# Session 1.1 – Introduction

## Aim
To introduce the participants to each other and to the course programme

## Outcome of this session
By the end of this session, participants will have:
- Been welcomed and introduced
- Discussed their expectations
- Reviewed the training objectives and the agenda
- Discussed norms and logistics for the training
- Filled out a baseline questionnaire

## Session overview
2 hours

| Step | Time | Activity/method | Content | Resources needed |
|---|---|---|---|---|
| 1 | 30 | Group activity | Introduction of participants | Find Someone Sheets |
| 2 | 15 | Individual | Expectations | Index cards |
| 3 | 5 | Facilitator Presentation | Objectives | Overhead sheet |
| 4 | 20 | Review | Matching objectives and expectations | Flipchart |
| 5 | 10 | Facilitator Presentation | Programme overview | Manual |
| 6 | 10 | Brainstorm | Ground rules | Flipchart |
| 7 | 15 | Facilitator presentation | Practical information (logistics, raporteurs, ice breakers/mind teasers) | |
| 8 | 15 | Individual | Baseline questionnaire | Questionnaire |

## Resources needed
Flip charts and paper
Markers
Tape
Overhead projector
Overheads/slides

## Facilitator's notes

**Step 1:**
First do a quick round and ask all participants to put their names on a card before them. Ask each participant to give their name, where they live and what NGO they work for.

**Step 2:**
Aim of this activity is to help people get introduced to one another as well as start to feel at ease. Ask participants to take the 'Find Someone' sheet in the manual and request them to find out individuals from within the group who fit the description given in each box. This is a high energy activity which cannot be done unless people leave their chairs and mix up. To make it more fun, announce that the one who fills up the maximum number of boxes wins! This will bring people to their toes. Facilitators must also participate – enthusiastically. Bring it to a close when you sense that at least one participant has interviewed every one in the room or is close to completion. Restore order and present something like a packet of candy bars or chocolates as 'prize' to the winner.

**Step 3:**
Hand out a card to each partcipant and ask them to put **one** expectation from the course on a card. Those who have more than one expectation can get more cards. Stress that the name should not be put on the card as this will prevent people from being open. Assemble the cards, read them aloud and group them if possible (people may have similar expectations). Pin up the cards at some suitable place in the hall or alternatively write the grouped expectations on a flip chart and stick it on a wall. The expectations should be left there throughout the training.

**Step 4:**
Present objectives on the overhead.

**Step 5:**
Discuss if expectations and objectives match. If there are expectations that cannot be met, make this clear.

**Step 6:**
Present programme overview, refer to participants manual.

**Step 7:**
For the benefit of everyone, all people taking part in the training course need to agree on some rules of behaviour. Ask the group to suggest them and write them on a flip chart. These could include:
- Respect each other and each others views
- An individual may choose not to involve him or herself in a particular activity
- Each person should raise hand before speaking so that we don't interrupt each other
- What takes place in the sessions is confidential
- Participants and trainers should never be late
- Mobile phones have to be switched off

Make sure everyone agrees to these rules and paste them on the wall throughout the training course. Discuss what to do if somone breaks the rule (such as sing a song, recite a poem).

**Step 8:**

Discuss the logistics of the course. Break times, lunch information, accomodation, payment of travel cost etc.
For each day there should be two rapporteurs selected. It is their task to do the recap on the following day emphasising the key learning points from the discussions.
Each day after lunch an energizer takes place. For each day, two people are responsible to do a five minute energizer. In all, 16 people are needed for the raporteurs and energizers. Ask for names and put on a flipchart.

**Step 9 :**

Ask participants to fill out the baseline questionnaire in their manual and explain that at the end of the course they will fill this in again so we can see what knowledge they have gained in the training.

# Session 1.2 – Understanding a project and its Life Cycle

## Aim
To understand what a project is and what the various stages in a project's life are

## Outcome of this session
By the end of this session participants will be able to:
- Describe what a project is and why development projects are designed and implemented.
- Identify the following stages in a project's life;
    a. Situation analysis and need identification;
    b. Project Design: Formulation of project purpose and objectives, desired impact, outcomes and outputs;
    c. Planning: detailed planning of project activities, time frame, costs, project partners and resources;
    d. Project implementation;
    e. Monitoring, evaluation and reporting.
- Identify major activities associated with the above stages in a project's life.

## Session overview
1 hour 40 minutes

| Step | Time | Activity/method | Content | Resources needed |
|---|---|---|---|---|
| 1-3 | 60 | Presentation and facilitated discussion | Development Projects; What and Why? Stages in a project life cycle | Overheads |
| 4-5 | 40 | Group work and facilitated discussion | Lisitng down Actitivites asscoiated with various stages in a project's life | Flip charts and Overheads |

## Resources needed
Flip chart and paper
Markers
Tape
Overhead projector
Overheads/slides

## Facilitator's notes

**Step 1:**
Discuss the aim and learning objectives of the session. We need to know:
- what is a project;
- why we need projects in the social development context;
- what are the various stages in a project's life?

**Step 2:**

Participants discuss the questions in slide 7 in pairs for five minutes and then share their thoughts in the bigger group. See notes with the slide.

**Step 3:**
Continue presentation slides 7-15, see notes.

**Step 4:**
Identifying key activities associated with each stage in a project's life (slide 15)
Participants are divided into five groups and each group is given the task of listing down key activities associated with one stage in the project life cycle on a flip chart (10 minutes).Flips charts are pasted on the wall. The whole group assembles around the charts and the gaps are filled through a discussion facilitated by the resource persons (20 minutes).

**Step 5:**
Continue presentation slides 16-21, see notes.

## Session 1.3 – Need Identification

### Aim
To understand the process of need identification and develop skills to undertake needs analysis

### Outcome of this session
By the end of this session participants will be able to:
- Describe the significance of correct need identification in developing an effective project;
- Appropriately use various need identification tools and techniques like problem identification, stakeholders analysis, focus group discussions
- Develop a brief situation analysis report.

### Session overview
2 hour 40 minutes

| Step | Time | Activity/method | Content | Resources needed |
|---|---|---|---|---|
| 1 | 50 | Facilitated discussion | Tools and techniques of need identification | Overheads, manual |
| 2 | 50 | Group work | Developing skills in using need identification tools and techniques | Flip charts, cards markers |
| 3 | 30 | Facilitated discussion | Facilitators give feedback on the exercise. | |
| 4 | 30 | Group work | Preparing situation analysis report | |

### Resources needed
Flip chart and paper
Markers
Tape
Overhead projector
Overheads/slides

### Facilitator's Notes

**Step 1:**
Give the presentation, the notes with the presentation tell you what to discuss

**Step 2:**
Divide the group in three groups that will for the rest of the training work together on project cycle management for one particular target group: truckers, intravenous drug

users, female sex workers. In each group should be someone who has experience with the specific target group. Show the handout in the manual for the group work (handout: 1.3.2) and give the assignment:

1. In your group identify the most important problems being faced by your target group
2. Carry out a stakeholder analysis using a Venn diagram
3. On the basis of the Venn diagram, make an analytical framework
4. Develop 10 questions for a focus group discussion

**Step 3:**
Groups present their results and facilitators give feedback.

**Step 4:**
Each group now prepares a brief situation analysis report. Let them look at the example in handout 4.3.

## Overheads and speakers notes for presentation day 1