Devoted for Revolution in Health, Education, Agriculture & Environment.

Green The Environment (GTE)

PROJECT/PROGRAM PLANNING (PPP) GUIDE

SCAN ME

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INTRODUCTION

Introduction: The guideline is a living document which can update anytime. [info needed]

Objectives of the PPP guideline:

The main purpose of this guideline is to introduce a simple and living document to the project/program personnel of GREEN THE ENVIRONMENT (GTE) including Movement partners and other internal and external stakeholders. The aim of the document is to provide standard guidelines to facilitate efficient program planning process.

Specific objectives of the guidelines are:

- To facilitate the basic processes of programme planning and support in developing the capacity and skills of the programme personnel.
- To understand the importance of good programme and project designing for effective implementation.
- To use it as a basic tool for the general understanding of programme planning at different levels.
- To harmonize existing programme planning practices of GTE.
- To integrating the guideline with the PMER Framework.

Main Audience:

The project/program personnel are the main audience of this guideline; this includes the National Society, Movement partners and other relevant stakeholders.

How is the Guideline Organized?

The guideline consists of five chapters with a very brief introduction on level of planning where the guide tries to make a link with GTE Strategic Planning 2024-2028. The second chapter considers assessment and analysis part which is an essential part of project planning. The chapter contains various GTE assessment practices and discusses how to analysis those results. The next chapter is the main part of the guideline which is how to conduct project design-this elaborates how to reach the project goal with specific activities and also indicators with considering possible assumption and risks- log frame analysis, M&E plan. The activity and budgeting chapter covered the specific activities with the time frame and allocated budget. The final chapter includes the cross-cutting theme need to consider during the project planning and implementation period.

Stages/Processes of the Guideline Development:

- Formation of a technical working group
- Review others guidelines
- Developing draft guideline
- Sharing with the TWG
- Finalizing the draft (writeshop)
- Getting Approval
- Printing

MODULE 1: STAGES OF PLANNING

Usually planning indicates the practice of decision making and way to reach the future destination. In other words, planning is the process to reach a desired position by achieving specific objectives and determining solutions against the identified problems. According to the Board guideline, “planning consists of determining solutions to an unsatisfactory situation by identifying the results that will best address identified problems and needs, and the actions and resources required to achieve those results.” Green The Environment follows the Federation planning process- Strategic Planning and Operational Planning. The present module will discuss the planning process and practices of Green The Environment (GTE).

1.1 Strategic Planning:

Strategic planning defines long-term objectives with identifying quantitative goals and objectives, developing strategies and finding resources to implement those strategies. It is important to note that small organizations typically need only a strategic plan and annual operation plans. Usually, strategic plans are developed for the period of five to ten years. Strategic plan is the main reference for developing the operational plan (annual work plans, programmes or projects)

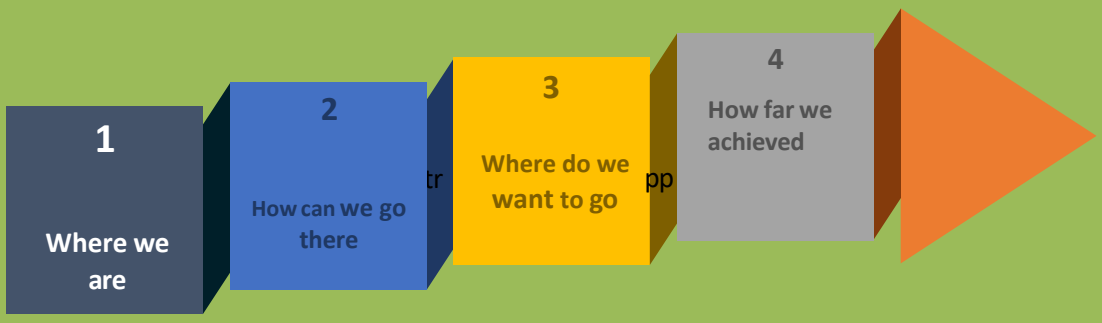


Figure: Strategic planning approach

1.2 Operational Planning.

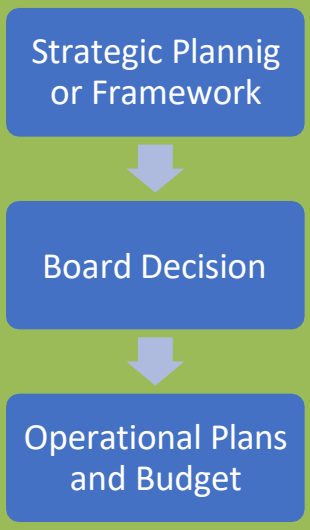
Operational planning is directly linked with the annual work plan of a program or project which is mainly developed on a short-term basis. Achieving objective is the key focus of operational planning guided by strategic planning. The duration of the operational plan covered for a short term that depends on individual organizational strategies. Operational planning is mostly done based on the following questions:

- What are we aiming to achieve?
- How are we going to achieve it?
- Who is responsible for what?
- When are we going to do it?
- How much will it cost?
- How will we know we’ve achieved our objectives?

There is a strong and complex relation between strategic and operational planning. For example, the Federation consider a path way of sharing from both experiences of the project level influence the intervention and the strategic development. On the other hand, the development of operational

planning comes from the Board decision which is guided in strategic planning. The relationship between strategic and operational planning in the International federation.

A common planning process is as follows



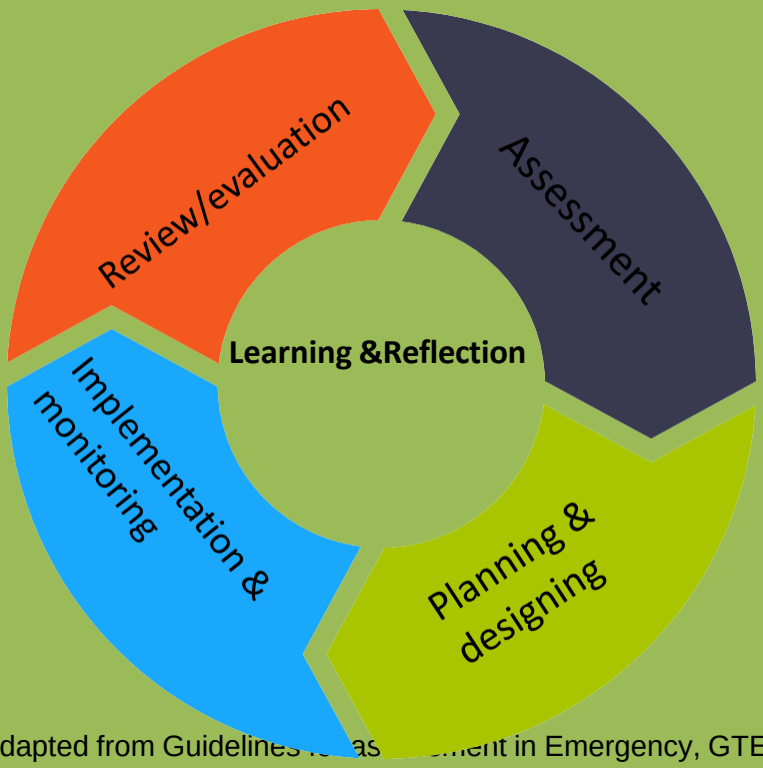
GTE planning process:

MODULE 2: ASSESSMENT AND ANALYSIS

An assessment and analysis is a foundation of any project or program. This module will help to understand the basic process of assessment and analysis before starting any project. In fact, the aim of an assessment is to understand a situation by identifying problems, sources and impact of those problems of any particular area or community.

The below figure has shown a project cycle where the process and steps are ordered accordingly. The assessment and analysis start at the beginning and describe how and why the project will start. After the assessment, the responsible project personnel will move for the planning or program designing which is very crucial. Success of the intervention largely depends on the implementation that is the next part in the project cycle. Finally, a review or evaluation is very important to see the impact or sustainability of the mentioned project. Monitoring is a continuous and systematic process of collecting and analyzing information during the whole project to track progress and assist project management to take decisions accordingly.

Project cycle



(Adapted from Guidelines for Assessment in Emergency, GTE)

2.1 Initial Assessment:

The main purpose of initial assessment is to identify problems and their causes as well as possible solutions. For this, it is important to conduct a need assessment which helps to identify and analyze the gaps, problems and required services in a particular community or geographical area. Need assessment is the first step to designing a project and beneficial for long term assessment and planning. There are some key questions for a need assessment-

a) What are the needs in the community?
b) How do we know that there is a need?
c) How can we prove that there is a particular need for our project?

Need assessment mainly covers target population/audience's

information on-

a) Related risk behaviours and existing practices
b) Service needed
c) Barriers on accessing or using services.

Reviewing available data and information is a crucial part of any need assessment. Different sources of data are used for a need assessment. The main sources of data are:

i) Research ii) Experience and knowledge of people iii) Literature review iv) Statistics

Types of need assessment data	Methodologies of need assessment
1. Primary data 2. Secondary data 3. Qualitative data **4.** Quantitative data	1. Review of secondary sources 2. Focus group discussions (FGD) 3. In depth or key informant interviews (KII) 4. Community forums or public meetings 5. Surveys

Both qualitative and quantitative data analysis are useful for need assessment; this includes a review of the demographic, political, economic, infrastructural and socio-cultural factors. Therefore, for the project planner, it is essential to conduct data analysis and need assessment to classify problems, national and community priorities and resources.

Standard process for selecting an area for developing a program/project

Stage 1: Factors/criteria/ indicators to be considered for selecting target area Stage 2: Review secondary data by using reliable sources
Stage 3: Data and information collection on the specific indicators
Stage 4: Documented data and information by using appropriate means
Stage 5: Analyse the data and information by using scientific methods (e.g. SPSS, excel and access etc.)
Stage 6: Based on the analysis identify the most vulnerable area

Stage 7: Shortlist the area and present to the management and other stakeholder for finalizing the area

Example of the major factors/criteria/indicators that needs to be considered for selecting geographical areas or target area:

- **Population size**
- **Education status/literacy level**
- **Economic condition**
- **Poverty level**
- **Gender and diversity information**
- **Disaster risk**
- **Health and nutrition status**
- **Water and sanitation**
- **GTE program/project information in the specific area**
- **Other likeminded organization working in the specific area**

2.1.1 GTE Practices:

Green The Environment has been practicing long term assessment and short term or emergency period assessment as an initial assessment of project. GTE also has joint need assessment practice in special situation. As a long-term assessment, vulnerability capacity assessment (VCA) is very popular to assess in the community level. It is a process of various participatory tools which helps to tell the level of community experiences to face natural hazards at the grass roots level. In other words, VCA is concerned with collecting, analyzing and systematizing information on a given community vulnerability to hazards in a structured and meaningful way.

The primary purposes of the vulnerability and capacity assessment is its use as a diagnostic tool to provide analytical data to support better informed decisions on preparedness, mitigation, relief and development activities undertaken by national societies. It is very similar with the recognized PRA (Participatory Rural Appraisal) tool which is very popular to use need assessment.

Scoping study is another long-term method of initial assessment used by Green The Environment. Scoping study mainly conduct in broader study range with different sources of quantitative data. Quantitative data assessment is the main method of scoping study. It is a preliminary assessment before starting any long-term project based on a specific research question.

Short term/Emergency need assessment:

For short-term assessment, GTE has been active to conduct rapid assessment and detail assessment. Rapid assessment is mainly conducted after a major upheaval, such as an earthquake or sudden population displacement; the assessment gathers information on the needs and existing capacities of the affected population, possible areas of intervention and resource requirements. A rapid assessment normally takes one week or less.

On the other hand, a detailed assessment may be carried out for any of the following reasons:

■ a rapid assessment has been done, and more detailed information is required to enable recommendations to be made;

■ The Movement is considering starting operations in a new area and requires detailed information to inform the decision.

■ The Movement suspects that the situation is changing gradually (e.g. a slowly developing drought) and needs more information.

Detailed assessments generally take about one month but could take more or less time depending on the size of the area, the complexity of the issues and the resources available.

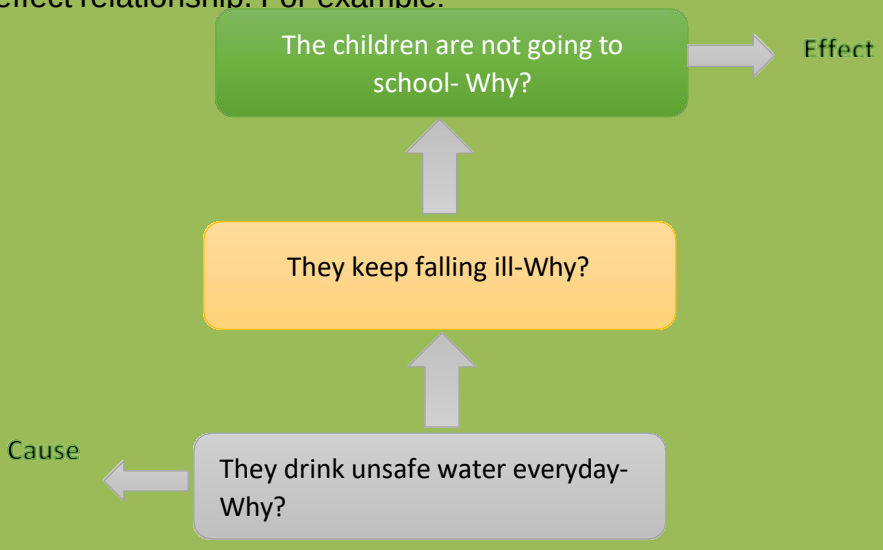
Joint need assessment: (refer to JNA guide and template, may be included as Annex)

2.2 Tools for Analysis

There are four types of analysis which should be practiced during the assessment period. The types of analysis are as follows:

2.2.1Problem Tree Analysis

A problem is defined as an 'unsatisfactory' situation which can be difficult to cope with the real situation. Problem analysis is a problem or a set of problems with identified causes. After the need assessment, the collected information is analyzed and interpreted to determine causes and consequences of identified problems and linked in a cause-effect relationship. For example:



Many causes under each of the statements would be found to analyze the situation. For example, more than one reason such as illness, financial crisis can be found as causes of why the children are not going school or missing school. If we ask why the children are missing school, more than one answer can be found. So, there are some sub causes under each main cause, these all can be analyzed in a problem tree.

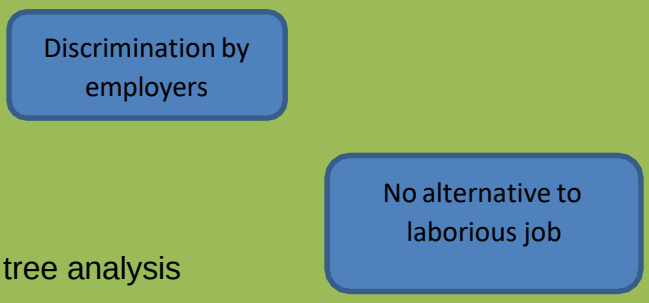


Fig 2.2: An example of problem tree analysis

Adapted from ‘Log frame module’ Search for common ground

The main challenge of a problem tree analysis is to address the causes and decide what type of intervention to take. There are two levels of causes in problem tree analysis-1) underlying causes, and 2) root causes. The underlying causes are visible and come into being at the very beginning of the process. For instance, if missing school regularly is the main problem for the students, an underlying cause can be financial crisis for their parents. This underlying cause can be explored by continuing to ask ‘why’ until the root cause is defined/identified. Root causes are those that give the last possible explanation of the existing problem. For example, no relevant skill’ can be a root cause for the financial crisis of those families.

Finally, the effect can increase the dropout students from school and may engage them in child labor. This can make their future uncertain and difficult for them to get a well-paid job.

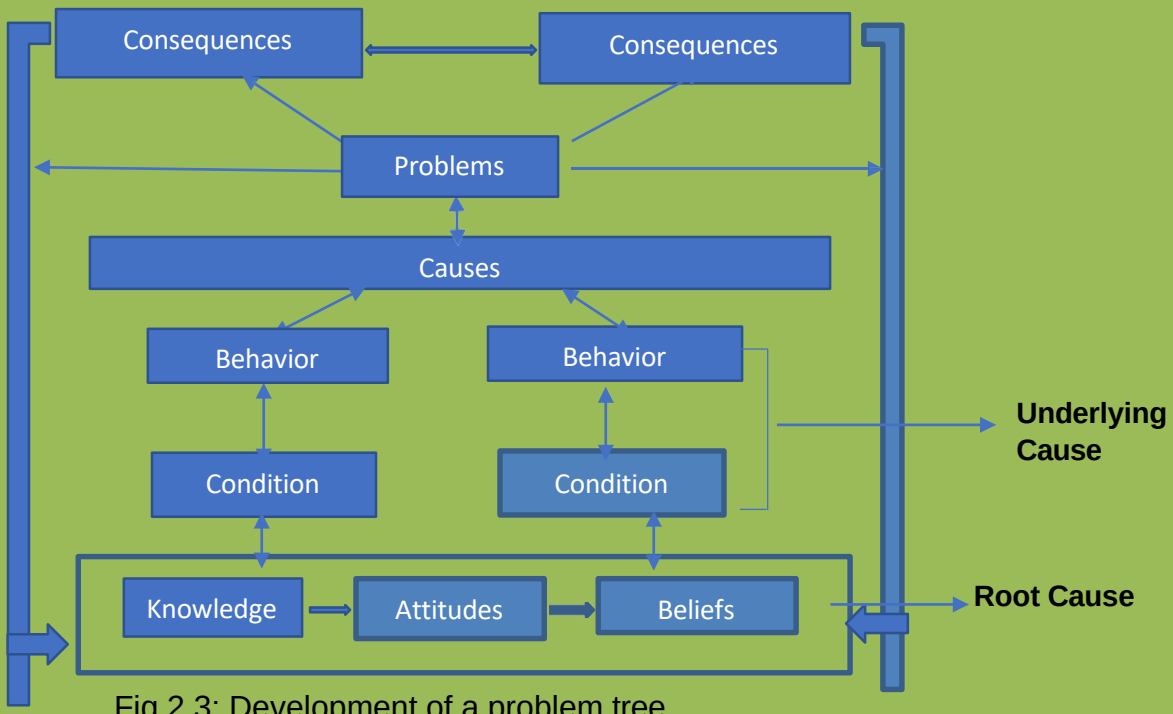


Fig 2.3: Development of a problem tree

A problem tree can be analyzed in the following three steps:

Step 1: Discuss in a group the various issues that have been identified in the

assessment. Step 2: Identify and agree on the core problem/s to be addressed.

Step 3: Identify and analyze the causes and effects of the core problem/s.

2.2.2Stakeholder Analysis

Project stakeholders can be individuals or organizations who are involved, concerned and interested positively or negatively in the project. Therefore, stakeholder analysis is one of the most important tools to identify involved stakeholders in different stages of any project or program (such as planning, implementation, monitoring, reporting and evaluation). It is also a useful process to assess the problems, interests and potential of different groups. It is helpful to identify-

- Potential risks, conflicts and constraints that could affect the programs, projects or activities.
- Opportunities and partnerships that could be explored and developed.
- Vulnerable or marginalized groups that are normally left out of the planning

process. The stakeholders are categorized as follows:

- **Institutions** are mainly involved during project intervention. This includes National Societies, UN agencies, government institutions, I/NGOs, and other national and international organizations etc.
- **Target groups** are the potential beneficiaries, for example, youth group, farmer group, adolescents, women etc.
- **Media and other** associations.

Table Stakeholder analysis: Green The Environment PPP guideline (Page 18)

Institutions	Target Groups	Others
Women's groups, local authorities	Community leaders, women's groups, school children, other people in the community	National Society volunteers

	Community Leaders	Women's Group	School Children	National Society Volunteers	Local Authority
Problems	Have some responsibility to ensure the safety of the community	Do not have enough information to prepare for disaster	Vulnerable to disaster and health risks	Need better links with community to reduce disaster risk	Have to ensure the safety of the community
Interest	Want to ensure safer community	Want to get a better understanding of disaster risk	Want to be better protected from risk	Want to be able to work well with the community	Want to demonstrate improvements in community safety
Potential	Knowledge of the local situation and power relations	In-depth knowledge of the community (weather and harvest patterns)	Keen to learn and pass on messages	Committed and skilled facilitators and community motivators	Cooperation and support greatly facilitate project

Interaction	Through monthly local committee meetings	Throug h monthly women's group meetings	Arrange school visits through teachers who are linked to the National Society	Through National Society branch structures	Through National Society branch structures
Other s' Action	Also work with the INGO "Disaster Relief Action" and several church groups	Some groups have relations with church groups	Many children attend church group activities	Good relations between other NGOs and church groups	Generally good relations

*

2.2.3SWOT analysis

SWOT (Strength, Weakness, Opportunity, and Threat) analysis is one of the most important tools in assessment period. It helps to analyze and compare strengths, weaknesses, opportunities and threats of overall situation including community, organizational capacity and/or any social factor. SWOT analysis can be done with a group of people dividing several groups to identify the possible strengths, weaknesses, opportunities and threats. Strength and weakness are internal issues, while opportunity and threat are external issues in a SWOT analysis. Table 2.1 shows an example of SWOT analysis of a Green The Environment.

Table 2.1 SWOT analysis (Example of GTE)

	Internal Factors	
Positive (+)	⇨ Good knowledge of the community ⇨ Good experience in Development Work in other parts of the country ⇨ Understanding of issues of Any development Work ⇨ Good links with the INGO and other NNGO ***Strength***	⇨ Little influence over local government structures ⇨ No experience in training other institutions ***Weakness***
	⇨ Good links with schools, college & University through GTE Youth Platform & Youth Clubs. ⇨ Funding and technical assistance are available from the UN, INGO & NNGO ***Opportunities***	⇨ Government structures may not be able to support the work ⇨ Communities may not be interested/willing to engage in the Development Sector. ***Threats***
	External Factors	Negative (-)

2.2.4Objective analysis

Objective analysis is a process to reach the desired intervention related to the identified problems. According to the addressed causes, the solution or possible intervention can be turned into different objectives. It is easy to show the process through an objective tree which is a very familiar method of developing, identifying and selecting objectives.

Problems	Need	Objectives
Children irregular in school	1. Safe water source 2. Health and hygiene education 3. Secured livelihood/employment	1. To increase school attendance of the children 2. To increase health and hygiene practices in the community 3. Developing alternative livelihood skills 4. Reducing financial vulnerability

The Steps usually follow to create an objective tree:

Step 1: All the problems need to be turned into positive statements (objectives), based on the needs that arise from the problems. It is a process of reproducing the problem tree in an objective tree with possible solutions. But it is not possible to solve all the

problems during the intervention. In that case project, project should focus only few specific areas.

Step 2: The second step is to identify cause-effect relationships which ensures the judgment behind the objectives.

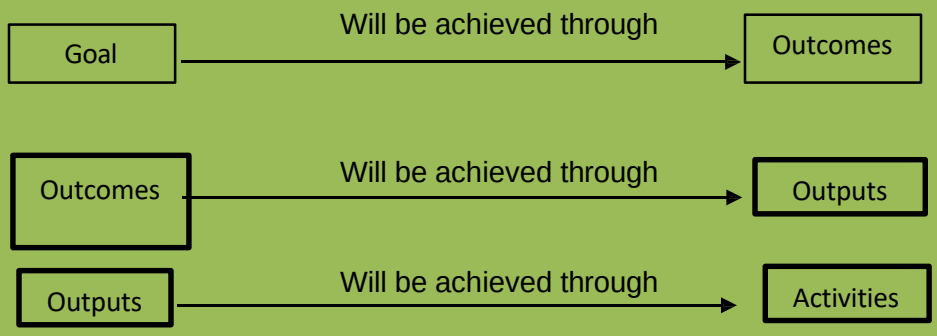
MODULE 3: PROJECT DESIGN

This section will discuss the designing stages of any project and how the process should follow. Project designing is the most important part of any project proposal, which is usually described in logical framework. Present module will help to understand and guide to use logical framework in project designing process.

Project designing or LF contains a set of objective-statements in different levels such as goal, outcome, output, related to expected future situation including inputs and activities that support to achieve the results with identifying indicators to measure those results.

Log frame analysis:
Logical framework (log frame matrix) is the most familiar tool in project designing. It is useful to assist planning, managing/monitoring and evaluation. Generally, log frame is ordered in the form of a matrix or table. The table/log frame keep an objective hierarchy where all "objectives" should be present as simple and clear statements. It does not show every detail of a project or program, rather, it indicates to the linkage with other important part of any program such as proposal, budget or activity schedule. Finally, the log frame presents a process of how the project will work to achieve its goal/s.

Objectives level and how they are linked to each other into the log frame:



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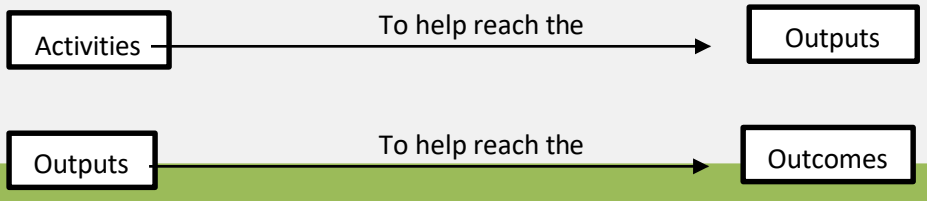

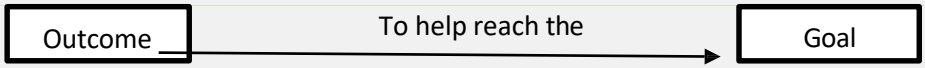

Goal: Goal is the highest level of an expected positive situation which can be a result or impact of the proposed intervention. It can be developed from the main objectives in the objective tree analysis (see module 2).

***Goal** is described with an active narrative sentence such as to reduce, to increase, to strengthen, which describe a very positive situation and accompanied by one or two indicators*

Outcome: Outcome is directly linked with goal which describe changes will happen from the project to reach the goal. Achi*evement of outcomes will determine the success of the project.*

***Outcome** is written in result sentence, as if it is already happened. For example, increased, strengthened, declined, well functioned, etc.*

Output: Output specifies a tangible, immediate and intended results of the project/ program activities, supporting achievement of outcomes.

***Output** is written in a passive sentence, for example "available, trained, distributed, established, used, developed, etc.*

Activities: Activities indicates the events or interventions with the available resources which is fixed in log frame. These interventions have planned to bring expected changes or results to achieve the outputs.'

***Activities** is written in active sentence, for example, "to train, to educate, to promote, to distribute, etc."*

Inputs: The materials and resources needed to implement activities. It includes human, financial, and organizational and community resources a program has available to direct towards doing the work.

3.1 Logical framework matrix (Table)

Objectives Hierarchy/ Result Chain	Indicators	Means of verifications	Assumptions
Goal What is your overall purpose of the project?			
Outcome(s) What short-term changes will be needed to make in order to contribute to achieving the goal?			
Outputs What tangible results need to come from the activities in order to reach the objectives?			
Activities What will we do to achieve the outputs and objectives?			

3.2 Identifying Risk and Assumption (Risk Analysis Matrix)

Identifying risk and assumption is another important factor to implement the intervention successfully. In general, there are two types of risks- 1) risks that can be addressed/mitigated by the project (e.g. related to staff/volunteers capacity) and, 2) risks that cannot be addressed by the project (e.g. natural disasters). Risk that cannot be addressed by the project is normally turned into **an assumption** (e.g. the weather conditions are stable) and is put in the logframe. To mitigate the risks, we can maintain a risk management mechanism (the risk register matrix is given below). The process can be analyzed by likelihood and seriousness or impact with classifying low, medium and high level.

Important to note that, assumptions are likely to be proven true, and that total risk (likelihood + impact) are not higher than accepted level of risk tolerance for the project. If this is not the case then the project is not feasible to implement, and no further planning or assessments are needed.

The rating in the table below is used to rate probability, impact and total risk. Example, using the rating for probability *possible* (3) and impact *major* (4) the calculation will be 3x4=12, the total risk level is 12 (high).

Probability (1-5)	Impact (1-5)	Total Risk levels = Probability + Impact
1 Rare	**1 Insignificant**	
2 Unlikely	**2 Minor**	**Low (1-4)**
3 Possible	**3 Moderate**	**Medium (5-9)**
4 Likely	**4 Major**	**High (10-12)**
5 Certain	**5 Extreme**	**Extreme (15-25)**

The following six steps are recommended to assist in the identification of assumptions and risk.

STEPS

1. Identify critical external factors/risks.
2. Restate the external factors/risks as assumptions
3. Align the assumptions with specific objectives (in the logframe).
4. Check that the assumption is indeed important.
5. Check that the assumption is indeed outside the control of the project/program.
6. Check that the assumption is “probable”.

3.2.1 Example of Risk Analysis (Table)

Risk	Likelihood		Seriousness			
	Low	Med	High	Low	Med	High
Inadequate funding to complete project impact: lack of resources		x		X		
Dengue epidemic impact: crucial project team members can fall sick and progress may stall.			x			x
Lack of stakeholder commitment impact: input may delay, progress can stall			x			x

Examples of risk categories, Impacts and response/control activities:

- Project Management Risk (Low involvement of beneficiaries, weak PMER framework and systems, understaffed, low staff competency in PMER etc.)
- Organizational Management Risk (Difficult to attract and retain competent staff and volunteers)
- Financial Management (Weak framework and systems, weak internal control, understaffed, low staff competency, etc.)
- Leadership- Organizational Management/Human Factors (Change in leadership, lack of knowledge, reluctance to change etc.)
- Coordination- Project Management Risk (Lack of coordination in between projects, with GTE and with other humanitarian actors)
- Logistics- Project Management Risk (Weak logistical systems and control systems,non- functional vehicle fleet, poor procurement practices etc.)
- Legal and Regulatory (Lack of knowledge of or wrongly interpretation of local legislation)
- Security (Worsened conflict situation)
- Environmental /External (Pandemic outbreak, flooding, heavy rain etc)
- Conflict/ Political Risk (Conflict sensitivity)

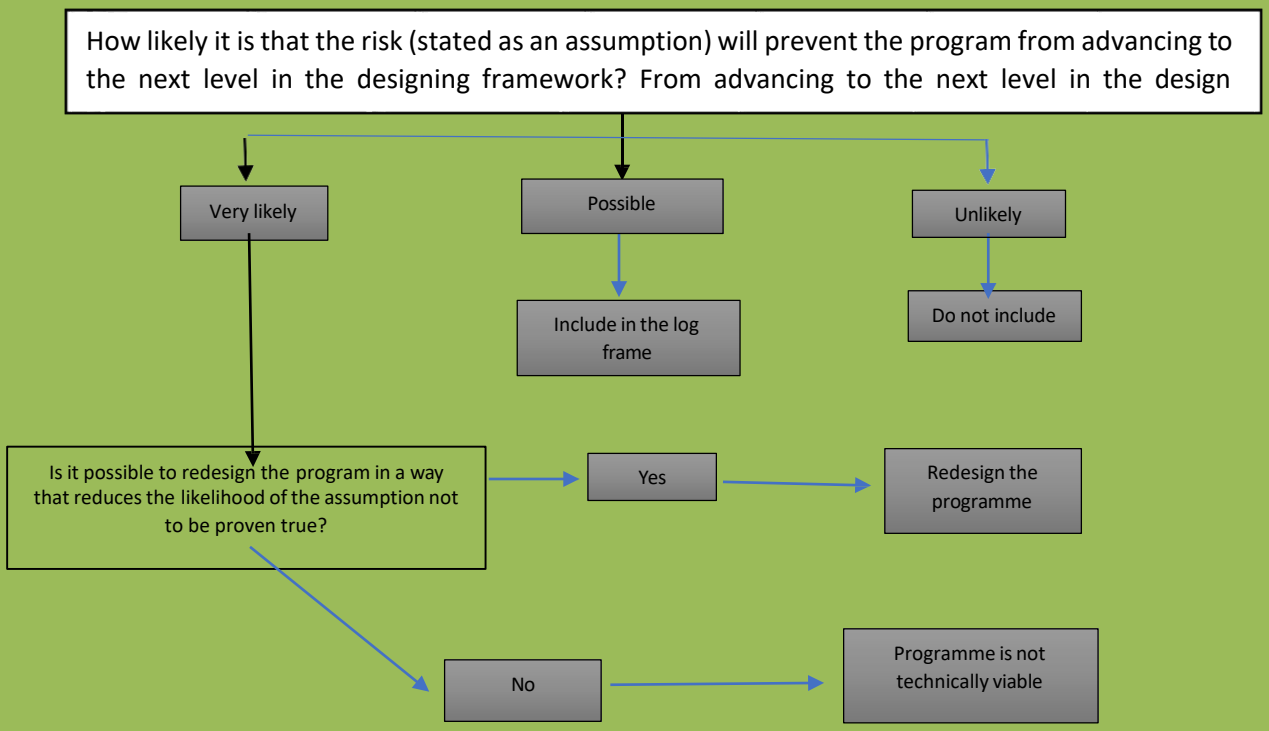

Fig: Determining assumptions and risk flowchart

3.3 Formulation of Indicators and Measurement of Indicators

3.3.1 What is an indicator:

An indicator is a factor or variable that provides a simple and reliable means to reflect changes. It consists of specific information which indicates significant changes in any field. An indicator enables us to perceive the differences, improvements or developments relating to a desired change (output, outcome, and goal).

(Indicator definition to be taken from the GTE guideline)

An indicator is used to track or measure 'how much have been achieved from the objectives'. Indicators are appropriate to the level in the design hierarchy. Criteria of an indicator can be based on some specific (?) questions.
These questions also relate to different evaluation criteria (shown in brackets after each question):

- ✓ How much did we do? How many resources did we use to get there? (Efficiency)glossary
- ✓ Are we accomplishing what we set out to do? (*Effectiveness*) glossary
- ✓ How do the people we are seeking to help feel about our work? (*Relevance and Appropriateness*) glossary
- ✓ Is the intervention responding to real needs? (*effectiveness, relevance and Appropriateness*) glossary
- ✓ Is the work we are doing achieving its goal? (*Impact*) glossary
- ✓ Will the benefits to the population be long-lasting, even after the intervention has finished? (*Sustainability*) glossary

Indicators can be quantitative (e.g. the percentage of farmers adopting new technology, number of sanitation facilities constructed or renovated) or qualitative (e.g. the level of commitment of farmers to use new technology, beneficiaries' perception of the quality of the sanitation facilities provided). It is best to use a combination of both when possible.

3.3.2 Different Levels of Indicators:

Table 3: Indicators in different level

Objective level	Indicator level	Main evaluation criteria
Goal: **Improve the economic well-being of the people living in the target district.**	**Impact Indicator:** **G1** % of people living on less than 300 BDT per day	> Sustainability > Impact
Outcome 1: **Household economic opportunities in target communities are improved.**	**Outcome Indicators:** **1a** % of households that have functioning income-generation activities **1b** % of people reached who state their level of satisfaction with the opportunities provided is "satisfied" or "very satisfied"	> Sustainability > Effectiveness > Relevance and appropriateness
Output 1.1 **Income-generation activity plans are developed in household's in target communities.**	**Output Indicator:** **1.1a** % of participating households having completed an income-generation activity plan **1.1b** # of income-generation activity plans developed	> Efficiency > Relevance
Activities: 1.1.1 **Household livelihood-support project planning session**	**Process (Activity) Indicator:** **1.1.1** # of households that participated in the planning session	> Efficiency

To assess the possible indicators- **SMART** is a very recognized method which measures the quality of an indicator. The indicator should be-

Specific: The indicator clearly and directly measures a specific result for the objective it is measuring. **Measurable:** The indicator is unambiguously specified so that all parties agree on what it covers and there are practical ways to measure the indicator.
Achievable: The measurement of the indicator is feasible and realistic, within the resources and capacity of the project/programme, and the data are available.
Relevant: The indicator provides appropriate information that is best suited to measuring the intended result or change expressed in the objective.
Time-bound: The indicator specifies the specific timeframe at which it is to be measured.

Relevant indicator for respective project can be picked from the indicator catalogue module.

Table : 4

Add **Specific** quality	
Add **Specific** area/target group	
Add **Measurable** quantity	
Make sure the information is **Achievable**	
Make sure the information is **Relevant**	
Make **Time-bound**	
Set target after baseline has been established	

3.4 Means of verification

“Means of verification” is an evidence to measure the progress of the intervention in different level of the project. For example, body temperature is an indicator of health, a thermometer provides the information or a meeting minutes can be proven documents of a meeting as ‘Means of verification’. The means of verification is very important to define at the time of formulation of the indicator.

Table: Logical framework: definitions of terms

Objectives (What we want to achieve)	**Indicators (How to measure change)**	**Means of verifications (Where/how to get information)**	**Assumptions (What else to be aware of)**
Goal The long-term results that an intervention seeks to achieve, which may be contributed to by factors outside the intervention.	**Impact indicators** Quantitative and/or qualitative criteria to measure progress against the goal	How the information on the indicator(s) will be collected (can include who will collect it and how often)	External factors beyond the control of the intervention, necessary for the goal to contribute to higher-level results
Outcome (s) The primary results (s) that an intervention seeks to achieve, most commonly in terms of the knowledge, attitudes or practices of target group.	**Outcome indicators** Quantitative and/or qualitative criteria to measure progress against the outcomes	As above	External factors beyond the control of the intervention, necessary for the outcomes to contribute to achieving the goal.
Outputs The tangible products, goods and services and other immediate results that lead to the achievement of outcomes.	**Output indicators** Quantitative and/or qualitative criteria to measure progress against the outputs	As above	External factors beyond the control of the intervention, necessary if outputsare to lead to the achievement of the outcomes
Activities The collection of tasks to be carried out in order to achieve the outputs	**Inputs** The materials and resources needed to implement activities	**Costs (and sources)** The summary costs for each of the identified resources, sources of income can also be specified	External factors beyond the control of the intervention, necessary for the activities to achieve the outputs

Module 4: Operational Planning and Budgeting (Activity Planning and Budgeting)

Introduction and Background:

Green The Environment (GTE) feels the need for consolidated plan and budget of overall National since the current budget covers only NHQ level income and expenditure, with no reflection of all Branches of GTE. Moreover, this guide aims at establishing a link between operational plan and budget with GTE strategic plan. This has been a long-standing priority for GTE

To start with this consolidated planning and budgeting system in GTE, it is needed to capacitate NHQ Departments and all Branches to enable them to do their annual plan and budget maintaining similar process and format. As a part of this, the Departments and Units need to be provided with first-hand knowledge and guidance on how to formulate the annual plan and budget maintaining uniformity. This guide intends to provide such guiding support to all for annual planning and budgeting.

Purpose of this guide:

Operational planning is required to determine how the objectives spelt out in the strategic plan will be achieved. In order to translate strategic objectives into practical results, the required actions need to be planned (in a work plan) along with their costs (in a budget). And further the work plan must explain how the work will be funded (in a resource mobilization plan) and who will carry out the work. And also, how this will be reported and recorded in a systematic manner. This is essential to ensure management control.

Therefore, it is important that not only the HQ Departments, programs and projects follow the Strategic Plan while formulating the national operation plan, but also that the Branches align their operational priorities and plans with the objectives of the Strategic Plan. This requires a clear understanding of the National Team Strategic Plan by branch governance, management, staff and volunteers. Moreover, a practice of annual planning and budgeting, following standard guidelines for planning and budgeting, should be instituted at Branch level to ensure the link with objectives in the Strategic Plan.

Overall objective:

This document will guide GTE and its Units to formulate plan and budget in line with strategic goals and outcomes toward reaching the Vision and Mission of the Organization. The guide will also contribute to improving the financial management system.

The specific objectives are:

- To establish an uniformed and consolidated annual operational planning and budgeting system of GTE to translate the strategic objectives into action

- To improve financial management and control mechanism of GTE with delegated responsibility and accountability
- To guide the linkage between narrative and financial reporting of GTE

Types of Operational Plan and Budget:

I. Annual plan and budget of GTE
II. Program/ project annual plan and budget

The process for operational planning and budgeting:

- The Departments, Units and Programs/ Projects of GTE will do its annual operational plan and budget in the month of October every year. There will be a 3-day planning and budgeting exercise workshop that will combine HQ and Unit level representatives
- Prior to the operational planning and budgeting there will be a review of the current year performance. Before the planning and budgeting exercise, the review of the performance of Unit and HQ departments has to be done by September of each year
- Also, the individual plan and budget of respective Units and Departments has to be prepared by September
- All budgets, HQ and Units, should be submitted to the GTE Managing Board by November (in the MB meeting – a meeting of MB will be organized to share and discuss the plan and budget in November) for the approval
- Approved plan and budget will be shared with all Departments and Units for implementation and plan for monitoring
- The performance against plans and budgets shall be monitored quarterly through an agreed and harmonized reporting mechanism
- In the first quarter of every year GTE will publish a report of its performance against plan and budget of pervious year, a consolidated report as well as individual report for Department and Units.

Key consideration for Plan and Budget:

Linkage to GTE strategy

The operational planning and budgeting must be in line with the Strategic Goals of GTE. The activities of respective Departments/ Units have to be aligned with the relevant strategic goals and outcomes.

Equitable share of resources between HQ and Units

Planning and budgeting should enable GTE to have equal access to funding and equitable share in terms of resources and effort to achieve the set target. The share will be based on the size of Unit and number of target beneficiaries.

Proportion of program and admin cost

Financial management and control systems -

As a rule, the total Unit budget, inclusive of the Unit, should have this proportion: 80% service delivery versus 20% administrative costs. This shall be applied to all. The GTE is keen in ensuring that we are accountable to the publics which support our resource generation, highlighting the fact that their financial support reaches the most vulnerable members of our communities.

Agee on the issue of project budgets, whether it should be reflected on Unit budget or. However, in the case that the project is already determined to be implemented in certain Unit, it should be reflected in the unit plan and budget. Although, the fund may be managed at the HQ.

Module 5: Cross Cutting themes

Mainstreaming cross-cutting issues means that all development initiatives should have a positive effect on issues such as gender equality and the environment. In the field of development, mainstreaming a cross-cutting issue is generally understood as a strategy to make that theme an integral dimension of the organization's design, implementation, monitoring and evaluation of development policies and programmes. It also implies that relevant analyses and studies are conducted as the basis for integrating the cross-cutting issue into the design of policies and programmes.

All programs and interventions of GTE needs to be based on some principles of engagement that cut across all services, programs and activities. These principles are the different cross cutting themes. According to GTE SP 2024-2028, there are 4 cross cutting issues that the programs and projects of GTE need to ensure throughout the implementation:

- Gender and Diversity
- Community engagement and accountability
- Staff and volunteer safety and security
- Child Protection

Apart from these 4 themes, there are also few other important themes that needs to be considered in any program design and implementation:

- Youth engagement
- Climate/ environmental sensitiveness / smart programing
- Do no harm

1. Community engagement and accountability (CEA)

This section of the module will guide to program/project person to integrate CEA by following the minimum standard.

1.1 Assessment:

Initial assessment is the first phase of the project cycle. This phase is a process to understand the current situation and find out whether or not an intervention is required for the specific target population or area. In this phase there are scopes to know the problems and their causes, needs, interests, capacities and constrains of the different stakeholders. To bring out the problems and causes as well as needs, interest and their resources from the specific target people who are living in the specific community is very important. The initial assessment will not appropriate and realistic without engagement of the community people. Therefore community engagement is essential for developing any kind of project related to the community.

Minimum actions to consider CEA in assessment phase:

1. Search for existing information (secondary data) about the local media and telecommunications landscape.
2. Hold an initial orientation meeting to discuss assessment plans with communities and explain who we are, our fundamental principles, code of conduct and contact details.
3. Train volunteers to communicate clearly and honestly with communities.
4. Ask about information needs and preferred communication channels in assessments.
5. Understand how the community functions and who makes decisions, including culture, social dynamics and power relations between different groups.
6. Allow time to listen openly to needs and priorities before the planning programme's aims.
7. Verify assessment findings with the community and consult on measures of success.

1.2 Designing and Planning

The planning phase is a very crucial part of a project and program. Effectiveness and success rate of the project always depends on the planning phase. And planning always required the consideration of needs, interest, resources, mandates and capacities of the implementing organization and the different stakeholders associated with the project. To consider the needs, interest and resources of the beneficiary, the involvement of the community people is important during the planning phase in order to get their experiences, wisdom and opinion.

Minimum actions should be considered in designing and planning phase is as follows

1. Design programmes based on assessment data and previous learning.
2. Provide equal opportunities to everyone to participate in the planning process.
3. Representatives of affected persons are agreed with the community and represent a cross-section, including men, women, boys, girls and vulnerable groups. Clear roles and responsibilities are agreed with representatives and community leaders and committees.
4. Selection criteria are agreed with the community and communicated clearly.
5. CEA activities and indicators are integrated into overall plans and budgets, setting out what we need to engage and communicate on, with whom, how and when.
6. Establish a system to listen, collect, analyse, respond to and act on feedback and complaints. This should be designed with input from the community and staff and volunteers properly trained to manage it.
7. Cross-check plans with the community (to make sure they are appropriate) and with other organizations (to avoid duplication).

1.2 Implementation and monitoring

The project and program achievement depends on timely implementation of the project activities as well as the regular monitoring of the activities. During the implementation and monitoring community involvement is required to make them understand about the implementation status. Alongside community involvement in regular monitoring will contribute to ensure the quality, usefulness, accountability and transparency of the project and program.

Minimum actions to integrate CEA in the implementation and monitoring phase is as follows

1. Collect baseline data so you can measure progress.
2. Timely, accurate and relevant information is shared and discussed regularly with communities, including about programme activities and progress, using the best communications approaches to engage with different groups.
3. Regular checks are carried out as part of monitoring to ensure information shared with communities is understood, relevant and useful.
4. Feedback and complaints systems are advertised clearly and checks carried out to make sure communities know how to raise issues or ask questions.
5. Activities are reviewed and adjusted regularly based on community feedback and monitoring, including people's levels of satisfaction with the programme.
6. Staff and volunteers are trained on CEA approaches and activities.
7. Develop an exit strategy well in advance of the programme end.

1.3 Evaluation and learning

An evaluation process can brings out the effectiveness and relevancy of a project. Guidance of developing further project and program always comes out through an evaluation. Therefore community involvement in the evaluation process will enrich the evaluation process and will helpful to provide guidance in developing the future project/program. Taking opinion from the community people, capturing their experiences and knowledge during the evaluation will be a way to ensure their engagement in order to get the real information regarding the project/program.

There are some minimum standard to incorporate CEA in developing the program and project.

1. The community should be a key source of information in the evolution, including levels of satisfaction with the programme and how it was delivered.
2. Evaluate whether or not a programme met the minimum CEA actions listed here.
3. Evaluate the impact of CEA activities on the programme and community.
4. Evaluation findings should be shared with communities.
5. Lessons learned should be shared with colleagues and used to inform future programmes.

2. Gender and Diversity

Male and female in the society have different needs and interest as well as have different coping strategies in the different situations. This kind of differences needs to be recognized and addressed in every program and project. Thus, gender and diversity is an important issue while designing a new program and project. Different phases of the project /program require the inclusion of gender and diversity. For developing gender and diversity inclusive program minimum standard should be followed. In this regard GTE Dignity, Access, participation and Safety (DAPS) Framework will provide useful guidance for developing long-term and emergency program for Green The Environment.

3. Child Protection

The following four principles, included in the United Nations Convention on the Rights of the Child (UNCRC), as paramount for the protection of the rights of the child:

- The right of all children to survival and development.
- The best interests of the child as a primary consideration in all decisions relating to children.
- The right of all children to express their views freely; and

- The principle of non-discrimination.

All the project and program must be designed in a way that doesn't create any harmful situation for the children. Apart from these the project or program will contribute to minimize the potential risk of harm associated to the children. Though GTE is disaster resilience and response focused organization, it's recognizes child protect is an important issue to be considered in their working area. And GTE is very much committed to work on child protection issue and their recent initiatives. This guideline will assist GTE to meet their responsibility in regards of child protection issue.

The following issues can be used as a guide for developing project and program

- All projects and programs must be designed to minimize the risk of harm to the children they come into contact with or impact upon directly or indirectly by taking sufficient account of child safety, whatever the focus of the work.
- A child safe project must ensure that it takes account of the environment, context and impact (intended or unintended) on the children and communities it is engaged with. In this regard, a rigorous social and environmental assessment that includes assessing the impact on the safety of children can be carried out.
- A risk assessment might be useful to determine the potential risk for the child and include safety strategies during the implementation of the project and programs.
- During planning different types of activities and events, various considerations need to be taken into account to avoid risks, like do not organize events at times when children are supposed to helping his/her family in household activities. Need to ensure particular care if activities are take place in unfamiliar places and outside family care.
- Child safe project and program designing might help to protect children from any kind of harassment and mental and physical exploitation.
- And lastly whether the project and program was child safe or not can be identified through an evaluation process. Therefore, a provision of evaluating child safe programming can help to design future program/project.

(***See Convention on the child rights and GTE "Child Protection Policy" for detailed information)***

4. Climate-Smart Programming:

Climate change is happening and will keep continuing. Bangladesh, although one of the lowest carbon emitting countries, is one of the worst victim of climate change and rank one of the top 5 countries in the climate risk index. The climate related hazards affect the large part of the population severely.

What is climate?
The climate of a region or city is its typical or average weather. For example, the climate of Hawaii is sunny and warm. But the climate of Antarctica is freezing cold. Earth's climate is the average of all the world's regional climates.

What is Climate Change?
Climate change, therefore, is a change in the typical or average weather of a region or city. This could be a change in a region's average annual rainfall, for example. Or it could be a change in a city's average temperature for a given month or season. Climate change is also a change in Earth's overall climate. This could be a change in Earth's average temperature, for example. Or it could be a change

People of Bangladesh, especially in the coastal belt, off shore islands, char-lands face losses of lives and properties and disruptions due the climate induced disasters like cyclone, flood, erratic rain, saline water intrusion, extreme heat. The consequence of these events has huge impacts on people, communities, economy, infrastructure and environment. To deal with this, we need effort from every organization, communities, household and individuals of all levels to concentrate on climate-smart programing. It's a shared responsibility and one person, organization or government alone can't do anything. It's important for all of us to maintain some minimum prerequisites and standards at different stages of program/ project to make it climate smart:

i. Assessing and addressing current and future climate risks at national level

a. Climate risk assessment including identification and prioritization of actions are done
b. GTE maintains networking with the stakeholders related to climate and remain updated about risks due to changing climate and consider them in the strategic and operational planning
c. Disaster-based contingency plans need to be in place at various level and all emergency response needs to be in line with the contingency plan
d. A focal person for climate change at HQ should be appointed to coordinate the issue

ii. Assessing and addressing current and future climate risks with *communities*

e. Assess community perception on climate risk using participatory tools (e.g. seasonal calendar)
f. Community methods of dealing with climate risk is documented during baseline or risk assessment phase
g. Assess the need, understanding and access to early warning information of community

iii. Awareness raising

a. Majority of staff at HQ and branch level need to have basic knowledge and understanding on basic terms, causes and impacts of climate change
b. Campaign for awareness raising and behavior change of community on climate change needs to be included in the program implementation.

c. Schools and educational institutes are involved in raising awareness of changing climate risks.

iv. Partnership and networking

a. Ensure active relationship with government and other actors related to climate change
b. Maintain a link with meteorological services to receive sort and medium-term forecast for preparedness
c. Discuss the humanitarian implication of disasters internal to GTE and in the external stakeholders.

v. Advocacy

a. Participate and contribute to different national and local level relevant climate change groups
b. Participate in different meetings, actions and forums and engage in advocacy opportunity to uphold the issue of climate change

vi. Integrate climate change into existing trainings, plans and strategies

a. Incorporate climate related aspects in any training organized for staff and volunteers
b. Ensure GTE plans and strategies have climate related objectives
c. All new programs and projects consider climate change effects
d. Both health and DM department needs to incorporate climate change as priority
e. There should be indicators addressing climate risk in programs and projects.

5. Do No Harm