MDF Management for Development Foundation

Netherlands Assisted Programme Support Unit (NAPSU), Lucknow, Uttar Pradesh, India

TRAINING CUM PLANNING WORKSHOP ON OBJECTIVE ORIENTED PROJECT PLANNING
March 1991

DRAFT

MISSION REPORT

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Erik Kijne
Ede, April 1991

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1. Introduction
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The official request for an OOPP Training cum Planning workshop was made by Dr.Jatin Dé, the Director of the Netherlands Assisted Programme Support Unit (NA-PSU), in a letter addressed to Mr. Ir. R. Trietsch of DHV dated 10th July 1990, which has been enclosed in ANNEX 3.
The idea to organize an OOPP training mission evolved from the positive experience Mr. Dé had during the IRC/MDF course on Management for sustainability in water supply and sanitation. He particularly found the Objective Oriented Project Planning method applied in the course extremely useful for the young PSU Social Scientists.
The course would focus on the technique of OOPP and at the same time work out a plan to·improve the "community participation component" of PSU. To enhance an integrated approach with the implementing agency Jal Nigam it was proposed to have some representatives from this organization to participate in the OOPP training workshop also.
ANNEX 4 shows the proposed time schedule for the training cum planning workshop.

The background and approach of NAPSU
By 1988 the NA-PSU was initiated under the umbrella of the Royal Netherlands Embassy to ensure a better and more effective utilization of aid funds to the water supply and sanitation programme in Uttar Pradesh.
Although the official status and position of PSU in relation to the implementing agencies is not yet clear, its existence has officially been approved by the Indian Government.
It had been reported that a large amount of the water and sanitation facilities that were established in the villages, did not fully serve its purpose, as many of these facilities were wrongly sited and not managed properly by the villagers. The general feeling existed with the village committees that those facilities established by the UP Jal Nigam, the Water Authority had to be managed by them and not by the communities themselves.
To enable more adequate management the communities have to become more involved in the planning and management of those facilities.
PSU has been established to enhance the community participation in the early stages of development of this Netherlands assisted programme in the villages aiming at a more sustainable management of the water supply and sanitation facilities. At this moment ten Social Scientists have been stationed in the field to cover a number of villages (± 300) in which they try to mobilize the communities aiming at participation in the planning process. They work hand in hand with the local Engineers from UP Jal Nigam, who they will try to "make aware" on the social aspects of this programme.
This approach from grassroots level upwards will at the end most probably have its positive impact on the UP Jal Nigam organization as a whole and will bring about an increased orientation towards the importance of community participation as a crucial element of planning for a more sustainable water supply and sanitation·programme.
Additionally the Social Scientists are requested to prepare case studies on a typical incidence observed in the villages, which may later be presented to the management of UP Jal Nigam as educational material on community participation. These case studies will present the situation observed at implementation level, which may effect the orientation of policy makers in the long run.
A more elaborate description of the PSU has been annexed in ANNEX 2 of this report.

2. Participation in workshop

The workshop was directed to improve on the clarity of the role and functions of the PSU and particularly on the tasks and responsibilities of the Social Scientists working at village levels. To be able to determine the position of PSU & Social Scientists within the process of development towards a more sustainable water supply and sanitation programme, all parties involved had to be identified. Best would be to have all those parties participating in the workshop to hear about the problems they face in implementing their programmes and to determine the different responsibilities in solving these problems.
One of the major parties involved is the UP Jal Nigam, the Water Authority in Uttar Pradesh, that is responsible for the technical implementation of the water supply and sanitation programme.
Right at the start of the workshop it became clear that the selected members from Jal Nigam had difficulties in participating. They were very busy winding up their businesses as it was the end of the financial year.
Ultimately only one representative Er. B.N. Sharan could join by the third day of the workshop. As he is the Executive Engineer for sanitation division (Sub-Project V, District Allahabad) he was not fully in the position to clarify some of the problems that were observed on technical water supply issues by the Social Scientists in other Sub-Projects. In spite of this constraint Er. Sharan contributed committedly to the discussions and helped to bridge-the-gap in approach between the "Engineers" and "Social Scientists".
Very useful contributions were received from Mr. Kurian K. Katticaren, who is the Socio-Economist from the NAP office in Hyderabad, Andhra Pradesh. Although the local situation in Andhra Pradesh in some cases differed from those identified in Uttar Pradesh he as an "outsider" could stimulate the discussions by bringing in confronting and sensitive issues.
The participation of the ten young Social Scientists and the three PSU staff, among whom five were ladies, was without exception encouraging and promising to the successful implementation of their challenging tasks.
As the locality of the workshop was within the PSU office, the Director was unfortunately regularly required to address office businesses and visitors.
A list of participants has been enclosed in ANNEX 6.

3. Approach of the workshop

The workshop applied the technique of Objective Oriented Project Planning.
This method has been described in ANNEX 5: Principles of OOPP, stipulating the steps involved as well as clarifying the dynamics that are created in the group. The description also elaborates on the strengths and the weaknesses of the method as well as on the role of the moderator.
In short the method applies brainstorming techniques and group discussions guided by the moderator and adheres to the following steps of which the products appear in chapter 5:
- Identification of parties involved (chapter 5.1),
- Determination of the "entity"
- Identification and discussion on the problems related to the "entity",
- Construction of "Problem Tree",
- Reformulating problems into objectives,
- Construction of "Objective Tree" (chapter 5.2),
- Identification and naming of clusters of objectives,
- Selection of clusters to be addressed to by the PSU,
- Transforming these objectives at different levels into the Project Planning Matrix (PPM),(chapter 5.3)

- Describing the objectives (project purpose and results) in Objectively Verifiable Indicators (OVI's),
- Assessing conditions and adding important ones as Assumptions,
- Brainstorming on Activities required to reach the Results,
- Discussing critical issues and concepts, (chapters 5.4, 5.5 and 5.6),
- Scheduling the most important activities ("biggies") of each result related to the Sub-Projects in time,
- Adding responsibilities to the activities in the time schedules.
- Drafting the PSU Management Planning Matrix (chapter 5.8).

During the second week a field trip was organized to a nearby village to observe the work and field environment of one of the Social Scientists. This village was also supervised by the engineer from Jal Nigam, who participated in the workshop.

4. Achievements of workshop

Role and functions PSU

Through discussions in the workshop it became more clear to all participants what the role and functions of PSU within the water supply and sanitation programme could be. Initially it was considered that the implementation of activities directed towards community participation (C.P.) at village level were granted the major task of PSU. Ultimately the participants realized that the PSU could have, additionally to these C.P. activities, more coordinating, advisory and training tasks towards the implementing agencies. These additional tasks with proposed activities appear in the Project Planning Matrix, which is presented in chapter 5.3.

As the staff of the PSU were not clear about their possible roles it did not matter very much that only one representative from Jal Nigam was present. First they had to clear their own house before they can discuss the integration of their activities within Jal Nigam. Clearly further discussions and maybe a similar workshop should be organized to involve the Jal Nigam fully.

Commitment Implementing Agencies

Although during the presentation of the findings of the workshop to the senior staff of Jal Nigam their commitment to further cooperation had been expressed the consequences of the additional tasks of PSU in relation to Jal Nigam must be approved first by particularly the Jal Nigam.

Staffing PSU

Due to the evolution of the above mentioned additional tasks the PSU may not have the staffing capacity to implement those tasks adequately. In the PSU Management Planning Matrix, which appears in chapter 5.8 the different institutional improvements have been presented briefly.

Reorganization of PSU

In line with the additional tasks of PSU towards the implementing agencies it was discussed whether the PSU required a reorganization and reallocation of its staff.

Participation

During the evaluation it was expressed positively that also the participants, who tend to keep a low profile in discussions were given ample opportunity to participate. Discussions sometimes were even held in Hindi to clarify the

issues tackled.

Concepts clarified
The clarification of important concepts through brainstorming and group discussions were found very useful by the participants. The products of those discussions can be found in the chapters 5.4, 5.5, 5.6 and 5.7.

Communication between engineers and social scientists
Elaborate discussions were held on the misconceptions between the technically oriented engineers and the social scientists. Issues on whether the PSU staff should take an implementing task in "community participation" or an advisory task were discussed. The slogan of the OOPP workshop "respect each others views" got an important meaning in this context.

Defined tasks and responsibilities
The social scientists appreciated the logically organization of activities and the which appeared in the PPM and the time schedules for each of the sub-projects and coordination functions. Through the grouping of tasks the individual staff of the PSU can concentrate on special assigned topics and not become confused by the many different tasks ahead.

Training needs identified
Through identifying the additional tasks for the PSU and the allocation of tasks to specific individuals within PSU the need for additional training in implementing those tasks became apparent. As it appears in the PSU Management Planning Matrix (chapter 5.8) further analysis on subject related training requirements will have to be carried out.

Need for a coordinated approach
The impact of such a workshop on the views of the participants was considered to be high in respect of reaching a common understanding. Participation of the different parties involved will create an improved commitment towards the implementation of each others tasks. The representative from the NAP office in Hyderabad proposed a repetition of a similar exercise for his project. Maybe other NAP offices may benefit also as was discussed during the debriefing meeting.

5. Products of the workshop

The workshop took off by identifying all parties involved in the Water and Sanitation Programme of Uttar Pradesh. It was particularly interesting to list their functions both in terms of "outputs delivered to PSU" as well as in terms of "inputs received from PSU". A list of these "parties involved" has been added to this chapter. The problem identification of the OOPP was studying the problems related to the functions of PSU with the parties involved. A "problem tree" was derived and transformed into an "objective tree", which has been enclosed in this chapter. Next you find the "Project Planning Matrix" which was formulated based upon initially the objective tree added with additional ideas on the implementation expressed by "activities". While developing the activities a number of important discussions were held, of which some of them were basic issues to be straightened out more elaborate. Tables were developed on "responsibilities in maintenance", Steps in social mobilization" and "functions of Jal Samiti". All of these have been enclosed in this chapter.

5.1 Analysis of parties involved and functions

Sl. No.	Main group	Name of Organizations	What Organization Supplies	What Organization receives
1.	Governmental organizations	- Department of Urban Development	- Funds - Policy - Approval - Monitoring - Personnel support - Reports to Government of India - Proposals] receiving from - Report] UP Jal Nigam	- Policy - Funds - Expertise

		- Department of Rural Development - DWCRA (Development of Women & Children in Rural Areas)	Anganbari Centre:
			  - food and medical aid
			
			Adult Education Schools:
			  - to educate adults
			
			Mobilize workers:
			  - organize meeting, health campaigns
			
			Community workers:
			    - services, skills and knowledge
				- improve quality of life
				
				- to improve educational status
				
				- advice on site selection
				
				- remuneration, trust, appreciation

2.	Semi-Governmental Organizations	- UP Jal Nigam	- Technical Planning - Technical input - Maintenance system - Recording & Documentation - Monitoring of the Project - Reports to GOI, UP; PSU. and RSM - Proposal - Co-ordination	- Fund - Logistic support - Co-ordination - Social input - Training - Policies from government

3.	Donor	- Royal Netherlands Embassy:
		  - WACO
		  - Women in Development
			- Policies
			- Funds/Project
			- Expertise (RSM)
			- Co-ordination
				- Report
				- Proposal

		- Programme Support Unit	- Creating need for Community Participation - Initiating models of Community Participation and through networking (Co-ordination) develop a strategy for Jal Nigam and DWCRA	
4.	Private Businesses	- Manufacturers (UNICEF) - Contractors - Mechanics in villages - Middle men (Sales Manager) - Chitrabani - CHETNA	- Materials - Work and Money - Maintenance - Black money - Contract - Propaganda/Training material - Material for social awareness	- Contracts from Jal Nigam - Contracts - Money for Jal Nigam and Community - Contract - Black Money - Recognition, money - Money/recognition
5.	Political Parties	- Political parties	- Co-ordination - Problems of the community and the Government - Back-up support on policy matters - Monitoring	- Physical progress report - Confidence and satisfaction of the community
6.	NGOs	- Rotary Club (Allahabad)	- Social services/activities/donations	- Social recognition
7.	Communities	- People - Village Panchayat - Jal Samiti - Mahila Mandal - Youth Organizations - Yuvak Mangal Dal	- Human resource base - Leadership - Voluntary services, siting, maintenance - Importance/Training - Voluntary services, motivation - To organize sports/cultural/awareness activities	- Goods and services - Fund, recognition - Training to Jal Nigam and PSU, informal authority, importance - Service/Leadership - Importance - Social awareness/increasing membership of the YMD

5.2 Objective Tree

EFFECTIVE COMMUNITY PARTICIPATION

CONFIDENCE OF COMMUNITY TOWARDS IMPLEMENTING AGENCY

IMPROVED FAITH OF COMMUNITY IN TOTAL PROGRAMME

REDUCED BREAKDOWNS

PHYSICAL IMPLEMENTATION AS PER SCHEDULE

TIMELY CORRECTIVE INTERVENTIONS

IMPROVED INSTALLATION OF W/S SYSTEM

ADEQUATE PREVENTIVE MAINTENANCE

IMPROVED REPAIR MAINTENANCE

TIMELY RELEASE OF FUNDS

BETTER CO-ORDINATION BETWEEN VARIOUS AGENCIES

IMPROVED COORDINATION AT FIELD LEVEL BETWEEN PHYSICAL IMPLEMENTATION AND SOCIAL MOBILIZATION

SOCIAL SCIENTIST HAVE LESS DIFFICULT IN LOCATING VILLAGE

TIMELY SUPPLY OF MATERIALS

BETTER WAGES FOR HANDPUMP MECHANICS

ENGINEERS GIVE DUE PRIORITY TO O & M

INCREASED NUMBER OF FIELD UNITS

EFFECTIVE INFORMATION FLOW BETWEEN COMMUNITY & IMPL. AGENCY

COMMUNITY BASED INFORMATION SYSTEM

ENVIRONMENTAL SANITATION

REDUCED RED TAPISM

ADEQUATE FUNDS PER O & M

FACILITIES SPREAD OUT GEOGRAPHICALLY

INCREASED SENSE OF RESPONSIBILITY TOWARDS FACILITY BY COMMUNITY

PROPER WASTE WATER DISPOSAL POINT

MORE EQUITABLE USE OF FACILITY

CLEAR STATUS OF JAL SAMITI

INTEGRATED APPROACH BETWEEN SOCIAL SCIENTIST AND ENGINEER

APPROPRIATE INDICATORS FOR C.P. DEVELOPED

REDUCED GEOGRAPHICAL AREA FOR SOCIAL SCIENTIST

LESSENED COMMUNAL TENSIONS

OPERATION & MAINTENANCE

INSTITUTIONAL DEVELOPMENT

COST SHARING FOR O & M BY THE COMMUNITY

PROPER SITE SELECTION WITH COMMUNITY PARTICIPATION

COMMUNITY MANAGEMENT

POLICY

POLITICAL

BETTER FACILITIES FOR IMMIGRANTS

FLEXIBLE CRITERIA FOR LINEAR SETTLEMENT

CONSISTENCE SURVEY REPORTS

DUE RESPECT TO THE COMMUNITY

REDUCED CONFLICTS BETWEEN LOCAL POLITICIAN AND SOCIAL SCIENTIST

IMPROVED DISTRIBUTION OF FACILITIES WITHIN CASTE SYSTEM

REDUCED INTERFERENCE IN THE DOMINANT GROUP

IMPROVED AWARENESS ABOUT HEALTH AND HYGIENE ASPECTS

DATA BASE

MORE ACCURATE CENSUS FIGURES

IMPROVED COMMITMENT OF ENGINEERS TOWARDS COMMUNITY PARTICIPATION

IMPROVED COMMITMENT OF DWCRA TOWARDS COMM. PARTICIPATION

POSITIVE POLITICAL SUPPORT

IMPROVED PARTICIPATION WITHIN CASTE SYSTEM

HEALTH EDUCATION

TARGETS SET CONSIDERING C.P.

INCULCATED INTEREST TOWARDS C.P. IN GRAM PRADHAN

IMPROVED SOCIAL PLANNING SKILLS IN TECHNICAL AGENCY

INSTITUTIONAL DEVELOPMENT

SOCIAL MOBILIZATION

ENSURING IMPLEMENTATION OF WID IN RURAL AREAS

ADEQUATE PROMOTIONAL MATERIALS

POLITICAL ACTION

ADEQUATE ORIENTATION ON INSTITUTIONAL DEV

C.P. ORIENTED POLICY OF JAL NIGAM

REDUCED SUPERSTITIONS IN THE COMMUNITY

LESSENED SOCIAL INHIBITIONS OF LOCAL WOMEN

COMMUNICATION MEDIA

DEMONSTRATION MODELS OF COMMUNITY PARTICIPATION DEVELOPED

INCREASED LITERACY

REDUCED DEEP ROOTED CULTURAL BELIEFS WHICH MAY BLOCK CHANGE

JAL NIGAM ACCEPTS COMMUNITY PARTICIPATION

EDUCATION

OFFICIALS REALISE IMPORTANCE OF COMMUNITY PART.

CONCEPT OF SUSTAINABILITY INTRODUCED IN PROJECT PLANNING

POLITICAL WILL FOR COMMUNITY PARTICIPATION

5.3 PSU Project Planning Matrix

	Narrative Description	Indicators						
Overall Objective	More sustainable manage-ment of facilities by community and I.A.'s Concept of C.P. institu-tionalized in implemen-ting agencies in U.P.	**Quality :** - Policy on C.P. in diff. agencies (State, JN, DWCRA) - Instructions on various aspects of C.P. - Formation and status of Social Planning Cell - No. of guidelines carried out - Decentralisation of SP Cell			**Quantity :** - No. of projects with C.P. outside NAP (com. %) - No. of guidelines on CP formulated - % of guidelines on CP - No. of regional Social Planning Calls in U.P.			
Project Purpose	Effective C.P. integrated in NAP water supply and sanitation programme	**Quality :** - % effectiveness of decision by Task Force - Joint project formulation and evaluation - Social aspects included in MIS - % of social indicators provided by PSU accepted by Implementing Agencies			**Quantity :** - No. of meetings and decisions by Task Force - No. of social surveys - No. of recommendation for Review Mission implemented - Reduction of time gap between social mobilisation and implementation		**Place :** Sub-Projects IA, IV, V, VI All agencies related to NAP	**Time :** 1991-1993
Results/Output	1. Better utilization of facilities through C.P.	2. Effective information flow b/t comm. & IA's achieved	3. Additional social data collected	4. Improved social planning skills in technical agencies	5. Improved coordination b/t various agencies	6. Support MIS in Jal Nigam by integrating social indicators	7. Information on C.P. disseminated to various agencies	
Indicators/ Results	- O & M as per manuals - comp. to increase of persons from various sections in community using facilities - "adequate" up-keep - no. of quality of storage facility/family - no. of people agree with criteria by I.A. - coverage of communities - use of latrines accord-ing to manuals - % decrease of break-downs (logbook JN) - no. of people sharing cost of M& Const. - % of family members using facilities seasonal monitored	- complaint cards avail-able with Gram Pradhan and with responsible literate persons near facility - awareness of complaint system among community - whether & how the breakdown have been reported (case studies) - reduced time gap between (registered) complaints and repairs	**Type of data:** - settlement pattern/ caste distribution - health status - sanitation data - level of C.P. reached in villages/blocks (indicators of C.P.) - no. of facilitators around village	- awareness of I.A. with concept and indicators of C.P. - no. of meetings & workshops on C.P. convened by I.A. - no. of issues on social aspects on agenda of meetings - no. of decisions on CP taken and implemented - participation of community members in meetings at field level	- implementation as per coordination schedule - JN engineers & SS att-end JN meeting atleast once every 2 months - joint monthly meetings at HQ organised by PSU first. Responsibility handed over by Jan. '93 - no. of issues on CP on agenda and decisions implemented - no. of supporting agencies involved at HQ and field level (addi-tionally to parties involved: Education Dept., Health, R.E.S., D.P.R., I.C.D.S., M.V.N	- no. of social indicators included in JN M.I.S. **Type of data:** - technical progress: JN - financial progress: JN - organisation and management : JN/PSU - social data : PSU	- which information disse-minated (level specific) - how regular disseminated - to how many I.A.'s - to which level in the I.A.'s addressed	
Activities	1.1 Experiment various models	2.1 Indentify types of information	3.1 Analyse existing data & base	4.1 Assessment of which social inputs required	5.1 Joint workshop to improve methods of coordination	6.1 Providing M.I.S. expertise to JN (through Review Mission)	7.1 Organise meetings to identify methods for dissemination	
	1.2 Develop and propose policy on cost sha-ring for maintenance	2.2 Develop an improved system in JN for processing/responding to information	3.2 Identify types of data needed	4.2 Clarify W.W.D. policy (soak pit)	5.2 Formulate procedures norms for joint meetings	6.2 Identify social & management data for MIS	7.2 Organise JN meeting to establish JN-Newsletter by inviting other agencies involved (logistics, coverage, lay-out, design, edi-torial board)	

1.3 Improve coordination at field level	2.3 Develop single user friendly data cards in hindi	3.3 Prepare inventory of * village information	4.3 Assess JN in-house * training programme on topics to be included in curriculum	5.3 Task adoption by various agencies with agreed time schedule	6.3 Assist JN to improve formats for MIS	7.3 Constitute on editorial body to undertake publication of newsletter
1.4 Initiate social * mobilisation	2.4 Educate community on * means/methods to register complaints	3.4 Develop proforma system for additional data	4.4 Assist JN with a * proposal to strengthen JN Training Centre	5.4 Organise joined * coordination meetings in planning, implementation & monitoring	6.4 Assist JN at district * level to evolve a better MIS for O & M	7.4 Establish method/ * system of collection/ retrieved
1.5 Involve village based (NGO's) in Awareness campaign	2.5 Train JS on procedures/ * systems for information flow & response	3.5 Collect data from * resource persons	4.5 Initiate/encourage pursue recruitment of prof. soc. planners at higher level in JN	5.5 Preparation of coordination schedule	6.5 Identify method to * simplify MIS at field level	7.5 Write (articles) on * social aspects
1.6 Improve awareness * about health, hygiene in community (inc. storage & transport)	2.6 Increase points of information at village level		4.6 Assist T.O.T. on * participatory training	5.6 Standing coordination committee at district level, headed by SE, JN?	6.6 Assist in providing data on status and quality of facilities	
1.7 Create awareness with community on criteria used by IA's (parameters)	2.7 Proper distribution of complaint cards		4.7 Assist JN in formulating	5.7 Undertake joint field visits	6.7 Request JN for - physical progress reports - feedback on corrective action	
1.8 Proper site selection	2.8 Disseminate collected * information & action taken to the community		4.8 Carry out training on * social aspect of JN engineers and field staff (initial)	5.8 IA (JN/SS) attend JS meetings		
1.9 Suggest corrective action to I.A.	2.9 Arrange for quarterly * discussion between JN/ water committee (JS)		4.9 Training in collection and analysis of data	5.9 Carry out joint surveys		
1.10 Increase of responsibility towards			4.10 Follow-up of given * training	5.10 Follow-up of coordination schedule		
1.11 Clarify status of * Jal Samiti			4.11 Organise joined planning workshops	5.11 Follow-up of joint * decisions		
1.12 Define the tasks * & responsibilities of Jal Samitis			4.12 Develop indicators * jointly for CP	5.12 Mutual exchange of relevant information papers, reports		
1.13 Organise training * jointly for JS/VK/BK (inc. woman!) by PSU/ DWCRA/JN			4.13 Develop demonstration * models for CP jointly			
1.14 (-) later 1.5!) * Make Jal Samiti effective (incl. management of facilities)			4.14 Prepare case studies on improved social planning skills			
1.15 Monitoring of water quality & breakdowns & repairs			4.15 Joint discussion with the community on social aspects			
1.16 Develop acceptance * for cost sharing (contribution) HP: cost sharing ? PU: tarrif for private contributions S : labour & cash contributions full M & R - washing platform (const. + repair) upgrading trad. wells: labour			4.16 Develop a proper feed-back system from the community (evaluation)			
			4.17 Improve indicators of CP			

Assumptions to the Programme Support Unit's Project Planning Matrix

Cooperative politicians	Cooperative administrators	Adequate funds supplied/	Adequate interaction on experience with CP between MAP engineer and other JN engineers	Donor policy towards institutionalisation in U.P.
Improved maintenance	Initiative on C.P. by engineers is rewarded	CP oriented policy with agencies	Commitment towards CP by engineers	Commitment towards CP in other agencies
Cooperative communities	Right construction of MP & Sanitation facilities	To ensure the regular field visits by block mechanics	MAP depute on expert to JN for launching newsletter	
Proper tariff collection by JN (piped water supply)	Maintenance and monitoring the block level competitions regularly	Mobilise manpower, money, spares for breakdown correction	Train a "team" in JN to run newsletter	
Ensure regular supply of water	Support of Jal Samitis by Govt. of U.P.	Documentation of field experiences by engineers	Computerise MIS support	

5.4 Responsibilities in maintenance

Sl. No.	Activities	Community (Caretaker)	Implementing Agencies	
			UPJN	PSU
1.	Replace the taps of standposts	X		X
2.	Prevention of vandalism	X		X
3.	To clean the surroundings	X		X
4.	Grease the chain of hand pump	X		
5.	Regular checking of the standpost/ hand-pumps for greasing etc.	X		
6.	Cost sharing/contribution for up-keep and maintenance	X	X	X
7.	Cleaning of soakpits	X		X
8.	Proper handling hand-pump			X
9.	Reporting of defects	X	X	X
10.	Proper use of sanitation facility	X		X
11.	Train community on preventive maintenance aspect		X	X
12.	Prompt response to break-down report		X	
13.	To organize training camps for the block mechanics		X	X
14.	Monitoring of preventive and break-down repairs efficiently		X	X
15.	Re-boring of the wells		X	
16.	Repairing of the G.I. pipes etc., for proper water discharge		X	
17.	Take and analyze water samples		X	
18.	Monitoring of water quality and water yield		X	X
19.	Repair of broken platforms and drains/ grouting/standposts		X	
20.	Proper arrangements of tools of repair of hand-pump		X	
21.	Training of hand-pump mechanics in rural areas unrepaired		X	X

5.5 Steps in social mobilization

No.	Steps undertaken	Estimated Duration (days)
1.	Acquaintance with the secondary data on social, economic and political situations of the community	1-7
2.	Communicate key messages related to Household Sanitary Latrines	3
3.	Informal chats	7
4.	Motivate Gram Pradhan towards the need for Community Participation	1
5.	Establish relationship with the community	
6.	To listen carefully the views, needs and demands of villagers	
7.	Build-up working relations with existing organizations	3
8.	House to house contact (sanitation)	20
9.	Mobilize women to participate in the process	
10.	Identify local facilitators	
11.	Organize group meetings ± 50 p/group	
12.	To involve school teachers/children by organizing school level competitions on water related topics	
13.	To familiarize with social dynamics of area	
14.	Design strategy on approach to Community Participation	3

5.6 Functions of Jal Samiti

1. To ensure proper up-keep of the hand-pump site.
2. Identify caretaker for hand-pump.
3. Appointment of caretaker for direct responsibility.
4. Disseminate health, hygiene and technical messages.
5. Caretaker collect contributions.
6. Social monitoring of water quality.
7. To help in site selection.
8. Prevent vandalism.
9. To settle disputes regarding waste water point.
10. Maintain a simple register on hand-pump.
11. Organize monthly meetings of users of hand-pump and invite responsible persons.
12. To settle disputes regarding hand-pump up-keep, use, waste water disposal.
13. To provide information to Jal Nigam, if any break-down takes place.

5.7 Individual targets set by Social Scientists

Name of the Social Scientist	Present Achievements 1990-1991 (5 months)		Targets by 1993
Ibrahim Hafeezur Rehman and Sameer Sah (Was in the field for 21 days) Sub-Project VI District: Lakhimpur Kheri	1. No. of villages in the area	384	
	2. No. of villages visited	37	384 + villages in revised estimate
	3. No. of communities mobilized	-	3
	4. No. of handpump site selected	122	1
	5. No. of Jal Samitis formed	-	30 - 40
Arun Mediratta Sub-Project VI District: Siddharthnager	1. No. of villages in the area	143	143
	2. No. of villages visited	57	143
	3. No. of communities mobilized	2 (process initiated)	3
	4. No. of handpump sites selected	80	138
	5. No. of Jal Samitis formed	-	20 - 25
Kirtikar Ojha Sub-Project VI District: Ballia	1. No. of villages in the area	148	-
	2. No. of villages visited	80	148
	3. No. of communities mobilized	3 (initiation of social mobilization)	5
	4. No. of handpump site selected	350	5
	5. No. of Jal Samitis formed	-	1 30 Jal Samitis
Veena Pandey Sub-Project VI District: Basti	1. No. of villages in the area	184	184
	2. No. of villages visited	104	184
	3. No. of communities mobilized	2	5
	4. No. of handpump site selected	186	-
	5. No. of Jal Samitis formed	-	-

Name of the Social Scientist	Present Achievements 1990-1991 (5 months)			Achievements by 1993
Saroj Arora Sub-Project VI District: Bahraich	1. No. of villages in the area	284		284
	2. No. of villages visited	60		284
	3. No. of communities mobilized	10		10
	4. No. of handpump site selected	450		284
	5. No. of Jal Samitis formed	-		10
Harish Singh Sub-Project VI District: Gonda	1. No. of villages in the area	282		-
	2. No. of villages visited	33		282
	3. No. of communities mobilized	3		6
	4. No. of handpump site selected	93		-
	5. No. of Jal Samitis formed	-		45
Ashis K. Biswas and Nisha M. Tripathi	1. No. of villages in the area	19		More integrated approach will be taken during physical implementation in between community and I.A.'s in coming days
	2. No. of villages visited	14		
	3. No. of communities mobilized	6 + 3		
	4. No. of standpost in 19 village	139		
	5. Found in villages formed	**Found**	**Site selected**	
	- No. of standpost in the first phase villages (6 villages)	34	27	
	- No. of latrines - school - household	2 38	5 811	18 SSL to be constructed 4689 HSL to be constructed
	6. No. of Jal Samiti (in six villages)	28 (Existing)		
	7. No. of soakpit (private) constructed	133 (in 9 villages)		

5.8 PSU Management Planning Matrix

Narrative desciption										
Overall Objective										Assumptions
Internal Purpose PSU	Effective Efficient PSU	Support provided to all agencies in W&S on the integration of effective community participation								
Results	Adequate support to sub-projects	Adequate support to I.D. Results 4,5,6,7	Adequate support to scientist	Improved personal relation	Adequate office management	Realistic job description drafted	Proper coordination through participation	Clarify on Organization culture	Improved strategies of PSU	Adequate Support RM & Embassy
Activities			PSU staff trained Training on management of (own tasks etc.) Annual team work exercises - 6 group dynamics Training on self awareness perception building Assessment of training requirement	Regular joint team meetings Joint lunch dinners tea Organizing cultural programmes jointly	Fixed office timings Plan Holiday	Clarify roles and functions Assessment of job responsibility with in time constraint	Through proper information system in between OFF's field staff		Exchange/exposure among NAPSU's	

6. Observations by the moderator

Preparations
Due to the adequate briefing of the PSU staff by the Director before the
workshop took place the expectations did properly match with the ultimate
results of the workshop.
All efforts were made to have a number of representatives from Jal Nigam
participate, however, the timing of the workshop was inappropriate to them as
they were closing their books of account at the end of the financial year.

Commitment
It was very encouraging to organize this workshop with the PSU, whereby all
participants showed full commitment and enthusiasm through all the ten days of
the workshop, in spite of the often intensive and emotional discussions during
long working hours (9.00 - 18.00 hrs.).

Emotions
Since the OOPP technique uses as input what the participants really think on
what needs to happen, clashes and conflicts on individual perceptions and
aspects of the future of the project are not unusual. This is a healthy
phenomenon. All to often in project planning people fail to take a stand on
what they really think ought to happen. This can lead to ongoing hidden
agendas and chronic "sleeping conflicts". The OOPP channels these legitimate
emotions into functional discussions at the end of which some form of
consensus or agreement can be reached. People often feel very relieved after
such sessions since they have been able to discuss pressing issues for the
first time in an open atmosphere. This feeling has been expressed by a number
of participants during an_ at the end of this workshop.

Misconceptions
The open and guided discussions on concepts, roles and responsibilities will
remove misconceptions in a structured manner. Particularly when people
participate with different backgrounds and originate from different
organizations the benefits will be even more obvious.

Time Schedules
For each of the Sub-Projects as well as for the additional activities
identified for PSU preliminary time schedules have been prepared. In these
time schedules responsibilities for actors particitating in those activities
have been indicated and discussed in the whole group. It must be stated, that
particularly responsibilities "assigned" to external parties have not yet been
discussed with them. Additional discussions with them are required.

7. Logistical support

Locality
The workshop was organized in the meeting room of the PSU. As the participants
were arranged in a semi-circle facing a wall on which the visualization of the
OOPP steps took place the room was just enough to accommodate the fifteen
participants. As the workshop was organized within the PSU building
particularly the Director had to attend to pressing work and address visitors
regularly during the workshop. It would have been better to organize such a

workshop off site to avoid disturbances of this kind.
The climate in the room sometimes reached too high degrees due to the fact
that the air-conditioning made disturbing noise. For effective participation
during all hours of the workshop a pleasant atmosphere is very important.

Catering
Many compliments must be made for the way the catering services were rendered.
This also motivated the participants to keep up their level of contributions.

Transport
The efficient way transportation was organized for all participants must be
typical and symbolic for the way things are usually organized at PSU.

Field trip
The field trip that was organized to the village Thulendi was very well
prepared by the responsible officers. It was impressive to experience the type
of reception arranged by the villagers. Particularly the puppet show covering
the sanitation issue made a great impression.
Although the impact on the introduction of improved latrines observed was
still rather small the commitment of the owners promised good expectations in
the future.

Secretarial services
With great respect the workshop has been benefiting enormously from the
secretarial services rendered by the PSU secretaries.

Travel arrangements
The administrative staff should be mentioned for their committed efforts in
assisting with the travel arrangements. Even the office of Jal Nigam in Agra
was approached to assist the mission in a sight-seeing tour around the town on
the way back to Delhi.

Debriefing
In spite of the fact that the travel schedule of the mission limited to meet
the Sector Specialist for Rural Development from the Netherlands Embassy for a
debriefing session on the last Sunday only he accommodated this meeting
without any objections at his hotel and stimulated a very interesting
discussion on the Programme.

ANNEX 1: Photographs workshop
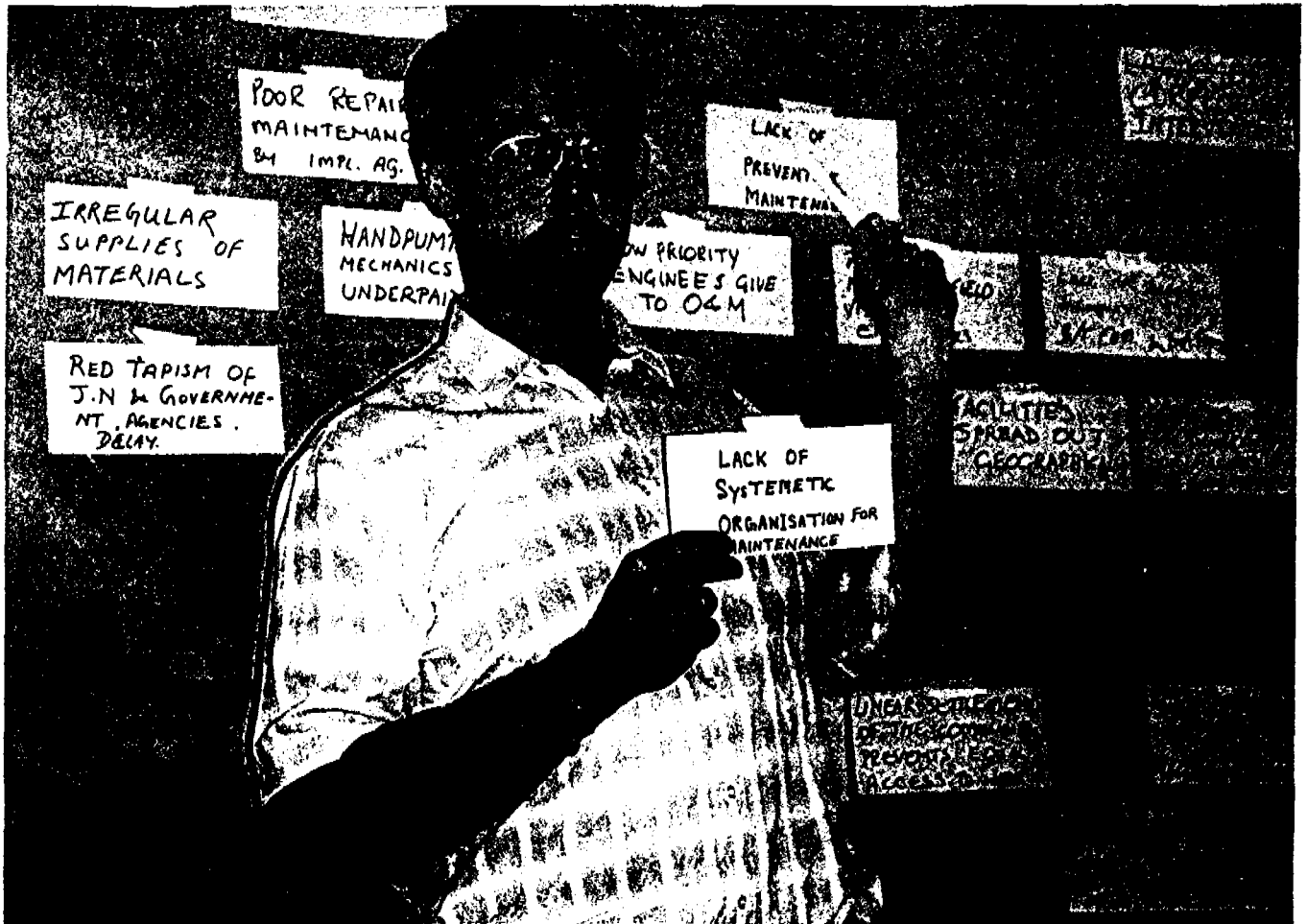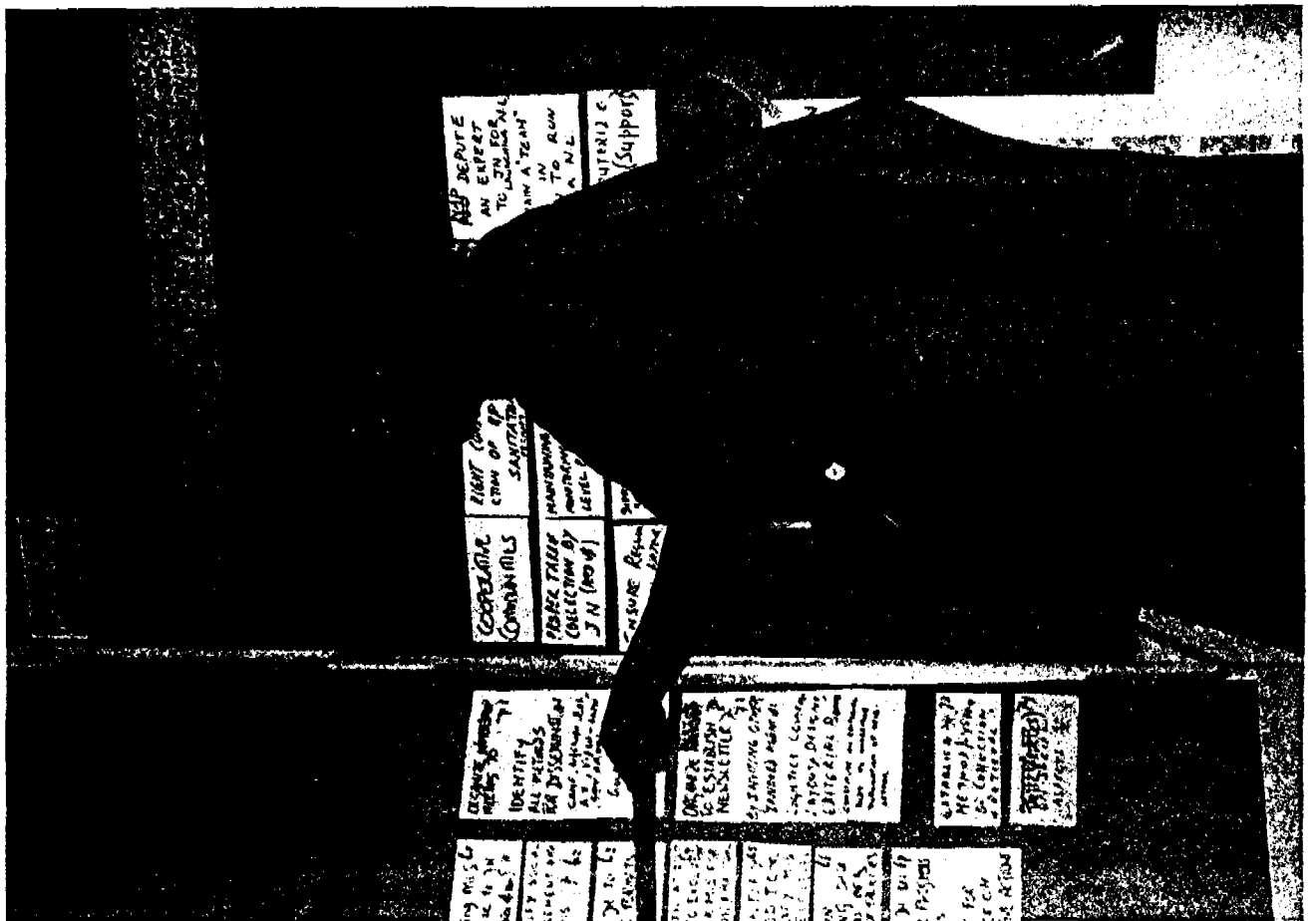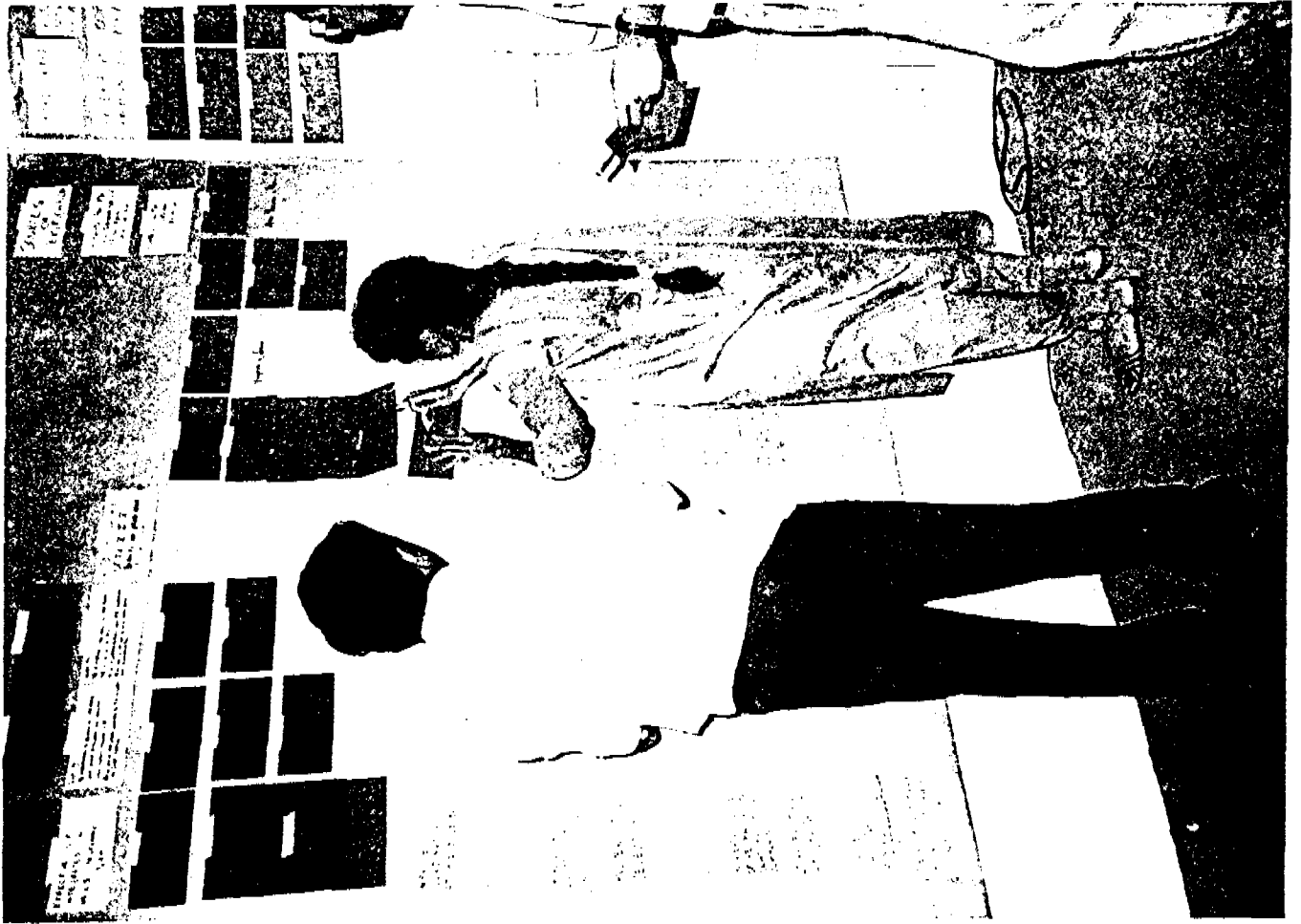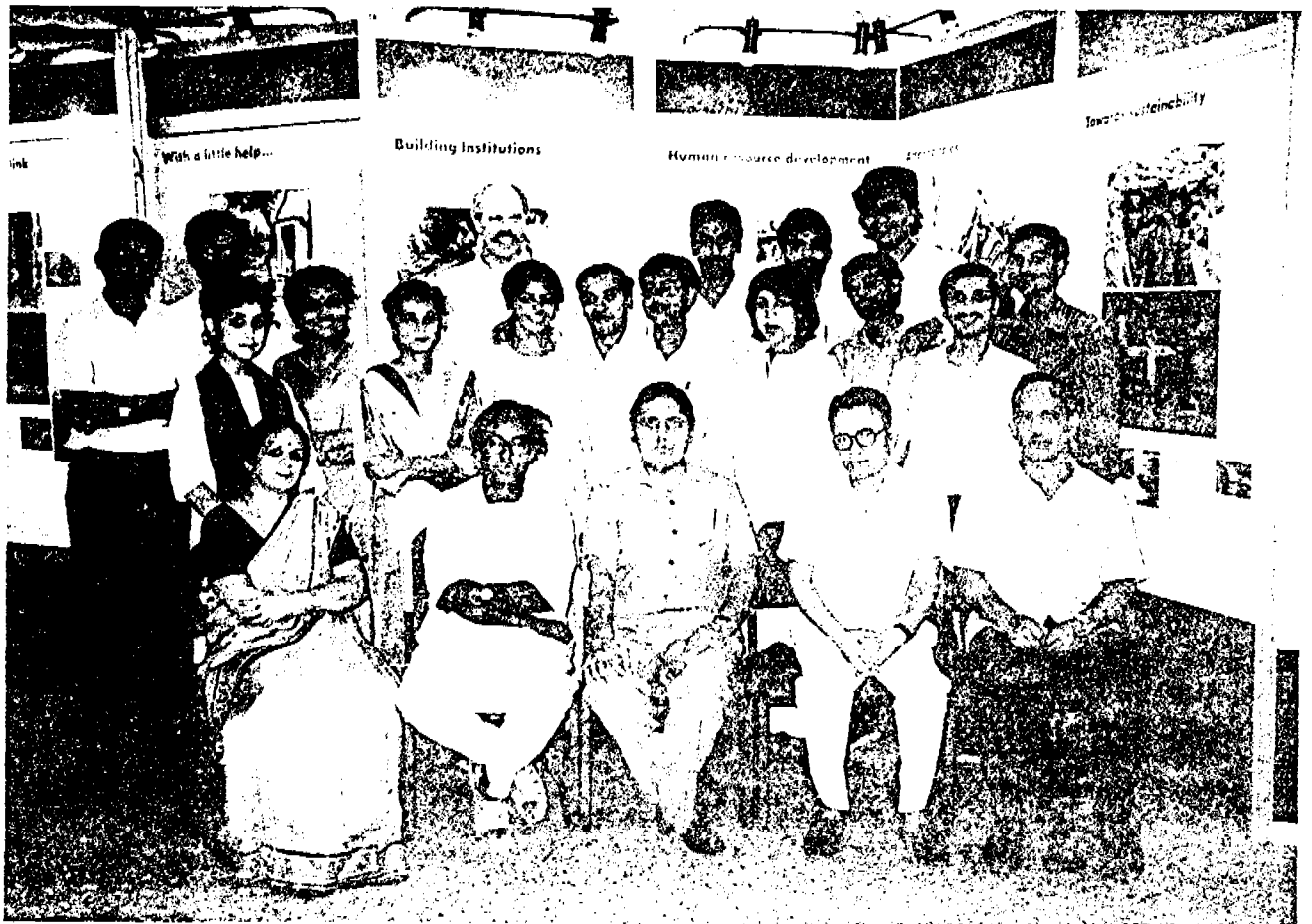
ANNEX 2: A brief on the Programme Support Unit
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Programme Support Unit : Note on the objectives, activities and problems in
                         the implementation of the Community Participation
                         Component (CPC)

The Netherlands Assisted Programme (NAP) activities in the water sector in
rural Uttar Pradesh had been going on since 1978. However, the entire focus
was on the physical implementation, as a result of which much of the programme
benefits could not trickle down to the targeted groups and the sustainability
of the programme was in the dark. It was realized that involvement of the
local people by initiating interventions in terms of social mobilization,
awareness creation, promotion of healthy and hygienic living conditions and
training and orientation on technical and social aspects were pertinent. To
provide these critical inputs the Programme Support Unit (PSU) was established
in March 1988, under the Netherlands Assisted Programme in rural water supply
and sanitation in Uttar Pradesh.

Objectives and Activities
PSU was established with the view to plan the implementation of the social
component and co-ordinate with the concerned agencies for a better
implementation process in the rural sanitation programme - SP V. Gradually,
PSU was made responsible for not only social planning, monitoring and
evaluation but also for the CPC. In the water supply programme, SP VI, the
field workers of PSU, known as Social Scientists, ensure integration of the
social component with the physical component. They are stationed in their
respective project areas where besides, mobilizing the local communities to
ensure their participation in the programmes, they also orient and mobilize
the staff of implementing agencies on various social aspects.

Although the water supply programme is larger in terms of coverage, the
sanitation programme is also significant as it aims to incorporate health
education and effective participation of the local community into the
sanitation programme to ensure regular use and maintenance of household
sanitary latrines and school latrines.

Broadly, the objectives of PSU are :

i)   To raise awareness in the community about the benefits of clean and safe
      drinking water and sanitary habits;
ii)   To encourage and bring about changes in the health conditions and the
      hygiene behavior of the community regarding safe water and sanitation;
iii) To give due priority to the role of women in the developmental activities
      and encourage their actual participation at all levels of the programme;
iv)   To ensure the selection of technically and socially acceptable sites for
      hand-pump installation;
v)   To establish an effective communication, co-ordination and monitoring
      system for the better implementation of the programme;
vi)   To establish and activate village level institutions for participatory
      monitoring, operation, maintenance and evaluation of the project.

Approach and Strategy
The basic approach and strategy followed for the implementation of the social
input is as follows :

-Baseline Survey
A base-line survey is undertaken to obtain the socio-economic picture of the project areas to facilitate the implementation of CPC. The information collected helps in evolving a suitable implementation strategy and also functions as a reference point for subsequent monitoring and evaluation of the programme.

-Health Education
Health education and awareness raising campaigns involving the whole community are organized, involving local communication methods and folk forms of entertainment

-Selection of Socially and Technically Appropriate Water Points
Sites, for both water points and sanitary units are jointly selected by the Jal Nigam, PSU and the community, especially emphasizing the involvement of women. The sites selected through such methods take care of spatial and social distribution of water points along with technical consideration for waste water disposal.

-Forming and Equipping Water Committees for Community based Operation and Maintenance
Grassroot level organizations like the water committees - Jal Samiti's - are formed. These are need-based participatory structures to ensure proper upkeep and maintenance of the assets to lend support and sustainability to the programme.

-Training and Orientation
The staff involved in implementing the physical and social inputs are given intensive training and opportunity to exchange their ideas to update their knowledge, skills and experience in the relevant areas of the project.

-Participatory Monitoring and MIS
Proper monitoring and co-ordination of all activities and agencies is achieved by establishing a management information system (MIS). A 'Task-Force' has been formed at the state level to monitor the integration of social and technical components in the programme. Monitoring and co-ordination committees at the village and district level are planned to be formed in the forthcoming Sub-Projects.

Major Constraints
In the process of the implementation of CPC some major constraints which have been experienced are :
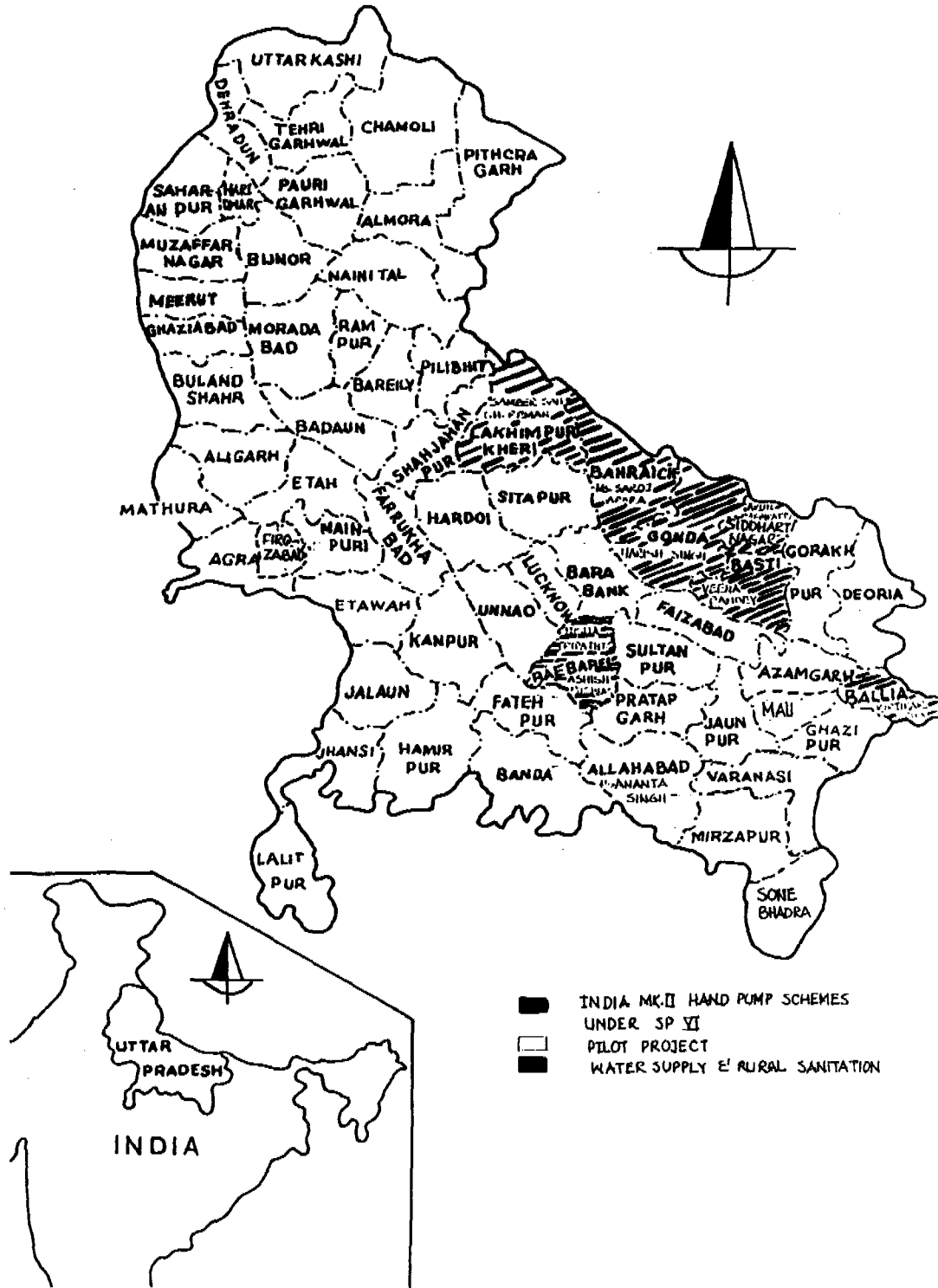- Historically no concerted effort had been made at the national level to implement community participation in the water supply and sanitation programmes and develop a systematic methodology and strategy for it.
- Vested interests of the people's representatives, family and land disputes, caste conflicts and religious contradictions affect the implementation of CPC to a great extent.
- Unplanned and indiscriminate expenditure on rural development leads to an attitude of over dependence on the government in rural communities.
- The newness of the concept of community participation in the rural scenario of Uttar Pradesh created doubts in the minds of the executives planning for the physical inputs.
- The inherent disinterest and disbelief in the power of the community participation among the technical staff led to a lack of motivation and

commitment towards implementation of CPC. Moreover, inadequate training and
orientation on social aspects resulted in low priority for implementation
of CPC by the agencies providing the physical component.
- Lack of an effective communication and monitoring system in the executing
  agencies resulted in weak co-ordination and consequent integration of CPC
  with the physical component.
- Ineffective functioning of grassroots level institutions, viz. ICDS centers,
  village panchayats and youth organizations, led to lack of support.
- Confrontations of the Social Scientists with a hostile community which is
  generally found to be disgruntled with the Government's poor delivery
  system of public utilities further hampered the progress of the project.
- Insufficient transport support coupled with the inaccessibility of many
  villages by road retarded the progress of social mobilization.

Map of Uttar Pradesh

UTTAR PRADESH

UTTAR KASHI
DEHRA DUN
TEHRI GARHWAL
CHAMOLI
PITHORA GARH
SAHAR AN PUR
HARI DWAR
PAURI GARHWAL
ALMORA
MUZAFFAR NAGAR
BIJNOR
NAINI TAL
MEERUT
GHAZIABAD
MORADA BAD
RAM PUR
PILIBHIT
BULAND SHAHR
BAREILY
BADAUN
SHAHJAHAN PUR
LAKHIMPUR KHERI
BAHRAICH
ALIGARH
ETAH
FARRUKHA BAD
SITAPUR
GONDA
BASTI
SIDDHARTI NAGAR
GORAKH PUR
DEORIA
MATHURA
MAIN PURI
FIRO ZABAD
HARDOI
LUCKNOW
BARA BANK
FAIZABAD
AGRA
ETAWAH
UNNAO
RAE BARELI
SULTAN PUR
AZAMGARH
BALLIA
KANPUR
JALAUN
FATEH PUR
PRATAP GARH
JAUN PUR
MAU
GHAZI PUR
JHANSI
HAMIR PUR
BANDA
ALLAHABAD
VARANASI
LALIT PUR
MIRZAPUR
SONE BHADRA

UTTAR PRADESH

INDIA

INDIA MK.II HAND PUMP SCHEMES UNDER SP VI
PILOT PROJECT
WATER SUPPLY & RURAL SANITATION

ANNEX 3: PSU Request for training on OOPP
- -

From Dr J. De', Director, PSU

To   Ir. Robert Trietsch, Mission Leader

Sub : Orientation/Training for the PSU Social Scientists by the
      MDF expert on the Objective Oriented Project Planning
      (OOPP)

1.   Rationale

During my recent (11-29 June, 1990) participation in the IRC/MDF
course on the 'management for sustainability in water supply and
sanitation in rural and peri-urban areas' I found the objective
oriented project planning (OOPP) was quite a fascinating aspect
in the course which can be extremely useful for young PSU Social
Scientists. Besides providing a realistic and a systematic
approach for planning matrix and logical framework, the OOPP
methodology was participatory, innovative and analytical.
Moreover, the presentation of OOPP by the MDF expert was itself
so professionally excellent that I think our Social Scientists
will find this training relevant and interesting. I also strongly
feel that professionally and cost-wise such arrangement would be
quite a pragmatic proposition if the MDF expert can come to
Lucknow to conduct this training workshop.

2.   MDF Expert

For this particular course the MDF has possibly the best of its
professional namely Mr. Eric Kijne - whose C.V. is attached for
your reference. I recommend his name to conduct the course.

3.   Duration of course

Considering the content of OOPP as well as few other essential
aspects like monitoring and evaluation, organisation and
sustainability etc., it is suggested that this can be a two week
training course.

4.   Tentative Period

It was initially discussed with the MDF expert that the course
can be organised in December, 1990, or January/February, 1991.
However, once the Mission's visit is over in December, 1990, the
PSU would be in a better position to provide necessary logistic
support for the course.

PSU ───

5. Tentative Trainees

Altogether there would be 15 persons (7 Social Scientists for SP VI, 2 for SP V, 1 for Pilot Project Allahabad and 5 from the PSU core) for undertaking this training.

6. I shall be extremely thankful if you please initiate necessary dialogue with the India Desk Officer in the Hague (since Jan is on home leave) for getting approval of this proposal and also to establish contact with the MDF expert to get his possible time schedule, budget, professional inputs for the course and also logistic supports that he expects from the PSU.

Looking forward to receive quick positive communication from you.

Regards

Jatin

c:mdf
psu, 10/7/90

ANNEX 4: Proposed programme OOPP Training

The O.O.P.P. participatory planning workshop will try to adhere to the following programme:

Sat. 16/3 - Departure of Kijne to Lucknow,India.

Sun. 17/3 - Introductory talks with senior staff.
- Arranging facilities, logistics, participants OOPP workshop.

Mon. 18/3 - Introductions; Reasons for organizing training in participatory planning; Explanation method used: Objective Oriented Project Planning.
- Start Analysis Phase: Identification Parties involved and mutual relationships.
- Determination of "Entity" to be the main issue for discussions.
- Problem Analysis.

Tue. 19/3 - Continuation Problem Analysis and Discussions.
- Structuring of Problem Tree.

Wed. 20/3 - Analysis of Objectives: Reformulation and structuring Objective Tree.

Thu. 21/3 - Start Planning Phase: Design Project Planning Matrix (PPM). Determination of "Project Purpose", "Overall Objective", "Results" "Assumptions" and "Activities".

Fri. 22/3 - Determination of "Objectively Verifiable Indicators" (OVI's);
- Identification of Assumptions and Assessment of risks.

Sat. 23/3 - Assessment on sustainability (organizational capacity).
- Adjustment of identified Activities.

Sun. 24/3 - free

Mon. 25/3 - Continuation formulation of activities.
- Discussion on approach to reach the results
- Prioritizing of results and activities
- Phasing / Scheduling of Activities.

Tue. 26/3 - Preparation of Sector Planning Matrixes

Wed. 25/3 - Discussions on approach of SPM's.

Thu. 26/3 - Design Organizational Structure.

Fri. 27/3 - Debriefing at RNE, Delhi.

Sat. 28/3 - Departure of Kijne to the Netherlands.

ANNEX 5.   Principles of OOPP
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Introduction
The idea to initiate a project or programme is often born from the wish to
change a poor existing situation into an improved situation. Although this
perceived idea may be realistic the solutions suggested in such an initial
plan may not be the wishes of the project staff and target groups. If such
plans have been prepared by an individual often commitment to the
implementation by the parties involved is lacking.

Need for proper participatory planning of projects
More and more it becomes clear that the need exists to prepare more realistic
plans, which are accepted by all parties involved, and who have committed
themselves to the implementation. In order to develop such a plan, which is
more likely to succeed, it is essential to identify all relevant problems
which inhibit progress in development as perceived from the perspective of all
related parties involved. The <u>Objective Oriented Project Planning</u> brings
representatives of those parties involved together and let them discuss the
perceived problems and possible solutions with each other in order to created
a mutual understanding of each others point of view. After having achieved a
common ground these problems are organized logically in relation to each
other. All problems are reformulated into positive reached conditions and by
doing so these become objectives. After having checked the logic between the
objectives a selection is made based upon a number of criteria in order to
determine the focus of the project.
After this analysis phase the OOPP will continue with the planning phase
applying the Logical Framework technique. A Project Planning Matrix is
prepared using the information from the Analysis of Objectives and additional
information. The PPM shows information on the different level objectives, a
description of these objectives by means of Objectively Verifiable Indicators,
Assumptions at different level and Activities required to reach the different
Results.
The planning session should be completed by drafting time schedules of the
most important activities in which also the different responsibilities of the
parties involved should be indicated.

<u>**Analysis phase**</u>

How to get to know the relevant problems ?
Information on the existing problems within a described entity can be
collected from a large number of sources, such as a.o. surveys, interviews,
reports, statistical data, etc. However, very often the objectiveness,
reliability and completeness of these data is doubtful.
By inviting representatives of all parties involved an additional opportunity
is created whereby knowledge on the existing problems is brought together.
Because expressing problems in front of representatives from other groups with
conflicting interests may be difficult the OOPP method applies a technique
whereby problems are written down on cards anonymously and placed on the wall.
<u>The problems are discussed with the whole group aiming at a clear
understanding of the problems</u>. Sometimes problems will have to be specified
more clearly, leading to more concrete underlying problems. The moderator will
avoid linking the problems written on the cards with the original writer or
source of the problems.

Because it is difficult to have representatives from all parties involved to be present in the workshop, all parties will be identified, written on cards and categorized under main headings. The relationship of the different parties with the subject will be identified by formulating the products the party (or organization) should supply and receive from other parties, preferably the party that is organizing the workshop, and is drafting the plan.
Now all participants will identify problems as perceived by them related to a clearly described entity, e.g. problems of effective functioning.
Problems felt by parties that are not represented must be imagined and need thorough discussion on validity. Data on problems collected through other methods mentioned earlier may assist here.

Building the 'problem tree'
One starter problem of which both causes and effects can be identified, will be selected. First the causes will be identified from the problems that are in the stack on the wall and placed in "cause-effect" relationship underneath the starter problem. Problems that are an effect will be placed above the problem causing it. Slowly a structure will appear on the wall in which all problems are related to each other. This structure is called a "problem tree".
The logic will have to be checked the next day when everybody is fresh again after which all relations between problems will be shown by drawing lines and putting arrows in the direction of the effects.

Building the "Objective tree"
All problems will be reformulated by the participants into positive reached conditions that are realistically achievable, and thus will all become objectives.
These objectives will be placed on an other wall confirm with the placement of their respective problems. The logic will be checked and reorganization may take place. Once the logic is acceptable to all participants the lines will be drawn to visualize the "means-end" relationships.
Groups of related objectives dealing with a similar topic will be clustered and will be marked with the name of the topic or expertise required to address the topic.

Planning phase

Scoping
From the different named clusters an initial selection is made to be included under the responsibility of the project. A number of criteria can be applied of which the most important are:
- Resource availability,
- Extend of contribution towards set objectives,
- Attractiveness for the target groups,
- Probability of achievement,
- Relationship with policies,
- Positive and negative side effects,
- Time horizon set for the project,
- Urgency,
- History of the project.
Based upon these criteria a project purpose and an overall objective is selected or reformulated.

Project Planning Matrix
The selected project purpose and overall objective is transferred to the first
vertical column of the matrix. From the objective tree objectives from
clusters directly leading to the project purpose are identified and entered
into the matrix as results or outputs. Clusters of objectives not selected to
be addressed by the project are placed in the forth vertical column at the
respective levels as conditions. Other additional conditions are identified
and added to the forth column. An assessment of the conditions is done to
identify whether these conditions are important and likely to cause problems
in the implementation. Whenever the project has no authority to address these
crucial conditions these become assumptions and remain in the matrix. Whenever
something may be done by the project these may become additional results and
thus are placed in the first column.
For the project purpose and each of the results indicators are formulated in
terms of concrete measurable terms: quantitatively, qualitatively, place and
time.
A brainstorm is organized to develop ideas on activities needed to achieve the
different results. These ideas are discussed and put in a priority sequence
under the respective results.
A first estimation of a possible donor input can be made by marking the
respective activities.
A rough cost estimation of implementing the activities can be added to the
matrix.

Time schedule
Only the most important activities ("biggies") are listed and duration
estimated. A bar chart is made of the activities covering the total project
period while taking resource availability into account. Behind the activities
columns are added in which the type of responsibilities during implementation
are indicated. A discussion of the responsibilities indicated in the time
schedules between the parties involved is essential to reach a common
understanding and commitment to the implementation.

Limitations of OOPP

Participation
The visualization method used and the need for intensive communications
between the participants requires a specific seating and room lay-out, which
does limit the optimal number of participants to fifteen. Therefore a
selection of participants has to be made from the different parties involved
for each workshop, which will create a bias towards the criteria applied by
the ones who select the participants. In some cases it may be possible to
organize more workshops and integrate the findings of the different workshops
during a plenary session.
As visualization in the core of the method it could be difficult to have
illiterate persons to participate. Other methods to gather information may be
more applicable to them. Also the environment of such a workshop may make them
feel uneasy as well as the presence of senior officials. Although the OOPP
tries to assure anonymous presentation of each others views through the
display of problems on cards discussions on these problems may be difficult.
This constraint of the method may also arise in cultures where a strong
hierarchical order is adhered to which inhibits open discussions.

Approval by decision makers

An more serious constraint may arise when a plan has been developed by the participants after which the decision makers, who did not participate in the workshop may disagree with it and do not intend to support it. Clear discussions in advance to identify the mandate of the project and feedback during the workshop may have to take place to avoid these kind of disappointments and frustrations with the members of the workshop.

Moderator

Guiding the participants properly through the different stages of the method is the task of the moderator. The complex process of open-minded communication between the participants requires a strong and determined but flexible, creative, objective and independent person. Preferably he or she should be an "outsider" of the project. The moderator must be trained adequately to carry out such a workshop successfully. Mismanagement of the OOPP workshop may create chaos, conflicts, disappointments and demoralized participants, which will harm the successfully proven method of OOPP seriously.

Value of OOPP

Understanding through improved communication

Bringing people together of different backgrounds, socially, culturally, economically, sexually, technically, hierarchically, as well as from different organizations offers an opportunity to have their different views and perceptions ventilated to each other. A good moderator stimulates particularly the ones who pertains a low profile in the group and controls the more dominant participants. The fact that these people are "forced" to listen to each other and to hear the underlying reasons of each others perceptions will create a mutual understanding of each others perceptions among the group. The bond thus established between the participants by such a workshop will have its offspring in improved communication and cooperation during the implementation phase.

Clarity and commitment of parties involved

Many people at the implementation level consider planning to be a job only done by senior planning officials. They are used to receive directives and not to participate in those plans. Making your own plan together with a mixed group will enhance the commitment of the project staff, the target groups and the related organizations considerably. The participants suddenly know the WHAT, WHY, HOW, WHO, WHERE, and WHICH of their project. It will clarify their own responsibilities and those of others and may not become confused any longer by the many things to be done. Improved determination of job descriptions and improved organizational structures may lead to it.

ANNEX 6: List of participants

- -

Objective Oriented Project Planning Workshop
Course at the Programme Support Unit, Lucknow, Uttar Pradesh
March 18 - 28, 1991

Sl. No.	Organization/ Participant	Educational Qualification	Designation/Working since	Project/Place of working
I	Programme Support Unit			
1.	Ananta Singh	M.A. (Psychology)	Social Scientist September 1990	Pilot Project District Allahabad
2.	Arun Mediratta	M.A. (English)	Social Scientist March 1990	Handpump Scheme SP VI District Siddharth-nagar
3.	Ashis Biswas	M.A. (Rural Development)	Social Scientist December 1990	Rural Sanitation SP V District Rae-Bareli
4.	Harish Singh	M.A. (Economics)	Social Scientist September 1990	Handpump Scheme SP VI District Gonda
5.	Ibrahim Hafeezur Rehman	M.Sc. (Chemistry)	Social Scientist February 1990	Handpump Scheme SP VI District Lakhimpur-Kheri
6.	Jatin Dé	PhD.	Director PSU	Lucknow
7.	Kirtikar Ojha	M.A. (Sociology)	Social Scientist December 1989	Handpump Scheme SP VI District Ballia
8.	Nisha Mani Tripathi	M.A. (Psychology)	Social Scientist March 1990	Rural Sanitation SP V District Rae-Bareli
9.	Padmaja Nair	M.A. (Economics)	Co-ordinator-Training and Documentation September 1990	Lucknow/field
10.	Sameer Sah	M.A. (English)	Social Scientist October 1989	Handpump Scheme SP VI District Lakhimpur-Kheri
11.	Saroj Arora	M.Phil. (Sociology)	Social Scientist February 1990	Handpump Scheme SP VI District Bahraich
12.	Veena Pandey	M.A. (Political Science)	Social Scientist March 1990	Handpump Scheme SP VI District Basti
13.	Yogesh Kumar	Ph.D. in Development Economics	Co-ordinator-Community Participation March 1989	Lucknow/field
II	Socio Economic Unit Andra Pradesh			
14.	Kurien K. Katticaren	Sociologist	Socio-Economist	NAP Office Hyderabad
III	UP Jal Nigam			
15.	B.N. Sharan	-	Executive Engineer (Rural Sanitation Division)	Districts Allahabad and Varanasi

ANNEX 7: Evaluation versus expectations of workshop

The following observations were made by the participants as a reaction on the questions put to them by means of a questionnaire at the end of the workshop.

Question I: Give 3 positive impressions on workshop.
- Provided realistic assessment of the objectives, responsibilities and workplan for the Netherlands Assisted Programme.
- It's throughout participatory.
- Discussion on additional social data.
- Participatory (respect each other views).
- It made even the non participatory person(s) participating with total involvement by interchange of ideas.
- Participatory approach.
- It has helped us in learning that how one can know the reasons of problems and rectify as and when required.
- Approach was systematic scientific & participatory.
- Participatory in the sense the workshop results/outputs were discussed through a combined action and reaction of the participants and also the moderator.
- The methodology is supportive of equal participation in a planning process.
- Simplistic in approach.
- It is simple, participatory, practical and very interesting, unlike other workshops.
- Participatory approach to learning & sorting out problems.
- Developed logic for implementation of the programme in a participatory environment.
- Very specific.
- Initiation of social mobilization discussed.
- Gives an overview about ideas related to other involved group.
- Those ideas, which were unclear and mis-conceptualized became all the more clear in the mind (as well as heart).
- Methodical and logical approach to the problems analysing them, reformulating and identifying the various activities required to achieve project purpose.
- It has increased the knowledge.
- Workshop was objective oriented (to a large extent).
- Methodology adopted was highly suited to help the interest & involvement of the participants and moderator sustained.
- The process has contributed to improved perceptions among Social Scientist on the key responsibility of PSU as Institutional Development and not Community Participation.
- Participatory in method.
- It gives a feeling of achievement in terms of identifying activities to be undertaken and planned.
- Detailed analyses of problems actually faced in the field and realistic & systematic approach towards their solutions & objectives.
- Developed expertise to sort out problems, objectives implementation strategy for implementing any developmental programme.
- Result oriented.
- Effective Jal Samiti has been discussed.
- By this at some extent we became able for planning a matrix which can be applied to other areas also.
- A step by step approach in solving problems was highlighted. This will

remind and warn us on those moments when we tend to bypass some small but relevant steps in order to reach our goal/objectives sooner.
- Coming at a plan acceptable to all parties involved in making it. (All the previous participating in the workshop).
- It was a totally new technique. It helped us in developing a capacity to see the shortcomings of the project, reasons of shortcoming and easy but careful way to tackle them.
- Way of the conceptualization of problems & objectives.
- The workshop has universal application in terms of physical area, subject and methodology.
- Core team of PSU has now a more comprehensive idea of the tasks ahead of them.
- Systematic, organized, well planned.
- It helped in understanding problems, their implications and suggested solutions to these problems.
- Clarity of ideas & systematic planning.

Question II: Give 3 negative impressions on workshop.
- Elaborated method of planning involving maximum no. of parties involved - which is a limitation in many ways.
- Time taking.
- Insufficient discussion on women participation.
- Sometimes observations showed bias because of the lack of the involvement of other agencies.
- Some problems, which are situation specific and also practical, cannot be always put in black and white therefore, we do tend to ignore them.
- The moderator should have used his discretion and intervene when the participants are not respecting each others views.
- Method of exercise was repetitive, sometime, one feels/finds it boring. Doing the same exercise again & again.
- Monotonous (some time) due to same approach & work.
- Sometimes I felt that the extent of participation was so great that it hampered decision taking.
- Participation of Jal Nigam, and may-be DWCRA, could have led to improved perceptions on JN/DWCRA constraints, issues ....
- Representation from all the concerned agencies were not involved.
- All concerned agencies could not participate.
- The continued method of writing & pasting cards became monotonous after five initial days.
- Vocal and persuasive participants sometimes dominated during logic building, giving extra-priority to their problems/views.
- Very liberal.
- Idealistic situations (when the workshop was totally participatory and of realistic approach, sometime idealistic situations may have to be avoided).
- Some so called subjective elements (i.e. emotions, values, etc.) are ignored and not considered in order to become objective. These are virtues while implementing C.P. in the rural India.
- Exhausting methods/exercises.
- Many times relation between problems become very complicated.
- Towards the middle of the programme, a number of participants took an approach of "WATCHING" or "TOKEN CONTRIBUTIONS".
- Get tired of seeing the same room, same chair, same carpet etc. Could have been more interesting in changed environment.
- As the whole workshop was conducted in English a few colleagues could not express themselves properly due to language bar.

- The replication of such approach is limited in absence of trained and capable moderators.
- Sometimes it is repeating the issues.
- By assuming that the people engaged with the field activities lack(s) interest at the "planning level". This is not true. With the relevant field exposure we can be effective at this level.
- "Directing" interventions, or perceptions of interventions as such.
- This method of using cards & pencils etc. may be a costly affairs in typical Indian situation & it requires more space in the classroom too.

Question III: How did you experience the OOPP technique ?
- The experience was unique, different and enjoyable. The method of learning is like. playing a game, which sorts out very intrigue and complicated issues in different results vis-a-vis activities required to achieve these. The honour to each others views, flexibility in changing approach and ultimately fixing of activities in a time scale make the experience meaningful.
- Quite good, because it's gives lot of opportunity to participate as well as it will help to present strong ideas by sticking the cards in that fashion.
- The technique of OOPP was very helpful as we can cover all points in one time which is more useful for my case study.
- The OOPP techniques are found expressive because of its participatory and practical approach.
- Wonderful! It helps a young aspirant to foresee the problems and constraints and to formulate his plans and strategy beforehand. It provided alternative strategies to cope up with the situation.
- Impressive.
- It was an interesting technique. It has made us learnt that it is always better to have some objectives with some planning. By applying this technique one can always not only limit oneself but also can think to proceed towards a definite purpose. This has really given us an insight which will prove helpful.
- It is a very systematic, scientific & participatory technique. It is very useful for our daily planning.
- The technique is excellent for bringing as much realism and at the same time objectivity into the plan and monitoring of a development programme. Modern management concepts (time & resource) can be applied. However, the danger of the tech. becoming too participatory, as also the temptation of carrying on a never ending exercise should be avoided.
- Very interesting and effective, provided all/key persons participate fully and with commitment to come up with a planops. A very good opportunity to understand people, perceptions, problems.
- The OOPP technique is excellent as it brings out the best even from shy and introvert participants, the anonimity plays a very important part in it. Due to its collective approach the technique makes difficult problems look very simple and organized.
- Very effective and simple, very enlightening on project purpose/overall objective and helpful for interacting with participants.
- New & good.

Question IV: Were you allowed enough participation?
- Yes (6x).
- Yes. The involvement at all the level of workshop was full and positive. I was allowed to express my views on issues which were of utmost importance, thereby integrating my ideas and attitude with the theme of the workshop.

- Yes, more than enough.
- Undoubtedly, we have been allowed to participate fully. But one thing was observed that incapability to express oneself in English language has created a gap. Such participants should have been allowed to express themselves in their own language and some other person could translate that. By doing so every participant will feel that he has contributed something in the training programme.
- Ample opportunities for participation both outside and within the workshop session.
- Could not have been more. Excellent!
- Everybody was given a fair chance to participate in the workshop.
- Mostly yes. In one/two cases no.

Question V: Which session did you experience most participatory ?
- Formulation of objectives, identification of results and activities.
- Develop problem tree.
- Better utilization of facilities.
- The discussion on co-ordination community participation and also how to reach on. Effective Jal Samiti.
- Describing objectives, deciding specific topics related to objectives and making bar chart, sometimes when describing activities.
- The session where the integration of social-technical approach was discussed and also when stress on the institutional development was made by achieving effective community participation. Discussion on Attitude, Skills & Knowledge.
- Brainstorming on Project Purpose and judging its validity (Project Planning Matrix).
- Building the Problem tree.
- While forming the problem/objective tree.
- While putting the activities of each results.
- While working on BAR-CHART.
- Identification of Objectively Verifiable Indicators (Project Planning Matrix).
- Identification of problems and establishing objectives.
- In terms of the whole teams - problem tree.
- In terms of intensity - barchart planning.
- The session related to the formulation of activities was most participatory as it was related to our present experiences and everybody was enthusiastically involved.
- Formation of problem tree.
- When we were reorganized into small groups to sort out problems etc. Especially the session of 27th of March 1991, when we made the project plans ourselves (in different small groups) and discussed them in detail.

Question VI: Which sessions did you experience least participatory ?
- The logical ordering of activities to achieve results which requires more thinking and experience. The participants who did not find themselves involved in achieving certain results could also not participate in developing logical sequence of activities and efforts required for it (i.e. "Biggies").
- Improved social planning skills in technical agencies. Reason: Absent of Implementing Agencies.
- The step for social mobilisation, function of Jal Samiti, repair and maintenance system.
- The session in which we have to identify the activities related to 4,5,6,7

results oriented.
- During the formulation of PSU planning matrix because of so many practical constraints.
- PSU - Management Planning Matrix. Identifying the activities & result.
- Project Planning Matrix was a little difficult, and if it could have a little slow then every concept could be made more clear.
- PSU-Management Matrix.
- Possibly the sessions on the formulation of the target and time schedule.
- Explaining of Bar Chart to Team members. I felt that majority were perceiving the activity plan as "wishful thinking" and not feasible in the given reality.
- The session relating to PSU Planning Matrix was least participatory as for some reasons most of the participants appeared to be bogged down. The session pertaining to formulation of assumptions was also least participatory as it was basically concerned with the other agencies and was indirectly related to our work.
- PSU management planning matrix,
- Introduction of participants (forced?).
- When only card writing & pasting was done and when only there were one or two persons to express their views on certain cards & obviously took a lot of time.

Question VII: What advises can you give to improve on such workshops ?
- The participants should represent most of the agencies involved. The representation of agencies should also be in proportion to their involvement in the project to avoid any biased perceptions. The groups may also be divided to prepare a problem tree on any of the results to demonstrate their individual understanding of the approach.
- Reduce the number of days.
- Ensure yourself that all the Implementing Agencies should be there, otherwise all the discussion we have to consider as an assumption in this kind of workshop.
- In such type of workshops we have to ensure the participation of the representatives from related other organizations also.
- More stress on attitudinal change.
- To unlearn the preconceived ideas and notions more attention is needed in the workshop of such a kind.
- Representation from all the agencies involved as far possible in the workshop.
- The moderator should not remove any card, like conception unless most of the participants are willing.
- All discussions on problems should be held in e.g. corruption card; taking Ashish out).
- Wherever planning aspect is there or management aspect is there; a little more participation was needed from out side and could be taught in a slower pace.
- The merits & disadvantages of other methods of Project Planning should be discussed in this workshop. This will lead to overcome the monotonousness of the workshop.
- Fair representation of the major agencies involved in very necessary in order to avoid the danger of the problems/obj./activities becoming one sided.
- Develop a system of follow up on individual participant or organization basis.
- Organizational heads should be taken into confidence earlier: not to make

directive interventions and to participate in the full sessions.
- The participants of at least two of the parties involved.
- May be the project management matrix should be better linked up with Bar Chart planning.
- Effort should be made to involved the representations of all the concerned agencies. At some stage of the workshop each of the participant should be given a chance to act as Moderator that will improve ones communication skill because to act as a good Moderator one has to be a good listener also.
- Change location for every session (preferably outdoors).
- Increase duration of workshop.
- Include all concerned agencies.
- Remove chairs (sometimes).
- It should not be lengthy. Representation of other relevant organizations should take place so that the problems can be seen through different angles as it usually happens in actual condition.

Question VIII: List 3 topics discussed of interest to you
- Identification of desired results.
- Develop problem trees.
- Additional social data collected.
- Objective oriented problems making.
- Strategy for attaining our overall objective.
- Better utilization of facilities.
- Formulation of problem/objective trees.
- Operation & maintenance system.
- Identification of indicators.
- Institution Development as task of PSU.
- Communication process - Adult learning cycle.
- Functions of Jal Samiti.
- Activities & indicators related to objectives.
- Identification of realistic indicators.
- Realistic job descriptions.
- Effective Jal Samiti
- Indicating results, activities identification.
- To achieve effective community participation (by forming Jal Samiti).
- Institutional development.
- Formulation of a tree for any result which required more clarification.
- Identification of indicators.
- Demonstration of activities to be carried out within PSU (in terms of responsibilities).
- Follow up of the OOPP with "keeping in touch" - a sort of "turn-key" assignment concept?
- Better utilization of facilities.
- Bar-chart planning for Sub Project II.
- Improved social planning skills.
- Preparation of activity schedule.
- Improve strategies of PSU.
- Step on social mobilization.
- Bar-chart making.
- In improving upon the social planning skills.
- Effective & efficient PSU.
- To prepare a Bar chart.
- Identification of objectives.
- Activity and time chart.

- Perceptions on PSUs interactions with Jal Nigam.
- Bar-chart planning.
- Steps in social mobilization.
- Jal Samitis.

Question IX: List 3 actions you will now implement in your job.
- Application of OOPP method in preparing case studies, demonstration models, indicators for monitoring etc.
- Involve more and more Jal Nigam in Community Participation process.
- Additional social data developed.
- Give emphasis to know other views.
- To implement the social mobilization as per the discussions during the workshop.
- Participatory approach.
- Formulation of tree, whenever there will be confusion or possibilities of one or more activities.
- Preparation of a objective oriented plan for my district.
- Activity and time schedule - for monitoring. Specially the training and documentation component.
- Work to adopt OOPP as strategy for the Institution development task of NAP office, Andhra Pradesh.
- Approach all problems in a systematic manner.
- All the steps in social mobilization.
- I will plan the actions to be taken after making my objective more clearly specified.
- Specifying the capability of professionals/organizations in undertaking activities, identifying realistic assumptions/conditions.
- Adequate support to institutional development.
- Effective Jal Samiti.
- Co-ordination strategy on a realistic background.
- To work in the direction of institutionalizing Community Participation in all the Water Supply & Sanitation programmes.
- Respect each other views.
- Preparation of bar chart.
- I will use the lessons of objective oriented project planning in my daily life & daily planning.
- OOPP tech. to work out a more realistic training requirements of both PSU and Jal Nigam.
- Continue interaction between PSU/JN and NAP-AP.
- Develop model for C.P. in villages on the basis of OOPP workshop.
- Respect each others views.
- Try to coordinate Jal Nigam to community concerned more systematically.
- Efforts to implement time schedule vis a vis activities as per the plans with minor modifications on time to time.
- Try develop relationship in between I.A.'s and local institution with respect and responsibilities.
- Step on social mobilization.
- Effective bar-chart by which plan can take place.
- Working with a clear objective in mind with alternative strategies (means) to achieve it.
- Realistic planning.
- To develop an indicators as and when needed.
- A case study on "pattern of handpump breakdown & community response towards existing maintenance system" with OOPP approach.
- Assist Jal Nigam in assessing training needs and developing modules

according to indicated time schedule, as far as possible.
- Plan Training of Trainers for OOPP.
- Clarify Water Waste disposal policy.
- Reorganize Jal Samitis on the basis of my previous experience & the experiences of the workshop.

Question X: Describe in a few words how you personally have benefited from this workshop.

- The approach has strengthened the confidence in me. It provided an opportunity to discuss your concept in a group situation, accommodate others suggestions and dimensions of the problems and convince people with your views in a healthy environment. Moreover, the OOPP procedure has given a chance to identify my personal problems, convert them in objectives and prepare a realistic time schedule to achieve it.
- Got a clear concept on PSU's plan, policy, objective and role.
- In time bound project how could I achieve the target.
- How to manage critical path.
- I have benefited from preparing bar-chart and discussion on social mobilization as well as about effective Jal Samiti.
- This workshop personally benefited a lot, because of this we have to get acquainted with problems from other areas also and sometimes become aware of the solutions.
- Some ideas and value oriented thoughts which haunts you, tend to become clear (some times it confounds also) with the interchange of ideas. Things on which I wanted to spell out my ideas were achieved through participation. Helped, somewhat in integrating attitudes and knowledge.
- The workshop gave an rare insight into the various problems faced its causes and effects and came to a realistic plan as to how to overcome them and reach (achieve) the project purpose.
- It has been experienced as a wonderful training programme. Because everything has been discussed so systematically and scientifically. Personally, I feel I have been benefited a lot by this MDF training. We learnt a new technique of OOPP which, has helped us in running the importance of planning with some clear objectives. Through play and concentration, one can know the reasons/activities/relationship of various issues. It will help us in future also.
- Conceptualization of problems.
- I learn a new method of planning.
- I learn how a scientific approach can be used in social planning.
- Workshop gave me many indicators for my case-study.
- Personally it has helped in strengthening my belief that management techniques used in the production (commercial) industries can be adapted for the better management of development programmes.
- Secondly it has improved and clarified my perception of PSU obj. and functions.
- Last it has also helped me in pinpointing my specific areas of responsibility which will help me in formulating my personal Plan of Action in the project.
- I have improved skills in providing support to agencies in project planning/project modification. Hazy areas where I used to blunder through earlier (especially in linking activities to strategies/object) have been reduced. But of course, the constraint is the amount of time required for a systematic approach.
- The workshop has forced me to self-analyse and retrospect.
- It has improved my ability to objectively think about difficult problems.

- It has showed means and ways in which one can be systematic and organized to overcome seemingly tough problems.
- I have improved my social planning skill, enhanced self confidence and shared experiences.
- I could learn how to plan a project or a series of activities more systematically. I could know my colleagues better: their views, their approach & their field problems; I feel more confident & 'well equipped' now to face various problems related with my project and field.

Question XI: How far have your earlier expressed expectations of the workshop been fulfilled ?

* At the start of the workshop the expectations of the participants were:
- Better monitoring system for PSU project.
- Sharing of experiences on field related problems.
- Identify and understand the problems in the field and find possible solutions by mutual discussion.
- To become better communicators with the community as well as among ourselves.
- Ensure the participation of the local community by an effective means of communication.
- To understand the effectiveness of the OOPP.
- Improve understanding with experiences by PSU.
- By sharing field experiences and know a better communication technique.
- Sharing different field experience and learn about problems faced in other parts.
- Share experience, to develop strategies for better Community Participation.
- Identification of good indicators for planning, monitoring and evaluation.
- Effective communication systems to improve Community Participation.
- Resource base of PSU staff improved.

* At the end of the workshop the participants compared their expectations with the results of the workshop. Their observations were as follows:

- The OOPP has provided more than it was expected from it. Due to the novelty of approach and having low expectations due to the previous experiences with the workshops, the achievements during the workshops are satisfactory and meaningful.
- Yes, it's very specific to the subject. It has tried to cover all the points in every level which leads to reach to a conclusion to some extent. To the some extent, because how far it's possible it's a debatable issue due to the absence of Implementing Agencies as they have to play a big role in the Community Participation Cell.
- The expectation from workshop fulfilled much more as we have discussed enough on various aspects regarding social mobilization, function of Jal Samiti, effective PSU as well as so many activities regarding co-ordination, and strategy.
- At a good extent the earlier expressed expectation have been fulfilled. By this we are aware of the technique by which we can plan for our scheme we can identify the problems objectively as well activities by which we can achieve the results.
- Very well, what I wanted was clarity of thoughts on some aspects which became clear. This workshop oriented me also towards the 'Planning level'

by using relevant field experience.
- Totally satisfied.
- Most of our expectations (listed earlier) have been fulfilled through this workshop.
- The idea of involving the participants in the discussions throughout the section has proved wonderful. This in it self has emerged as a model with the concept that successful community participation is possible only when community participate with its full spirit.
- My earlier expressed expectations are fulfilled. We gave most of our time to identifying indicators. I also came to know, what is the real meaning of indicators and what is the relationship of indicators with problems & objective.
- Earlier expressed expectation: "Assist in better monitoring of the project". This expectation was more than fulfilled because the OOPP exercise will not only help in better monitoring of the on-going project but also in better planning and implementing the proposed projects. This would go a long way in planning a more realistic project both in terms of problems (and their solutions) and time management.
- Quite well! I have reasonably good perception on the potential of OOPP as a planning methodology. I see replication as dependent on: a. application of OOPP for key project objectives in Andra Pradesh; b. identifying and equipping OOPP moderators in AP; c. building up a case for participatory project planning by proving the efficiency of the approach for a.
- If all these three things can be done in concrete and specific project environment, we can contribute to improved planning skills in the water authority of AP (PRED).
- The expectation have been fulfilled to a very large extent.
- To a very large extent, my expectations have been fulfilled. There is still a lot of scope for improvement in the plan achieved. It could have been better with more time. It would be very interesting to try OOPP as a moderator instead of being a participant.
- Truly speaking I did not expect much from the OOPP workshop when I was asked to participate; but as soon as I was initiated in the process of learning in the workshop my expectations increased. I also got clear in mind about what actually I should expect from such workshops. By the end of it I can say that 80 % of my expectations are fulfilled.

ANNEX 8: Itinerary of mission

Itinerary PSU Mission by Mr. Erik Kijne from MDF.

Training and Participatory Planning Workshop at PSU, Lucknow,
applying Objective Oriented Project Planning (OOPP)

Saturday 16/3 Departure Amsterdam (6 hrs delay)

Sunday 17/3 Arrival Delhi, Flight to Lucknow, Arrival Lucknow 1600 hrs.
local time
- Reception at Dr Jatin De's residence
Discussions on participants & logistics
- Accommodation at Hotel Clarks

Monday 18/3
- Start session at 9:00 hrs
- Explanation background mission
- Introduction of participants (14), professional background
and experience.
- Expectations of workshop by participants
- Arranging Workshop locality through community participation
- Introduction O.O.P.P. technique and procedures
- Programme Workshop - daily time schedule
- Identification of parties involved in water supply &
sanitation programme.
* Dr J. De' and Mr. E. Kijne : Visit to Er. S.S. Srivastava,
Chief Engineer, UP Jal Nigam, to explain the importance of
participation of Engineers in the Workshop.
- Defining entity : "Problems related to community
participation in water supply and sanitation programme".
- Identification of problems related to "entity" (124)
through brainstorming technique.
- End of session : 1730 hrs

Tuesday 19/3
- Start session at 8:30 hrs.
- Review previous day.
- Discussions on and reformulation of problems.
- Checking for additional problems from list parties involved
- Building of "problem tree"
- End of session : 1730 hrs.

Wednesday 20/3
- Start session at 9:00 hrs
- Review previous day
- Briefing representative of UP Jal Nigam to the objective of
the workshop and the OOPP method and to the product
achieved so far (problem tree).
- Checking logic of problem tree
- Reformulating some problems on instigation of
representative of UP Jal Nigam.
- Reformulating problems into objectives
- Building of "Objective tree"
- Clustering of objectives
- Naming the clusters according to areas of expertise.
- End of session 1730 hrs.

Thursday 21/3
- Start session 9:00 hrs.
- Review previous day.
- Discussion on fields responsible to PSU.
- Explanation on technique and procedure of logical framework (project planning matrix).
- Brainstorm on Project Purpose (PSU) and individual judging of validity.
- Groupwork on formulation of project purpose of PSU.
- Discussion and formulation of purpose PSU.
- Formulation of overall objective, results & conditions.
- End of session 1730 hrs.

Friday ·22/3
- Discussions to solve a tension in the group.
- Start session 9:30 hrs.
- Elaboration on PPM.
- Session on "respect each other views" as a prerequisite to the creation of interest and open mindedness, which is required to develop commitment on community participation by "technical" Engineers (personal experiences). Change from knowledge and skills orientation toward attitudinal orientation.
- First design of Management Planning Matrix (MPM).
- Formulation of Indicator for Project Purpose (PPM).
- Formulation of Indicator for Overall Objective (PPM).
- Group work on formulation of indicators of Results (7).
- End of session 1730 hrs.

Saturday 23/3
- Start session 9:00 hrs.
- Discussions on indicators of results.
- End session 13:00 hrs.

Sunday 24/3
- Official dinner on the invitation of Dr De', Director, PSU.

Monday 25/3
- Start session 9:00 hrs.
- Review achievements.
- Assessment of conditions : Assumptions.
- Activities to reach result 1 : Utilization of facilities (Brainstorming, ranking in priority, Indicating "BIGGIES").
- Identify and discuss functions and responsibilities in maintenance.
- Identify and discuss steps in social mobilization.
- Identify and discuss functions of Jal Samiti.
- Activities to reach result 2 : Effective information system
- Activities to reach result 3 : Additional social data.
- End of session 1700 hrs.

Tuesday 26/3
- Start session 9:00 hrs.
- Activities to reach result 4 : Social Planning Skills Training.
- Excursion to village Thulendi, district Rae-Bareli (memorable reception with puppet show on sanitation)
- Return 1830 hrs.

Wednesday 27/3   - Start session 9:00 hrs.
                      - Review achievements.
                      - Estimation of targets to be achieved by each Social
                        Scientist in his area.
                      - Designing Bar-Charts of activities (Results 1, 2 & 3) in
                        each Sub-Project (3) and PSU tasks in Institutional
                        Development (Results 4, 5, 6 & 7), indicating responsible
                        parties.
                      - Discussion of schedules
                      - End of session 1730 hrs.

Thursday 28/3   - Start session 9:00 hrs.
                      - Continuation of clarification and discussions on activity
                        schedule.
                      - Discussion on PSU Management Matrix.
                      - Evaluation of workshop.
                      - Briefing on preparation on presentation of workshop
                        achievements to guests from Jal Nigam.
                      - Official presentation achievements workshop
                        Guests :
                        Mr. Brijendra Sahai, Chairman, UP Jal Nigam
                        Er. S.S. Srivastava, Chief Engineer (Monitoring), UP J.N.
                        Er. Y.N. Chaturvedi, Manager (Monitoring),UP J.N.
                        Er.(Ms.) Heera Sharma, Superintending Engineer, UP J.N.
                      - Closure workshop.
                      - Dinner with all PSU staff on invitation of Erik Kijne.

Friday 29/3   Public holiday. Visit Lucknow.

Saturday 30/3   Visit Agra organized by Jal Nigam Agra.

Sunday 31/3   Debriefing of Mr. Peter Flik, Sector Specialist Rural
                      Development, Royal Netherlands Embassy, New Delhi, at his
                      hotel.

Monday 1/4   Arrival Amsterdam.