

CHAPTER-2

PLANNING

- * General and Specific Objectives**
- * Trainer's Notes and Guidelines**
- * Self-Learning Package for the Trainees and Assignments**

GENERAL OBJECTIVE

The participant will formulate plan for the projects undertaken by him.

SPECIFIC OBJECTIVES

The participant will:-

- (a) Justify the need to plan projects.
- (b) Describe the basic steps in the planning process.
- (c) Describe the applicability of plans to different situations.
- (d) Explain how the process of planning and control are linked.
- (e) Describe the barriers to effective planning and explain how they can be reduced or eliminated.
- (f) Given a project, develop a plan for the project.

**TRAINER'S NOTES
AND
GUIDELINES**

PLANNING

THEME OF THE CHAPTER

Planning is a fundamental step in managing projects. This Chapter in effect provides a description of the preparations one does before actually commencing action on the project. Almost all the other chapters 'emerge' from planning.

Without appropriate PLANNING it is difficult even to contemplate successful completion of projects. Thus PLANNING lays the foundation by:

- converting what has been an idea so far into a form which can be achieved in real life,
- providing the project with relevance,
- anticipating and arranging in order all dimensions of the project, and
- ensuring project success through identifying and strengthening weak spots.

PROJECT PLANNING is itself a macro-technique, enveloping a number of micro-techniques like formulating objectives, activity sets, etc. It demands a variety of skills. This Chapter hopes to develop an appreciation in the mind of the participant of these skills. Comprehensive skills development is likely to follow through real life practice of the skills indicated.

In the youth services, PLANNING becomes more significant, given the ambiguous nature of projects undertaken. Again, youth services are areas which are relatively new and unfamiliar in many countries. Under the circumstances in-depth and profound PLANNING is an absolute necessity.

PREREQUISITES

- (a) With respect to this package, the Chapter on Introduction (Chapter-1) is a prerequisite, which should have been completed.
- (b) Past experience in PLANNING would help the participant learn this Chapter with comparative ease and 'relish'
- (c) The Tutor would possess considerable PLANNING skills and experience. In other words the Tutor must have actually formulated a number of project plans before guiding trainees.

PREPARATORY ACTIVITIES FOR TUTOR

- (a) - Study of the Chapter and completion of all its assignments.
- (b) - Further study from Reference -1.
- (c) - Some practice with writing objectives, decomposing objectives into activities.
- (d) - Collection of a set of cases similar to the one given in Assignment - Five, as replacements for the case if desirable.

INSTRUCTIONAL GUIDELINES

(a) (i) The Chapter follows a very familiar model:

Project Objectives - Activity Sets - Resource and Support Needs Identification.

(ii) Other components (or techniques) mentioned in the model, but elaborated in subsequent Chapters include Decision Analysis, Cost Benefit Analysis, Potential Problem Analysis and Organising for Implementation. The Tutor need not explain these techniques in detail in this Chapter. Their purposes alone may be stressed.

(iii) This Chapter, unlike many others which follow, carries a fairly balanced proportion of Self-Instruction and Tutor - Instruction Components for the participant.

Self - Instruction Component: Start to Assignment - One, Defining current situation to Assignment - Four, Barriers to Effective Planning, Flexibility of Plans upto end of Chapter.

Tutor - Instruction Component: This is the set of Content Updates:-

- I. Sources of Objectives
- II. Effectiveness and Efficiency
- III. Overcoming Resistance to Change
- IV. A Model of Planned change

- (b) The suggested scheduling of activities for this Chapter for 7 1/2 hours is given below.

Sl No.	Activity	Time in hours
1.	Introduction to Planning by Tutor using OHP Transparency 2.1, Self - Learning up to Assignment -One.	1 3/4
2.	Tutor instruction on Content Update -I, Self-Learning up to end of Assignment-Four.	1
3.	Tutor instruction on Content Update -II through discussion, resolution of participant difficulties.	1/4
4.	Self Learning with Tutor's guidance on Barriers to Effective Planning, Tutor instruction on Resistance to Change and Planned Change (Content Updates -III and IV).	1
5.	Self Learning on 'Flexibility in Planning' and 'Planning and Implementation', Summarization through OHP Transparency 2.2.	1/2
6.	Assignment - Five	3

- (c) The Tutor will introduce the topic of planning by emphasising the need for plans and their purposes. OHP Transparency 2.1 should also be used.
- (d) The Tutor will check at frequent intervals with the participants their progress in the self - Learning components.

- (e) (i) The Tutor will distribute the Content Updates as per the schedule given above, allow the participants to go through the Updates, discuss the Content Updates with the participants through provocative questions and finally summarize the essence of the Content Updates using chalkboard or OHP.
- (ii) For Assignments - One to Four, the Tutor shall provide feedback to individuals on their responses.
- (iii) For Assignment - Five which is to be done in groups, the Tutor will have to provide continual guidance to ensure the comprehensiveness of the group plans. The Tutor is free to substitute the given case with another appropriate case, if he so desires.
- (f) Two OHP Transparencies have been provided.

2.1 Fundamental issues in Planning

2.2 Planning Model

SUGGESTED RESPONSES TO ASSIGNMENTS

Assignment - One

Relevance	-	Okay
Description of terminal point	-	Incomplete (Twenty youth is fine, but time frame, nature of skills and the agricultural implements not specified)

- Precise description - Incomplete (type of agricultural implements and nature of repairing could be included)
- Measurability - No

A Restated objective could be :

20 youth will be provided skills training on repairing 6 most commonly used threshing equipment/implements within six months of project initiation.

Assignment - Two

The relevant dimensions are :

1. Location details, distances
2. Climatic information
3. Local resources availability
4. Earlier experiences in the context of development
5. Preparatory actions taken
6. Nature of youth group and volunteers

Assignment - Three

Project Objectives :

- (a) to assess the needs of the community through meetings with four categories of people (adult men, adult women, youth, and children below the age of thirteen) using questionnaires and discussion with representative groups within one month of initiation of the project.

- (b) to prepare the youth group to take part in community development activities through a one-week training programme in project management within one month of the strengthening of the youth group.
- (c) to obtain the consent of the community for a one - year plan of development activities through meetings with community leaders and beneficiary groups within 3 months of initiation of the project.

Activity set : (the activities are not in chronological order)

1. Preparation of questionnaires
2. Administration of questionnaires
3. Meetings with categories of people for needs assessment (also interests and problems)
4. Analysis of data
5. Finalisation of one - year plan
6. Identification of representative groups
7. Constitution of strengthened youth group
8. Training of youth group
9. Identification of community leaders
10. Identification of representative group of beneficiary groups
11. Obtaining consent for the one - year plan

12. Establishing rapport with the community
13. Acceptance of youth group by community
14. Identification of needs and interests of youth group through discussions

Assignment - Four

For the activity set suggested in answer to Assignment - Three, only activities 1 and 8 may require manpower resources from outside the area of operation of the youth worker. The nature of support from external agencies required would be

- expertise in preparation of questionnaires/prepared questionnaires
- training material
- conduct of training by trainers

However, the learners could include in the activity set activities which may require other kinds of resources and support from external agencies. The Tutor has to examine in such cases the learner's response and provide appropriate feed-back.

Assignment - Five

The Tutor may have several proposed projects (cases) similar to 'The Farm Youth Programme of Malaysia' (by Mr. A.H. Ahmed). He has to use the case most appropriate to his trainee group.

Further, the Tutor has to examine the responses of each group and offer feedback.

REFERENCES

1. "Management" by J. Stoner and C. Wankel, Prentice - Hall of India, Delhi, 1988.
2. "The Rational Manager", by C.H.Kepner and B.B. Tregoe, McGraw - Hill, New York, 1965.
3. "Organisational Behaviour and the Practice of Management" by Hampton, Summer and Webber, Scott, Foresman and Co. U.S.A., 1978.
4. "Planned Change - A new Manual" - a document prepared by Education Management Centre, TTTI, Bhopal - for the State Government of Gujarat, India, 1987.
5. "Management Handbook for Public Administrators", Edited by J. Sutherland, Von Nostrand Reinhold Inc., New York, 1978.
6. "Management Today" by Atchinson and Hill, Harcourt, Brace, Joranovich, USA, 1978.
7. "Youth Mobilisation for Development in Asian Settings" by UNESCO, 1978.

CONTENT UPDATE-I

SOURCES OF OBJECTIVES: It is important to consider how projects and consequently their objectives are derived. What are their sources ? In what manner are these sources tapped? How are then objectives identified and finalized ? The main source of objectives are the projects themselves. The issue then becomes one of identifying project sources.

Among the many sources of projects the more frequently encountered sources are:

GOVERNMENT POLICIES, SCHEMES, THRUSTS, DIRECTIVES	The Government, on the basis of its development policies and considerations, initiates certain schemes and programmes. It is willing to support these schemes through the provision and creation of various resources like finance, infrastructures, manpower, technical assistance, etc. Projects arise from such schemes and programmes.
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YOUTH WORKERS GENERATE IDEAS AND SELECT ONE OR TWO TO BE PURSUED AS PROJECTS.	This may be by an individual volunteer or by a group of youth workers. A creative process is indicated here. (More about creativity in a subsequent chapter).
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BENEFICIARIES
REQUEST FOR A
PROJECT



Here the persons to be benefited ask for a certain project or make a request for a certain development scheme, like for the provision of drinking water, or an access road.

One crucial point that must be emphasized here is that it is important that no project idea must be pursued by the Youth Group or 'planning agency' until it is certain that the idea is acceptable, in general, to the beneficiaries or the population on whom the project is supposed to have an impact. An agreement from the beneficiary is a precondition to project planning. It is a preparatory step that cannot be omitted.

Sometimes there could arise among beneficiaries differences about the nature and type of project or its objectives that are to be pursued. For example some might feel that drinking water provision is more important than a road or vice-versa. Some others might think that both these ideas are 'not worth it' and would like 'a small hospital' instead.

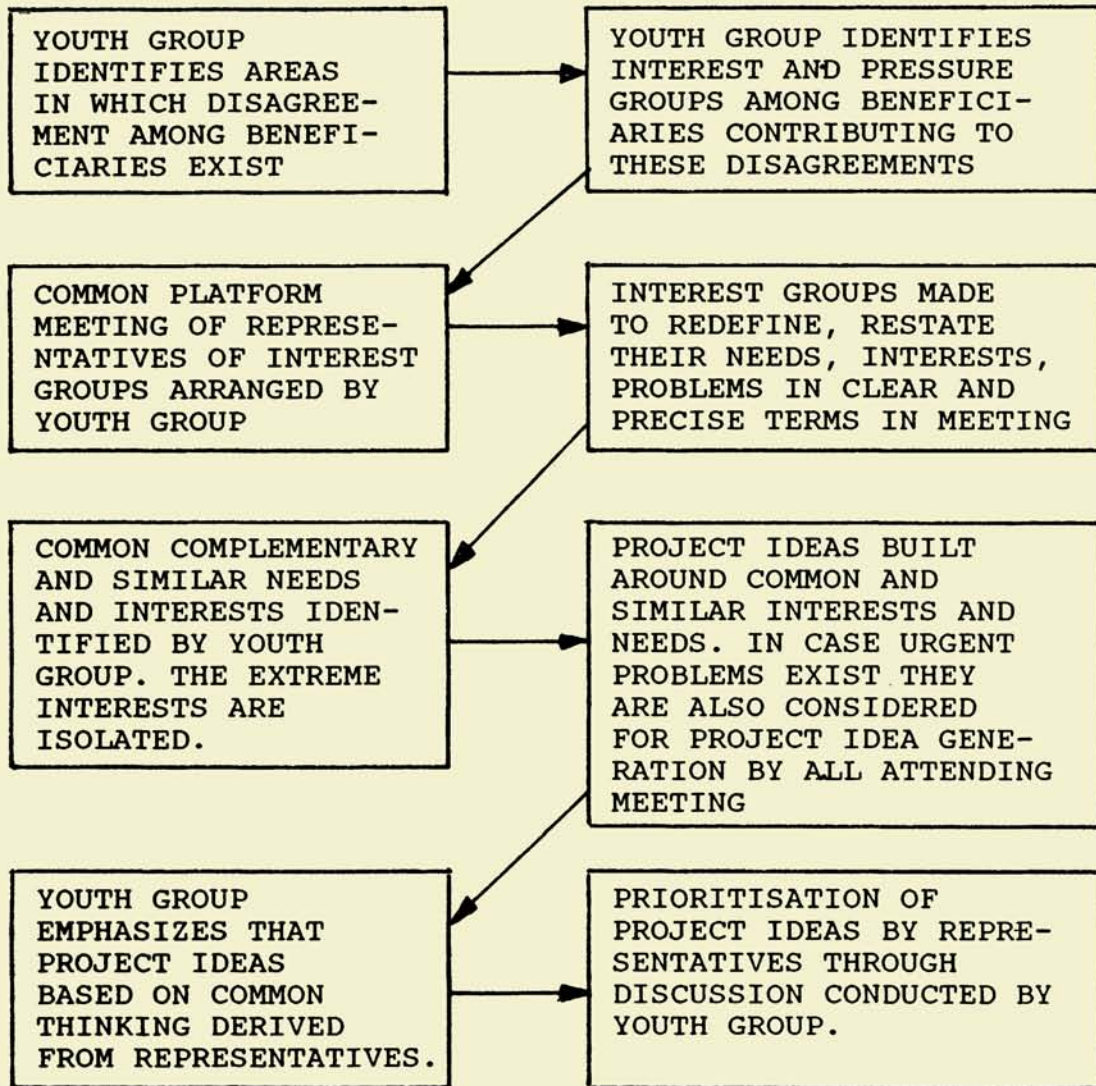
When interests clash and decisions become difficult the selection of the project may get delayed. To get out of this 'impasse', the youth worker has to resort to a number of techniques. Through these techniques the youth worker can clarify and even 'market' his decisions to the

beneficiaries. Some of the techniques which get explained in detail in this package at a later stage are -

☐ DECISION ANALYSIS - Making selections between options or alternatives considering a wide range of criteria or factors (Chapter 4).

☐ COST BENEFIT ANALYSIS - Determining Benefit-Cost Ratios of different options or alternatives to assist the selection process (Chapter 5).

One more technique which could be considered is briefly described below. Only a framework is provided here. The detailed approach can be developed by youth workers in the light of their experience.



Sometimes the youth group members may disagree among themselves about the project or its objectives (or about planning decisions subsequent to setting of objectives). The aspects associated with collaboration of member in a group been elaborated in Chapter 9 of this document.

In general project purposes are the main sources of objectives. Project purposes could themselves emerge from many sources. Only a brief outline of these sources has been presented in this chapter with a reference to certain useful techniques that can assist the process of finalising project purposes. Some of these techniques have been elaborated in subsequent chapters since they have much wider applicability than merely being used for finalising project purposes.

CONTENT UPDATE - II

EFFECTIVENESS AND EFFICIENCY

Reddin defines these terms with clarity when he states that -

-EFFECTIVENESS IS DOING THE RIGHT THINGS

-EFFICIENCY IS DOING THINGS RIGHT.

Since in this Chapter the concept of Planning has been initiated from the formulation of objectives, the aim of this Chapter is also to develop EFFECTIVE plans.

It is normal to expect that an effective plan will also be efficient. But even weak and irrelevant objectives can be achieved in an efficient manner. The whole focus is to 'DO RIGHT THINGS IN THE RIGHT MANNER'.

CONTENT UPDATE - III

OVERCOMING RESISTANCE TO CHANGE

A major obstacle to the implementation of projects enveloping innovations, new technologies and new policies would be the resistance of both people within the youth group and the would-be beneficiaries to such changes. Sometimes the resistance could be so strong that the project may be rejected at the conception stage itself. On some other occasions the resistance would be 'subtle' and 'hidden' and would result in sabotage', 'delays', and 'unanticipated outcomes', when the project is in progress.

In Community Development and Youth Programmes resistance to change would be a normal feature and should be anticipated.

SOURCES OF RESISTANCE TO CHANGE

SINCE CHANGE IS
NEW AND UNFAMILIAR
THERE MAY EXIST
AN UNCERTAINTY
ABOUT ITS EFFECTS
IN THE MINDS OF
THE PEOPLE LIKELY
TO BE AFFECTED

SOME PEOPLE MAY
RESIST CHANGE
SINCE IT MAY
DEPRIVE THEM OF
CERTAIN EXISTING
ADVANTAGES AND
BENEFITS

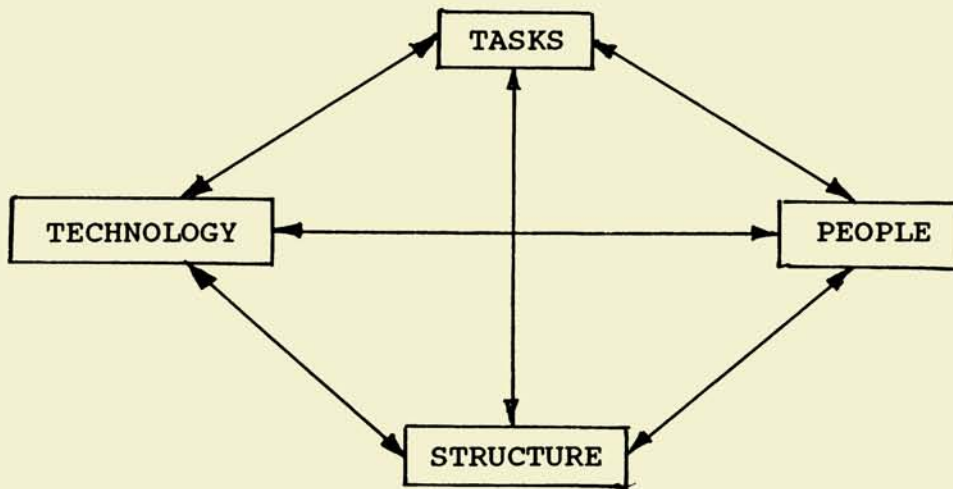
PEOPLE CONCERNED MAY
BELIEVE IN CHANGE
BUT MAY DOUBT THE
FEASIBILITY OF THE
CHANGE ATTEMPT
INCORPORATED IN THE
PROJECT

DEALING WITH RESISTANCE TO CHANGE

PRECONDITIONS	APPROACH	ADVANTAGES	DEMERITS
YOUTH WORKERS LACK INFORMATION OR POSSESS IN-ACCURATE INFORMATION ON COMMUNITY, CHANGE	EDUCATION+ COMMUNICATION	ONCE PERSUADED PEOPLE WILL OFTEN COOPERATE	TIME-CONSUMING ESPECIALLY IF MANY PEOPLE INVOLVED
YOUTH WORKERS ARE UNCERTAIN ABOUT BOTH COMMUNITY AND THE CHANGE PROCESS	PARTICIPATION + INVOLVEMENT	-COMMITMENT TO IMPLEMENTATION -SHARING OF RESPONSIBILITIES	COULD BECOME TIME-CONSUMING, CLASH OF INTERESTS MAY DISTORT PARTICIPATION
RESISTANCE PRIMARILY DUE TO PEOPLE UNABLE TO ADJUST	FACILITATION + SUPPORT	HIGHLY SUITED WHEN CHANGE IS UNFAMILIAR AND REQUIRES PEOPLE TO ADJUST CONSIDERABLY	-TIME-CONSUMING -RISK ORIENTED
CERTAIN PRESSURE GROUPS ARE ACTIVE IN THE RESISTANCE	NEGOTIATION + AGREEMENT	EASY WAY TO AVOID MAJOR RESISTANCE	PROJECT OBJECTIVES MAY HAVE TO BE ALTERED, PURPOSEFULNESS OF PROJECT MAY REDUCE
YOUTH WORKERS ARE POWERFUL	-COERCION -FORCE	-SPEEDY -CAN OVERCOME ANY FORM OF RESISTANCE	-NOT LONG LASTING -ONLY SUITED FOR THE SHORT TERM CHANGE -CAN DESTROY RELATIONSHIPS

CONTENT UPDATE-IVA MODEL ON PLANNED CHANGE

H.J.Leavitt suggests a model which can help design change and introduce it successfully in organisations (including communities). The model incorporates four interdependent, interacting elements as shown below.



The diagram indicates that in case it is contemplated that new objectives or new TASKS are to be undertaken, it cannot be changed independently. The other three interlinked elements must also be modified correspondingly. They are:

- PEOPLE (Attitudes, Values, Motivation, etc), TECHNOLOGY (expertise, resources, etc) and STRUCTURE (Power relationships, Authority, Leadership, etc). This is a necessary condition to successful performance of the new tasks.

This implies that while casting plans a more comprehensive approach must be selected. Only introducing new tasks in a plan is not adequate. Corresponding changes in PEOPLE (Training, Participation, etc), in STRUCTURE (Leadership) and in TECHNOLOGY (Training, Resources, etc) must also be incorporated in the plan.

It is beyond the scope of this package to elaborate these concepts. 'Managing Change' demands a wide variety of skills and techniques which need to be presented through a separate package or programme document.

**SELF-LEARNING PACKAGE
AND
TRAINEE'S ASSIGNMENTS**

P L A N N I N G

Before the youth worker or youth leader can organise and lead his group, he must make plans. These plans will provide the purpose for which he will organise and lead.

PLANNING is the basic process by which

- (i) goals or objectives for projects are selected (or formulated) and
- (ii) approaches for achieving these goals and objectives are determined.

In other words a plan provides purpose and direction to the group undertaking the project. This is done through obtaining answers to four basic questions.

- | |
|----------------------------------|
| * WHAT NEEDS TO BE DONE ? |
| * WHEN DOES IT NEED TO BE DONE ? |
| * HOW IS IT TO BE DONE ? |
| * WHO IS TO DO IT ? |

Irrespective of the nature or type of the project, PLANNING is a basic requirement in managing the project. It should not be avoided for reasons mentioned later. Managers who commit themselves to action without planning would soon find that they are wasting their time and their actions are leading to or resulting in poor outcomes. Ideas that are

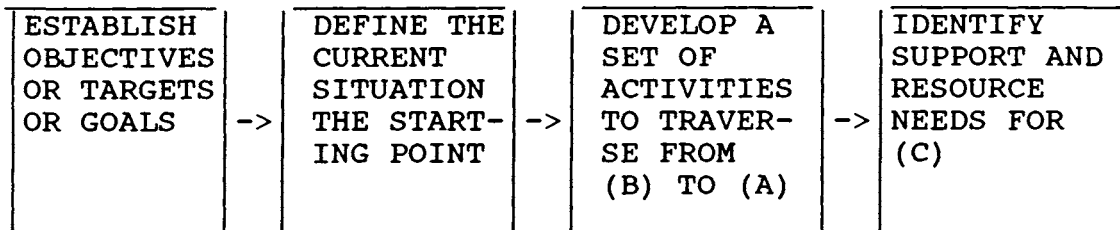
not accompanied by definite ways to utilize them have no practical effect.

Planning provides many advantages.

- * Planning provides definite ways for utilising ideas and for putting them into practice.
- * Planning provides means for committing resources to reach desired objectives (targets, goals).
- * Planning helps to reduce the uncertainties associated with certain projects and certain activities in projects.

STEPS IN PLANNING PROJECT

(A)-----> (B) ----->(C) ----->(D)



A. OBJECTIVES OF PROJECT

The objectives constitute the precise description of the anticipated outcomes of the Project. In other words they are the terminal or end events of the project. Objectives are also referred to as Goals or Targets occasionally.

ILLUSTRATIONS:

1. For a project - Organizing a Youth Peace March', the objectives could be:-

"Four hundred youth would reach destination 'D' (terminal point of march) by 4.00 p.m. on Saturday, 19th July after a Peace March and plant ten peace flags in the square at destination D".

2. If, on the other hand, a project on 'Social Forestry' is considered, then there would be multiple objectives or terminal events like -

- "In eleven hectares of waterlogged land near the water tank, a variety of trees will be planted as per directions of the Forests Department, during the last week of December 1990".

- "Each child in the village will assure survival of at least one planted fruit bearing tree in the garden of their house during the course of 1990".

- "For each tree cut in the village, at least five new trees shall be planted within a week of the cutting of the tree".

There are certain characteristics which objectives must possess. That is when objectives are set (or written) these characteristics must be clearly projected in them.

CHARACTERISTICS OF OBJECTIVES

- The objective must be specific and precise (a)
(as opposed to vague, broad).
- The objective must be measurable or at least (b)
observable. Its achievement must be clearly
noticeable (Objectives are generally tangible).
- The objective must describe the terminal event (c)
of the project (as against a starting point or
an intermediate stage).
- The objective must be relevant to or must (d)
clearly reflect the purpose of the project.

ILLUSTRATION

Consider an objective -

'Four hundred youth would reach Destination 'D' by 4.00 p.m. on 10-7-89 after a Peace March and plant ten peace flags at the square opposite to 'D'.

The presence of the characteristics in this objectives could be explored thus:

RELEVANCE - Yes. The purpose of the project was PEACE MARCH by youths and the objective reflects this.

DESCRIPTION OF TERMINAL EVENTS - The planting of ten flags after reaching destination 'D' is the end activity of the project.

SPECIFICITY - The description is specific and not vague. There are also limits to which we can stretch specificity. For example each of the ten flags need not be detailed out in the objective. What is important is that anyone interpreting the objective must derive the same meaning from it as any other .

MEASURABILITY, TANGIBILITY - Measures or 'Observable Indicators' included in the objective are destination D, planting 10 flags.

ASSIGNMENT-ONE

Given below is an objective of a project. Tick appropriately to indicate which characteristics are present in it. Restate the objective to incorporate all the four characteristics mentioned. Check your conclusions with the Tutor.

PROJECT - SKILLS TRAINING FOR VILLAGE YOUTH

OBJECTIVE - Twenty youth will be provided skills training
on repairing agricultural implements.

Tick appropriately to indicate the characteristics possessed by the objective. (The tick must be placed in the box).

RELEVANCE - ☐ ; DESCRIPTION OF TERMINAL POINT - ☐ ;

PRECISE DESCRIPTION - ☐ ; MEASURABILITY - ☐ ;

RESTATED OBJECTIVE _____

(B) DEFINING THE CURRENT SITUATION

Consider the following description of the current state of affairs at a location in which a project is contemplated. The community is located near a posh and expensive locality of City 'C'. It is one of the many slums around the area. There are about 125 families in the community. Of these many are construction workers, scavengers and sweepers who are engaged in the most menial type of work. There are 30 young people living in this community. The youngsters are either employed or are studying in schools and colleges or unemployed.

This description appears to include some quantitative and qualitative information which details out and provides some form of a picture of the starting point in the project or the current state of affairs.

However on reading the para one may conclude that the information is inadequate particularly if the project is 'TRAINING YOUTH FOR SELF EMPLOYMENT'. This conclusion is logical since one must know ---- how many need the training; what their aptitudes and interests are; whether there is potential for small scale business and industry in the locality; and such other information. To obtain such relevant information a set of preliminary search or survey operations will have to be performed.

Now, in the context of the need for comprehensive information here is another sample -

PROJECT - A QUESTION OF MARRIAGE DOWRY

The group first made a survey of feelings of the people about dowry. They found that only people who had more money (the well to do) supported it but about 70% of the rural community did not want it. But those who did not like dowry felt they had to follow the tradition due to social pressure.

Next the group called a meeting of the people who disapproved of the dowry system. A discussion was held on the consequences of giving and taking dowry. Out of this meeting emerged a consensus for a project of (a) avoiding dowry (b) sharing marriage expenses in the community.

70% of the village families agreed to join and contribute towards the project under the guidance of a special group' consisting of a few youth workers and few village elders. The special group was given the responsibility for keeping the project concept alive and for community participation and contribution to each marriage.

In this sample a set of preparatory steps have been described which provide some idea of the preparatory activity that occurred before the project started. As a matter of fact the objectives appeared to get finalised during the preparatory activity. One noticeable factor is that there is a clear link between project objectives and the current situation.

What are the dimensions that could be used to describe the current situation? A set of dimensions are given below. One or more of them could prove adequate. The whole point is that just as objectives present a clear picture of the 'end of the Project', there must also be a clear picture of the beginning, i.e. the Current Situation.

LOCATION, DETAILS, DISTANCES	CLIMATIC INFORMATION	LOCAL RESOURCES AVAILABI- LITY	EARLIER EXPERIENCES IN THE CONTEXT OF DEVELOPMENT AND OTHER ACTIVITIES
POPULATION, SOCIO- ECONOMIC CATEGORIES	CATEGORI- SATION OF PEOPLE ON THE BASIS OF INTEREST, NEED	AGE DIFFER- ENCES AND CATEGORIES	POTENTIAL FOR DEVELOPMENT IN THE GEOGRAPHIC AREA
PREPARATORY ACTIONS UNDERTAKEN	NATURE OF YOUTH GROUP AND VOLUNTEERS	GOVERNMENT AND OTHER AGENCIES ENGAGED IN ASSOCIATED FUNCTIONS	

ONLY THOSE DIMENSIONS WHICH ARE NEEDED TO DESCRIBE THE RELEVANT CURRENT SITUATION MUST BE SELECTED. RELEVANCE OF THE CURRENT SITUATION IMPLIES ITS LOGICAL LINKS WITH PROJECT OBJECTIVES.

ASSIGNMENT-TWO

For the given project objective, you have to select dimensions from above which would be relevant to describing the current situation or starting point of the project.

PROJECT OBJECTIVE - Youth group will assist members of the community to complete a small primary school play field by the end of December 1989 through voluntary work.

RELEVANT DIMENSIONS

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

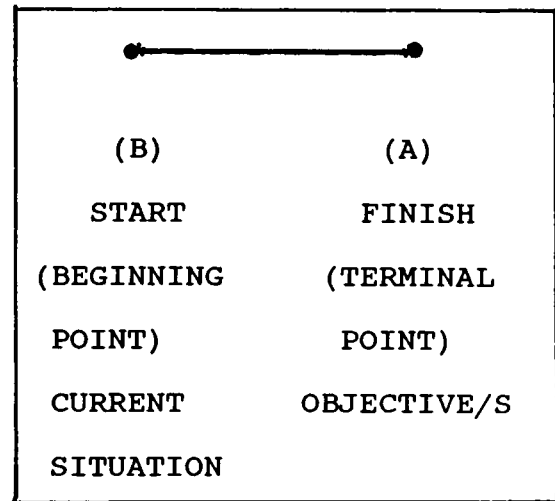
(6) _____

(7) _____

(8) _____

(C) DEVELOPING AN ACTIVITY SET

The figure in the adjacent space describes the two steps that have been elaborated so far in this Chapter on PLANNING.



The gap between the start and finish has to be bridged through a set of activities which shall help people involved to traverse through the project.

The basic logic underlying this step can be explained as follows:-

- (i) A set of activities are needed to move from start to finish.
 - (ii) These activities are linked with each other through a set of dependency relationships. Some actions follows others, some precede others, and some can occur simultaneously. It is preferable to derive the logic in plan and follow this logic during implementation.
 - (iii) Unless all these activities get completed the project will not end.
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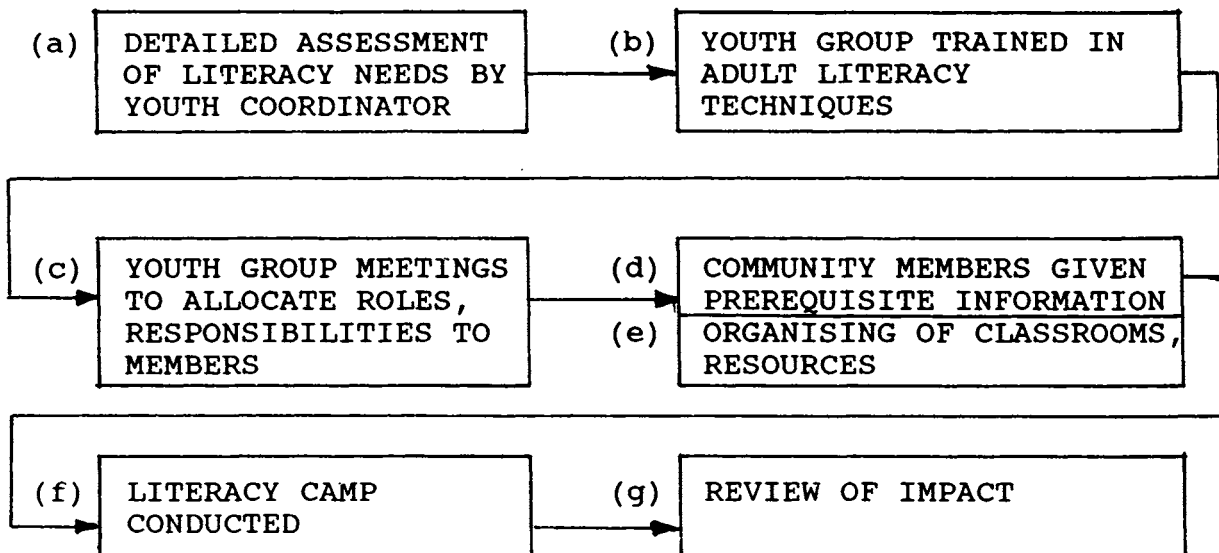
ILLUSTRATION

Project Objective - Developing a youth group to the point where it undertakes specific development activity like running an adult literacy camp.

STARTING POINT - Community consists of 120 families; 60 Adults need functional literacy and are willing to attend evening classes during summer; Youth group consists of eight volunteers.

Resources available - School building; printed resources from voluntary agency; trainer for youth group from Government.

ACTIVITY SET



The ILLUSTRATION presents an activity set which satisfies all the conditions mentioned earlier.

- (i) There are a set of activities from start to finish.
- (ii) The activities are linked with each other. For example (a) is followed by (b), (b) by (c) and so on. Only (d) and (e) are concurrent activities.
- (iii) The logic of the sequencing or dependence of activities is clear, since their order of completion will definitely allow the traverse from the START to the FINISH of the Project. The activity set is also relevant to both the project objective and the description of the current situation.

ASSIGNMENT THREE

A description of some functions of a youth worker is given below. Can you (a) decide the youth worker's objectives (b) construct an activity set for him, from the description.

No community work can be successful without a sound relationship between the worker and the community. The worker uses his relationship for making the youth group accepted by the community. For this he has to have comprehensive knowledge about the problems, needs and interests of the community as well as the youth group. The worker constantly strives for motivating the community to recognize youth potential.

The youth worker also strengthens the youth group. He then prepares it to take part in community development activities. Here the consent of the community is essential and the youth worker waits till such consent is available.

PROJECT-OBJECTIVES

- (a) _____

- (b) _____

ACTIVITY SET

NB - The activity set which you could derive from the descriptions may prove inadequate to assist the youth worker accomplish the two objectives mentioned in the description.

Chapter-3 on NETWORK ANALYSIS will extend the discussion of activity sets and incorporate many more necessary details. For the purposes of this Chapter this brief introduction is adequate.

(D) RESOURCE AND SUPPORT NEEDS

Various kinds of resources - MANPOWER, FINANCE, RAW MATERIALS, PRINTED INSTRUCTIONAL RESOURCES, VISUAL MEDIA, etc.- are needed for the performance of the activities in the set. These are estimated in advance during planning for three reasons.

- They can be procured and made available for each activity at the right time and in the right quantity.
- In case resources are in short supply or inadequate then certain decisions like either reducing the scope of the objectives, or slowing down or postponing the project till resources can be generated, have to be taken.
- Preventive and contingent actions for avoiding delays in resources availability can be thought of (discussed in detail in Chapter-6).

The first reason is crucial for projects which require resources of either a wide variety (a 'clean the slum' campaign or 'establishing a small service centre' would require multifarious resources) or in which resources from external agencies are to be procured (adult literacy

programme may require print, audio visual resources and models which are prepared by certain Government and Voluntary agencies). Planning reduces the uncertainty in acquiring such resources since we can anticipate in advance the nature and quantity of resources needed.

On the other hand the second reason is usually associated with long term projects, which would demand a variety of resources at regular intervals for a prolonged time span. If a school building is to be constructed for a community or a child immunisation campaign is to be launched in a large number of villages and the project is likely to take about 2 years or more, the resources needed may not be all available at the very start of the project.

Sometimes youth groups have to depend on experts or expert support from other agencies, like a team of doctors for handling an immunisation programme, or a few engineers to help dig tubewells, or a group of experienced trekkers to guide an adventure trek. Here again it is preferable to fix up' the availability of the experts in advance.

One very important resource is TIME. Target dates for project completion and approximate duration for each activity in the set are included in the plan. The starting date is normally fixed by working 'backwards' from the

target date for completion if the activity durations are known or can be estimated.

The next chapter on NETWORK ANALYSIS elaborates the use of time as a resource and related concepts in detail.

COVID-19 first reported in the United States

COVID-19 first reported in the United Kingdom

COVID-19 first reported in Italy

COVID-19 first reported in the United States

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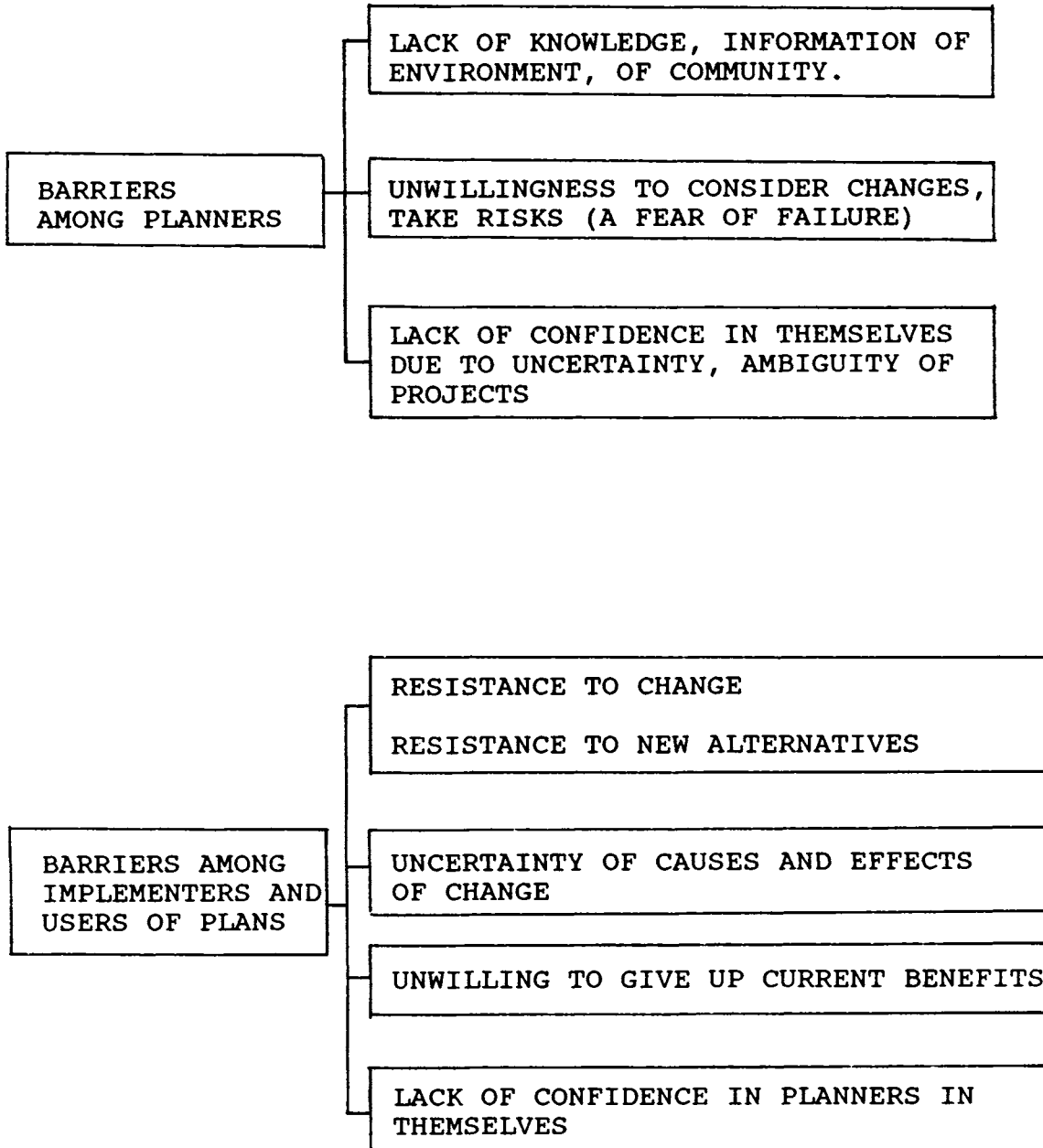
THE OTHER STEPS IN PLANNING

There are two additional steps (more than the four mentioned) in planning which are only to be briefly mentioned in this Chapter.

One step which normally makes its appearance after step C (Activity Set) or after Step D (Resource and Support Needs) is known as Potential Problem Analysis. This step emphasizes the need to anticipate in advance, during planning itself, the problems that can arise during implementation of the plan. An analysis of these anticipated problems leads to the identification of actions which can prevent these future (or potential) problems or reduce their impact. These preventive actions are appended to the activity set in the plan at the right locations (before the anticipated problem is expected to occur). Chapter-6 of this document is totally devoted to POTENTIAL PROBLEM ANALYSIS.

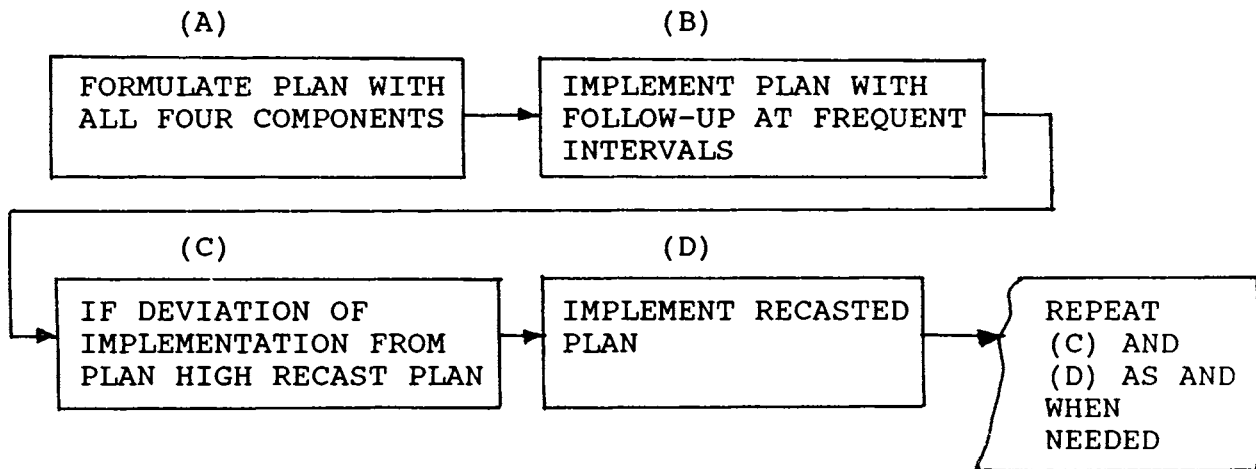
The other step is a sort of final step which comes after (D). This step deals with developing infrastructures, and allocating specific functions to different members of the team which undertakes to manage the project. Chapter-8 on ORGANISING FOR IMPLEMENTATION extends this concept and presents some illustrations.

BARRIERS TO EFFECTIVE PLANNING



FLEXIBILITY IN PLANS

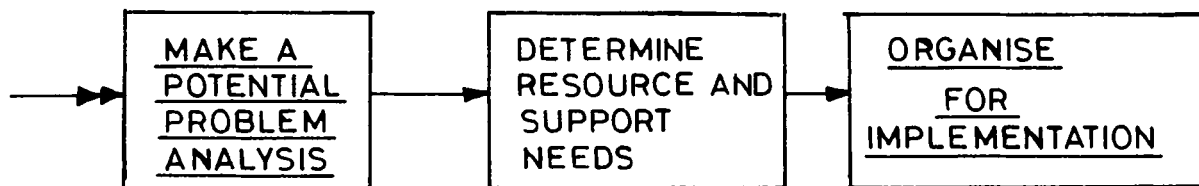
Certain projects associated with Youth Welfare and Development or with Community Development appear ambiguous and uncertain in terms of achievement. This is because experience in these areas of work is very 'thin' and there are a number of extraneous (environmental) factors beyond the control of the planners or implementers which could intervene and disturb progress in projects. Under the circumstances instead of assuming that a plan once made is to be rigidly adhered to in implementation, it is possible to think of a more practical alternative which is indicated below diagrammatically.



PLANNING AND IMPLEMENTATION

A majority of past experiences in the field of social development reveals that implementation deviates frequently from plan. Even though plans are formulated meticulously, with great care, implementation of these plans presents difficulties and gets distorted at times.

It is observed that plans are linked with implementation, one made for the other to occur. Without implementation the objectives considered in the plan can never be accomplished. This relationship also suggests that the more comprehensive the plan, the less will the implementation deviate from the plan. Hence the first need undoubtedly is for detailed and thorough planning, taking care not to miss any step. (Remember that apart from the four steps, two more have been suggested in planning.)



Many of these steps have been elaborated later in subsequent chapters.

ASSIGNMENT-FIVE

A case description entitled 'The Farm Youth Programme of Malaysia' (by Mr.A.H.Ahmed) has been provided to you. Participants, working in groups, will for a proposed similar project (or the project in the case assuming that it has yet to occur.):

- (a) Identify the objectives
 - (b) Provide a brief description of the current situation.
 - (c) Develop an Activity set, and deploy Resources for different activities.
 - (d) Diagnose three or four factors which will ensure success of the project.
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C A S E S T U D Y

THE FARM YOUTH PROGRAMME OF MALAYSIA

by Mr. Abdullah Haji Ahmad (Malaysia)

BACKGROUND

The Farm Youth Programme (F.Y.P.O or the "Belias Paladang" in Malay) was launched in 1972 with the objective of increasing youth involvement and participation in agriculture for:

- (a) employment especially self-employment;
- (b) development of a new breed of young agro-entrepreneurs;
- (c) increase in food production; and
- (d) growth and development of agro-based industry.

This programme was introduced after considering the following:

(a) The problems of youth in society especially the youth in rural areas; unemployment, lack of opportunities for self-improvement, the strong tendency to migrate to urban areas in search of jobs in factories without having adequate preparation, and

(b) the need for productive involvement of youth in national development, and given top priority in view of the following:

- (a) it is a self-employment programme;
 - (b) an effort to improve the rural standard of living;
- and

(c) it has greater capacity to create employment opportunities.

PROGRAMME TARGET

In Malaysia only rural youths who are members of youth clubs are allowed to participate in the FYP. Because of limited facilities, money and staffing the programme cannot include those who are not in youth clubs. This strategy is adopted because:

(a) before the programme is actually implemented on the ground, the youth will have first to be organised to facilitate briefing on the programme by youth officers. If they are already organized then contacts can be made through their clubs;

(b) it is good to involve youth clubs because it will give them an opportunity for participation at planning and implementation levels through their elected representatives;

(c) a sense of responsibility for success or failure of the programme is created among youth leaders through their participation;

(d) channeling of facilities and financial grants will be easier;

(e) follow-up action especially for evaluation of the programme will be easier.

It is hoped that youth clubs in this role will be catalytic in causing a faster rate of agro-development in the rural areas.

In this regard, the FYP is on record for the major role it has in bringing about and assisting in the development of the Green Book Programme launched by the Government of Malaysia.

THE GREEN BOOK PROGRAMME AND THE FYP

The Green Book is a major effort by the Malaysian Government to organize those in agriculture who receive Government aids at the grass-roots on the one hand and the Government agencies on the other for a better collaborative effort in bringing about accelerated agro-development.

The Green Book Plan (Second Phase) was launched in 1976 at the beginning of the Third Malaysia Plan with a revised aim for higher achievements:

- a) to increase the income of farmers as a means of eradicating poverty;
- b) to increase the country's agricultural production by stages;
- c) to continue backyard gardening programme for home consumption.

The launching of the Green Book Programme has assisted in the expansion of the FYP from a small programme with an annual budget of less than half a million to a Five-Year Development Programme with a budget of \$13 million Malaysian. This certainly is a remarkable success for the FYP. This success is not entirely from the point of view of budgeting. It is also a result of the very achievements of the programme itself. When the programme was launched in 1972 it had only 131 youth projects with 344 youths fully employed but in 1974 it had 527 projects employing 3,804 youths on it and by the end of 1975 there were 886 projects giving full time employment to 7,378 youths.

ADMINISTRATION OF THE FYP

The overall responsibility for planning and implementation of the programme has been given to the Ministry of Culture, Youth and Sports. For effective implementation especially at the grass-root level, a committee system at all levels was therefore introduced to serve as a coordinating body between the various existing government agencies concerned for the channeling of services and monitoring the programme of implementation. Since the launching of the Green Book Programme the Ministry officials directly supervising the programme work within the administrative machinery of the GBP.

FINANCING THE PROGRAMME

The financing of the Programme is a critical aspect of planning. The money comes from the government. But in view of the fact that money is provided for the services already assigned to various Government agencies, some form of financing will therefore have to be advised to ensure that the programme will not suffer because of uncertainty regarding who is to finance what aspect of the programme. In this respect the Ministry of Culture, Youth and Sports undertakes to provide the following:

a) Subsidy in the form of an initial grant for those who are starting the project. Only part of the total cost of starting the project will be provided;

b) Buying of tractors and other agricultural implements for the projects;

c) Subsidies to assist those who wish to expand their projects. Subsidies are only given on the basis of the working paper provided;

d) Initial grants for agricultural related projects, such as processing of agricultural produce.

Since one of the aims of the FYP is to create self-employment for the youths by developing agro-based businesses, the Ministry will also have to finance all projects of such nature undertaken within the Programme. The other aspects of the FYP projects will have to be financed by the other agencies.