try to have a variety of people who represent the different parts of your community (women, DeafBlind, elderly, young, etc.). They will bring different ideas to the workshop.

Remember that in every group, there are people who want to share their ideas and others who are shy. This does not mean the ideas of one group or one person is better than the other. Include activities with discussion in smaller groups to make sure that everyone has a chance to be involved and share their ideas. The most important goal is to get as much information as possible in group discussions that will help your organization write the project proposal and apply for MNI funding.

BEFORE THE PROJECT PLANNING WORKSHOP

When starting to plan your Project Planning Workshop, decide on the following:

- ✓ **Location** where you will have the workshop. Try to have it at your organization office or at a place where it is easy for people to reach by public transportation.
- ✓ **Supplies and materials** for your workshop. Does your organization already have them or will you need to buy them?
- ✓ **Transportation** to and from the workshop. Will you be providing transportation or helping people pay for their way to the workshop?
- ✓ **Budget** for food (lunch or snacks) during the workshop. How will you find money for that?
- ✓ **Asking people** to attend the workshop. How will you invite your members? Do you have a list of who should be involved? How will you make sure Deaf people with other disabilities (DeafBlind, for example) and Deaf women are involved? When you invite people, share your purpose and plan for the workshop. That way, they know what to expect and are able to prepare before attending the workshop.
- ✓ **Advertising** your workshop. Will you be sending out an announcement, flyer, video or letters to your members and stakeholders?

For the Project Planning Workshop, you will need a blackboard, white board or flip chart with chalk/markers. It is also a good idea to have two people who can become the **facilitator** and **secretary** for the workshop.

The **facilitator** is like a chairperson who leads the discussion and keeps it moving toward the goal. Your facilitator should be someone who:

- ✓ Feels comfortable speaking in front of a group
- ✓ Is respected by participants
- ✓ Will not express their own ideas or opinions but help get everyone in the group to share their ideas and opinions
- ✓ Knows about your organization but does not need to be a member
- ✓ Has experience leading community groups or organizations

You can ask another organization you work with for someone to volunteer as a facilitator for your workshop.

The **secretary** writes down all the ideas, plans and decisions during the workshop. When people share their ideas, the secretary should write them on a board or flip chart for everyone to see. When the people work in smaller groups, each group will need their own secretary to write down notes of what they talk about.

The organization **chairperson** (or president) can also help with the workshop by welcoming the people to the workshop, open and close the workshop and make sure everyone follows the agenda.

The workshop should have:

- **An agenda** that lists all the topics you will discuss during your workshop.
- **A chairperson** (or president) that will start and end the workshop, share information about the organization and help follow the agenda during the workshop.
- **A facilitator** that will lead the discussion and make sure everyone shares their ideas in both a large group and in small group discussions.
- **A secretary or note taker** who will write down all the discussion and decisions during the workshop. This does not need to be your organization secretary, especially if they want to be part of the project planning group and share their own ideas during the workshop.
- **A set timeline** for each discussion and someone who can help keep track of how much time you are discussing each topic.
- **Set break times** for coffee/tea and bathroom breaks, and a lunch break.
- **An attendance book** where the participants write their name and contact information.
- **A summary** at the end of the workshop, what should happen after the workshop.
- **An action list** of follow-up actions of what each person will do after the workshop is finished and when they are expected to finish their tasks.
- **Set simple rules** for everyone to follow during the workshop so everyone feels involved and understands what to expect. A few examples of simple rules are:
  - Start and finish on time
  - How long each person can talk

- How often a person can discuss one agenda item
- Express differing opinions without becoming personal
- Ask questions to make sure everyone understands
- Create a "Parking Lot" (poster paper on the wall or on the board), a place to list the good ideas and topics that are brought up during the workshop but not related to the project

Breaking into smaller groups to discuss ideas is another way that can help people feel comfortable and willing to share their ideas. You can use a board or flip chart paper to write down ideas with chalk or markers- make sure there is enough for each group. Have someone lead the discussion (facilitator) and help everyone participate and share their ideas. That person or another person (secretary) can write down all the ideas.

After you have set up your Project Planning Workshop, invited people and shared an agenda for the day, you begin with the first activity: introducing one another.

INTRODUCTION TO EACH OTHER AND THE WORKSHOP

One way to help people get to know one another better is to do an activity called an "**icebreaker**." Here is an example of an icebreaker. People work in pairs and they can pair up three different ways:

- Ask everyone in the room to pair up with someone who they have never met or do not know well
- Give each person a color paper (2 paper for 1 color) and they need to find the other person with their matching color paper.
- Have different shapes of paper and have each person find their partner who has the matching shape.

In pairs, each person has 5 minutes to introduce themselves to their partner. The goal is to learn about their partner so they can introduce them to the large group. Other than personal information, each person should ask their partner **what they see as the goal of this project**. What do they think this project should do and for whom? After 10 minutes, the whole group will make a large circle and the introductions begin one-by-one. Each person has 2 minutes to introduce their partner to the whole group.

While each person does their introduction, the workshop secretary will take notes on the board about the goals of the project. Each time an idea is repeated, it is underlined so at the end of the introductions, everyone can see if there are several ideas that are strong and people agree with.

The chairperson then can explain to the whole group about the organization and their official statements (Vision, Mission, Goals, Purpose, etc). They can read statements from the organization Bylaws or Constitution that relate to project work.

The facilitator can read the ideas about the project and discuss the similarities and differences between the organization's purpose and the project. It is important that the participants discuss the ideas and understand better how the project should help the organization become stronger.

If your group has no mission statement or official purpose, then you can discuss and agree what is important for the organization. Discuss:

- ✓ Who you are
- ✓ Why you have your group
- ✓ What you do
- ✓ Who are you working with and who you are working for (benefactors and stakeholders)

All three parts can be put together to become one summary statement.

Sometimes people will have different ideas about why you have an organization or why you are planning a project. That is normal and happens to every group. It is better to be clear about the differences now and solve any problems before you start the project. If people do not agree on something, try and solve it right away. If it is serious, the facilitator should take notes to discuss later at the end of the day.

If there are two groups by the end of the day, decide if there should be two different projects or decide to keep one project for now and one for later. The facilitator can help solve the differences and make a decision with the whole group before the workshop is over.

Sometimes it is hard to sit for a long time. It is a good idea to have some food and drink for participants; make sure everyone is involved and can share their comments. By providing childcare, parents with small children can also be a part of the discussion. This will be very helpful for mothers who have babies but want to be involved.

DECIDING ON A PROJECT GOAL – PROBLEM ANALYSIS

Deaf people have many challenges in their lives. When Deaf people come together and discuss their lives, they will notice that many of their experiences are the same. A few examples of what happens in the community, schools and organizations may include:
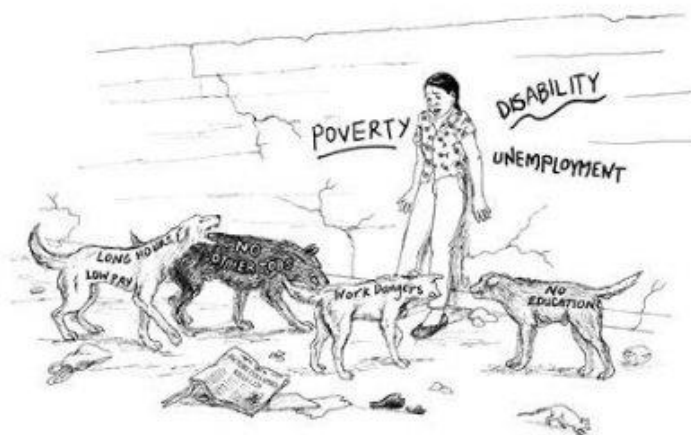
- Negative attitudes in the public or by society toward Deaf people
- Not enough opportunities for Deaf people to learn new skills
- Limited or no access to communication and information
- Hard time receiving good medical services
- Limited educational choices or opportunities

You want your project plan to find the best way to help Deaf people solve problems and improve their lives. Collect examples of what Deaf people experience every day from the community, schools and organizations and bring them to the workshop. Review the problems during your workshop as a large group and in small group discussions.
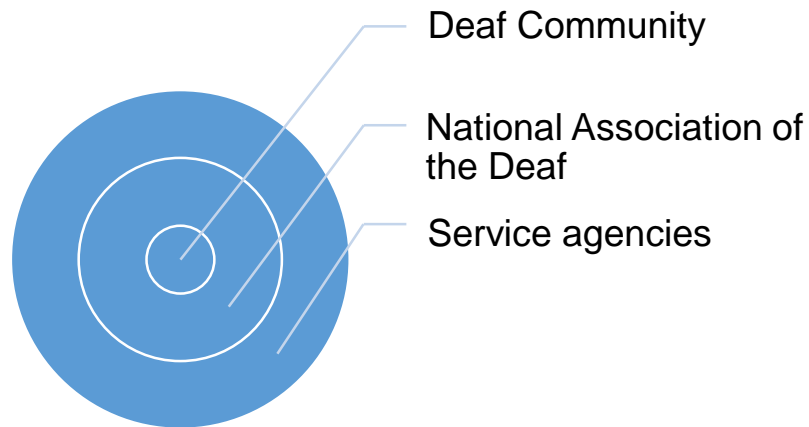
In the large group, start by listing groups that are a part of the Deaf community; think about different groups with disabilities, genders, age, are homeless, etc.

A few examples are:

- Deaf women
- Deaf men
- Deaf people with disabilities
- Deaf youth
- Older Deaf people
- Homeless Deaf people

List those who are included in the community like the stakeholders you already listed, and families, organizations, international organizations, government, etc. You can draw a graphic like this:

Deaf Community

National Association of the Deaf
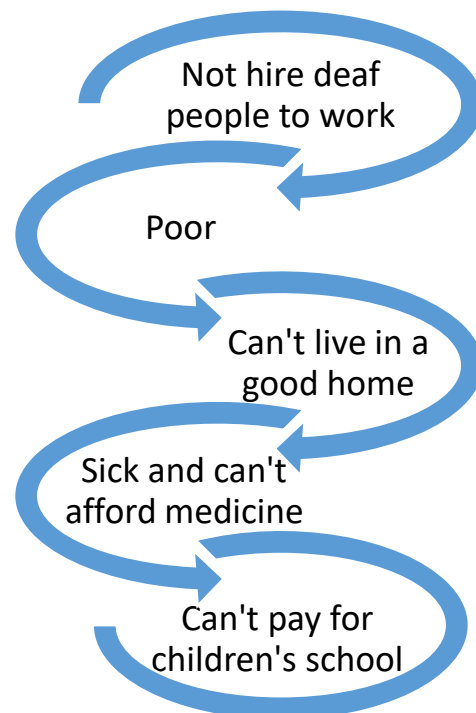
Service agencies

In small groups, discuss the specific problems Deaf people live with and think about what causes the problems. How do the problems affect Deaf people and other people in the community?

For example:

Businesses in the community are afraid to hire Deaf people to work for them.

Deaf people are not able to earn a living and become poor.

Because they are poor, they can't afford to live in a good home, medicine to stay healthy or to send their children to school.

Not hire deaf people to work

Poor

Can't live in a good home

Sick and can't afford medicine

Can't pay for children's school

Decide on the top three most important areas in the Deaf community that need to improve. Let the small groups discuss problems and project ideas for how to solve the problems.

For example, Deaf people come together to discuss how to solve the problem of businesses not hiring Deaf people to work for them. They may come up with a few ideas:

Encourage businesses to hire deaf people

Event at Deaf Club

Set up meeting with interpreter

Presentation

Train Deaf workers

Have an event at the Deaf Club sharing information about Deaf people in the community.

Set up a meeting with different businesses in the community to discuss hiring Deaf people. Bring a good interpreter for better communication.

Give a presentation to owners of different businesses about Deaf people and why they should hire them to work at their business.

Partner with a business to help train Deaf workers that will work there.

The groups can also use a Problem Tree to help them look at problems and solutions. See the next page for an example.

After group discussion, bring the whole group back together and have them share their top three problems that they want to solve with a project. The secretary can write down all the ideas and underline or circle the ones that are the same or are repeated. Discuss all together what the most important problem is that they can solve with a project.

FINDING SOLUTIONS

There are a few steps you can take now to decide what your organization should do with the problems in the Deaf community.
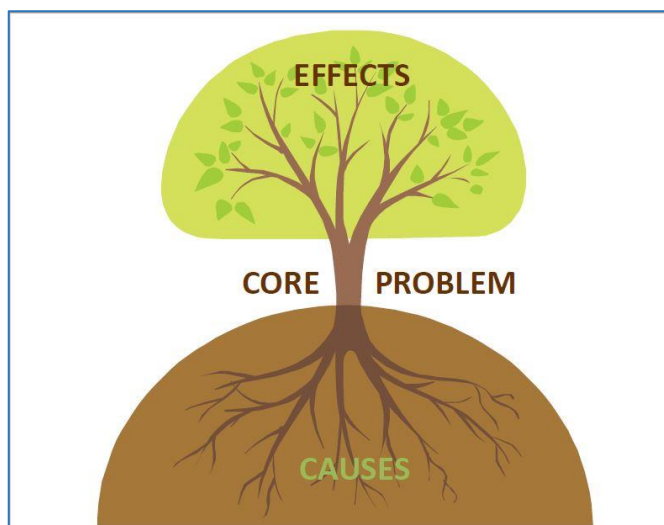
One idea is to have the whole group **brainstorm** (list freely without comments) different ways you can solve a problem. Look at the list and see if some of the possible solutions can become a project or not. Choose one problem that most of the people believe can be solved through a good project.

Depending on how many people you have at the workshop, you can also have people in smaller groups discuss ideas how to solve problems. *Remember to help shy people who are not talking to share their ideas too.* Each group can share their ideas with the large group or give their ideas to the workshop facilitator to share with the whole group.

Here is an example of finding the solutions for a problem in the Deaf Community (unemployment) using a Problem Tree.

> When you invite people to the Project Planning Workshop, ask them to think about the problems they face in their lives and community. They can write down a list or remember the list of things they want to share at the workshop. This will help the workshop flow more smoothly.

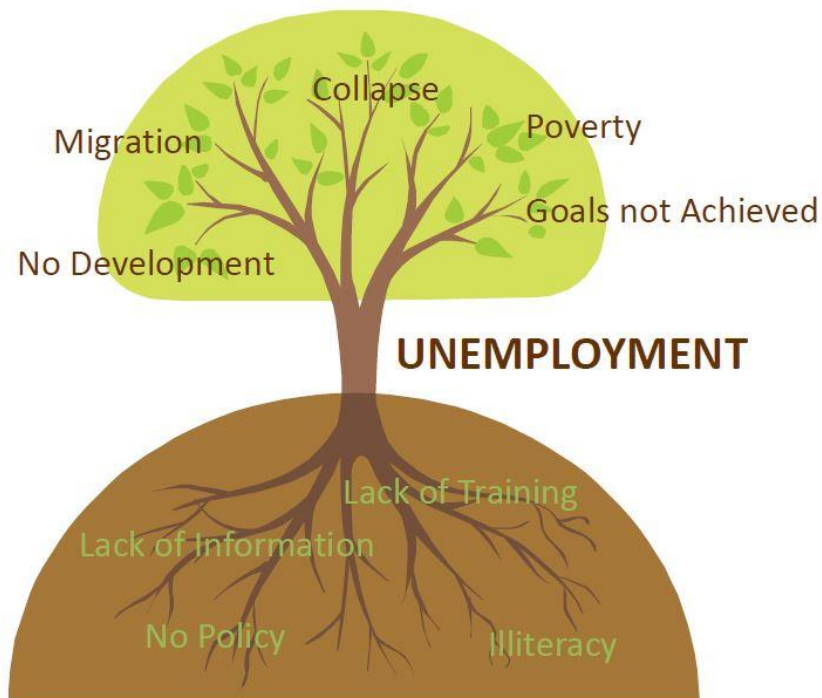**Problem: Deaf people do not have work**

First, you write down unemployment as the CORE PROBLEM. Think about what happens when Deaf people do not have work.

They become poor, can't achieve their goals or decide to move away. These are called EFFECTS or the results of what happens when Deaf people are not hired to work.

Next, you discuss about the CAUSES. Think about the reasons (or causes) for Deaf people to be unemployed?

Write all your ideas on the Problem Tree like this:

FAlejandro, D. (2017) Problem Tree. Retrieved from https://www.emaze.com/@ACRWOICO

After you finish, brainstorm solutions that will help solve the problems caused by unemployment. Think about the different ways you can help Deaf people find work and employers more willing to hire them. The Deaf Community has the best people who are able to come up with solutions to help their own community!

Some ideas:

- ✓ Make a list of skills Deaf people have in the community
- ✓ Make a list of businesses that hire Deaf people
- ✓ Lobby the government to help increase job opportunities for Deaf people
- ✓ Provide interpreters for vocational training or offer a new training program for Deaf people
- ✓ Organize work placement for Deaf people
- ✓ Develop a business to sell products or services

DEVELOPING GOALS & OBJECTIVES

After the whole group discusses issues and brainstorms solutions, list project ideas and who should be involved in carrying out the project.

PROJECT IDEA	WHO INVOLVED
Example: Job training and placement on Ice Island	Antarctica National Association of the Deaf, Department of Employment and Economic Development, vocational training center

> If there are many project ideas, the secretary will write them down and keep them in the organization for future projects. You can set up another meeting to plan for the next 1, 3, 5 years and how to include those project. Begin with one project.

Together, make a **human resources inventory** where you list people who can work during the project- staff, volunteers and participants. For each person, describe the knowledge and skills they have and what role they will have in the project.

Human Resources Inventory

Who	Knowledge and/or Skill	Role
Lucia	• Knows some government officials • Good reading and writing English • Has computer with some internet access	Responsible for all the documentation throughout project
Sally	• Good with numbers • Husband is a pastor and will let us use the church to meet	Responsible for budget
Chris	• Respected leader in Deaf community and hearing community • Good organizational skills	Project Manager

Once you decide on a project idea, you will decide what activities will have to be done and how your group will do them.

For example, Ross Island in Antarctica has a vocational training program focused on teaching skills in fishing, construction and drilling to Deaf, Hard of Hearing, DeafBlind and DeafDisabled (DHHDBDD) people. They want to set up training programs on all 6 islands. For each part of the project, list the activities:

1. Provide training for DHHDBDD workers at vocational training centers on all islands

      1a. Contact vocational training centers on each island

      1b. Develop a relationship with vocational training centers on each island and see what resources they have that can help train DHHDBDD people

      1c. Figure out a shared schedule with vocational training centers where they allow our project activities (training) at their sites

Once you decide on your project idea and activities, you are ready to write your **Project Goals** and **Objectives**. Follow the checklist below to make sure your goal and objectives are clear and include all the needed information.

Goals and Objectives Checklist

☑	What will happen during the project?
☑	How will the project be carried out (approach, methodology, strategy)?
☑	When will it happen (the project timeframe)?
☑	Who is responsible and who will do the work?
☑	For how many, or how much (measurability)?
☑	With what result, outcome, or benefit (why is the activity being done)?

Depending on your project activities, you may have more than one Goal. Use the worksheet below to help you develop your Project Goal(s).

Goals – Worksheet

Goal One

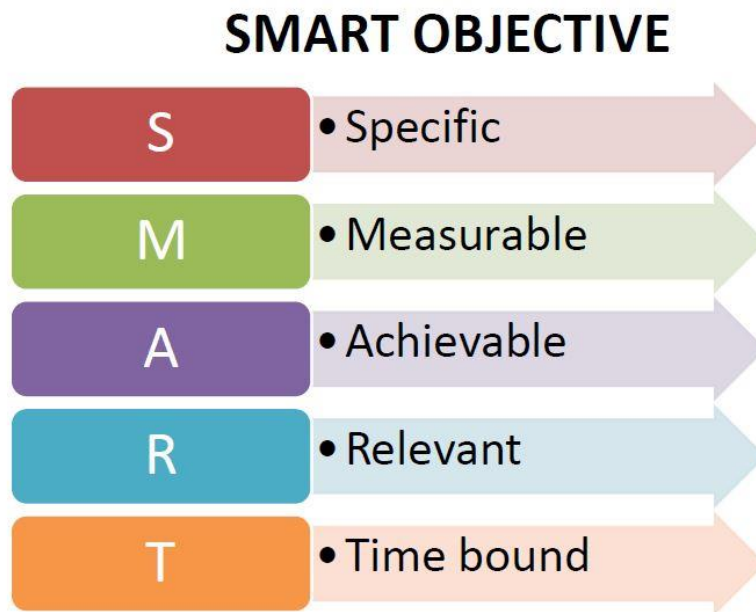| Do what?	Using what general approach?	By when?	For how many and/or by how much?	With what result?

List more goals as needed.

Goal Two

Do what?	Using what general approach?	By when?	For how many and/or by how much?	With what result?

Objectives are the major steps to accomplish a goal. It is very important to think through the steps that will help you achieve your goal and complete the project successfully. Objectives should be realistic and can be done, clear with simple explanation of what is to be accomplished and measureable to make sure it is accomplished. In your group, follow SMART to create your objectives.

SMART OBJECTIVE

S	• Specific
M	• Measurable
A	• Achievable
R	• Relevant
T	• Time bound

Write several objectives for each goal. If you end up with too many objectives, some of them may not be objectives or several objectives can be combined into one. Writing goals and objectives are not easy- be sure to take your time and brainstorm ideas, you can always come back and fix them up later. Use the worksheet below for your objectives.

Objectives – Worksheet

Goal #_____

Do what?	Using what general approach?	By when?	For how many and/or by how much?	With what result?

For the above goal, list all objectives:

Objective One

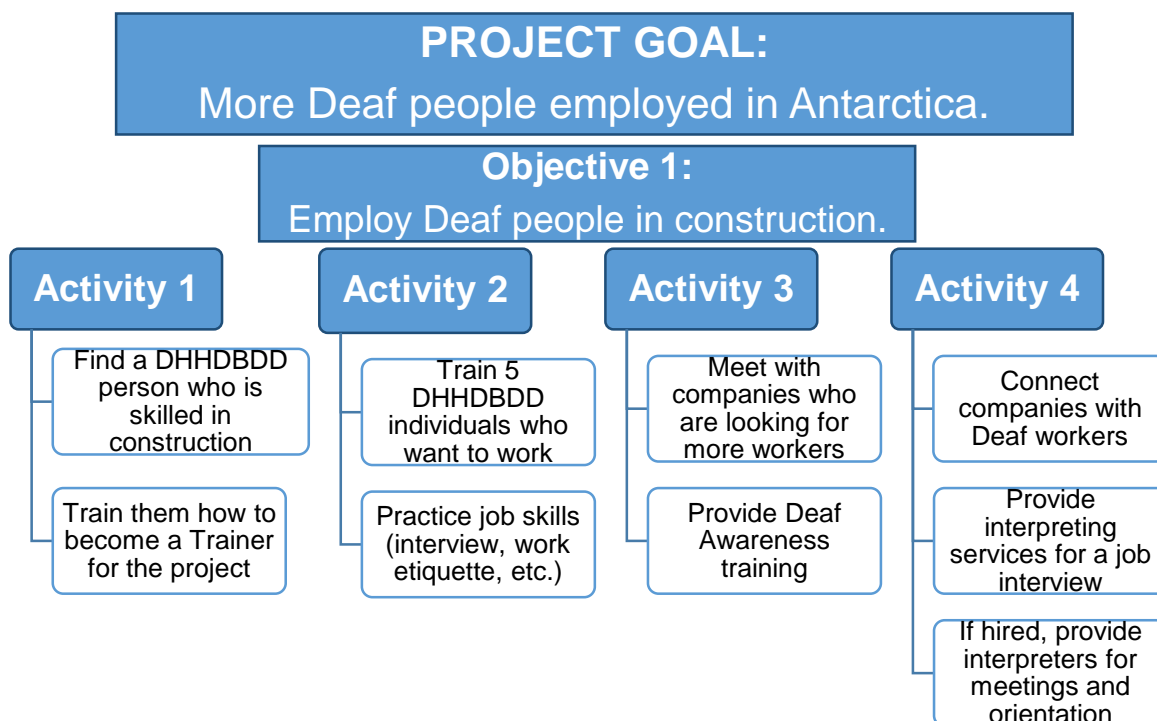| Do what?	Using what approach?	Who will do it?	By when?	With what result?

Objective Two

Do what?	Using what approach?	Who will do it?	By when?	With what result?

Add more objectives under each goal as needed.

You can use the charts below to plan your project goal, objectives and activities. A completed chart is required for the project funding application.

PROJECT GOAL:
_____

Objective 1:
_____

Activity 1	Activity 2	Activity 3	Activity 4

See an example below for the Antarctica project.

PROJECT GOAL:
More Deaf people employed in Antarctica.

Objective 1:
Employ Deaf people in construction.

Activity 1	Activity 2	Activity 3	Activity 4
Find a DHHDBDD person who is skilled in construction	Train 5 DHHDBDD individuals who want to work	Meet with companies who are looking for more workers	Connect companies with Deaf workers
Train them how to become a Trainer for the project	Practice job skills (interview, work etiquette, etc.)	Provide Deaf Awareness training	Provide interpreting services for a job interview
			If hired, provide interpreters for meetings and orientation

Fillable charts for your use.

PROJECT GOAL:			
OBJECTIVE 1		OBJECTIVE 2	
ACTIVITY 1		ACTIVITY 1	
RESULT 2		RESULT 1	
ACTIVITY 2		ACTIVITY 2	
RESULT 2		RESULT 2	

PROJECT GOAL:					
OBJECTIVE 1		ACTIVITY 1.1		RESULT 1.1	
		ACTIVITY 1.2		RESULT 1.2	
OBJECTIVE 2		ACTIVITY 2.1		RESULT 2.1	
		ACTIVITY 2.2		RESULT 2.2	
OBJECTIVE 3		ACTIVITY 3.1		RESULT 3.1	
		ACTIVITY 3.2		RESULT 3.2	

RESULTS OF YOUR PROJECT

A project has two types of measureable results that show the project was successful at solving a problem or making something better: **<u>Outputs</u>** and **<u>Outcomes</u>**.

Outputs: Products, results or <u>deliverables</u> that can be measured after a project ends. An example would be 5 out of 6 DHHDBDD trainees being placed in a construction job on Ice Island for an 80% success rate.

Outcomes: The change and impact that the project has on the community or benefactors.

An example of **short term outcome** is a DHHDBDD individual being able to stay on their home island and work to earn a living, supporting a family with 2 children.

A **long term outcome** is the family is secure and stable and the individuals become happy and contributing members in their society.

Both the Output and Outcome shows that the project successfully helped solve the problem of DHHDBDD people being unemployed and not finding any work opportunities at home on their local island.

In your project, you need to make sure that your resources will help you do activities that lead to outputs and outcomes.

OUTCOMES

Here is an example of a Mill Neck International Goal with:

1) one of its objectives (there are five, but we will show you one objective)
2) outputs
3) short & long term outcomes

Goal 1: Provide teacher training to our partners in deaf education in one country over the next three years by sharing skills and resources through professional exchanges, workshops, and online learning, resulting in improved quality deaf education.

Objective 1: Invite a deaf and hearing teacher to spend six months studying Deaf Education at MNM School to improve their personal teaching knowledge and skills.

Resources	What are the steps?	Activities	Who is responsible?	Outputs	Short & Long term outcomes and benefits
MN Foundation Board of Trustees	Request board approval for teacher exchange	Make presentation to board	Mill Neck International team (MNIT)	Presentation decision from the board & CEO	Short term: Agreement on which teachers we will work with for 3 years
CEO	Decide how to select school	Create a list of school criteria	MNIT	List of criteria	
MN Staff	Decide how to select professional	Create a list of professional criteria	MNIT	List of criteria	Long term: Deaf children receiving better quality education
	Advertise exchange program	Create an application and post materials on website	MN Staff	Application	
	Select professionals	Review applications	MNIT & Board	2 professionals	
	Decide if school is a good partner	Review professionals' schools	MNIT & MN Board	Decision of yes or no	
	Inform those who are selected	Make letters of acceptance, visa and orientation materials	MNI Director	Letter & orientation materials	
	Determine if professionals feel prepared	Create an evaluation for end of course	MNI Director	Rating of preparation by professionals	

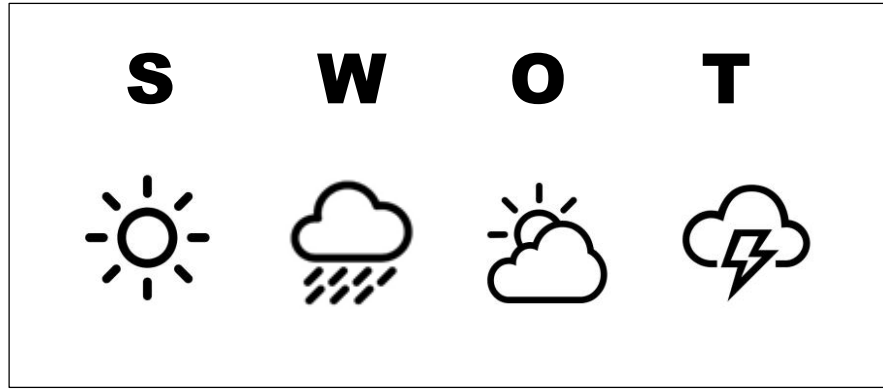Now it's your turn to fill in the chart with one of your objectives.

Resources	What are the steps?	Activities	Who is responsible?	Outputs	Short & Long term outcomes and benefits

SWOT means Strengths – Weaknesses – Opportunities – Threats.

Looking at your organization using a SWOT chart helps your board or members to take a good look at the organization and its strengths and weaknesses. It is important to understand the strengths and weaknesses before doing a project because you do not want the project to collapse or fail, and you want the project activities to continue (be sustainable) after the project ends or after the funding is finished.

This activity also helps the project planners to look at the community and see what resources they can use for the organization and project, as well as protect the organization from any possible dangers or problems that will happen (threats).

After you decide on the top 2-3 project ideas, you can do the SWOT activities to help you decide which project to do.

SWOT ACTIVITY

1. Divide the people at your workshop into smaller groups.
2. Ask them to discuss all 2-3 project ideas (or you can give each group one project idea to work with):
   a. First, look at the organization and find the strengths that will influence the project.
   b. Second, look at the organization and find the weaknesses that will influence the project.
3. List the weaknesses that need to change so the organization can become stronger and the project will be successful.
4. List what you will do to change the weakness to a strength or how you will eliminate it?

After you focus on the organization itself (strengths and weaknesses), think about outside organizations in the community and how different groups or events can affect the project. Make a chart like the one below and brainstorm a list for each part.

STRENGTHS	WEAKNESSES
The resources and capabilities of the organization and its members that will help make the project successful. Examples could include: ✓ The resources of your organization ✓ The capabilities of your organization ✓ The skills and capabilities of your members ✓ Your partners in the community	The problems of the organization and its members relating to the project idea. Examples could include: ✓ Weak structure ✓ Organization board or staff members do not know their roles and responsibilities ✓ Organization board or staff members do not follow their roles ✓ Members do not have enough training or knowledge ✓ Members do not have specific skills needed (example: budgeting)
OPPORTUNITIES	**THREATS**
Situation, events or people outside the organization that can help the project become successful. Examples could include: ✓ Sharing resources with other Deaf or disability organizations ✓ Attending training with other organizations ✓ Participate in community meetings	Situations, events or people outside the organization that could influence the project in bad ways. Examples could include: ✓ Elections ✓ National financial crisis ✓ Another organization doing the same project ✓ Corruption in the organization

National Deaf Leadership Training Event hosted by National Association of the Deaf

STRENGTHS	WEAKNESSES
* NAD has experience planning training events. * Training will help people become involved in the organization. * Event will help start a women's committee for the organization. * By giving training, more Deaf people in the organization will gain new skills that can be used for any organization work in the future.	* There are not enough staff members in NAD. * Some members do not want a training event but to do something else. * Members may focus on the event and forget about doing other organization work. * One national event means less people from the rural areas (outside of the capital city) are able to attend.
OPPORTUNITIES	THREATS
* Contacts with government can become stronger through a national event. * Partnerships with other Deaf and disability organizations can be made through planning the event. * Bringing people together from different areas will help strengthen NAD.	* The event depends on approval for funding by an organization. * There is more funding that focuses on employment, not conferences or training. * Another major problem in the country like a drought takes away the focus from Deaf people.

Do this SWOT activity for each of the project ideas and compare the points in each chart. Maybe your group does not have enough information for the project ideas. You can do a "background study" where you collect more information before deciding on which project you want to do.

- ⑦ List the questions that still need to be answered
- ⑦ Decide where you can find the information- maybe you will need to ask someone or look for a paper or book
- ⑦ Decide who will find the information
- ⑦ Set up another meeting to make a final decision which project you want to do

At the end of the day, have your facilitator start closing the workshop with a short activity where the participants can share how they feel. It is important to give them time to think about what they learned and did during the workshop, and the new ideas they got from other people. The closing activity also helps the facilitator and chairperson see if the workshop was a success and they finished the planning they wanted to do at the workshop.

A good workshop closing has:

- A sense of value where participants can explain what was important to them during the workshop,
- Action planning with the participants deciding what to do next,
- Participants feeling that they have changed or improved in some way, and
- Completed work where the group has accomplished what they wanted.

There are many things you can do at the end for your closing workshop:

- ✓ Have the participants stand in a circle and take turns sharing one thing that they learned that day
- ✓ Participants can share one thing that they liked about the day's activities
- ✓ Play a simple game using props
- ✓ Have the participants share their feelings with partners or small groups of 3-4 people
- ✓ Ask one question and have participants answer about the workshop

Write all the ideas where everyone can see them and save the ideas. If you will meet again, you can share the ideas at the beginning of the next meeting. This way, everyone can remember what they learned and be proud of the work they did.

Don't forget to review next steps with the participants:

- ☐ List those who are interested in continuing with the work or being part of the project if funding is approved
- ☐ Action items that individuals need to do after the workshop
- ☐ Contact information and how everyone can get in touch with each other and the organization that is planning the project
- ☐ Collect paperwork from groups or share copies of paperwork with participants

After the closing activity, the chairperson can give farewell remarks and thank the participants for coming.
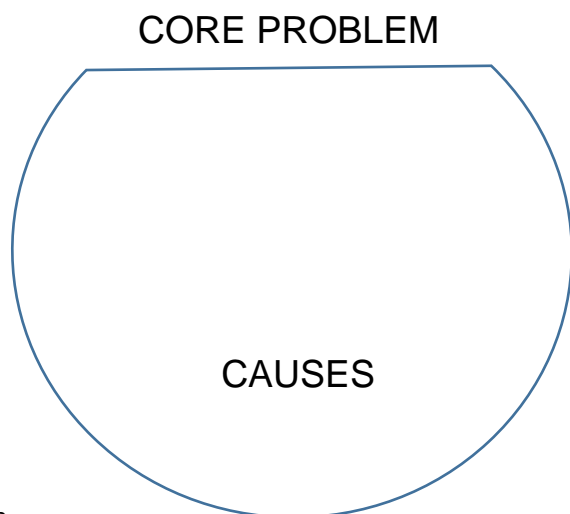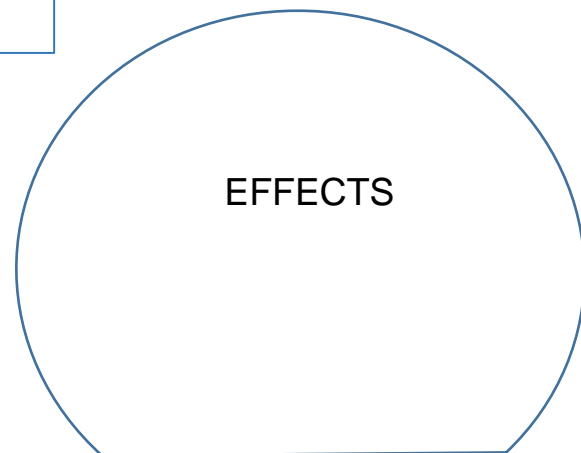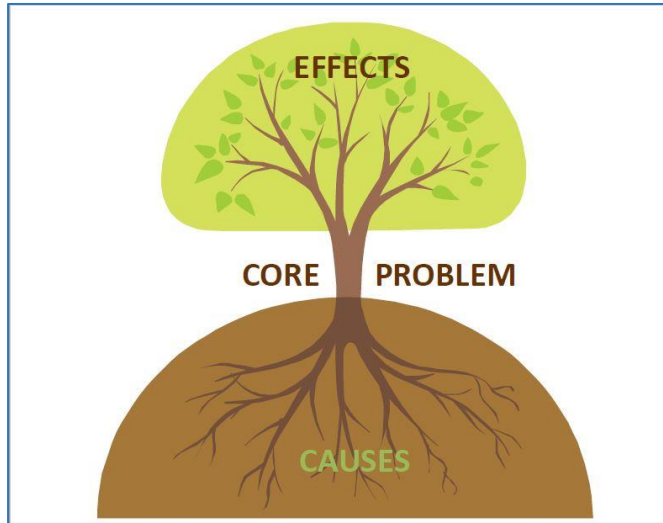
Once you have decided on your project, then you will need to make a timeline, budget, and more for your project proposal. This can be part of your planning workshop if it is over several days. Or you can have another meeting with fewer people to focus on specific tasks for preparing your project proposal and filling out the application.

See page 3 in the MNI Project Planning Manual to get started and then you can apply for MNI funding and support. Best of luck!

PROBLEM ANALYSIS

EFFECTS

CORE PROBLEM

CAUSES

HUMAN RESOURCES INVENTORY

Who	Knowledge and/or Skill	Role

GOALS

Do what?	Using what general approach?	By when?	For how many and/or by how much?	With what result?

OBJECTIVES

Do what?	Using what approach?	Who will do it?	By when?	With what result?

PROJECT GOAL:
_____

Objective 1:
_____

Activity 1	Activity 2	Activity 3	Activity 4

PROJECT GOAL:			
OBJECTIVE 1		OBJECTIVE 2	
ACTIVITY 1		ACTIVITY 1	
RESULT 2		RESULT 1	
ACTIVITY 2		ACTIVITY 2	
RESULT 2		RESULT 2	

PROJECT GOAL:					
OBJECTIVE 1		ACTIVITY 1.1		RESULT 1.1	
		ACTIVITY 1.2		RESULT 1.2	
OBJECTIVE 2		ACTIVITY 2.1		RESULT 2.1	
		ACTIVITY 2.2		RESULT 2.2	
OBJECTIVE 3		ACTIVITY 3.1		RESULT 3.1	
		ACTIVITY 3.2		RESULT 3.2	

OUTPUTS & OUTCOMES

Resources	What are the steps?	Activities	Who is responsible?	Outputs	Short & Long term outcomes and benefits

SWOT

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

WORD LIST

Activity: action taken in a project to move from plans and objectives to results

Barrier: something that is stopping or blocking you from doing something

Beneficiaries: those who will benefit from the project directly (for example, trainees) and indirectly (trainees' families)

Budget: how much your project costs; breakdown list of expected costs

Commitment: promise or pledge to work and stay involved

Empower: strengthen the sense of personal control and potential to determine one's own future (power from within, not over others)

Evaluation: a critical review of the project, including measurements of the results. Evaluators consider what happened, why it happened that way, and what might be done differently next time.

Finances: money; cash flow

Financial Management: how to manage money and how to follow a project budget

Focus group: gathering to get the opinions of a group of persons who share similar interests or experiences

Gender: groups of people who identify themselves as female, male, third gender, etc.

Goals: the aim for something to happen or be achieved

In-kind: budgetary term to describe items or services that have been donated yet still have a financial value for the project

Management: roles and responsibilities of different people and groups in an organization and project work

Monitoring: periodic checking of actual project progress versus expected progress

Objectives: steps to achieve a goal

Participation: someone is part of something or a group; sharing

Project: a planned activity designed to meet clearly defined objectives with described resource in a specific time period

Project Goal: the results you want to see after the project; aim; purpose

Project Planning Workshop: time for people to come together to come up with a project idea and plan the project

Project Proposal: the plan for how you will do a project, including a budget, timeline, etc.

Resources: the personnel, materials, services, travel and other items needed for the project to take place

Results: what happens at the end or because of the project; changes and improvements

Stakeholders: groups and organizations who have an interest in the project

Success: when the goal is achieved

Sustainability: continue the activities and keep on improving over time (after the project ends)

Survey: asking the same questions for different people or groups to get information (can be online or on paper)

Timeline: Schedule of everything that will happen during the project, including activities and events

Work Plan: step by step plan with goals and objectives how to manage a successful project