

CHAPTER-8

ORGANISING FOR IMPLEMENTATION

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

GENERAL OBJECTIVE

Given a project description and plan, the participant will devise an infrastructure for implementing the project.

SPECIFIC OBJECTIVES

The participant will -

- (a) List the key factors which should be kept in mind while devising infrastructures.
- (b) Describe different forms of infrastructures used in implementing youth projects.
- (c) Analyse the implications of group structure, member accountability, interaction with external agencies and coordination on infrastructures.
- (d) Given a project description, its plan and an infrastructure for implementation, provide a critique of the infrastructure on the basis of suitability.
- (e) Given a project and its plan, devise alternative infrastructures that could be used for implementation, select one alternative, allocate roles to suit the infrastructures evolved.

**TRAINER'S NOTES
AND
GUIDELINES**

ORGANISING FOR IMPLEMENTATIONTHEME OF THE CHAPTER

This particular theme represents a set of essential actions which is to be made prior to implementation of a project. In other words 'Organising for Implementation' can be considered as a part of 'Planning'. In the planning process it can only be accommodated after the identification of 'Resource and Support Needs' and the completion of 'Potential Problem Analysis'.

This Chapter focuses on the manner in which Project Teams or Groups (normally small groups) would be organised to ensure effective management of the project. Since in a project there would be a variety of 'function clusters' how are these clusters to be allocated to the team members managing the project ? The answer to this has been elaborated in this Chapter. In addition, the Project Team may have to develop links with external support agencies. The nature of these links have also been described.

On acquiring some of the characteristics mentioned in the previous para 'a Project Team' becomes what is known as an 'Infrastructure'. Links with external agencies are also structural configurations. Hence this Chapter deals with

design of project management structures. It has been realised, though rather late, that well designed structures can accelerate project progress and prevent many problems in implementation.

PREREQUISITES

(a) The prerequisite Chapters are

- Chapter 2 on Planning
- Chapter 3 on Networks
- Chapter 6 on Potential Problem Analysis

(b) The Tutor must possess -

- . Considerable experience in leading and coordinating Project Teams.
- . Decomposing projects into activities, and clustering these activities in a manner suited for allocation to individual team members.
- . Familiarity with typical project structures and their characteristics - bureaucratic, committees, task groups, flexible groups, etc.

(c) The participant must be familiar with the concept of structure, and must have some experience of working in Project Teams.

PREPARATORY ACTIVITIES FOR TUTOR

- (a) Before embarking on guiding participants in this Chapter, the Tutor must thoroughly read it and complete all assignments. The assignments are not simple.
- (b) The Tutor may reinforce his knowledge by reading relevant chapters of Reference 1.
- (c) Though certain responses to assignments that may be anticipated from participants have been suggested, it is preferable that the Tutor generate some more as a means of dealing with diverse classroom situations that are likely to arise.

INSTRUCTIONAL GUIDELINES

- (a)(i) While the Chapter is in the self-learning mode, the participants are likely to have difficulties in understanding a few concepts like 'function clusters', 'accountability', 'coordination',.. The Tutor may interact with the whole class at appropriate intervals to ensure clarity in learning these concepts.

(ii) The package comprises of:

- introduction of the concept of infrastructure.
- different alternative infrastructures contemplated for a project, and
- crucial factors governing the choice of appropriate infrastructure.

(b) The suggested time for learning this Chapter is 6 hours. The suggested break-up is as follows:

Sl.No.	Activity	Time in hours
1.	Learning upto Assignment-Three with Tutor's intervention for clarifying concepts as mentioned in (a)(i) above and use of OHP Transparencies 8.1 and 8.2.	3 3/4 hours
2.	Assignment-Three	3/4 hour
3.	Assignment-Four including Tutor's summarisation.	1 1/2 hours

(c) The Tutor will briefly introduce the Chapter, establishing links with the prerequisite chapters.

- (d) The Tutor may have to intervene on a number of occasions to clarify difficult concepts like 'functions clusters', 'accountability', 'coordination'. In each of these cases, the Learning Package provides adequate information. It is necessary that this Chapter be made available to the participants totally before the learning begins.
- (e) All assignments are open-ended and could elicit a variety of responses. The Tutor will have to encourage creative thinking amongst participants. The last two assignments assist in integrating most of the concepts discussed in the Chapter. The Tutor may bear this in mind.
- (f) Two OHP transparencies have been provided.
- 8.1---- Criteria for comparing infrastructures
- 8.2---- Factors for devising infrastructures.
- They may be used at appropriate moments in the progress of the participants.

SUGGESTED RESPONSES TO ASSIGNMENTS

ASSIGNMENT - ONE

Other purposes -

1. Experimenting with innovative designs of Cattle powered implements.
2. The use of by-products of cattle-shed operation like cow dung.
3. Sales of products like milk.

ASSIGNMENT - TWO

COOPERATIVE SPORTS SHOP OF YOUTH CLUB

1. Functions of Project Team members (a suggestion) :
 - A --- Holding meetings.
Keeping members informed
 - B --- Procurement of goods.
Maintaining inventory
 - C --- Keeping accounts.
Managing finances
 - D --- Dealing with sales.
Customer service
 - E --- Advertising promotion of sales

2. Linked External Agencies

<u>Agency</u>	<u>Purpose</u>
(a) Sports goods retailers	Procurement
(b) Customers	Sales
(c) Share holders	Dividends, youth welfare
(d) Youth clubs	Promotion of games and sports

ASSIGNMENT - THREE :

Different answers are possible in terms of making critical comments on the infrastructure. The answers suggested below are only guidelines to the Tutor.

1. Project objectives

Objective 1 may not be accomplished as the number of classes started are few.

Objective 2 may be partially accomplished as out of the 4 youth volunteers 2 are primary school passouts.

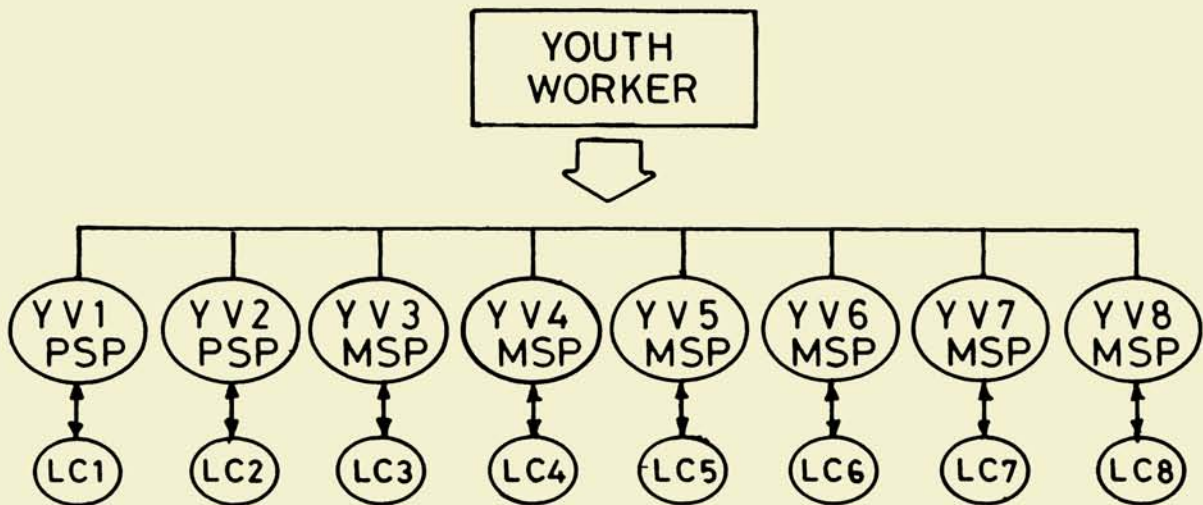
Objective 3 may be partially achieved.

2. Ambiguities and uncertainties
 - (a) No communication links between different literacy youth volunteers and the problem solving mechanism.
 - (b) There is no sharing of problems between youth volunteers.
 - (c) No opportunity for members of the literacy classes to indicate their problems and difficulties.
 - (d) There is little scope for changing strategies during implementation.
3. Expectations of different agencies/interest groups
 - (a) The expectations of the beneficiaries are not obtained.
 - (b) The expectations of youth volunteers are not clear.
4. Division of responsibilities
 - (a) The functions of youth volunteers are not classified
 - (b) The role of youth worker in the project has not been amplified
 - (c) Involvement of parents/other people in project implementation not included.
5. Time Frame of Project
 - (a) Time frame not indicated.
 - (b) Phasing not made.
 - (c) Phase groups not identified.

6. Resource constraints

- (a) Contingent actions in case volunteers withdraw, not given.
- (b) Arrangements of classrooms not indicated.
- (c) It is not clear whether any funds are required.
If so, how funds will be raised ?
- (d) Training material requirements and acquisition are not detailed out.

The suggested alternative infrastructure is given in two diagrams (a) and (b). The Tutor may also present any other infrastructure he may think appropriate for the situation.



PROJECT DURATION 3 YEARS

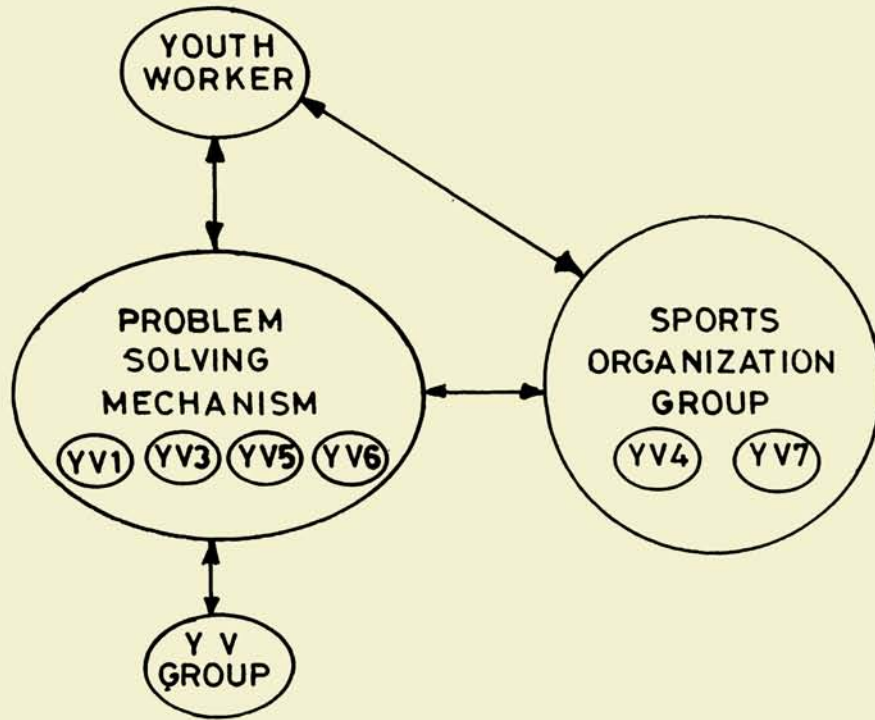
Y V – YOUTH VOLUNTEER

L C – LITERACY CLASS – DURATION 3 MONTHS
– SIZE 30

PSP – PRIMARY SCHOOL PASSOUT

MSP – MIDDLE SCHOOL PASSOUT

INFRASTRUCTURE (a)



INFRASTRUCTURE -(b)

ASSIGNMENT-FOUR

FUTURE YOUTH CLUBS - SOMEONE'S DREAM

This assignment is too open for providing any definite suggestions. The participant responses will be based on:

- understanding of the presentation and text
- derivation of the pioneer's suggested infrastructures
- perceptions of the feasibility of these instructions for the participants' own situations.

The Tutor should examine the groups' responses for rational thinking.

REFERENCES

1. 'Organisational Behaviour and the Practice of Management' by Hampton, Summer and Webber; Scott, Foresman and Co., USA, 1978.
2. 'Planned Change - A new Manual' - a document prepared by Education Management Centre, TTTI, Bhopal for State Government of Gujarat, India, 1987.
3. 'Solving Educational Problems' by Havelock and Huberman; Praeger Publications, USA, 1978.
4. 'A Diagnostic Approach to Organisational Behaviour' by J.Gordon; Allyn and Bacon Inc, Boston, USA; 1987.
5. 'Managing Organisational Behaviour' by Tossi, Rizzo and Carroll; Pitman Publishing Inc; Massachusetts, USA, 1986.

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

ORGANISING FOR IMPLEMENTATION

In Chapter 2, the different steps and stages of Planning have been introduced and elaborated. One additional aspect of Planning that is significant but which rarely gets the attention it deserves is ORGANISING FOR IMPLEMENTING the plan.

The term ORGANISING normally refers to deploying members of a youth team by suitably allocating to them specific roles, functions and responsibilities and ensuring that the project objectives get accomplished. The term ORGANISING is also sometimes referred to as 'designing infrastructures'. In fact organising is an important project management dimension and is undertaken for the following reasons.

- * Bringing clarity to the inter-dependence of roles and functions
- * Avoiding working at cross-purposes
- * Ensuring that all activities get completed as per plan.
- * Identifying, diagnosing and resolving problems
- * Promoting team-work.

The above advantages arising out of satisfactory organising for implementation are exemplified through the following illustration.

ILLUSTRATION - ONE:

A youth project has the following objective:

- CONDUCTING AN ADVENTURE TREK for a group of thirty youth by the end of 3 months from now.

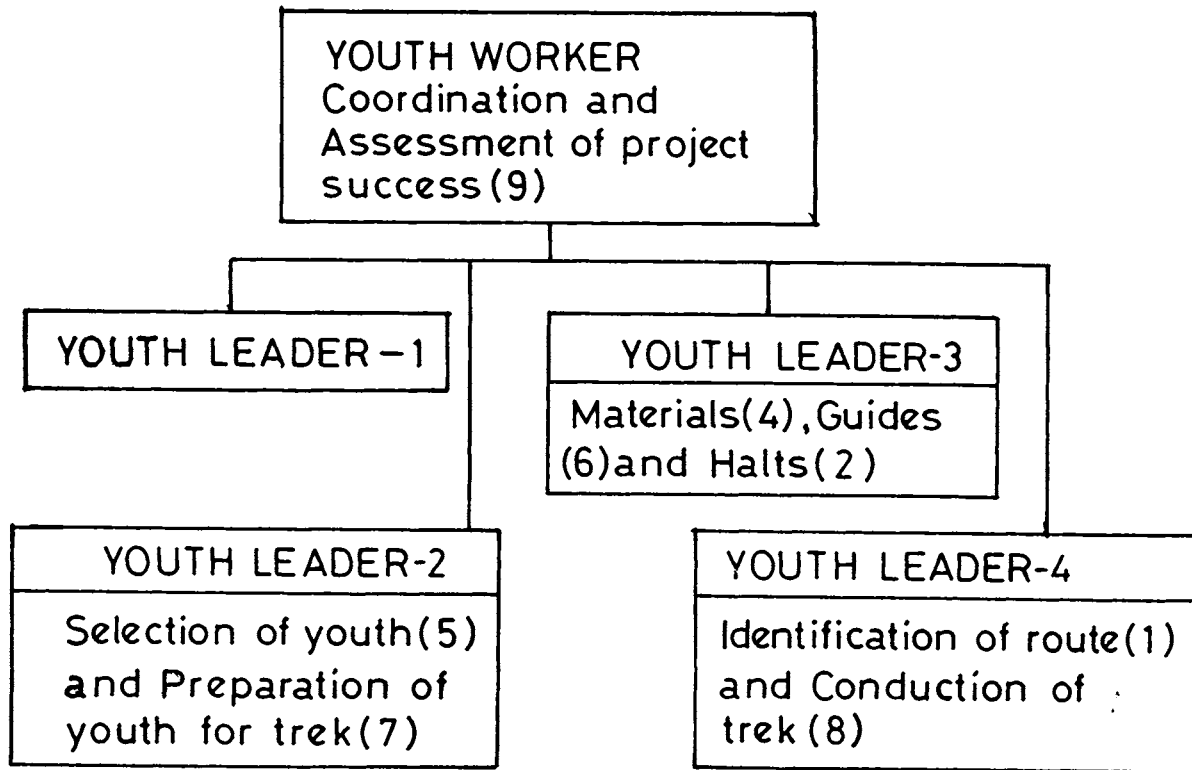
Activities in the project :

- (1) Identification of the trek route
- (2) Arrangements at halting places
- (3) Collection of funds
- (4) Procurement of materials required for the trek
- (5) Selection of youth to participate in the trek
- (6) Arrangement of guides
- (7) Training of youth (if necessary)
- (8) Conduction of trek
- (9) Assessment of project success

Three possible infrastructures for organising the trek are given in the following pages.

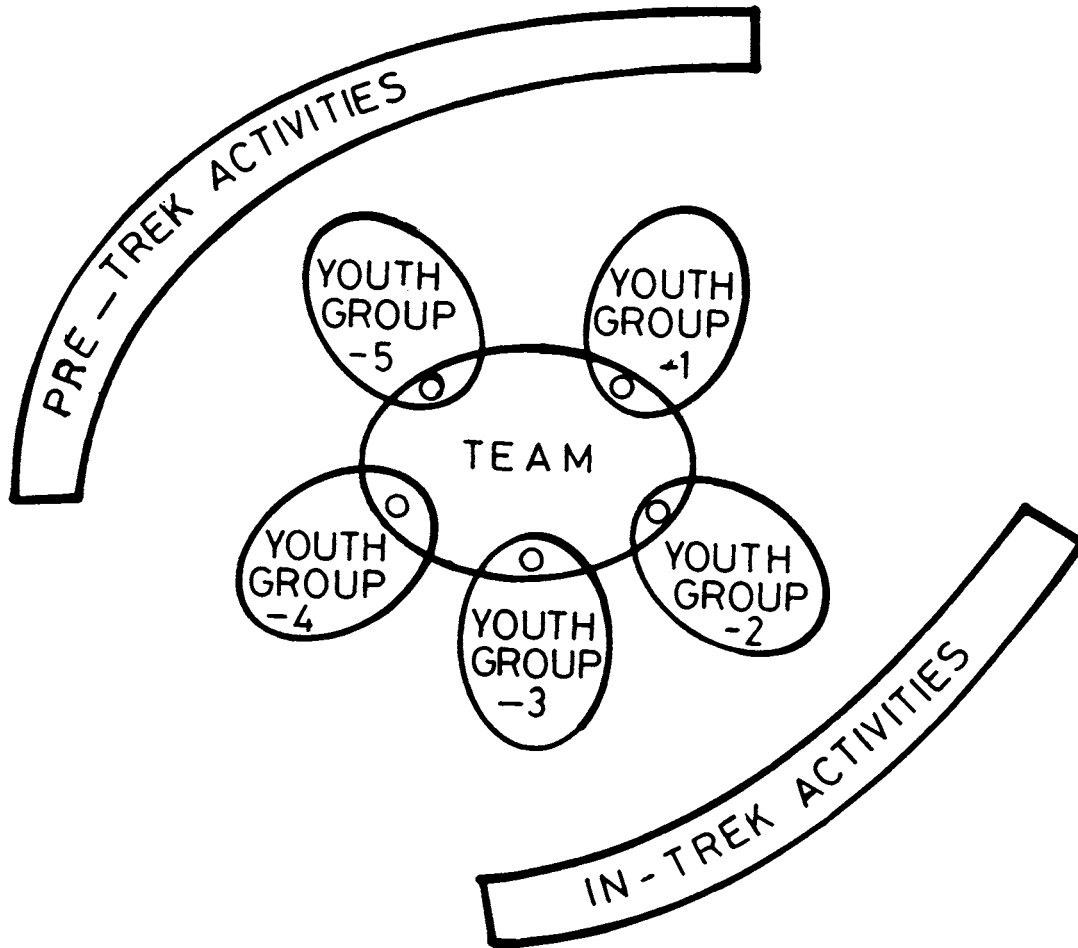
ORGANISING THE TREK - Alternate Infrastructures

Alternative - 1 :

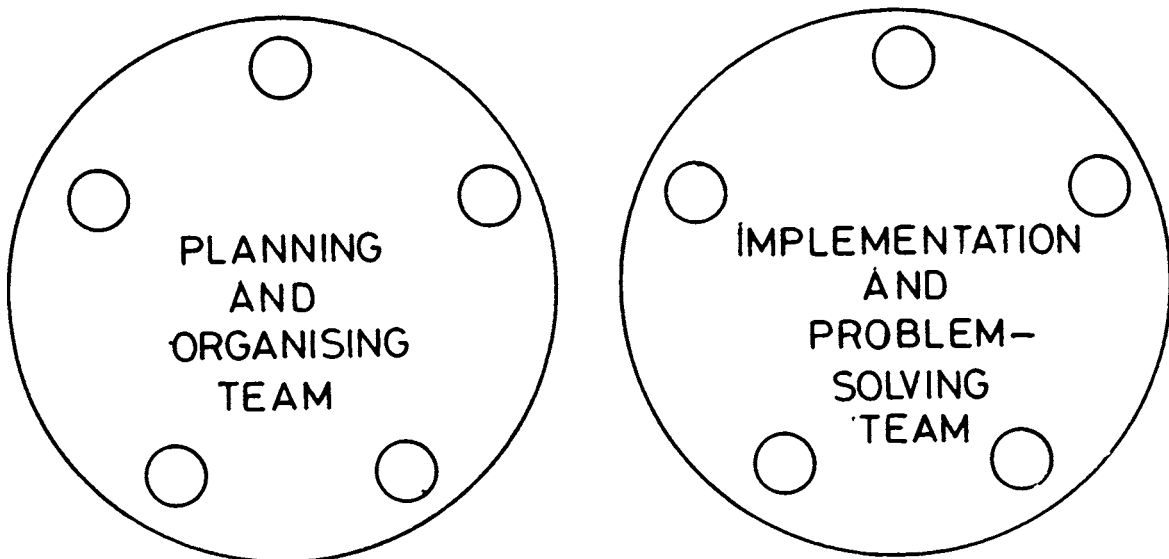


Note: The numbers within parentheses represent numbers of activities given in the activity list.

Alternative - 2 :



Alternative - 3 :



Which of the three alternatives is the best ? This can be decided only if criteria for comparing the alternatives are generated. The suggested criteria are listed in the table given below. The satisfaction of these criteria by the three alternatives is also indicated in this table.

Sl. NO.	CRITERIA	ALTERNATIVES		
		1	2	3
1.	Allocation of responsibilities	-	Yes	Yes
2.	Involvement in decision making	-	Yes	Yes
3.	Coordination between different activities	Yes	Yes	Yes
4.	Early solution of problems	-	-	Yes
5.	Equality of status and shared leadership	-	Yes	Yes
6.	Team - work	-	Yes	Yes
7.	Effectiveness of communication	No data available		
8.	Role clarity	Yes	Yes	Yes
9.	Contact with trekkers	-	Yes	-

Thus, for the adventure trek the infrastructure shown in alternative - 2 is likely to be more effective than the other two alternatives. However, new alternatives which could be at least as effective as alternative - 2 could be generated.

INFRASTRUCTURES are necessary to manage projects. In other words these infrastructures become useful for both the 'planning' and 'implementation' phases. These are generally developed on the basis of effectiveness. For a majority of youth service projects, the selected infrastructure should ensure the satisfaction of team - work and group decision making criteria, for enhancing:

- (a) use of creative approaches,
- (b) sensitivity to problems, and
- (c) sharing of responsibilities.

Hence, a bureaucratic approach to organising (alternative - 1) should be avoided as far as possible and alternatives 2 and 3 could be selected, perhaps with certain modifications.

Infrastructures have other purposes as well. Two of them are explained through the illustration given below:

ILLUSTRATION - TWO:

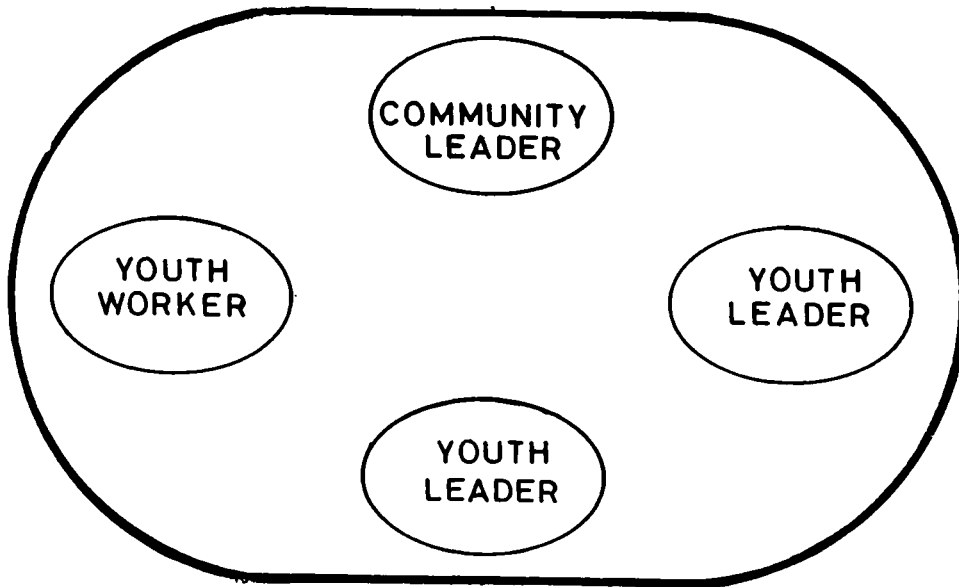
The project considered here has the objective, PROVIDING CAREER GUIDANCE TO SLUM YOUTH.

This project demands establishment of satisfactory linkages with a number of agencies. You, as youth worker, may set up youth groups to assist you. The activities required could be :

- > Identification of youth needs
- > Identification of agencies in the neighbourhood for providing guidance to youth
- > Collecting funds
- > Conducting a career guidance seminar for the youth beneficiaries through invited personnel from different agencies
- > Follow - up activities

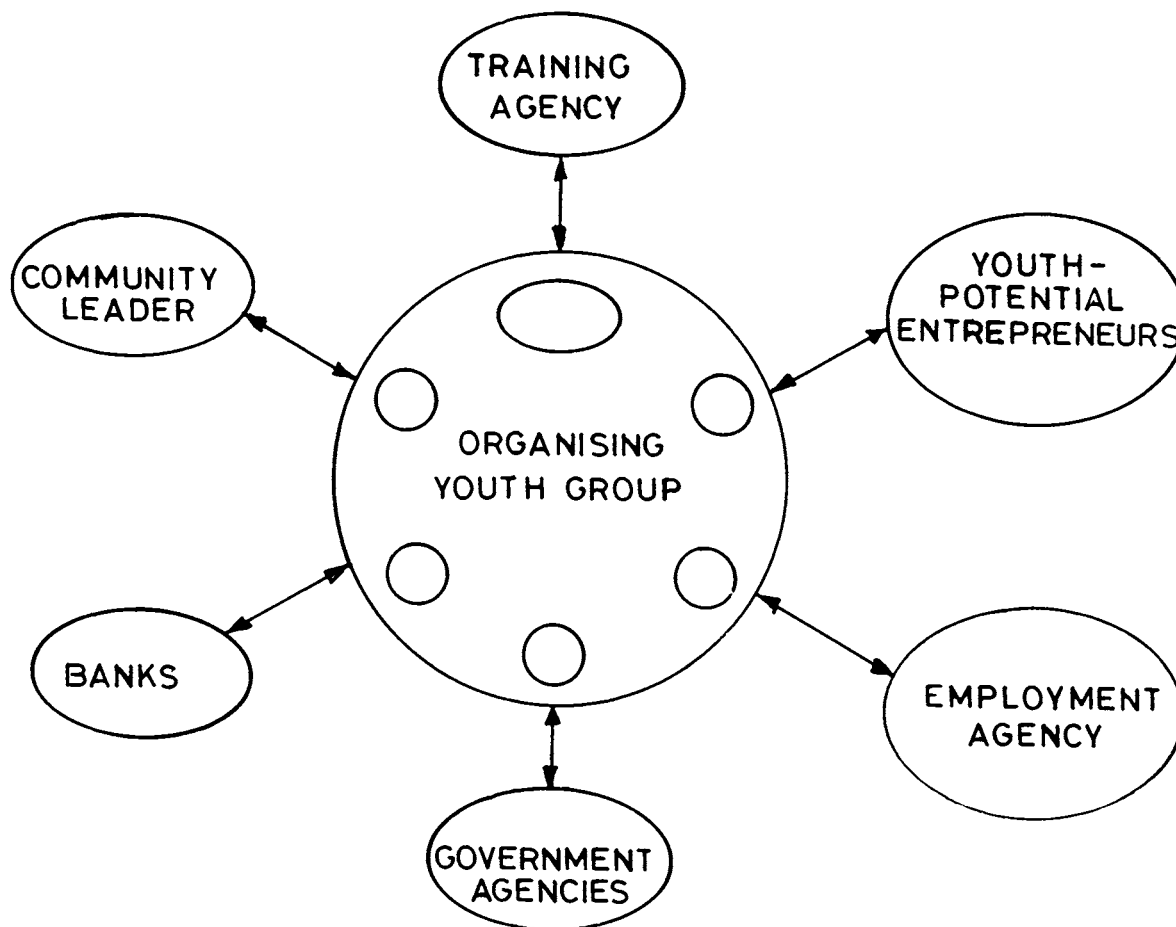
To meet the demands of these activities, two infrastructures were developed by the project organisers (the youth group)

Infrastructure - I : (Problem-solving)



This infrastructure was primarily meant to diagnose needs and problems and fulfill/resolve them in the course of the project. This was the main responsibility. In other words, here was an infrastructure created to assist the implementation process and to ensure that deviations between 'plan' and 'implementation' (unanticipated difficulties) did not unduly distort or delay the progress of the project.

Infrastructure - II : (Linkages)



This second infrastructure shows the linkages between the organising youth group and the other groups/agencies involved in the project. These linkages were meant to promote interaction and mutual cooperation in the accomplishment of project objectives. It is important to note that before constructing such structures the agreement of involved groups/agencies is necessary.

Thus, the youth worker may need to devise more than one infrastructure for ensuring the achievement of project objectives. Each infrastructure will have specific purposes to cater to. There may be a need in complex or long - term projects to ensure linkages between the different infrastructures constructed for the project.

GROUP STRUCTURE

This refers to the roles and relationships among the members of a youth team. They have to engage themselves in key group functions. They also have to undertake individual responsibilities or functions.

ILLUSTRATION - THREE:

The Project Team members for a Skills Development Programme (of six months duration) for youth had to undertake the seven major functions indicated below.

1. Obtaining funds on a regular basis.
2. Acquiring different resources like raw materials, stationery, duplicated classnotes and assignments.
3. Arranging for and the transport of outside experts who had agreed to impart skills to students (youth).
4. Housekeeping of classrooms, workshops.
5. Ensuring that arrangements and resources for classes are ready on time.
6. Maintaining records of progress of students.
7. Interacting with students (youth) and getting feedback from them about learning and about the arrangements.

The five members of the youth team had their own interests.

Member A	Interacting with outside people, developing outside contacts
Member B	Keeping accounts and maintaining records
Member C	Talking to youth, mixing with young boys and girl
Member D	Organising and arranging functions and programmes
Member E	Interacting with grown - ups, marketing ideas to them.

Though the mix of interests appeared confusing, it was quite easy allocating functions which were acceptable to members of the team.

The first allocation was as follows.

<p><u>MEMBER A</u></p> <p>Arranging for and the transport of outside experts (3)</p>	<p><u>MEMBER B</u></p> <p>Maintaining students' progress records (6)</p>	<p><u>MEMBER C</u></p> <p>Interacting with students and youth (7)</p>
<p><u>MEMBER D</u></p> <p>Arrangements and resources for classes (5)</p>	<p><u>MEMBER E</u></p> <p>Obtaining Funds (1)</p>	

Two more functions had to be allocated. And B and D had functions that were to be regularly performed but which were not as demanding as the other functions.

Hence, Function 2 - 'Acquiring resources' was assigned to D and Function 4 - Housekeeping to B.

It was also decided that the allocation of functions would be reviewed during the first week of each month. Incidentally the decisions about the allocation were made by the team members themselves.

Some Project Groups or Teams enter into project assignments too quickly. They run the risk of having gaps in work, duplications, and counter production. These can slow down the project and reduce the effectiveness of implementation of project. Assigning functions and roles is a crucial step in 'organising for implementation'.

Another complicated aspect of organising is ROLE DESIGN. Members may not volunteer for some functions. Or too many may volunteer for a choice assignment. Some may like to do the 'easy work', while others may make a mess by trying to experiment with what they are doing.

Though it is impossible to please everyone, it is preferable to spend time making decisions on allocating functions with care. If the youth team has a competent leader this would be one of his main responsibilities.

The matrix given in the next page focuses on some of the bases behind the decision.

ILLUSTRATION - FOUR

A youth team undertook to manage the construction and operation of temporary cattle sheds just outside a village to house all the cattle belonging to a group of villages. The motives of this project were many, prominent among which were :

- healthcare for cattle,
- cleanliness in the village,
- reducing the burden of some villagers who were struggling to maintain their cattle in their small backyards, and
- improving milch and drought cattle performance.

The agencies which got linked to the youth team in their operations were :

- * The beneficiaries
- * Milk product cooperatives
- * Construction contractors
- * Construction material suppliers
- * Cattle feed suppliers
- * Healthcare officers
- * Utilities department
- * Malaria eradication agency
- * The Government Veterinary Services Department
- * A research organisation which was engaged in improving the design of bullock carts and cattle-powered agricultural implements.

It is obvious that with some of these agencies the interaction of the youth team will be much more intense, intimate and regular than with others. The agencies which are closer to the youth team form crucial links which the youth team has to sustain with special care. Frequent meetings (formal and informal), guidelines and norms for interactions, and even the designation of a special person to liaise with the agency are all means by which the crucial link is cared for.

The purposes of the links between the project team and the external agency could be 'manifold'. For example, for the construction of temporary cattle sheds, some of the purposes of links are :

- # Assured flow of funds/materials as planned
 - # Continual availability of expertise
 - # Flow of data/findings
 - # Prompt preventive/curative actions related to health of people and cattle
 - # Needs assessment
 - # Feedback on performance
-

ASSIGNMENT - ONE

For the illustration on Construction of Temporary 'Cattle Sheds', identify three purposes of links with external agencies other than those mentioned earlier.

Indicate your response in the space provided below.
Check your responses with the Tutor.

(1) _____

(2) _____

(3) _____

The purposes of linkages between the youth team and the external agencies are intimately connected with INPUTS, ACTIVITIES and OUTPUTS of a project. The events of project implementation which are related to purposes are elaborated below.

INPUTS TO PROJECT	PROJECT ACTIVITIES	OUTPUTS OF PROJECT
* Supplies of raw Materials, Equipment, other Physical Resources	* Care of Cattle surroundings.	* Gains/losses to affected people
* Provision of Funds, payments	* Assistance to workers.	* Products and services
* Ideas for Plans, strategies	* Problem Solving	* Feedback on outputs
* Training and Development	* Experiments	* Increase in acceptance and credibility of Project team
* Information sharing	* Follow-up	
* Directives, Guidelines	* Production	

In brief, the Project Team interacts with its environment (external agencies) with some overlapping motives in mind.

- * Ensuring Survival of project
- * Bringing about development/improvement
- * Increasing credibility and acceptance of Project

An elaboration of Communication Patterns between the youth team and external agencies is given later in this Chapter.

ASSIGNMENT - TWO

Consider the setting up of a Cooperative Sports Shop by a youth club for supplying sports goods to a large number of youth clubs in the neighbourhood. The sports club is to be manned by a team of youth selected by youth club members.

Answer in brief in the space provided, the two questions given below.

- (1) Given that there are five members in the youth team managing the Cooperative Sports Shop, what could be the functions allocated to each of the five ?

A _ _ _ _____

B _ _ _ _____

C _ _ _ _____

D _ _ _ _____

E _ _ _ _____

2. List four external agencies which would be linked with the youth team. Give the main purpose of the linkage.

Linked External Agency	Purpose of Link
------------------------	-----------------

(a)

(b)

(c)

(d)

CHECK ANSWERS WITH TUTOR

COORDINATING GROUP FUNCTIONS

It is often quoted that once Project Team members are allocated responsibilities in a project, they get so much immersed in their work that they 'forget to talk to each other'. This is more so true of specialists who it is said 'are people in one field who often have a trained incapacity to deal with total problems in the real world'. It is noticeable that this phenomenon totally destroys the very concept of 'team' and 'group'.

WHAT IS COORDINATION ? - It is the extent and means by which a youth team integrates or holds together its members, and facilitates their working together to accomplish activities, and project objectives.

WHAT ARE THE MEANS AVAILABLE FOR COORDINATION ?

Probably the best known means is the very feeling or attitude of 'Collaboration'. If the collaborative spirit among members is high then coordination is very likely.

In many teams 'informal links' are gradually established. Thus if the 'fund raiser' informs the 'resources procurer' he can start purchase, or if one member tells another that the beneficiaries are resentful about the forceful role adopted by the team, the informal link is in operation. Openness, understanding and mutual adjustment among members leads to the forming of such informal links.

The more usual approach to coordination adopted is to allow the leader of the team to undertake this task. In effect, members are willing to accept coordination decisions made by the leader.

Probably clarity of role, task interdependence, and indepth planning can facilitate coordination. And lack of coordination can ruin implementation.

Coordination is itself a skill.

Projects contain a set of interdependent activities, most of which would need support or resources of different kinds. Firstly to ensure that all these events occur at the right time, in the right places, with a high degree of certainty is by no means a casual or trivial activity. Secondly keeping information networks active so that flow in different directions does occur is an activity requiring 'Constant Vigil'. Thirdly diverting less active members to help those who are confronting problems is 'tricky and delicate'. Finally the coordinator's contribution is significant in sustaining the 'team'. Under these circumstances coordination can be termed as a complex function. It carries with it a certain hit and miss approach.

INTERGROUP COMMUNICATION

A project team is not an independent group. It has links and interdependence with other groups (external agencies, beneficiaries etc) for the purposes of work and communication.

ILLUSTRATION - FIVE

Consider a project team which has been set up for a 'Promoting Skills Development among Youth in a Community' programme. This team will necessarily link up with, say, a group of 'skills trainers'. What could be the communication processes between them ?

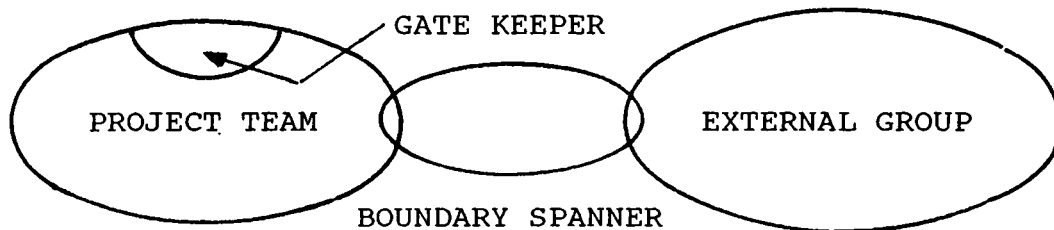
- Requests by trainers to project team.
 - Nature of language used, channels used
 - Verbal or written communication, or both
 - Distortions in messages, requests
 - Sharing of problems
 - Empathy between communicating groups
 - Nature of links and channels - direct, long term
 - Time taken for communication.
-

When communication between two groups becomes important, barriers of different kinds are likely to impede it.

Communication is an exercise of power between the groups. Hence the first condition that must be fulfilled is that the two groups must collaborate rather than compete with each other.

Other barriers are associated with distortion of messages, delays, ineffective listening, lack of feedback on communication.

Under the circumstances to improve the flow and use of communication certain strategies can be thought of like:



Gatekeepers receive information and control access to it. They switch communication among members and ensure quick flow. In other words all external communication is received by them. They screen the information and direct it to the member concerned. Gatekeepers are significant members in Project Teams.

Boundary spanners are like representatives of a team who are housed in the other group for meeting the needs of liaison. One of the functions they perform is to collect information and quickly send it across to the right location in the Project Team.

With regards to other strategies, it is assumed that the participant is knowledgeable, since they are similar to phenomena in intra group communication and decision-making. In case the participant is unfamiliar, it is advised that he reads about communication strategies in books on 'Organisational Behaviour' (like References 2, 3).

ACCOUNTABILITY

The dictionary definition of 'accountability' stresses terms like answerable, liable, and responsible. The implication is that a youth worker or youth volunteer should show (or openly indicate) that he can answer whether or not he has behaved responsibly and 'done the best with what he has!' Youth workers (or even youth teams) have to be prepared to demonstrate just that to answer that he has/they have done his/their best within the limits of the technology, expertise and resources available to him/them.

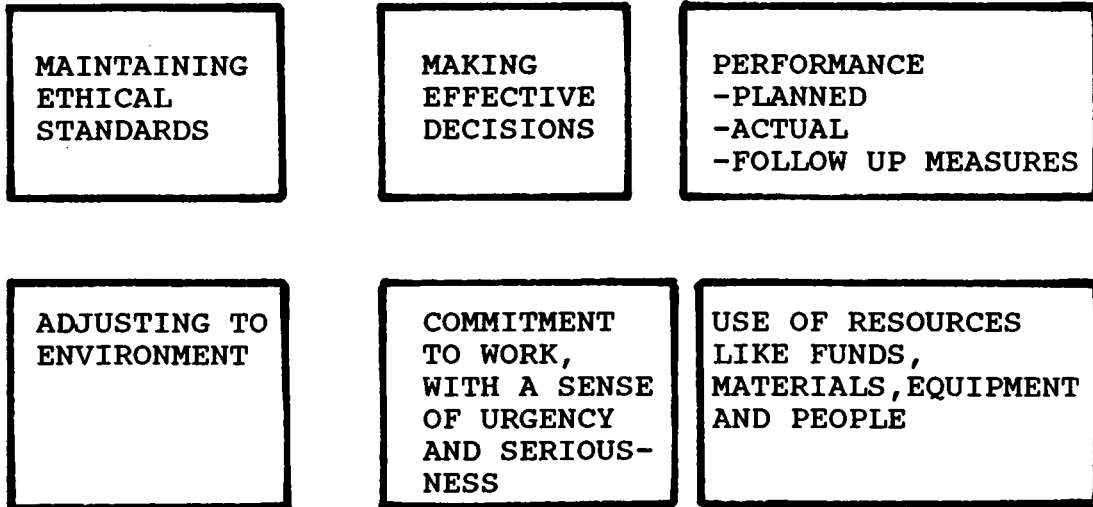
Accountability has necessarily to be performed. It is sort of 'obligational'. There is no need for regulations or directives for accountability. It must occur automatically. Youth workers who take on certain functions or youth teams which undertake to become responsible for project management also agree to become accountable for performance. Inherent in their accepting responsibility is the parallel accountability factor which includes an assurance from them

that they would put in their best. And even if they are not asked about it, it becomes their duty to report to certain concerned people on what they did. This is what differentiates accountability from 'evaluation'.

Accountability need not be written down, or ordered. The person does it more as a duty. This makes it an attitude, a part of the commitment of the person. Those who hide their work and performance from others, or those who misuse the opportunity to contribute have much to answer for.

One question that could be termed as a derivative of the concept is 'whom to answer to, report to, or inform?' In fact the response to this question would be- To many like the other team members, the beneficiaries and affected parties, the donors, the Government, other people, interested parties and the general public. But then many of these agencies and groups may not be interested in all the information reported. Secondly accountability should not turn the situation upside down where the time taken to report to people is so large that it acts as a detriment to the progress of the project or work. Hence accountability leads to meeting one's obligation of reporting in a selective manner. At different stages of the project different sets of agencies will be reported to.

The dimensions on which accountability reports focus could be summarised as -



When a person reports he must present concrete evidence rather than only use phrases like :

- Doing my best
- Trying very hard
- People have not cooperated
- Don't know why this is so
- I'm honest and sincere
- Everything is okay.

Normally accountability gets reflected in the behaviour and responsiveness of the youth team members or youth workers. Some actions which project a high degree of accountability are listed below.

REPORTING TO
COLLEAGUES, LEADER

REPORTING TO
COORDINATORS

DETAILED PLANNING
(GOING THROUGH ALL STEPS)

ENSURING ROLE
CLARITY AMONG TEAM MEMBERS

KEEPING ACCOUNTS

FREQUENT CHECKING
WITH BENEFICIARIES

RESPONSIVE
FOLLOW-UP

EFFECTIVE PROBLEM SOLVING
AND CONFLICT RESOLUTION

CONSENSUS DECISIONS
ON DELICATE ISSUES

BEING HONEST ABOUT
PROGRESS REPORTING

ALLOWING INTERESTED
PARTIES TO VIEW PROGRESS

ARRANGING SITE VISITS
FOR AGENCIES INVOLVED

ACKNOWLEDGING SUPPORT
AND CONTRIBUTIONS

EXTERNAL AUDIT OF
PERFORMANCE, ACCOUNTS
(in effect PROJECT EVALUATION)

A general scheme of reporting can be observed in projects. Some examples, are given below.

ACTION	AGENCIES
Responsive Follow up	Donors, other agencies involved, beneficiaries, coordinators
Keeping Accounts	Donors, Auditors, anyone else who is important and who needs to be shown
Ensuring Role Clarity among Team Members	Coordinators, Donors, Government

Accountability requirements, since they are obligational', must be worked out by the project team itself. This may be considered to be a part of the 'planning process'. Often proposal designs may contain a preview of what accountability requirements are and how they are likely to be fulfilled.

Many youth activities require external funding, from Government or from voluntary agencies or from donors. When the teams, and project managers accept the responsibility to plan and implement the project with external funding, the issue of accountability becomes crucial. They must, from the outset, ensure that they fulfill accountability requirements.

Accountability and evaluation are quite close to each other but are not the same. Now that the concept of accountability of project teams has been elaborated, remember to think of it again when you do Chapter 11 on 'Project Evaluation'.

FACTORS TO BE KEPT IN MIND WHILE DEVISING INFRASTRUCTURES

For a project, infrastructures of one type or another or a combination of types need to be designed to accomplish its objectives. The following are some of the factors which require to be considered while devising infrastructures.

- (1) Project objectives and Project Plan
 - (2) Ambiguities and uncertainties during implementation (anticipated)
 - (3) Expectations of different agencies/youth volunteers/beneficiaries/interest groups involved
 - (4) Division of responsibilities
 - (5) Capability and expertise of youth volunteers
 - (6) Time frame of project
 - (7) Resource constraints.
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ASSIGNMENT-THREE

Given below is a project description, its plan and an infrastructure for its implementation.

MAKE CRITICAL OBSERVATIONS ON THE INFRASTRUCTURE ON THE BASIS OF THE ABOVE 'FACTORS FOR DEVISING INFRASTRUCTURES' (Make any assumptions you deem fit), and CHECK your observations with your Tutor.

Situation :

Maku is a village having a population of 5000 (including 300 children below 3 years of age). 50 adults have completed middle school education. 200 adults possess only primary school education. 300 boys and girls are attending various schools in the village and in its vicinity.

P. Roy, a youth worker of 28 years, possesses a Bachelor's degree in Arts and desires to engage in an adult literacy campaign. He has developed a project plan, the details of which are given below.

Objectives :

1. To conduct literacy classes for about 2000 adults during a span of 3 years
2. To make the illiterate adults capable of reading, writing and understanding primers
3. To reduce barriers like unwillingness, adult shyness and adult apathy towards literacy

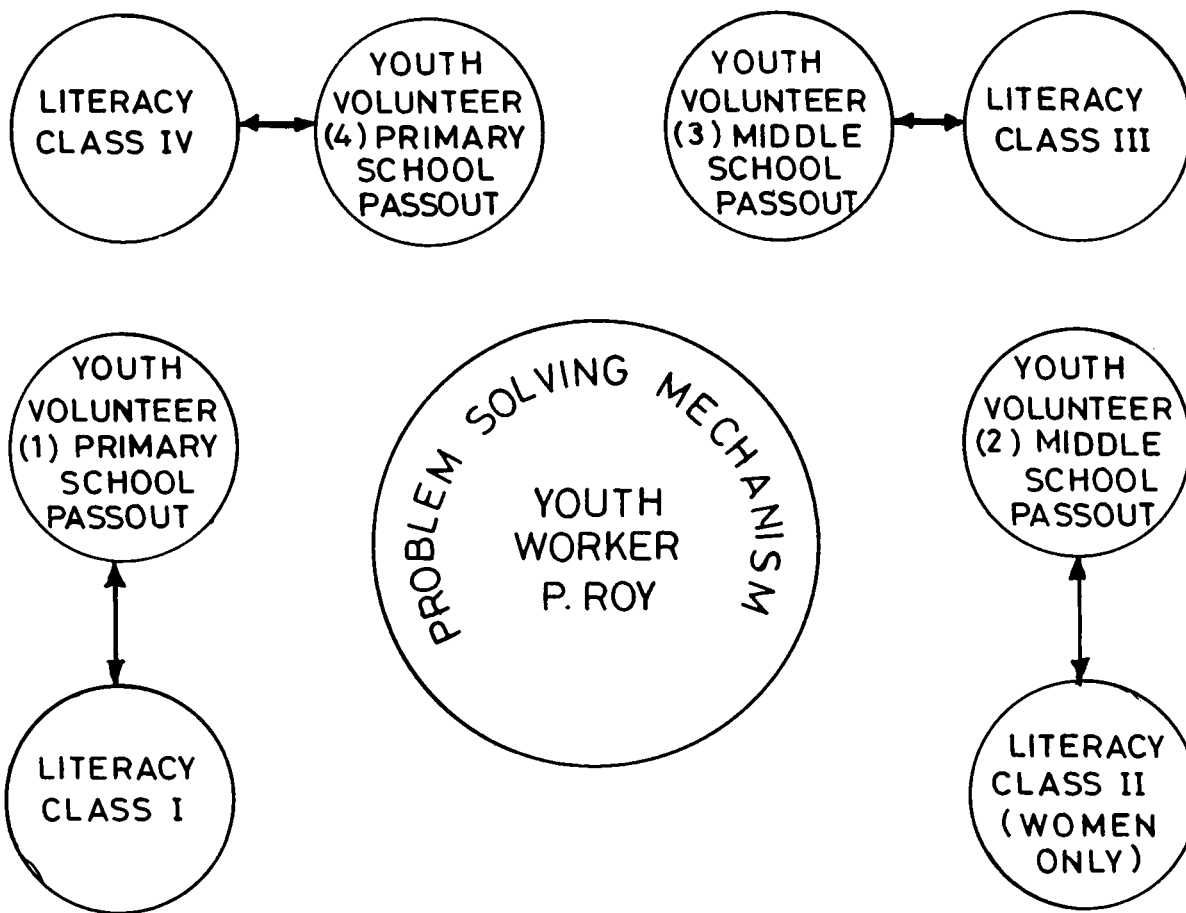
Activities : - Four literacy classes every third day for 30 adults

- Counselling adults in their homes

- Organising sports every Sunday

Potential Problems

Potential Problems	Solutions
1. Parents preventing their adult children from attending literacy classes	Create scope for gainful activity which is dependent on literacy
2. Some people disturbing the conduct of classes	Form interest groups to oppose such disturbances
3. Some youth volunteers withdrawing from the project	Keep a reserve force
4. Resources created by Government agencies not available in time.	Procure resources well in advance



ASSIGNMENT-FOURFUTURE YOUTH CLUBS - SOMEONE'S DREAM

I once had a conversation with a man who had pioneered the youth club movement in this part of the country some time ago. Though he was disillusioned with the track the movement had taken of late, he still had hopes that youth would rebuild their own movement. He liked to talk not only out of old memories, but because of the visions of the future he had. So I made him talk for I thought his ideas were very provocative. What I write now are his views, only some of them, on the Future Youth Club.

A youth club is established under the principles of direct democracy. These principles - voluntarism, cooperativism, and egalitarianism - aim at the complete identification of the individual with society. Individual members internalise these goals and feel that no conflict exists between their personal desires and the needs of the club. This process is facilitated by the psychology of 'total inclusion', wherein each member joins a work group which is interdependent on another or overlaps with another work group. So we could have the ecological work group overlapping with the social work group, the social work group developing an interdependence with the education unit, which in turn links closely with the economic productivity

unit and so on. This 'inclusion' ensures that you can pursue personal interests as well as integrate with other spheres of activity.

Hierarchy should gradually vanish and be replaced by nonformalised member (or public) opinion as the means for control. This 'general assembly' must meet every week. Communications, validation of group decisions, discussion on problems in these meetings should be open, to integrate and to serve as a balance for various interests. Why separate out executive, legislative and judicial powers and functions in a youth club ? Why emphasize, as we do today, that hierarchy and bureaucracy can only perform when it doesn't ?

Unit and small group leadership is important. They may be elected and replaced by the 'general assembly'. After all about 10 leaders are enough. And we need a secretary for the whole club. Chairman is elected for each meeting, may be a rotation process.

What is important is that certain social conditions like small work groups are needed. Size must be linked to feasibility of decision-making. And every member in a unit must be inducted through display and expression of personal interest. Self realisation for members must be goal for these groups, apart from performance in a sector. Voluntary commitment has to be made use of.

I must terminate his exposition here for he became more 'abstract' after this.

BRIEF:

Participants will, after reading the presentation given above, offer 'critical comments' on the feasibility of the infrastructures and linkages proposed in the presentation. This is to be done in groups of 5 to 10, with a report back session. The Tutor will organise the report back and summarise group conclusions.

GROUP WORK	-	45 mins
REPORT BACK	-	30 mins
SUMMARIZATION	-	15 mins
