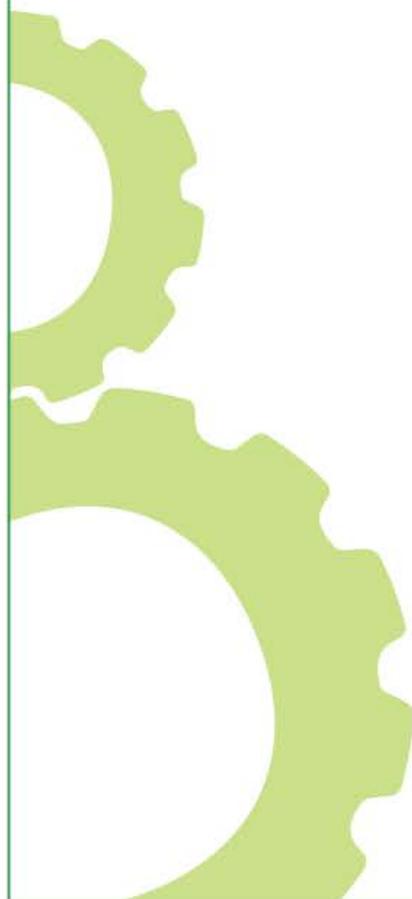


Enhancing Management and Coordination Capacity of AGP2 Technical Committees Module Two

Participant Book

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Acronyms

AGP 2	Agricultural Growth Program 2	
AWP&B	Annual Work Plan & Budget	
CC	Climate Change	
CLPP	Community Level Participatory Planning	
CSA	Climate Smart Agriculture	
DA	Development Agent	
DG	Development Group	
ESMF	Environmental and Social Management Framework	
ESMP	Environmental and Social Management Plan	
EPA	Environmental Planning Authority	
EPLUA	Environmental Protection and Land Use Agency	
FAO	Food and Agricultural Organization	
FGD	F	Focus Group Discussion
FPCU	Federal Program Coordination Unit	
FSC	Federal Steering Committee	
FTC	Farmers' Training Center	
GoE	Government of Ethiopia	
IA	Implementing Agency	
JES	Job Embedded Support	
KDP	Kebelle Development Plan	
KPT	Kebelle Planning Team	
MoANR	Ministry of Agriculture and Natural Resources	
NSA	Nutrition Sensitive Agriculture	
OP/BP	Operational Policies/Best Practice	
PCM	Project Cycle Management	
PDO	Program Development Objective	
PRA	Participatory Rural Appraisal	
RBM	Result Based Management	
RPCU	Regional Program Coordination Unit	
RRA	Rapid Rural Appraisal	
PCU	Program Coordination Unit	
RPF	Resettlement Policy Framework	
SA	Social Assessment	
SBC	Social Behavioral Change	
SC	Steering Committee	
SD	Sustainable Development	
SKDC	Sb-Kebelle Development Committee	
SMS	Subject Matter Specialist	

SSI	Small Scale Irrigation
TC	Technical Committee
ToC	Theory of Change
TWG	Technical Working Group

Unit 1 Trust for Effective Team Work

Introduction

The AGP2 performance depends on effectiveness of Steering Committee (ST) and Technical Committees (TCs) at different levels owing to their key collaboration and decision-making role. The TCs are composed of mainly technical experts from AGP2 implementing agencies and the SCs are heads of the implementing Agencies (IAs). The major roles of Steering Committees at federal, regional and Woreda levels play are: oversight, strategic guidance, major decision-making and approval and inter-sectoral coordination and alignment. The responsibility of the Technical Committees at all levels specifically includes: reviewing and providing recommendations, providing technical advisory services on implementation and improvement, providing capacity development to implementers, and providing advice to SCs. In order the committees to play their respective roles, committee members need to build trust among members and work as effective teams. The purpose of this unit is to support the committees to build trust among members and IAs and enable them work as effective teams.

1.1 What is trust?

According to Stephen M.R. Covey, “there is one thing” that is common to every individual, relationship, family, committee, work organization and nation throughout the world. The one thing which, if we removed, will destroy a thriving economy, a successful program, a high performing team, an influential leader, a great friendship. *On the other hand, if we developed and leveraged that “one thing” it has the potential to create unparalleled success and prosperity in every dimension of life. Yet it is the least understood, most neglected, and most underestimated possibility of our time. The “one thing” is **trust**.* (Covey, 2008)



Trust means confidence. According to Jack Welch, “You know it when you feel it”. Trust is also defined as “a state involving confident positive expectation about other’s motives with respect to oneself in a situation entailing risks” (Boon and Holmel, 1991).

1.2 The Value of Trust

Trust is necessary to the credibility – and, therefore, the empowerment of any organization, economy or human relationship. People who work in an atmosphere of trust can collaborate productively, so things get done faster and at lower cost. Without trust, however, business slows down and costs rise. When trust is absent, people keep trying to protect themselves against those whom they cannot trust. They insist on getting everything in writing because they cannot believe what people say and they engage in other steps whose only function is to compensate for lack of trust. The absence of trust is like a tax on a business. The presence of trust is like a dividend.

When you trust people on your technical committee, you have confidence in them in their integrity and ability. When you distrust people, you are suspicious of them, of their integrity, their agenda, their capability or their track record.

"Character and competence" underlie trust. Character includes integrity, motivation and the right attitude. Competence includes skills, capabilities, work habits and products. A competent yet dishonest person is untrustworthy; so is an honest but incompetent person. Trust can be built, broken and restored. Those who speak and act in ways that build trust pursue it as a distinct purpose. They are attuned to the "five waves of trust," which move outward among people, like the ripples on a pond after a tossed pebble hits the surface.

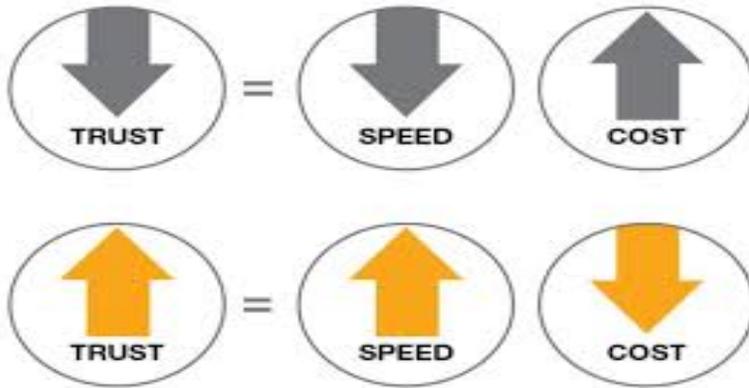
1.3 Speed of trust

In committees where there is high trust in each other, the speed in which work is accomplished is fast. Trust is a factor in all positive relationships. The greater the level of trustworthiness, the stronger the relationship and the better accomplishment of assigned responsibilities within the team. The more we count someone as trustworthy, the higher they rate on our internal people-meter and the more willing we are to appreciate their recommendations, suggestions and opinions. It allows us to move forward faster based on their contributions and information.

This observation created a significant interest in considering trust as a form of social capital and has led to research into closer understanding of the process of creation and distribution of such capital. It has been claimed that higher level of social trust is positively correlated with economic development. Even though the original concept of 'high trust' and 'low trust' societies may not necessarily hold, it has been widely accepted and demonstrated that social trust benefits the economy and that a low level of trust inhibits economic growth. The level of correlation between trust and increased productivity can be used as indicators of value of trust.

Here is a simple formula that will enable you to take trust from an intangible and unquantifiable variable to an indispensable factor that is both tangible and quantifiable. Trust always affects two outcomes-speed and cost. When trust goes down speed will also go down and cost will go up.

When trust goes up speed will also go up and cost will go down.



An organization can have a great strategy and the ability to execute, but lack of trust will diminish the achievement of results. Another view is that technical committees or Steering Committees may be obtaining results that are meeting benchmarks, but the lack of trust may not allow their team to:

- scale up and expand their support to others
- Introduce new or more responsive services or technologies to AGP

Whether it's high or low, trust is the "hidden variable" in the formula for organizational success. The traditional business formula is:

(Strategy x Execution = Results)

But there is a hidden variable:

(Strategy x Execution) x Trust = Result

1.4 Wave of trust (Five types of Trust)

The first and fundamental consideration for committee and Steering Committee effectiveness is trust. Members in healthy team trust one another and are comfortable being vulnerable with each other about their weakness, mistakes, fears and behavior. Committee members who trust one another are not afraid to engage in dialogue and hesitate to disagree with others, challenge assumptions, and question one another and consider conflict as driving force of change if managed well.

"As trust is manifested in each successive wave, the effect of trust becomes cumulative and exponential." —Stephen M. R. Covey



Your boss, division leader, CEO, board of directors, spouse, children, friends and associates may all have problems as far as trust (or anything else) is concerned.

But that does not mean that you are powerless! In fact, you probably have no idea how powerful you can be in changing the level of trust in any relationship if you know how to work “from the inside out.”

The key is in understanding and learning how to navigate “The Five Waves of Trust.” This model derives from the “ripple effect” metaphor that graphically illustrates the interdependent nature of trust and how it flows from the inside out. It defines the five levels, or contexts, in which we establish trust. It also forms the structure for understanding and making trust actionable.

First Wave: Self Trust

The key principle underlying this wave is credibility.

Second Wave: Relationship Trust.

The key principle underlying this wave is consistent behavior.

Third Wave: Organizational Trust

The key principle underlying this wave is alignment, helps leaders create structures, systems and symbols of organizational trust.

Fourth Wave: Market Trust

The underlying principle behind this wave is reputation.

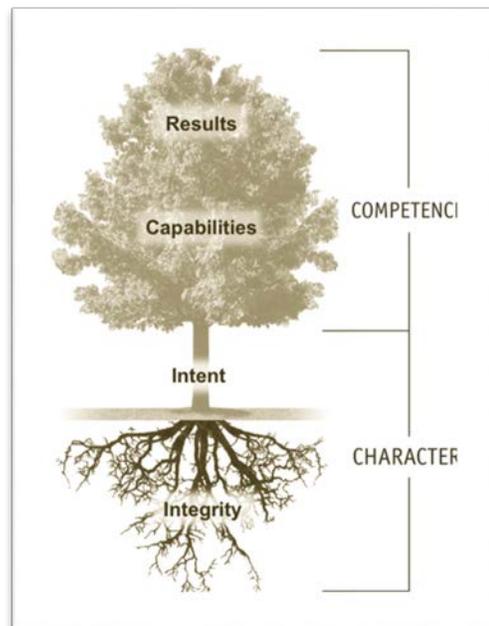
Fifth Wave: Societal Trust

The principle underlying this wave is contribution.

Understanding these waves will enable you to see, speak and behave in ways that establish trust, allowing you to become a leader who gets results by inspiring trust in others.

1.4.1 Self trust

The first wave –self-trust- is where we learn the foundational principle that enables us to establish and sustain trust at all levels. That principle is **credibility** or believability. This is where we ask ourselves. Am I credible? Am I believable? Am I someone people including myself can trust? The good news is that we can increase our credibility and we can increase fast, particularly if we understand the four “Cores” that are fundamental. Two of these cores deal with character and the other two deal with competence. What gives trust its harder, more pragmatic edge is recognizing that competence is as vital to trust as character and that both character and competence are within our ability to create or to change. As we develop these four cores, we increase our personal credibility. We then have the foundation from which we can establish and sustain trust in all relationship in life.



The 4 core principles of credibility

One way to visualize the importance of all 4 cores of credibility is through the metaphor of tree. **Integrity** is essentially below the surface. It is the root system out of which everything else grows. **Intent** becomes somewhat more visible. It is the trunk that emerges from the beneath the surface out into the open. **Capabilities** are the branches. They are the capacities that enable us to produce. **Results** are the fruits-the visible, tangible, measurable outcomes that are most easily seen and evaluated by others.

Core 1: Integrity

To use the metaphor of the tree, integrity is the root. Even though it's underground and not even visible most of the time, it is absolutely vital to the nourishment, strength, stability and growth of the entire tree.

We have all seen people with enormous capability, strong results, even sometimes good intent who unfortunately go about what they're doing in a dishonest or unprincipled way. It's "the ends justify the means" mentality. On the other hand, to have integrity only — and not the other three Cores — is to be a "nice guy," maybe even a thoroughly honest person, who is basically useless. To most people, integrity means honesty — telling the truth and leaving the right impression. But there are at least three additional qualities: Integrity includes honesty (telling the truth and leaving the right impression), congruence (walking your talk), humility, and the courage to do what is right. The most massive violations of trust are violations of integrity.

The 4 Cores of Credibility
1 Integrity
Are You Congruent?

Integrity is deep honesty and truthfulness. It is who we really are. It includes congruence, humility, and courage.

- **Congruence:** To live in harmony with your deepest values and beliefs. You walk your talk.
- **Humility:** To stand firmly for principles, especially in the face of opposition. You are more concerned with what is right than with being right.
- **Courage:** To act according to principles. You do the right thing—especially when it's hard to do.

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The 4 Cores of Credibility
2 Intent
What's Your Agenda?

Intent is your fundamental motive or agenda and the behavior that follows.

- **Motive:** The motive that inspires the greatest trust is genuine *caring*—about people, your values, the quality of what you do.
- **Agenda:** The agenda that inspires the greatest trust is *seeking mutual benefit*—genuinely wanting what's best for everyone involved.
- **Behavior:** The behavior that best creates credibility is *acting in the best interests* of everyone.

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Core 2 Intent (what is your agenda)

Intent is about motive, agenda, and behavior.

- Motive is your reason for doing something. The motive that inspires the greatest trust is genuine caring.
- Agenda grows out of motive. It's what you intend to do or promote because of your motive. The agenda that generally inspires the greatest trust is seeking mutual benefit (you want others to win).
- Behavior is the manifestation of motive and agenda. The behavior that best creates credibility and inspires trust is acting in the best interest of others.
- When we believe people truly are acting in our best interest, we tend to trust them.

How to improve intent:

- Examine your motives: ask yourself the “five whys.” Once you get close to your real intent, ask yourself: am I motivated only by self-interest or by the interests of all?”
- Choose abundance: ask yourself: do I believe there are enough rewards, credit, recognition and benefits for everyone’s interests to be served?”
- Declare your intent: choose the intent that will serve everyone best including yourself. State it, signal it, clarify it and discuss it especially when your intent is unclear. Share the “why” behind the “what” whenever possible.”

Core 3 Capabilities

Going back to the metaphor of the tree, capabilities are the branches that produce the fruits or results. Capabilities are particularly essential in today’s changing economy, where technology and globalization are outdating skill sets faster than ever before. One way to think about the various dimensions of capabilities is to use the acronym TASKS (Talents, Attitudes, Skills, Knowledge, Style).

Talents are our natural gifts and strengths. *Attitudes* represent our paradigms — our way of seeing — as well as our ways of being. *Skills* are our proficiencies, the things we can do well. *Knowledge* represents our learning, insight, understanding and awareness. *Style* represents our unique approach and personality.

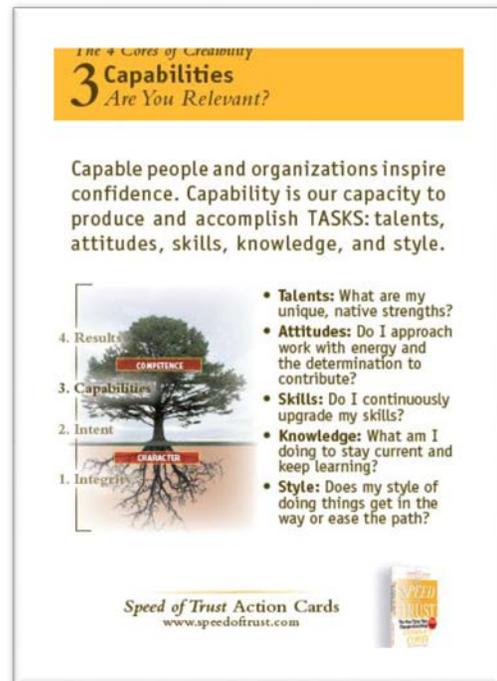
The end in mind here is to develop our TASKS and to create the best possible alignment between our natural gifts, our passions, our skills, knowledge and style and the opportunity to earn, to contribute to make a difference.

To enhance credibility by increasing capabilities:

Run with your strengths: feed your strengths. What are they? Where are your natural talents? What can you do best? Starve your weaknesses by teaming with others who are strong where you are weak.

Keep yourself relevant: match your strengths to opportunities. Where can you make a unique, high-value contribution?

Know where you are going: specify that “different in kind” contribution and keep the version of it before you from now on.



Core 4: Results

The fourth core deals with issues of results. This refers to our track record, our performance, our getting the right things done. If we do not accomplish what are we expected to do, it diminishes our credibility.

On the other hand, when we achieve the results we promised, we establish a positive reputation of performing of being a producer and our reputation precedes us. Both capabilities and results are matters of competence. Given the importance of results in establishing credibility and trust both with ourselves and with others, the question is: How can we improve our results?

Take responsibility for results: adopt a results mind set rather than an activity mindset. Ask yourself: “will what I am doing now lead to the results I want or, am I just staying busy?”

Expect to win: openly express your confidence in yourself and others. Clearly define what winning consists of. Create an emotional climate of high expectations.

Finishing strong: Drop out of the “culture of quitting” and the “victim mentality”. Stay strong at the end when everything is on the line.

The 4 Cores of Credibility
4 Results
What's Your Track Record?

Results matter! They matter enormously to your credibility. People evaluate your results/performance on three key indicators: past performance, current performance, and anticipated performance.

4. Results
3. Capabilities
2. Intent
1. Integrity

COMPETENCE
CHARACTER

- **Past Performance:** Your reputation and track record for delivering results, not just activities.
- **Current Performance:** Producing results now, not resting on past performance.
- **Anticipated Performance:** How people project you will perform in the future based on past and current results.

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1.4.2 Relationship trust

Relationship trust is about how to establish and increase the “trust accounts” we have with others. The key principle of underlying this wave is consistent behavior, and in this section, we will discuss 13 key behaviors common to high trust leaders around the world.

The 13 behaviors grow from the four core attributes of credibility. They are rooted in fundamental principles of "relationship trust," and are evident in the behavior of trusted leaders worldwide. Anyone can implement these behaviors and they are universally appropriate. How you behave can add to or subtract from how much people trust you, your intangible "trust accounts." Every relationship has a trust account for every person in it; each account lists the total trust each person perceives in each relationship.

All 13 Behaviors require a combination of both character and competence. The first five flow initially from character, the second five from competence, and the last three from an almost equal mix of character and competence.

Taken to the extreme, however, these Behaviors do not build trust, and the “opposite” or “counterfeit” of each Behavior creates the biggest withdrawals.

Character Based Behaviors	Competence Based Behaviors
<p>#1 TALK STRAIGHT Be honest. Tell the truth. Let people know where you stand. Use simple language. Call things what they are. Demonstrate integrity. Don't manipulate people or distort facts. Don't spin the truth. Don't leave false impressions.</p> <p>#2 DEMONSTRATE RESPECT Genuinely care for others. Show you care. Respect the dignity of every person and every role. Treat everyone with respect, especially those who can't do anything for you. Show kindness in the little things. Don't fake caring. Don't attempt to be "efficient" with people.</p> <p>#3 CREATE TRANSPARENCY Tell the truth in a way people can verify. Get real and genuine. Be open and authentic. Err on the side of disclosure. Operate on the premise of "What you see is what you get." Don't have hidden agendas. Don't hide information.</p> <p>#4 RIGHT WRONGS Make things right when you're wrong. Apologize quickly. Make restitution where possible. Practice "service recoveries." Demonstrate personal humility. Don't cover things up. Don't let pride get in the way of doing the right thing.</p> <p>#5 SHOW LOYALTY Give credit freely. Acknowledge the contributions of others. Speak about people as if they were present. Represent others who aren't there to speak for themselves. Don't bad-mouth others behind their backs. Don't disclose others' private information.</p>	<p>#6 DELIVER RESULTS Establish a track record of results. Get the right things done. Make things happen. Accomplish what you're hired to do. Be on time and within budget. Don't overpromise and underdeliver. Don't make excuses for not delivering.</p> <p>#7 GET BETTER Continuously improve. Increase your capabilities. Be a constant learner. Develop feedback systems—both formal and informal. Act on the feedback you receive. Thank people for feedback. Don't consider yourself above feedback. Don't assume today's knowledge and skills will be sufficient for tomorrow's challenges.</p> <p>#8 CONFRONT REALITY Take issues head on, even the "undiscussables." Address the tough stuff directly. Acknowledge the unsaid. Lead out courageously in conversation. Remove the "sword from their hands." Don't skirt the real issues. Don't bury your head in the sand.</p> <p>#9 CLARIFY EXPECTATIONS Disclose and reveal expectations. Discuss them. Validate them. Renegotiate them if needed and possible. Don't violate expectations. Don't assume that expectations are clear or shared.</p> <p>#10 PRACTICE ACCOUNTABILITY Hold yourself accountable. Hold others accountable. Take responsibility for results. Be clear on how you'll communicate how you're doing—and how others are doing. Don't avoid or shirk responsibility. Don't blame others or point fingers when things go wrong.</p>

Both Character and Competence Based Behaviors
<p>#11 LISTEN FIRST Listen before you speak. Understand. Diagnose. Listen with your ears—and your eyes and heart. Find out what the most important behaviors are to the people you're working with. Don't assume you know what matters most to others. Don't presume you have all the answers—or all the questions.</p> <p>#12 KEEP COMMITMENTS Say what you're going to do, then do what you say</p> <p>#13 EXTEND TRUST Demonstrate a propensity to trust. Extend trust abundantly to those who have earned your trust. Extend trust conditionally to those who are earning your trust. Learn how to appropriately extend trust to others based on the situation, risk, and credibility (character and competence) of the people involved. Have a propensity to trust. Don't withhold trust because there is risk involved.</p>

1.4.3 Organizational trust

Organizational trust deals with how leaders can generate trust in all kinds of groups; including technical committees, Steering Committees, non-government organizations, government entities, and AGP client male and female small-holder farmers. If you have ever worked with people you trusted but in organization you did not or in a situation where the organization system and structure promoted distrust, you will easily recognize the critical nature of the third wave. The key principle underlying this wave

alignment helps leaders create structure, system, and symbols of organizational trust that decrease or eliminate organizational trust taxes.

1.4.4 Program/operational trust

Program/operational trust is the level at which almost everyone clearly understands the impact of trust. The underlying principle behind this wave is reputation. It is about your company program brand (as well as stakeholder/personal brand that are involved in AGP), which reflects the trust customers/clients, donors and others in the program implementation have you in. Everyone knows that brands powerfully affect client/customer behavior and loyalty. When there is high trust brand, AGP clients/customer committed more, give focus, and stay with program implementers and the program.

1.4.5 Societal Trust

Societal trust is about creating the value for others and for society at large. The principle underlying this wave is consortium. By contributing or giving back we counteract the suspicion, cynicism, and low trust inheritance taxes within our society. We also inspire others to create value and contribute as well.

Depending on our roles and responsibilities, we may have more or less influence as we move out through each successive wave. However, we all have extraordinary influence on the first two waves and this is where we need to begin.

Possible methods of building trust through improving behavior

Trust is like a pot of money. When we do something for other people, we put money in the pot. When they do things for us, they take money out of the pot. The problem is that when we act in an untrustworthy manner, we are fined a huge amount and we can even become bankrupt. And when trust is lost, it requires an even larger investment over a period of time to restore.

Individually, we have trust capital with the people around us, which determines how much they trust us and how quickly they will act to help us when we ask things of them. Groups also have trust capital within them, which are the aggregate trust levels of the people within the committee or Steering Committee.

Developing trust

It takes time to build trust. We may start by researching the other person's background and sharing our own background, perhaps by asking other people or scanning their resume. We can always watch them at work, interacting with other people as well as ourselves. And we can check their actions over time.

Maintaining trust

On an ongoing basis, how do you stay confident that you can trust what others are doing? This often takes the form of formal measurement, reviews, approvals and so on, effectively looking over their shoulder to double-check that they are doing what you want them to do. When they offer advice or make recommendations, trust assurance may include getting a second opinion or utilizing further evaluation methods. Each interaction thus has a transaction cost, which includes the cost of getting to the person with whom you will interact, along with the cost of assuring trust. It's a better economic

proposition to form a working group where access is faster and trust levels can be built up beforehand, such that in each transaction we can both quickly get down to the work of the technical committees.

Restoring Trust When It Has Been Lost

Some say trust can never be restored. While it is best never to break trust, trust can be restored— and often even enhanced. It is harder to overcome a loss of trust based on a violation of character than competence. Let's look at building trust in each of the Five Waves:

Societal Trust - can and often is restored. After the Enron and WorldCom scandals a study showed an employee's trust in management to be 44 percent. A few years later it was 51 percent.

Market Trust - sometimes when you violate trust with a customer, you lose that customer forever. Other times the incident, when handled correctly, actually builds trust.

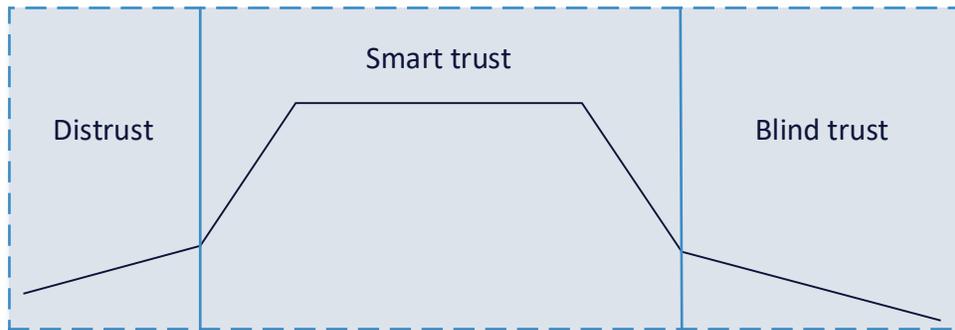
Organizational Trust - Covey uses himself as an example of restoring Organizational Trust. When he took over at the Covey Leadership Center, he questioned the Educational Department's ability to deliver profits. He violated some of the 13 Behaviors, including not talking about others behind their back. Later, when more accurate numbers showed the Education Department was not only profitable but their margins were as high as other divisions, Covey went directly to the Education Department head. He not only apologized but went out of his way to tell everyone how profitable they were. He became the chief advocate for the Education Division. Trust was not only restored - it was enhanced.

Relationship Trust - if a company violated your trust, you may not give them a chance to restore it. That's a transactional thing. If a family member violates your trust, it's not transactional because family relationships are significantly more important and have far-reaching implications. Trust can be restored even in the most difficult and tender situations if people are willing. Even in difficult situations and in close personal relationships, trust can be restored. And the very effort of restoring it can make the relationship stronger than before.

Self-Trust - often the most difficult trust to restore is trust in ourselves when we violate a promise we've made to ourselves like failure to follow through on a goal or act in ways that go against our deepest values. With repeated infractions, we often beat ourselves up so thoroughly we wonder if we can ever have faith in ourselves again. You can behave your way back to Self-trust and regain peace. The key is to apply the 13 Behaviors in your relationship with yourself. This will strengthen your 4 Cores, increase Integrity, improve Intent, increase Capabilities, and improve Results. You become a person that you, as well as others, can trust.

1.5 Extending smart trust

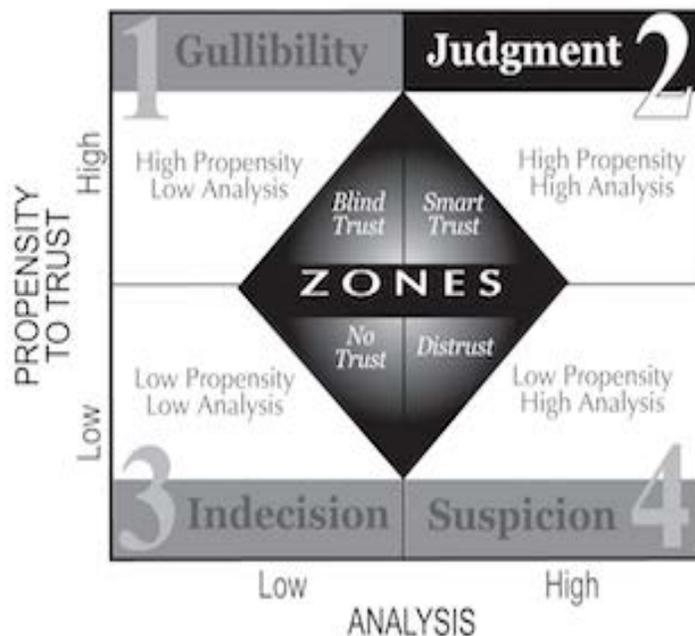
There is a Trust Spectrum and a Trust Matrix. The Trust Spectrum is divided into three sections. On the far left you have distrust or suspicion. In the center you have *smart trust* which is characterized by judgment. On the far right hand side, you have gullibility or *blind trust*.



The Trust Matrix below describes four quadrants of trust. The vertical axis is a measure of one's propensity to trust. The horizontal axis is a measure of degree of analysis.

Zone 1 is characterized by gullibility. This is a person with a high propensity to trust combined with low analysis – Trust everyone
Zone 2 is characterized by judgment. This is one with a high propensity to trust combined with a high degree of analysis. This is the ideal quadrant– Trust wisely
Zone 3 is characterized by indecision. This is one with a low propensity of trust coupled with a low degree of analysis. Zone three is the worst zone. It is high risk and low reward – Trust no one
Zone 4 is characterized by a low propensity to trust coupled with a high degree of analysis. This zone will decrease trust and speed. It limits collaboration and team work.

Smart Trust™ Matrix



At the end of the day you are left with a single point of view (yours) which may be skewed - Trust self only.

Many competent managers never become leaders because they never learn to extend trust. They live in the suspicion quadrant. Many of them pay lip service to the concept of extending trust, however they continue to micromanage. “They don’t give others the stewardships (responsibility with a trust) that engage genuine ownership and accountability, bring out people’s greatest resourcefulness, and create the environment that generates high-trust dividends. The number one responsibility of all leaders is to inspire trust.

How Does a Chair Extend Smart Trust?

There is risk in extending trust. That’s why it takes courage. But there is also risk—often greater risk—in not extending trust.

So how do we navigate through the decision-making process and determine whether or not to extend trust, and—if so—how much to extend and under what conditions? Smart Trust identifies the two factors people have found most helpful in making Smart Trust decisions: the propensity to trust and analysis of opportunity, risk, and credibility of trusting others. It’s the combination of the two that creates sound judgment.

Smart Trust requires judgment. It’s an integral combination of the wisdom of heart and head—a synergy between the propensity to trust and analysis that is far greater than the sum of its parts. And there are times when others may not understand why we do what we do or the “Smart Trust” label we may put on it. Nevertheless, there are few experiences in life that provide the energy and joy we feel when we know we’ve made a significant difference in the lives of others by extending trust.

1.6 Importance of trust for effective team work

The bottom line: teams do not perform well without trust. Research indicates that in high-trust environments, people show up to do their best work. They are proud to be a part of the team and are motivated to produce results. They feel confident in themselves and each other. They know what is expected of them and what they can expect in return. They don’t hold back. They think out-of-the-box and are willing to take prudent risks. They know they don’t need to look over their shoulders, so instead they look to each other, and together they look ahead. They create and innovate and know that, if they make a mistake, their team members will support them and that all can learn and grow from that mistake. They freely share information, collaborate, and leverage one another’s skills and abilities productively. Conversely, when the crucial element of trust is compromised, people become withdrawn and disengaged. Their confidence in themselves and in others erodes, along with their commitment to their work and their organization. They wonder, “Do I belong here?” Confidence is overshadowed by doubt: “Do I have what it takes?” Commitment dwindles: “Is this the place for me?”

Without trust, people struggle to bring their best forward. Collaboration and productivity suffer. The lowest common denominator becomes the norm. The whole environment is weakened, with everything becoming harder and taking longer. Hence trust among AGP TC members and IAs and AGP PCU and IAs is vital for the successful delivery of the program.

How do you identify a high trust or low trust organizations/teams?

- Covey: Trust is a powerful accelerator to performance and when trust goes up, speed also goes up while cost comes down producing what we call a trust dividend.
- How do you know if you have a high trust culture? By observing the behavior of your people. In high trust, high performance teams, we observe the following behaviors:
 - Information is shared openly
 - Mistakes are tolerated and encouraged as a way of learning
 - The culture is innovative and creative
 - People are loyal to those who are absent
 - People talk straight and confront real issues
 - There is real communication and real collaboration
 - People share credit abundantly and openly celebrate each other's success
 - There are few "meetings after the meetings"
 - Transparency is a practiced value
 - People are candid and authentic
 - There is a high degree of accountability
 - There is palpable vitality and energy people can feel the positive momentum Another very visible indicator is the behavior of your customers and suppliers.

Conversely, when the trust is low, there's a trust tax which changes your trajectory downwards. In our work with organizations, we find that low trust, low performance organizations typically exhibit cultural behaviors like:

- Facts are manipulated or distorted
- Information and knowledge are withheld and hoarded
- People spin the truth to their advantage
- Getting the credit is very important
- New ideas are openly resisted and stifled
- Mistakes are covered up or covered over
- Most people are involved in a blame game, badmouthing others
- There is an abundance of "water cooler" talk
- There are numerous "meetings after the meetings"
- There are many "undiscussables"
- People tend to over promise and under deliver
- There are a lot of violated expectations for which people make many excuses
- People pretend bad things aren't happening or are in denial
- The energy level is low
- People often feel unproductive tension sometimes even fear

1.7 Strategies for Building Trust

As a leader, what can you do to create a culture of trust within your team?

1. Lead by Example

If you want to build trust within your team, then lead by example, and show your people that you trust others. This means trusting your team, your colleagues, and your boss. Never forget that your team members are always watching and taking cues from you – take the opportunity to show them what trust in others really looks like.

2. Communicate Openly

Open communication is essential for building trust. You need to get everyone on your team talking to one another in an honest, meaningful way, and you can use several strategies to accomplish this. First, create a team charter to define the purpose of the team, as well as each person’s role. Present this charter at the first team meeting, and encourage each team member to ask questions, and discuss his or her expectations.

Next, consider organizing team building exercises. When chosen carefully and planned well, these exercises can help “break the ice” and encourage people to open up and start communicating.

3. Know Each Other Personally

One way to build trust is to encourage your team members to see their colleagues as people. Think about creating situations that help them share personal stories, and bond.

Do this by asking sensitively about their family, or about their hobbies. Start by sharing some personal information about yourself, and then ask someone else about a hobby, or a musical interest.

Another way to get the team acquainted, and to form stronger bonds, is to socialize after work or at lunch.

For example, you could set aside time each week for informal group discussions. Consider asking team members to put forward suggestions on topics you could all cover. To start with, you could start a discussion around values. Share some of your own values and encourage others to share theirs. Values are important to most people and starting a conversation that allows people to share them highlights your team’s humanity.

4. Don’t Place Blame

When people work together, honest mistakes and disappointments happen, and it’s easy to blame someone who causes these. However, when everyone starts pointing fingers, an unpleasant atmosphere can quickly develop. This lowers morale, undermines trust, and is ultimately unproductive.



Instead, encourage everyone in your group to think about the mistake in a constructive way. What can you all do to fix what happened, and move forward together? And how can you make sure that this mistake doesn't happen again?

6. Discuss Trust Issues

If you manage an established team that has trust issues, it's essential to find out how these problems originate, so that you can come up with a strategy for overcoming them.

Consider giving team members a questionnaire to fill out anonymously. Ask them about the level of trust within the group, as well as why they think there's a lack of trust. Once you've read the results, get everyone together to talk about these issues (but make sure that you respect the anonymity of the survey)

1.8 Gender and Building Trust

Questions- How does gender influence trust? What is the likelihood that merely being a woman or a man influences perceptions of credibility and trustworthiness? What is existing reality of gender implication in building team in AGP? What is the main challenge and way forward?

Talented women are increasingly vital to the success of organizations. As we have shown in this report, it is not a "given" that women will stick around long-term and continue to make a contribution to your organization. However, building trust is one strategy you can use for increasing their retention.

A study investigated the influence of sex on perceived credibility. It was predicted that males would have more credibility than females, and that males and females would respond differently to the question of having more credibility if they were of the opposite sex. A series of research questions concerning both the similarity of sex of the stimulus and the receiver and the influence of the sex of the interviewer on the subject were posed; and the variables of competence, trustworthiness, dynamism, and co orientation were examined. Subjects were 145 men and 160 women randomly selected from the local telephone directory of a Midwestern university town. Each subject was interviewed by phone by a male or female interviewer.



The results indicated that:

- 1) men were perceived to have more credibility than women;
- 2) men felt they would have less credibility if they were women, and women felt they would have more credibility if they were men;
- 3) subjects responding to female interviewers selected males as being more credible at a significantly higher level than they selected females;
- 4) men were perceived to be more competent than women, but women were perceived to be more trustworthy than men;
- 5) men were perceived to be higher in dynamism than women, but women were perceived to be higher in co orientation than men; and
- 6) both men and women perceived that they would have more credibility with persons of the same sex than with persons of the opposite sex.

When we see these research findings, what implication does it have with AGP?

Source: Buchman, Nancy and Croson-Rachel, *Trust and gender: an examination of behavior and beliefs in investment game* "Source (abstract found from the internet): Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Unit 2 Task Management

As a member of a committee, you are faced with balancing your work in addition to the tasks assigned by the committee to enhance AGP coordination and collaboration. With high demands on your time, it is not surprising that many find it a challenge to balance numerous tasks and prioritize those that need immediate attention and those that are important.

This unit focuses on the skills that support task management, with a special focus on developing a committee action plan, prioritizing tasks and time management. This unit also introduces tools to monitor the implementation of action plans and progress towards AGP results.



This unit is divided into the following sections.

- Section 1: Committee Action Planning, implementation and monitoring
- Section 2: Task prioritization
- Section 3: Time management

What is task management?

Task management is defined as the process of handling every aspect of a given task or series of tasks in order to achieve the goals set by you, your superiors, or your organization. This involves various processes such as planning, testing, documentation, and reporting. The entire process varies in complexity, from easy to difficult, although its foundation remains the same, keeping focus on time, priorities, people, and costs.

What Skills are required for task management?

Effective committee members have a number of skills that support them to excel. The good news is that these skills can be developed with practice.

Task Management Skills	
Excellent communication skills	An important aspect of a committee member's responsibility is to be able to coordinate and collaborate within their own organizations or with other committee members from different organizations or departments effectively. Members need to be able to relay information and instructions clearly. Without good communication skills the outcome of every task remains uncertain.
Execution skills	A committee member needs to be able to get the job done. Implementing tasks to their completion is very important, especially when faced with pressures, deadlines, and difficult situations. A committee member with execution skills gets things done even in tough times using delegation proficiently (balancing the tasks over time assigning the right people based on their ability and potential). Members with good execution skills demonstrate commitment to quality and results.
Time management skills	Prioritizing is part of the general makeup of task management therefore it is necessary for committee members to know how to manage time well. He should be able to discern which tasks need to be put first, second, third, and so on, and know which things should be taken out of the list.

People skills	<p>The core of any task is the people behind it. Committee members need to be able to be at their best and motivate other people to do their best in their job. Skills include good listening and being empathetic. People skills are described as:</p> <ul style="list-style-type: none"> • understanding ourselves and moderating our responses • talking effectively and empathizing accurately • building relationships of trust, respect and productive interactions.
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What are principles of task management?

Here are some of the principles that task managers like you are utilizing today. Consistency in the use of these could mean the difference between success and failure in doing and completing a given task.

Plan: A sensible plan gets things done. Many committee members set too high expectations on themselves that they end up frustrated and lost. You need to create reasonable and achievable plan. This means being clear about the coordination and collaboration role of the committee and having a scope and schedule, tasks and processes that match the available time and resources of the committee. Remember the committees are meant to strengthen collaboration and not to take on the functions of the representative organizations behind its members.

Teamwork: Promote teamwork by giving accountability, responsibility and recognition to those involved- it makes things easier. Create an environment that encourages teamwork and camaraderie. Ensure each member has their roles and set clear. Coordinate with others that can help the committee to get the job done and communicate with them, and make sure that people have the tools and resources they need to perform their duties.

Proactive: Being proactive is vital. Changes and challenges will come your way; you need to be able to think outside the box and come up with resolutions quickly.

Pay Attention: You could learn a lot from it. You should be keen on what is going on around you; be sensitive to issues, big and small so that these can be addressed before they go out of hand. You should also take initiative and have foresight to prepare for the unexpected because surely these are bound to occur.

Monitor: Monitor the tasks and provide support to ensure success. Constant feedback sessions with your committee members are essential to ensure that everyone is aligned and is working towards the same path. If every member is kept updated with what is going on, it is easier to fix issues and be progressive with the task.

Document: It does not exist if there is no documentation. Plans, designs, procedures, processes, and solutions should be clearly documented, along with decisions and agreements made. All these might be needed later on, and if you do not document it, then it would just be a waste of resources because you would have to redo the whole thing again.

This section deals with action planning, prioritization and time management for effective task management.

2.1 Action Planning

Action planning is the process that guides the day-to-day activities of an organization or project. It is the process of planning what needs to be done, when it needs to be done, by whom it needs to be done, and what resources or inputs are needed to do it. It is the process of operationalizing your strategic objectives. That is why it is also called operational planning.

The purpose of an action plan is to clarify what interventions are required to be accomplished to reach the goal, formulate a timeline for when specific tasks need to be completed and determine what resources are required. An action plan must be gender responsive as it must address the needs and interests of women and men throughout AGP implementation years. If we are actively applying gender responsive action planning; the results that are expected from each activity can show our achievement in terms of mainstreaming gender in AGP2. It can also be reflected in annual M&E and reporting.

In project management, a well-developed action plan can serve as a blueprint for the project manager to break a large project down into smaller, more manageable SMART (Specific, Measurable, Attainable, Realistic and Time-based) goals.

Developing an action plan can help change-makers turn their visions into reality and increase efficiency and accountability within an organization. An action plan describes the way your organization will meet its objectives through detailed action steps that describe how and when these steps will be taken. This section provides a guide for developing and utilizing your group's action plan.

Most action plans consist of the following elements:

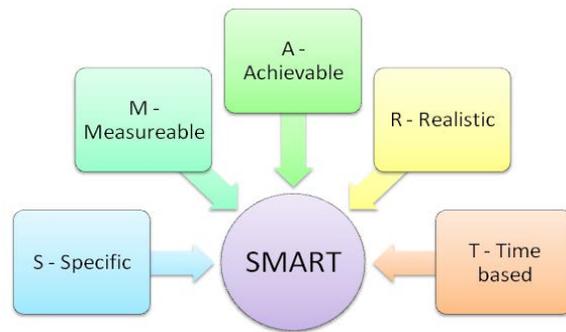
- a statement of **what must be achieved** (the outputs or result areas that come out of the strategic planning process)
- a spelling out of the steps that have to be followed to reach this objective
- some kind of time schedule for when each step must take place and how long it is likely to take (when)
- clarification of who will be responsible for making sure that each step is successfully completed (who)
- clarification of the inputs/resources that are needed.

Make your action plan SMART

The acronym SMART relates to the five key points that should be within the action plan. These are as follows:

2.1.1 Why is action planning important?

Action plans make the work of the committees and Steering Committees more intentional. It keeps them focused on what they hope to achieve together. It helps them to focus their ideas and provides them with an answer to the question “what do I do to achieve my objective?”. **Action planning connects the dots between where you are now and where you want to go.**



There is an inspirational adage that says, "People don't plan to fail. Instead they fail to plan." Because you certainly don't want to fail, it makes sense to take all of the steps necessary to ensure success, including developing an action plan.

There are lots of good reasons to work out the details of your organization's work in an action plan, including:

- To lend credibility to your organization. An action plan shows members of the community (including grant makers) that your organization is well ordered and dedicated to getting things done.
- To be sure you don't overlook any of the details
- To understand what is and isn't possible for your organization to do
- For efficiency: to save time, energy, and resources in the long run
- For accountability: To increase the chances that people will do what needs to be done

All of these are dealt with again in planning activities step-by-step. If you go through an action planning process, then you should end up with a practical plan to enable you to resource and carry forward the steps needed to achieve your objective/s and contribute to your long-term goal.

Who should be involved in action planning?

The technical committee members represent different sectors that have stake in AGP. Before the TC members come together to prepare action plan, they have to discuss in their respective offices (including professional and administrative staff) on the planning in order to ensure participation of all concerned staff. Then all committee members should come together and prepare the action plan.

Why is it important to include all staff at this stage? The main actors in the AGP planning are mainly experts who are technical committee members. However, the more informed administrative and other technical staff from all sectors are about the AGP plan, the more likely they are to understand their role in success of AGP and do a good job. A finance and administration head who often deal with logistics and purchase related to AGP is more helpful when understand how their contribution influences the implementation of a task.

2.1.2 What preparatory work is required to begin the action planning process?

Before the committee begins the planning process, some reflection on past performance in terms of effectiveness and efficiency of past is required as preparation. This is to ensure that we don't continue to undertake activities that do not contribute to our goals. It is important to reflect on the effectiveness and efficiency of past plans and their implementation. While doing this, ensure the reflection on the performance of gender mainstreaming activities are also covered. If not, the result will be used as an input to mainstream gender effectively. *Effectiveness* is about assessing if the tasks were done the best way and completed as you planned, and *efficiency* assessment considered if the task was completed in the right way considering the financial, human, time and material resources invested in activities. In preparation for action planning, it is useful to review your previous record on efficiency and effectiveness and to look at ways in which you can improve your efficiency and effectiveness.

Below is a questionnaire you could use in preparation for an action planning process, to help you identify ways of improving your efficiency and effectiveness. The purpose of the questionnaire is to help you plan future activities better, by building on what has worked well and what could be enhanced. Working with others in the committee, answer the following questions in relation to an activity that was central to your work in the past:

Task Management Questionnaire

1. What result were we trying to achieve?

2. What activities did we plan in order to achieve it?

3. Did we achieve the planned result?

4. If not, why not?

5. Did the activities make sense in terms of what we were trying to achieve?

6. What result have we achieved in terms of mainstreaming gender into our activities?

7. Could we have achieved the same result at less cost, spending less time, using fewer resources, with less strain on the project or organization?

8. What would we do differently in future?

9. What have we learned from this analysis?

It is useful to do this kind of review after every main set of activities e.g. organizing a conference, running a series of training courses like Leadership and technical committee trainings delivered so far, etc. In so doing, you test your action planning constantly instead of only once a year.

2.1.3 What are the steps required for action planning process?

Step 1. What must we achieve? Clarify the result area – “Begin with end in mind”

This is the “what” – the result that the activities are supposed to achieve. Once you are clear on the what, you are ready to work out the steps to take to arrive there.

Steps of the action planning process

1. Clarify the result areas on which you will be working.
2. For each result area, list the activities and the task necessary to achieve it.
3. Prioritize activities
4. Timing activities in a logical order using a tool such as the Gantt Chart
5. Assign responsibility for each of the activities involved.
6. Do a summary of the resourcing/input needs.
7. Put it all together in a work plan schedule.
8. Communicate the plan to others within your respective organizations and external groups.

Outputs are short-term results that are a direct consequence of successful activities. The output results for AGP2 are outlined in the Projects’ Program Implementation Manual (PIM). Outputs are the “what” we are trying to achieve collectively and what must be the effect of undertaking the activity. If the output result is achieved then it contributes to achieving longer-term outcome results, and eventually the strategic goals will be successful. Technical Committee and Steering Committee members must ensure that they are familiar with the AGP results and that the technical personnel in their organizations are all working towards the same results. How can we reach 40% of women beneficiaries in AGP2 implementation in accordance with the PIM?

Below is the basic model with the “what” filled in with an indicator for the successful achievement of the “what”, and a “means of verification” – a way of showing that the indicator has been achieved.

In each steps of action planning process; consideration of gender responsive actions are mandatory to ensure AGP2’s achievement towards its objective.

Basic model for building up your action plan: what must be achieved?

Result Area: increased access to public agricultural support services.			
Indicator: percentage increase in number of farmers (gender disaggregated) accessing public agricultural services			
Means of verification: surveys/annual reports at the end of every year/program			
Activities	Time frame (begin by, complete by)	Person responsible	Resources/Costs

Step 2: What steps does it involve?

Before you can detail the steps, you need to reach agreement about a strategy for arriving at the desired result. The best way to do this is probably to brainstorm possible options, write them up on a flip chart, and then decide which make the most sense. In order to make this decision:

- Assess the advantages and disadvantages of each option
- Compare the options against appropriate criteria such as:

- Alignment with the organization or general project approach
- Staff capacity to use a strategy
- Cost
- Timing.

In the example above, the strategy can be strengthening FTCs, Plant Health Clinics and animal Health clinics. Another strategy can be raising awareness through trainings and experience sharing visits but it is decided to strengthening strategy.

Now you have a general idea of how you are going to get the required results. You need to break the work involved down into specific steps or activities. The team needs to brainstorm the steps.

Brainstorming the steps as a team

1. Distribute cards/small pieces of paper (A5) size to each person.
2. Ask each person to write down the critical steps, the things that must happen if the result.
3. Required is to be achieved through the agreed strategy.
4. Place the cards or pieces of paper on a wall.
5. Organize or cluster the cards in sequence – the order that makes sense for doing each step.
6. Check that no critical steps are missing. If any are, add cards.
7. Consolidate the steps in your basic action planning model.

Basic model for building up your action plan: what steps must be covered?

Result Area: Increased access to public agricultural support services.			
Indicator: Percentage increase in number of farmers (gender disaggregated) accessing public agricultural services.			
Means of verification: Surveys/annual reports at the end of every year/program			
Progress indicator: Assessment conducted to identify gaps.			
Activities	Time frame (begin by, complete by)	Person responsible	Resources/Costs
1. Visit all FTCs and plant and animal health clinics assessed to identify necessary support required. 2. Prepare activity and budget plan based on the identified needs. 3. Procure necessary materials. 4. Introduce necessary technologies. 5. Follow-up with relevant stakeholders			

Step 3: prioritize activities: Making best use of your time and resources

Prioritization is the essential skill you need to make the very best use of your efforts. It's also a skill that creates calmness and space in your life so that you can focus your energy and attention on the things that really matter. It is particularly important when time is limited and demands are seemingly unlimited. It helps you to allocate your time where it is most-needed and most wisely spent, freeing you and your team up from less important tasks that can be attended to later or quietly dropped. Prioritization focuses your energy on important and necessary actions, without it you may work really hard, but you will not be achieving the results you desire because what you are working on is not of strategic importance. While

setting priorities, make sure that activities that address the needs and interests of women and men are given attention.

At a simple level, you can prioritize based on time constraints, on the potential profitability or benefit of the task you're facing, or on the pressure you're under to complete a job:

- Prioritization based on project value or profitability is probably the most commonly-used and rational basis for prioritization. Whether this is based on a subjective guess at value or a sophisticated financial evaluation, it often gives the most efficient results.
- Time constraints are important where other people are depending on you to complete a task, and particularly where this task is on the critical path of an important project. Here, a small amount of your own effort can go a very long way.
- And it's a brave (and maybe foolish) person who resists his or her boss's pressure to complete a task, when that pressure is reasonable and legitimate.

This section highlights four (4) prioritization tools that your committee can work with to decide on the most strategic activities on which to focus:

Samples of Prioritization Tools		
Tool	Name of Tool	Best used when
1	Paired Comparison Analysis	Paired Comparison Analysis is most useful where decision criteria are vague, subjective or inconsistent. It helps you prioritize options by asking you to compare each item on a list with all other items on the list individually. By deciding in each case which of the two is most important, you can consolidate results to get a prioritized list.
2	Urgent/Important Matrix	This technique asks you to think about whether tasks are urgent or important. Frequently, seemingly urgent tasks actually aren't that important. And often, really important activities (like working towards your life goals) just aren't that urgent. This approach helps you cut through this.
3	Nominal Group Technique	Nominal Group Technique is a useful technique for prioritizing issues and projects within a group, giving everyone fair input into the prioritization process. This is particularly useful where consensus is important, and where a robust group decision needs to be made. Using this tool, each group participant "nominates" his or her priority issues, and then ranks them on a scale. The score for each issue is then added up, with issues then prioritized based on scores. The obvious fairness of this approach makes it particularly useful where prioritization is based on subjective criteria, and where people's "buy in" to the prioritization decision is needed.
4	Pareto Principle (80/20 principle)	It says that 80% of the effects in situations are from 20% of the causes. 80/20 is about being able to see the big picture, identifying the 20% activities that truly matters and focusing on them. Where you're facing a flurry of problems needing to be solved, Pareto Analysis helps you identify the most important changes to make. It firstly asks you to group together the different types of problem you face, and then asks you to count the number of cases of each type of problem. By prioritizing the most common type of problem, you can focus your efforts on resolving it. This clears time to focus on the next set of problems, and so on.

Refer Annex 2 for a detailed description of the above prioritization tools, how to use them, and examples of their application.

Now put the prioritized activities and tasks into a basic action plan model, such as the one shown below:

Step 4: When must steps happen?

Working out when each activity step needs to happen requires that you:

1. Identify a date by when the required result must have been achieved.
2. Establish a realistic starting date for carrying out the activities needed to achieve the result.
3. Calculate how much time each step needs.
4. Clarify what needs to happen before the activity can be carried out and how much time that is likely to take.
5. Clarify what needs to happen after the activity is carried out and how much time that is likely to take.

You should now be in a position to decide by when an activity must begin and by when it must be complete.

Where staff are reasonably familiar with how long certain tasks usually take, you can be fairly definite about time needed. Where they are less familiar, allow for some flexibility in case they have under-calculated.

Once you have worked out how long each activity is likely to take and scheduled each activity roughly into a period of time, you need to put all your activities together and make sure that there are no significant clashes or overlaps. A useful way to do this is to use a Gantt Chart (named after Henry Gantt who developed it).

Using a Gantt Chart

1. Identify what unit of time you will use. So, for example, you could use months or weeks in a given period, or quarters. Create a table with that number of columns and label each column.

In a three-year project, using weeks as your unit of time would mean over 150 columns – in that case, it probably makes more sense to divide the year into quarters and work on quarters. However, if you are planning for one-year, quarterly intervals will probably not give you the level of detail you will need.

Monthly intervals would work better

	J	F	M	A	M	J	J	A	S	O	N	D

2. Add an additional column to the chart. Place one activity from the action plan in each row of this first column.

	J	F	M	A	M	J	J	A	S	O	N	D
A1												
A2												
A3												

3. Illustrate in the chart when each of the activities will be carried out.

You can visualize the activities in different ways:

- An activity that will be carried out during a defined period of time can be illustrated by filling in the relevant boxes between its start and end dates with a light shade.

	J	F	M	A	M	J	J	A	S	O	N	D
A1												
A2												
A3												

You can use light shading in this way even if you do not plan to be working “full-time” on the activity. The light shading shows that you will be working on the activity on an ongoing basis over the period of time.

- An activity that will be carried out continuously

	J	F	M	A	M	J	J	A	S	O	N	D
A1												
A2												
A3												

You can also use different colors for different result areas or goals.

- Where activities take place at intervals you can use a color or a light shade or a symbol to indicate when it is being worked on

	J	F	M	A	M	J	J	A	S	O	N	D
						α						α

Always date your Gantt Chart so you know which the most up-to-date version is. Everyone who is affected should get a copy of the Chart.

Step 5: Who will be responsible?

Unless responsibility for carrying out an activity is specifically allocated, it is very likely that nothing will happen! With responsibility must go some degree of authority. It is no use saying that someone is responsible for putting together a report by a certain date unless she or he has the authority to insist that contributors give him/her their contributions by a certain date. If the contributors fail to meet the deadline, then the collator needs to insist that their supervisors deal with the problem. You can only hold someone accountable if you give him or her both responsibility and authority to get the job done.

In deciding who should be responsible for a particular activity, you need to take the following into account:

- The experience, skills, capabilities, confidence needed to do the task.
- Who has time to do the task when it needs to be done, as well as the ability to do it.
- The willingness of someone to do a job or learn a job. Of course, there will always be some tasks no-one is too keen to do, but it does help if people either see a task as naturally falling into their work (so, for example, a bookkeeper says he will do the budgeting), or someone is interested in a particular task or tasks. Even if someone is not fully competent and experienced, if s/he is willing to be coached and mentored it may be worthwhile to invest a bit of extra time in making her/him the responsible person, as a longer-term investment in development.

If there is no-one on the team with both the ability and the time, you may need to hire in short-term contract support. If the task is fairly complex (e.g. develop a training programme) and no-one on your staff currently has the ability to do this, you may decide to hire in someone, or, as a longer-term investment, to train one or more of your staff members to do the work. This will have implications for the timing.

In your action planning process, you need to establish who is responsible for getting a task done, but this does not mean that other people won't also be involved. At the team level, you may need to spell out exactly what this means in more detail.

Activity	Responsibility	Authorization responsibility	Involved in the activity	To be consulted

The shaded column is the one that goes into your basic action planning model.

What inputs/resources are needed?

The resources or inputs that are normally needed for activities are:

- Finances
- People
- Materials
- Services
- Transport

In most instances, the bottom line will be a financial cost of some kind to the organization or project. In order to work out what the financial cost is, you have to look at all the inputs required. This is dealt with in detail in the toolkit on budgeting.

In deciding on what inputs are needed, be sure that they are adequate to get the job done. You can do this on the basis of previous experience, or, when you do not have previous experience, or your experience is out-of-date in terms of costing, you need to do a careful costing exercise.

In your action planning process, you need to note what is likely to incur costs, and then the activity needs to be carefully budgeted.

2.1.4 Implementation

Implementation means transforming a plan into action. It means taking steps to see that strategic objectives are achieved by carrying out action plans. All the planning in the world is worth nothing if there is no implementation.

There is no magic formula to ensure that implementation takes place. It requires:

- Effective workplans at the team/departmental level.
- Individual plans that are based on the team workplan and on organizational priorities.
- Good management.

The workplan

In the section Planning Activities: Step-by-Step, you can work through the development of a workplan that:

- specifies the tasks to be done
- who is going to be responsible for doing them
- when they must be done
- the resources needed.

This is referred to as “the basic model for building up your action plan”. Each functional work unit in the project or organization needs to have a workplan that covers up to about one year of activities. Shorter periods may be better, at least for the detailed workplans.

This workplan then becomes the guideline for daily progress within the work unit and creates a basis for coordinating activities across the whole project or organization. If a work unit is involved in more than one key result area (which is very likely), then it needs a workplan for each set of activities, as well as an integrated workplan for everything to which it is committed. (See the example in the Gantt Chart on

When Must Steps Happen?) This will enable it to prioritize, reschedule, and allocate resources in such a way that the work gets done. The integrated plan from each work unit then feeds into an overall organizational or project workplan so that management can monitor what is going on, anticipate crises, prevent workjams and so on. In this way, the workplan becomes an invaluable management tool. It also provides the basis on which individuals plan their time and for what can be expected of them in terms of productivity.

Once each working unit, and the organization overall, know what is expected of them, each individual staff member needs to translate this into what it means for him or her. Whether the organization/project uses a collective/team approach to management, or a more hierarchical one, good management requires that those with responsibility for ensuring that the work gets done know what they can expect of staff, and that staff know what is expected of them. Individual workplans are done on the basis of how this can best be done.

Once each staff member has his/her own workplan, this can form the basis of a review and support process. It is always best to get people to take responsibility for working out their own workplans. This applies to both professional and administrative staff. The starting point for this is to get each staff member to reflect on his/her work unit's plans and then to answer the following questions:

- What can I do in my job in this period of time to contribute to the successful implementation of my unit's action plans?
- How should my success or failure be evaluated? (This refers to indicators of success or failure, rather than to the actual evaluation process.)

Role of Management

The role of management, whether it is collective management or hierarchical management is to:

- help staff members set standards for productivity and quality
- monitor performance – how is it going, what problems are developing, what achievements need acknowledgement, what can be done to provide support?
- meet with staff members regularly to review progress and provide support and feedback;
- deal with things that are going wrong.

A process which moves from the work unit workplan to the individual workplan is suggested. Through this process management coaches the staff member to succeed based on all parties knowing what needs to be done. The idea is to help people succeed and meet expectations, rather than to fail.

Review your completed action plan carefully to check for completeness. Make sure that each proposed change will help accomplish your group's mission. Also, be sure that the action plan taken as a whole will help you complete your mission; that is, make sure you aren't leaving anything out.

Follow through. One hard part (figuring out what to do) is finished. Now take your plan and run with it! Remember the 80-20 rule: successful efforts are 80% follow through on planned actions and 20% planning for success.

Keep everyone informed about what's going on. Communicate to everyone involved how his or her input was incorporated. No one likes to feel like her wit and wisdom has been ignored.

Keep track of what (and how well) you've done. Always keep track of what the group has actually done. If the community change (a new program or policy) took significant time or resources, it's also a good idea to evaluate what you have done, either formally or informally.

Keep several questions in mind for both yourself and others:

- Are we doing what we said we'd do?
- Are we doing it well?
- Is what we are doing advancing the mission?

You can address these questions informally (ask yourself, chat with friends and other people), as well as formally, through surveys and other evaluation methods.

Celebrate a job well done! Celebrate your accomplishments; you and those you work with deserve it. Celebration helps keep everyone excited and interested in the work they are doing.

After you've written your action plan: Getting members to do what they said they would

Every community organization has undoubtedly had this happen: you plan and you assign tasks to get everything you've planned to do accomplished. Everyone agrees (maybe they even offer) to do certain tasks, and you all leave with a great feeling of accomplishment. The problem? At the next meeting, nothing has been done. Besides tearing out your hair, what can you do?

Fortunately, there are several things you can try. It's particularly tricky in the case of volunteers, because you don't want to lean too hard on someone who is donating their time and energy to begin with. Still, you can make it easier for members to get things done (and harder to avoid work) without acting like the mean neighbor down the street. Some of these gentle reminders include:

- Regular phone calls from staff members or dedicated volunteers asking others how they are doing with their tasks. This should be a supportive call, not a "are you doing what you're supposed to" call. The person calling can offer emotional support "how are you doing?" as well as see if the group member needs any other assistance. A friendly call such as this can be seen as helpful, give the member the sense that he is a very important part of the group, and serve as a great reminder to do what he said he would do.
- Distributing the action plan in writing to all members, with names attached to specific tasks. (Additionally, this can be a great time to ask for feedback before the plan becomes "official.")
- Making sure timelines (with due dates) are complete, clear and current.
- At regular group meetings, such as committee meetings, ask members to report on accomplishing the tasks they have set out to do. Consider making this a regular part of the meeting.
- Celebrate the accomplishment of tasks. It's important that getting something done actually means something and is recognized by the group as a whole.

Follow up on the action plan regularly. You are asking members to be accountable, and to get things done on a regular basis. If they have agreed, you should help them fulfill their commitment as best you can.

2.1.5 Monitoring

Monitoring in the context of action planning is the ongoing assessment of how an organization or project is performing against its action plans. Monitoring in the action plan context addresses questions such as:

- Are outputs being achieved within the timeframes set?
- Are resources being efficiently and effectively used?
- Are we doing what we said we would do and if not, why not?
- Are work units meeting their objectives?
- Are individuals meeting their objectives?

Monitoring is an internal function. It goes on continuously in any well-managed organization or project. It helps those in leadership positions determine whether the organization or project is implementing its action plan effectively and efficiently. It helps them account to other stakeholders for what is happening in the project or organization. It helps them learn from mistakes and it helps management or leadership take corrective action when necessary.

Don't just collect information for the sake of having it. You must have a purpose, a reason for collecting the information. At the planning stage, the questions to ask are:

- What sort of information do we need?
- How will we use the information?
- How can it be collected with the least possible trouble?
- Who will collect it?
- Who will analyze it?

In the section on collecting information as you go along, we look in more detail at methods of collecting information and what to do with it.

Collecting information as you go along

There is no point in just collecting information randomly. You need to focus your information collection process around the questions you want answered about your action plan, and with a more long-term perspective, the questions you will want answered about your strategic plan. When you do your planning, you need to identify the indicators around which information should be collected. Usually, when you are looking for evidence that will show progress in activities and will be useful later in reflecting on efficiency, effectiveness and impact you ask questions about:

- How many?
- How well?
- How often?

- Who benefited?
- How did they benefit?

In reporting on activities, you need information that tells you how well you have done in terms of your targets or what you planned to achieve. This means looking at outputs and deadlines regularly so that you can take corrective action. You also need to look at key result areas, and at the progress indicators you developed for those. Where does the information come from?

- From documentation such as letters, reports, plans contracts, attendance lists, forms, invoices, receipts, minutes.
- From questionnaires, focus groups, anecdotal input which should be recorded (stories people tell).

Baseline information is important. Baseline information is what you know about a situation when you begin. So, if you are planning to improve effectiveness of TC meetings, then you need baseline information about how the meetings are conducted and how effective they are. Part of your action plan must be collecting this information and then keeping it in an accessible way so you can compare the situation at the beginning with what it is while your action plan is being implemented and after your action plan has been implemented.

Information must be **collected** and **analyzed**. So, for example, you may know how many people are attending the community meetings you have organized because you have attendance lists (collecting information). But what does it mean that more men than women have attended, or that some meetings are attended by far more people than others (analyzing information)?

When you analyze the information, you are looking for the unexpected, and trying to learn from any deviations (differences from the expected) so you can improve your practice. One way of analyzing is as follows:

Expected indicator	Actual situation	Any deviation?	Probable reason for deviation	Lessons and recommendations
At least 80% of male and female smallholder farmers have access to agricultural services	40% have access to agricultural services	Lack of knowledge about available farmers	Limited time given because of other priorities	Organize kebele awareness raising meetings

2.2 Time Management

Time is an essential resource; it's irrecoverable, limited and dynamic. Irrecoverable because every minute spent is gone forever, limited because only 24 hours exist in a day and dynamic because it's never static.

What is time management?

- Time management is the coordination of tasks and activities to maximize the effectiveness of an individual's efforts. Essentially, the purpose of time management is enabling people to get more and better work done in less time.
- According to North (2004), time management is the organization of tasks or events by first estimating how much time a task will take to be completed, when it must be completed, and then adjusting events that would interfere with its completion is reached in the appropriate amount of time.

Time management 'is a vehicle that can carry you from wherever you are to wherever you want to go'

Brian Tracy, author of Time Power

In your role as a committee member you have to balance the work responsibilities of your organization along with your responsibilities to the committee. This section provides some personal time management techniques to balance all these responsibilities.

How often do you find yourself running out of time? Weekly, daily, hourly? For many, it seems that there's just never enough time in the day to get everything done. Think about how you ordinarily manage time every day, as this is an important clue to the sort of time management issues you may be facing.

Ask yourself:

Are you the sort of person who likes routine?

- Are you always on time?
- Do you like organizing your time and writing up 'to do' lists?
- Are you able to prioritize tasks without any difficulty?
- Are you the kind of person who leaves things to the last minute or someone who spaces out tasks sequentially?
- Do deadlines feel oppressive to you or are they a challenge?
- Do you tend to procrastinate rather than take action?

2.2.1 What is good time management?

Time management is not about getting more things done in a day. It is about getting the things that matter most done. Time management is the ability to decide what is important in your life both at work, at home and even in our personal life. Time is that quality of nature which keeps all events from happening at once. To manage your time, you need to go through a personal time survey and estimate the way your time is being spent. Time management is a set of principles, practices, skills, tools and system that help you use your time to accomplish what you want. Time management is a skill that many of us seem to learn through necessity. The problem with learning a skill through necessity is that, more often than not, bad habits creep in and, although the skill may be useful in general, we do not use it to its full potential. Time management is a skill that takes time to development and perfection. It also is a skill that is different for everyone. Time management refers to the development of processes and tools that increase efficiency and productivity.

Good time management simply means deciding what you want to get out of life and efficiently pursuing those goals. Time management does not mean being busy all the time – it means using your time the way you want to use it – which can include large doses of day dreaming and doing nothing. Good time management brings with it increased relaxation, less stress, more satisfaction and greater accomplishment.

Although time seems to fly by, we all have the same 24 hours a day. So why is it that some people are able to accomplish so much more than the majority of the population? One possible explanation can be found in their skill to manage time more efficiently than others. But *how* is it possible to cope with the flood of tasks that all require our immediate attention?

In a time where missing deadlines is not an option, the Covey time management grid can help you to manage your available time more efficiently. Covey’s matrix allows you to organize your priorities much better than before. The idea of using four quadrants to determine the priority of a task was introduced by American keynote speaker [Stephen Covey](#), author of [The Seven Habits of Highly Effective People](#). Covey’s system makes use of four different quadrants that allow you to *prioritize* tasks in relation to their importance and urgency, helping you to decide whether you need to address a task immediately or if you can postpone it.

As you can see from the graphic below, the time management matrix is separated into four quadrants that are organized by importance and urgency.

	URGENT	NOT URGENT
IMPORTANT	Quadrant I: Urgent & Important	Quadrant II: Not Urgent & Important
NOT IMPORTANT	Quadrant III: Urgent & Not Important	Quadrant IV: Not Urgent & Not Important

Source: Stephen Covey, *The Seven Habits of Highly Effective People*

The matrix, also known as [Eisenhower’s Urgent-Important Principle](#), distinguishes between importance and urgency:

- **Important** responsibilities contribute to the achievement of your goals.
- **Urgent** responsibilities require immediate attention. These activities are often tightly linked to the accomplishment of someone else’s goal. Not dealing with these issues will cause immediate consequences.

Here's a summary of the meaning of each quadrant:

Quadrant I – important deadlines with high urgency

The first quadrant contains tasks and responsibilities that need immediate attention.

Quadrant II – long-term development and strategizing

The second quadrant is for items that are important without requiring immediate action. Covey points out that this quadrant should be used for long-term strategizing.

Quadrant III – distractions with high urgency

The third quadrant is reserved for tasks that are urgent, without being important. Covey recommends minimizing or even eliminating these tasks as they do not contribute to your output. Delegation is also an option here.

Quadrant IV – activities with little to no value

The fourth and last quadrant focuses on tasks and responsibilities that do not yield any value—items that are unimportant and not urgent. These time wasters should be eliminated at any costs.

If you apply the Covey time management matrix to your own professional and private life, you will notice that the majority of your activities can be found within quadrant I and III. Experience shows that quadrant II is neglected by most people, especially in the area of their own personal development.

However, the importance of the second quadrant must not be underestimated. If you notice a big gap in this quadrant it means that your focus lies too much on the operative aspect, while the strategic perspective is left behind. For this reason, Covey addresses quadrant II as an exceptionally important part of the matrix. Without this quadrant, efficient time management would not be possible, as it requires strategic elements as well.

Explanation of Covey's time management matrix

In the following, you can find a detailed explanation of all four quadrants that can be found in Covey's time management matrix.

Quadrant 1 – urgent and important

The activities in quadrant 1 can be differentiated into items that could not have been foreseen, and those items that could. The latter can be avoided by developing plans and paying close attention to their execution.

The first quadrant should only contain those activities and responsibilities that require your immediate attention. The space is reserved for emergencies and extremely important deadlines. Should a major crisis arise you will have to postpone other tasks.

- Crises
- Pressing problems
- Projects that are deadline driven

- Emergencies
- Last-minute preparations

Quadrant 2 – not urgent but important

The items found in quadrant 2 do not have a high urgency but can play an important role in the future. This quadrant is not only reserved for strategic planning, but also to items related to health, education, exercise, and career. Investing time in these areas might not be urgent at the present day, but in the long term, it will be of the greatest importance.

Pay close attention that you have scheduled enough time for quadrant 2 activities, in order to avoid them to become quadrant 1 items. Doing so will allow you to increase your capability of finishing your tasks in time.

- Planning
- Preparing
- Training
- Empowerment
- Relationship creation
- Exercise, health, and recreation

Quadrant 3 – urgent but not important

The third quadrant summarizes items that appear to have a high urgency but are not at all important. Some of these activities might be entirely ego-driven, without contributing any value. In fact, these activities are obstacles that stand in-between you and your goals. If possible, try to delegate these items or consider rescheduling them.

If another person is causing you quadrant 3 tasks it could be appropriate to [decline their request politely](#). If this is not an option, try to avoid being constantly interrupted by appointing timeslots to those that often need your help. This way, you can address all their issues at once, without regularly interrupting your [concentration](#).

- Interruptions
- Meetings

Quadrant 4 – not urgent and not important

The fourth and last quadrant contains all those activities that do not contribute any value at all—the obvious time wasters. All the activities contained therein are nothing more than distractions; avoid them as much as you can. You should also try to eliminate all the items in this list, no matter how entertaining.

- Trivia, busy work
- Time wasters
- Surfing the Internet without purpose
- Watching TV for hours
- Reading addictive novels
- Gossiping at the office

How to apply the time matrix?

When using the Important-Urgent matrix it is recommended to try to maximize the time spent with quadrant II activities. This will allow you (in the long run) to reduce quadrant I activities, as many of them could have been quadrant II activities—if better planning had been implemented.

The objective of using the time management matrix is to question whether a certain activity brings you closer to your goals or not. If this is the case, these responsibilities need to be prioritized over those tasks that might demand your time but do not contribute to your goals. Delay activities that do not contribute any significant output until more important tasks are finished.

Covey's time management grid has many possible applications, two of which will be explained in the following:

Reprioritizing your current 'to-do' list

The time matrix can be applied as a tool that allows you to reprioritize the importance and urgency of your current and upcoming tasks. By sorting the tasks and responsibilities into the appropriate grid you will be able to quickly identify activities that need your immediate attention.

One-week assessments

The second approach of using the [time management](#) matrix requires a weekly assessment. You will need six blank copies of the matrix, five for each workday and one for your weekly assessment. At the end of each workday, you list all tasks and responsibilities and the amount of time spent. At the end of the week, you summarize the five days of your week in one matrix. Make sure to summarize the amount of time spent on a given task.

After you have summarized the week you can then evaluate how well the time was spent and whether or not you need to make any adaptations.

2.2.2 Principles of effective time management for balance, wellbeing and success

The principles below are derived from research on time management, motivation theory and much experience working with university students. Think of time management techniques as tools to help you do what you value the most. Make these tools into an expression of your values what's most important to you not just a schedule to get more stuff done. Try to keep these principles in mind as you schedule and calendar your time, and when making the moment to moment decisions that are crucial to effective time management for balance and wellbeing.

1. **Commitment:** if you can't commit to devoting time to a task, don't put it in your schedule. Only schedule tasks you WILL do. Be brutally realistic, not idealistic when making your schedule. Creating a schedule you can't actually keep is setting yourself up for frustration. If you don't actually stick to your schedule it will soon become useless. This may have happened to you in the past.

2. **Pursue fun with a vengeance:** Make time for enjoyable, rejuvenating and satisfying activities like organizations, sports, and entertainment. Organize your academic and other obligations AROUND these commitments to fun.
3. **Time vs. task focus:** Think of your day in terms of time, not the tasks you have to do. Devote time to important tasks every day. It's hard to predict how long a task will take, so it's hard to schedule with great precision. But you can reliably schedule regular intervals of time and get into a routine. Make an appointment with yourself for a particular time period, and when playing or working, set your purpose "I'll get the most out of this time."
4. **One thing at a time:** Current research shows us that multitasking is a myth. In actuality, we are switching back and forth between tasks. With each switch we pay a cognitive cost and a time cost: It takes time to get mentally back into the task, thus making us less efficient. When switching we lose the depth of our engagement, absorption. This depth is necessary at Princeton where you are expected to gain conceptual mastery, not merely a superficial understanding.
5. **Block out time:** devote, on a regular basis, chunks of time to a specific class. Make it part of your schedule, your routine. Estimate how many hours per week you want to devote to a class. Set aside this many hour for working tasks in the course Slice up your task into pieces and allow specific blocks of time for specific pieces of a big project.
6. **First Things First:** if you can do so, schedule the things that are most important to you first thing in the day, or at the first available time slot. Anything that gets scheduled later in the day has a greater chance of getting interrupted, put off and never gotten to. You won't be thinking or worrying about your work during your leisure time if you get academic tasks done first.
7. **Routine:** It takes 30 days to create a habit, but good habits make your life easier. With good habits in place you don't have to make as many hard decisions, thus you are less likely to make unproductive ones such as talking yourself out of doing what you had planned.
8. **Flexibility:** How do you incorporate flexibility into your schedule? Don't schedule every hour of the day, leave empty time slots, and schedule in recreation time. Create a two hour or three-hour block on Friday as a catch all makeup time. When things come up and you are deciding whether to diverge from your established schedule, survey future hours and days to see where you can make up lost time. Switch blocks of time so that your schedule reflects your new commitments.
9. **Respond vs. react:** In the moment of decision -making, when faced with a decision or an impulse to diverge from your schedule, don't just react, RESPOND. Pause, take a moment to think. Remember what's most important to you and do what will help you get it. For example, if exercise is a top priority for you, don't let a sudden fear about a grade prevent you from exercising. Be ready to reduce the amount of time, but don't compromise on your health. Don't let "mind games" in which you create justifications get in the way or lead you astray.

2.2.3 Time management skills

Set committee and personal goals

To get started managing time effectively, you need to **set your own professional goals**. When you know where you want to go, you can then figure out what exactly needs to be done to get there, in what order. Without proper goal setting you will fritter your time away on a confusion of conflicting priorities. People tend to neglect goal setting because it requires time and effort. What they fail to consider is that a little time and effort put in now saves an enormous amount of time, effort and frustration in the future.

Scheduling

Much of time management comes down to effective scheduling of your time. When you know what your goals and priorities are, you then need to know how to go about creating a schedule that keeps you on track and protects you from stress.

This means understanding the factors that affect the time you have available for work. You not only have to schedule priority tasks, you have to leave room for interruptions, and contingency time for those unexpected events that otherwise wreak chaos with your schedule. By creating a robust schedule that reflects your priorities and well as supports your personal goals, you have a winning combination: One that will allow you to control your time and keep your life in balance.

Managing Interruptions

Everyday interruptions at work can be a key barrier to managing your time effectively and, ultimately, can be a barrier to your success. They can break your focus, meaning that you have to spend time re-engaging with the thought processes needed to successfully complete complex work.

Having a plan developed and knowing how to prioritize it is one thing. The next important task is knowing what to do to minimize the interruptions you face during your day. It is widely recognized we get very little uninterrupted time to work on our priority tasks. There are constant phone calls, information requests, question from staff and a whole host of events that come up unexpectedly. Some do need to be dealt with immediately, but others need to be managed. However, some jobs need you to be available for people when they need help -- interruption is a natural and necessary part of life. Here, do what you sensibly can to minimize it, but make sure you don't scare people away from interrupting you when they should.

Learn to Say "No." It's often acceptable to say "no" to requests or tasks if you are busy when someone else can handle it, if it is not an important task, or if it can be done later. If you accept every project and task thrown in your direction, not only will you struggle to get it all done, but you will also put yourself through a great deal of unnecessary stress in the process. When this is the case, saying "no" in a courteous and sincere way, followed by a short explanation is the best course of action to take: "I am working against a very tight deadline on an important project right now so, I am sorry, but I cannot jump in and help". Remember that you are saying no to the request itself, not to the person, so there's no need to worry about anyone taking it personally.

Eliminate or reduce procrastination

In a nutshell, **procrastination** is when an important task is put off that should be the focus right now. Procrastination is occurring when there's a significant time period between when people intend to do a job, and when they actually do it.

Question: You have an important presentation next month, entitled "AGP2 contributions to increasing production and productivity over the past 8 years". When do you start looking at your notes to revise?

- One month before and have your notes categorized and organized

- A week before
- A couple of days before
- The night before

“I will get to it later” has led to the downfall of many. The work piles up so high that any task seems insurmountable. Procrastination is as tempting as it is damaging. Procrastination can be your mind’s way of saying “I don’t know how to start”. It may not be laziness – it might be more about **prioritizing**. Frequently, procrastinators can be very busy doing other things instead of the thing they should be doing. The best way to beat it is to recognize that you do indeed procrastinate. Then you need to figure out why. Perhaps you are afraid of failing? (or is it that you are actually afraid of succeeding??!). Once you know why you procrastinate then you can plan to get out of the habit. Reward yourself for getting jobs done and remind yourself regularly of the horrible consequences of not doing those boring tasks!

Ten Common Time Management Mistakes

Avoid Common Pitfalls by guarding against making the following mistakes if you want to be highly-productive.

Mistake #1	Failing to Keep a To-Do List
Mistake #2	Not Setting Personal Goals
Mistake #3	Not Prioritizing
Mistake #4	Failing to Manage Distractions
Mistake #5	Procrastination
Mistake #6	Taking on too Much
Mistake #7	Thriving on "Busy"
Mistake #8	Multitasking
Mistake #9	Not Taking Breaks
Mistake #10	Ineffectively Scheduling Tasks

Are you a morning person? Or do you find your energy picking up once the sun begins to set in the evening? All of us have different rhythms, that is, different times of day when we feel most productive and energetic. You can make best use of your time by scheduling high-value work during your peak time, and low-energy work (like returning phone calls and checking email), during your "down" time.

Key Point

One of the most effective ways of improving your productivity is to recognize and rectify time management mistakes. When you take the time to overcome these mistakes, it will make a huge difference in your productivity - and you'll also be happier and experience less stress!

Tip

To continue improving your time management skills, take our Time Management Quiz (annex 1), which will help you identify where your strengths and weaknesses lie.

Unit 3: Group Decision Making Strategies

Introduction

Have you ever been faced with making a difficult decision? If so, you were likely challenged to discover facts, balance emotions, and take into account the consequences that the resulting action will have on others. In other words, decision making is hard work! Decision making is also not an easy process for organizations, committees, and groups of people to undertake. In all likelihood, we can remember times when a group successfully (or not so successfully) made a decision. Often, well-thought-out decisions are remembered for their successful impact on the group or community. Likewise, poor decision making by a group will long be remembered for its negative consequences. Therefore, productive and well-functioning committees and groups will employ a variety of strategic processes for making decisions.

While many of the decisions we make on a daily basis are quite simple, some are not. These decisions may involve assimilating a huge amount of information, exploring many different ideas, and drawing on many strands of experience. And the consequences of the right or wrong decision may be profound for the team and the organization.

Using team input is challenging and it takes a fair amount of preparation and time. As the saying goes, if you put three people together in a room, you'll often get four opinions. People can often see issues differently-and they all have different experiences, values, personalities, styles, and needs.

Trying to include all of these differences in one decision that satisfies everyone can be difficult, to say the least. Team decision-making strategies should therefore be used when needed, for example, when consensus and participation are necessary. When time is of the essence, a good decision is one that's made quickly. That doesn't usually happen with full team decision-making. And when one or two people have the necessary expertise to make the decision, it doesn't make sense to involve the whole team-the experts provide most of the input and make the final choice anyway. However, where the situation is complex, consequences are significant, commitment and buy-in are important, and where team members can work together maturely, team decision-making is often best.

TCs and SCs accomplish their tasks through meetings that are held regularly. It is through those meetings that decisions and recommendations are made. However, implementation of the decisions and recommendations is not mostly to the requirement. One of the possible reasons is that the decision-making process may not be right resulting in lack of buy-in of the implementers. The purpose of this unit is to introduce commonly used group decision making tools and strategies and enhance performance of the TCs.

The process of decision making begins with the identification of both an issue and the various actions that can be taken to address the issue. Successful groups will begin the decision-making process by framing the issue. This step involves clarifying the issue by identifying the facts associated with it. The goal is to help all members of the group understand the issue in a common way. Once the issue has been framed, the group should engage in a discussion about potential solutions or courses of action that can be taken.

Once the proposed solutions or courses of action have been narrowed, the time for decision making has arrived. Often, groups will employ one of two methods for deciding the outcome of an issue. They will either employ a vote of the group members or they will employ a consensus process. A group vote will result in a majority rule outcome or decision. Conversely, a consensus process will involve the group members working together to narrow the scope of solutions in such a way that they identify one common solution that all members can agree with or support. The consensus decision making philosophy will often result in group members feeling that they were consulted and involved in identifying the solution, even if the decision is not one they would have made if they were making the decision independently. Decisions made by consensus will also result in a higher level of support by group members than those decisions made by majority vote – as some members may feel like they “lost” their voice during the voting process. The following are the commonly used group decision making process.

Definition: Group Decision Making is the collective activity wherein several persons interact simultaneously to find out the solution to a given statement of a problem. In other words, group decision making is a participatory process wherein multiple individuals work together to analyze the problem and find out the optimum solution out of the available set of alternatives.

What are team Decision-Making Tools/strategies?

There are many decision making strategies used. For this purpose, the following frequently used ones are briefly discussed below.

- Brainstorming
- Multi-voting
- Force-field analysis
- Nominal Group Technique (already discussed under prioritization above)

3.1 Brainstorming

Definition: Brainstorming is a technique to stimulate creative ideas and solutions through a group discussion. Simply, a process wherein a group attempts to find a solution for the specific problem by aggregating all the spontaneous opinions or suggestions given by each group member individually is called as brainstorming.

Brainstorming combines a relaxed, informal approach to problem solving with lateral thinking. It encourages people to come up with thoughts and ideas that can, at first, seem a bit crazy. Some of these ideas can be crafted into original, creative solutions to a problem, while others can spark even more ideas. This helps to get people unstuck by "jolting" them out of their normal ways of thinking.

Therefore, during brainstorming sessions, people should avoid criticizing or rewarding ideas. You're trying to open up possibilities and break down incorrect assumptions about the problem's limits. Judgment and analysis at this stage stunts idea generation and limit creativity. Evaluate ideas at the end of the session – this is the time to explore solutions further, using conventional approaches.

Why Use Brainstorming?

Brainstorming provides a free and open environment that encourages everyone to participate. Individual ideas are welcomed and built upon, and all participants are encouraged to contribute fully, helping them develop a rich array of creative solutions. When used during problem solving, brainstorming brings team members' diverse experience into play. It increases the richness of ideas explored, which means that you can often find better solutions to the problems that you face.

It can also help you get buy-in from team members for the solution chosen – after all, they're likely to be more committed to an approach if they were involved in developing it. What's more, because brainstorming is fun, it helps team members bond, as they solve problems in a positive, rewarding environment.

While brainstorming can be effective, it's important to approach it with an open mind and a spirit of non-judgment. If you don't do this, people "clam up," the number and quality of ideas drops, and morale can suffer.

To run a group brainstorming session effectively, follow these steps.

Step 1: Prepare the Group

First, set up a comfortable meeting environment for the session. Make sure that the room is well-equipped and that you have the tools, resources, and refreshments that you need.

How much information or preparation does your team need in order to brainstorm solutions to your problem? Remember that preparation is important, but too much can limit – or even destroy – the freewheeling nature of a brainstorming session.

Consider who will attend the meeting. A room full of like-minded people won't generate as many creative ideas as a diverse group, so try to include people from a wide range of disciplines and include people who have a variety of different thinking styles. When everyone is gathered, appoint one person to record the ideas that come from the session. This person shouldn't necessarily be the team manager – it's hard to record and contribute at the same time. Post notes where everyone can see them, such as on flip charts or whiteboards; or use a computer with a data projector. If people aren't used to working together, consider using an appropriate warm-up exercise, or an ice breaker.

Step 2: Present the Problem/issue

- Clearly define the problem that you want to solve or issues that you want to make decision and lay out any criteria that you must meet.
- Make it clear that the meeting's objective is to generate as many ideas as possible.
- Give people plenty of quiet time at the start of the session to write down as many of their own ideas as they can. Then, ask them to share their ideas, while giving everyone a fair opportunity to contribute.

Step 3: Guide the Discussion

- Once everyone has shared their ideas, start a group discussion to develop other people's ideas, and use them to create new ideas.
- Building on others' ideas is one of the most valuable aspects of group brainstorming.
- Encourage everyone to contribute and to develop ideas, including the quietest people, and discourage anyone from criticizing ideas.
- As the group facilitator, you should share ideas if you have them, but spend your time and energy supporting your team and guiding the discussion.
- Stick to one conversation at a time, and refocus the group if people become sidetracked. Although you're guiding the discussion, remember to let everyone have fun while brainstorming.
- Welcome creativity and encourage your team to come up with as many ideas as possible, regardless of whether they're practical or impractical.
- Encourage an enthusiastic, uncritical attitude among members of the group. Try to get everyone to contribute and develop ideas, including the quietest members of the group.
- Ensure that no one criticizes or evaluates ideas during the session. Criticism introduces an element of risk for group members when putting forward an idea. This stifles creativity and cripples the free running nature of a good brainstorming session.
- Don't follow one train of thought for too long. Make sure that you generate a good number of different ideas and explore individual ideas in detail.
- If a team member needs to "tune out" to explore an idea alone, allow them the freedom to do this.
- If the brainstorming session is lengthy, take plenty of breaks so that people can continue to concentrate.

Key Points

- Brainstorming is a useful way of generating radical solutions to problems, just as long as it's managed well. During the brainstorming process there is no criticism of ideas, and free rein is given to people's creativity (criticism and judgment cramp creativity.)
- This tends to make group brainstorming sessions enjoyable experiences, which are great for bringing team members together. Using brainstorming also helps people commit to solutions, because they have participated in the development of these solutions.
- The best approach to brainstorming combines individual and group brainstorming. Group brainstorming needs formal rules for it to work smoothly.

3.2 Multi-voting

What is Multi-voting?

Multi-voting is a group decision-making technique used to reduce a long list of items to a manageable number by means of a structured series of votes. The result is a short list identifying what is important to the team.

When should a team use Multi-voting?

Use Multi-voting whenever a Brainstorming session has generated a list of items that is too extensive for all items to be addressed at once. Because Multi-voting provides a quick and easy way for a team to

identify the most popular or highest priority items on a list—those that are worthy of immediate attention.

- Reduce a large list of items to a workable number quickly, with limited discussion and little difficulty.
- Prioritize a large list without creating a situation in which there are winners and losers in the group that generated the list.
- Identify the important or popular items on a large list.

What are the procedures for Multi-voting?

Follow these steps to conduct Multi-voting (Viewgraph 4):

Step 1 Work from a large list of items developed by Brainstorming or another appropriate idea generating technique.

Step 2 Assign a letter to each item to avoid confusion of item designations with the vote tally.

Step 3 Vote

Each team member selects the most important one-third (or no more than one-half) of the items by listing the letters which appear next to those items. For example, if there are 60 items, each person should choose the 20 items (one-third of the total) he or she thinks are most important. Each team member may cast only one vote per idea and must cast all allotted votes. Voting may be done either by a show of hands or by paper ballot when the team chooses to preserve confidentiality.

Step 4 Tally the votes. Place a checkmark next to each item for each vote it received. Retain the items with the most votes for the next round of voting. Scholtes, in *The Team Handbook* [Ref. 4, p. 2-41], provides the following Rule of Thumb for deciding how many items to eliminate in each round, depending on the size of the group:

- If the team has 5 or fewer members, eliminate those items that receive 2 or fewer votes.
- If the team has 6 to 15 members, eliminate all items that receive 3 or fewer votes.
- If the team has more than 15 members, eliminate all items that receive 4 or fewer votes.

Step 5 Repeat. In the second round, each person again selects the top one-third of the items. Repeat steps 3 and 4 until only a few items remain.

Never multi-vote down to only one item.

The items that were not identified as priorities should be retained as backup data or for future use by the team in its improvement efforts.

Multi-voting Rule of Thumb

How can TCs/SCs practice Multi-voting?

Example: Technical Committee of X woreda conducted meetings which were not always as productive as they might have been. The TC chair called a meeting to identify the reasons for the lack of meeting productivity and to determine which reasons the team thought most important. The TC chair led a

Brainstorming session which produced the following list:

Lack of Meeting Productivity

- a. No agenda
- b. Problems not mentioned
- c. No clear objectives
- d. Interrupted by phone calls
- e. Other priorities
- f. Membership
- g. Unimportant topics
- h. Interrupted by visitors
- i. Too many "sea stories"
- j. No administrative support
- k. Vital members missing
- l. Meetings extended beyond from meeting allotted time
- m. Not enough preparation
- n. Members distracted by for meetings pressing operations
- o. Too much "dog and pony"
- p. Unclear charts

The team used Multi-voting to reduce this list to a manageable size:

- Each of the 6 members of the team was allowed 8 votes (half the number of items).
- The votes were tallied, as shown in Viewgraph 6, and the top 8 items were carried forward to the second round.
- The items that had 4 or more votes in the first round were reduced to 4 in a second round of voting. The group chose to focus on problems F, G, H, and J, as shown in Viewgraph 7

Multi-voting Example First Vote Tally

	A	No agenda
	B	No clear objectives
	C	Other priorities
	D	Unimportant topics
	E	Too many "sea stories"
	F	Vital members missing
	G	Not enough preparation
	H	Too much "dog and pony"
	I	Problems not mentioned
	J	Interrupted by phone calls
	K	Membership
	L	Interrupted by visitors
	M	No administrative support
		Meetings extended from meeting beyond allotted time
	O	Members distracted by for meetings pressing operations
	P	Unclear chart

Multi-voting Example

Second Vote Tally

- B. No clear objectives
- ### F. Vital members missing from meeting
- ~~###~~ G. Not enough preparation for meetings
- ~~###~~ H. Too much "dog and pony"
- J. Interrupted by phone calls
- L. Interrupted by visitors
- N. Meetings extended beyond allotted time
- O. Members distracted by pressing operations

3.3 Force Field Analysis - Kurt Lewin

Kurt Lewin's Force Field Analysis is a powerful strategic tool used to understand what's needed for change in both corporate and personal environments. Best of all - it's easy to use and has complete credibility as a professional tool.

Here is a little basic science to introduce the concept, after which you'll find enough information to allow you to unleash your knowledge of force fields on colleagues!

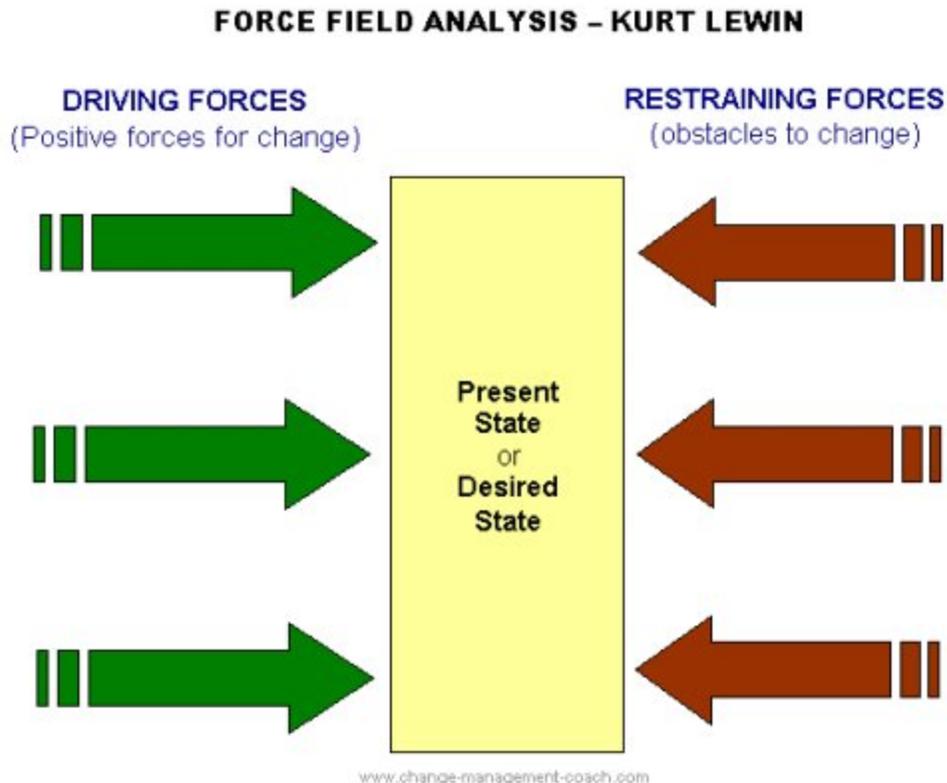
The Concept

- Let's start with a simple science experiment which is relevant. You'll need to sit down for this one. You're sitting? Good. Now, what's keeping you in the chair?
- Well, there are two answers really. One is gravity which is pushing you down into the chair. A driving force, if you like. The other is the chair itself, which provides an opposing force, pushing up against gravity, and stopping you falling to the ground. So, it would seem that while you are sitting you're in an equilibrium of sorts. Two forces keep you there. Gravity pushes down, keeping you in the chair, and the chair resists this, stopping you from falling to the ground. Two equal forces, a driving force and a resisting or restraining force, working to keep the equilibrium or status quo.
- Now Let's say we want to move away from this equilibrium and get you to fall to the floor. What could we do? Well, on the one hand we could increase the amount of gravity (our driving force). The chair will give way eventually and you will fall. On the other hand, we could leave gravity alone and decide to weaken the chair (our restraining force) to get the same result.
- If you've followed this far then you've just completed a force field analysis and understood the basic concepts of the model. It also helps to explain why our science experiment is relevant. You see, Kurt Lewin applied exactly this thinking to his theory of change within social situations - to people.
- May the Force be with you, or against you.
- Kurt Lewin views culture as being in a state of equilibrium.
- He writes: "A culture is not a painted picture; it is a living process, composed of countless social interactions. Like a river whose form and velocity are determined by the balance of those forces that tend to make the water flow faster, and the friction that tends to make the water flow more

slowly the cultural pattern of a people at a given time is maintained by a balance of counteracting forces." (Lewin, K. 1948. Resolving Social Conflicts, p.46.)

- "To bring about any change, the balance between the forces which maintain the social self-regulation at a given level has to be upset" (Lewin, K. 1948. Resolving Social Conflicts, p.47.)

This describes the experiment we just did and is summarized in the diagram below.



Using the Force Field Analysis

Lewin's force field analysis is used to distinguish which factors within a situation or organisation drive a person towards or away from a desired state, and which oppose the driving forces. These can be analysed in order to inform decisions that will make change more acceptable.

'Forces' are more than attitudes to change. Kurt Lewin was aware that there is a lot of emotion underlying people's attitude to change. To understand what makes people resist or accept change we need to understand the values and experiences of that person or group.

Developing self-awareness and emotional intelligence can help to understand these forces that work within us and others. It's the behavior of others that will alert you to the presence of driving and restraining forces at work.

Use the following steps as a guide to using the force field analysis:

1. Describe the current situation
2. Describe the desired situation
3. Identify where the current situation will go if no action is taken
4. List all the forces driving change towards the desired situation - Brainstorm or Mind Map
5. List all the forces restraining change toward the desired situation - Brainstorm or Mind Map
6. Discuss and interrogate all the all the forces: are they valid? Can they be changed? Which are critical ones?
7. Allocate a score to each of the forces using numerical scale e.g., 1 extremely weak and 10 extremely strong
8. Chart the forces by listing (to strengthen scale) the driving forces on the left and restraining forces on the right
9. Determine whether change is viable and progress can occur
10. Discuss how the change can be affected by decreasing the strength of the restraining forces or by increasing the strength of the driving forces
11. Strategize! Create a strategy to strengthen the driving forces or weaken the restraining forces, or both. If you've rated each force how can you raise the scores of the Driving Forces or lower the scores of the Restraining Forces, or both?
12. Prioritize action steps. What action steps can you take that will achieve the greatest impact? Identify the resources you will need and decide how to implement the action steps. Hint: Sometimes it's easier to reduce the impact of restraining forces than it is to strengthen driving forces.
13. Keep in mind that increasing the driving forces or decreasing the restraining forces may increase or decrease other forces or even create new ones
- 14.

Force Field Analysis: Practical application Tool

Driving forces (for change)	Rate it	Proposed change	Restraining forces (against change)	Rate it
Result			Result	

"An issue is held in balance by the interaction of two opposing sets of forces - those seeking to promote change (driving forces) and those attempting to maintain the status quo (restraining forces)" – Kurt Lewin.

Groupthink

Have you ever been in a decision-making group that you felt was heading in the wrong direction, but you didn't speak up and say so? If so, you have already been a victim of groupthink. Groupthink is a group

pressure phenomenon that increases the risk of the group making flawed decisions by leading to reduced mental efficiency, reality testing, and moral judgment. Groupthink is characterized by eight symptoms that include (Janis, 1972):

1. ***Illusion of invulnerability*** shared by most or all of the group members that creates excessive optimism and encourages them to take extreme risks.
2. ***Collective rationalizations*** where members downplay negative information or warnings that might cause them to reconsider their assumptions.
3. ***An unquestioned belief in the group's inherent morality*** that may incline members to ignore ethical or moral consequences of their actions.
4. ***Stereotyped views of out-groups*** are seen when groups discount rivals' abilities to make effective responses.
5. ***Direct pressure*** on any member who expresses strong arguments against any of the group's stereotypes, illusions, or commitments.
6. ***Self-censorship*** when members of the group minimize their own doubts and counterarguments.
7. ***Illusions of unanimity*** based on self-censorship and direct pressure on the group; the lack of dissent is viewed as unanimity.
8. ***The emergence of self-appointed mind guards*** where one or more members protect the group from information that runs counter to the group's assumptions and course of action.

Recommendations for Avoiding Groupthink

Groups Should:

- Discuss the symptoms of groupthink and how to avoid them.
- Assign a rotating devil's advocate to every meeting.
- Invite experts or qualified colleagues who are not part of the core decision-making group to attend meetings, and get reactions from outsiders on a regular basis and share these with the group.
- Encourage a culture of difference where different ideas are valued.
- Debate the ethical implications of the decisions and potential solutions being considered.

Individuals Should:

- Monitor their own behavior for signs of groupthink and modify behavior if needed.
- Check themselves for self-censorship.
- Carefully avoid mind guard behaviors.
- Avoid putting pressure on other group members to conform.
- Remind members of the ground rules for avoiding groupthink if they get off track.

Group Leaders Should:

- Break the group into two subgroups from time to time.
- Have more than one group work on the same problem if time and resources allow it. This makes sense for highly critical decisions.
- Remain impartial and refrain from stating preferences at the outset of decisions.
- Set a tone of encouraging critical evaluations throughout deliberations.

- Create an anonymous feedback channel where all group members can contribute to if desired.

Key Takeaway

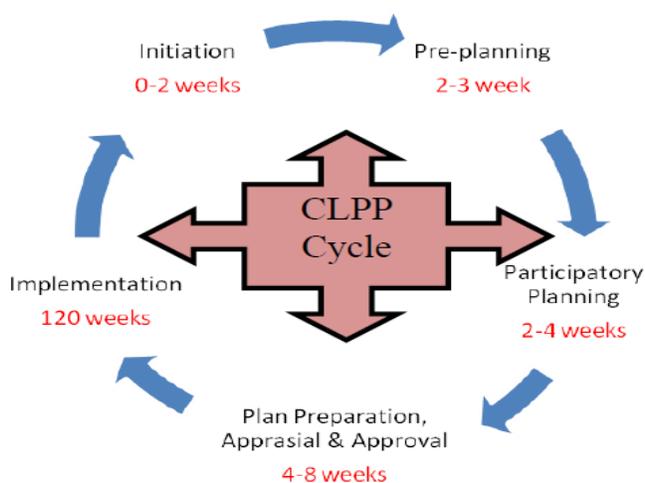
There are trade-offs between making decisions alone and within a group. Groups have greater diversity of experiences and ideas than individuals, but they also have potential process losses such as groupthink. Groupthink can be avoided by recognizing the eight symptoms discussed. Finally, there are a variety of tools and techniques available for helping to make more effective decisions in groups, including the Nominal Group Technique, Delphi Technique, majority rule, consensus, GDSS, and decision trees. Understanding the link between managing teams and making decisions is an important aspect of a manager's leading function.

Unit 4 Community Level Participatory Planning (CLPP) and Results Framework

The key role Technical Committees and Steering committees at different levels have makes them very important for the success of AGP2. In order the committees to play their key roles, their knowledge about AGP planning and implementation and M&E, becomes very important. The purpose of this unit is to enhance the committees’ performance by improving their awareness on participatory AGP planning process and results framework.

4.1 AGP2 planning and implementation cycle

The AGP Cycle at the Kebele and Woreda Level is distinctly divided into five phases as shown below.



4.2 Getting ready for Community Level Participatory Planning Process

The purpose of the preparation phase is to have understanding of key questions, which would need to be addressed by those involved in the planning process. This step is essentially a desk review and a consultative exercise, which would normally be undertaken prior to commencement of the field work.

Key questions to be considered include:

Key Question	Considerations
Structure of local governments and accountability systems	Since the local government structure at the kebele level would play an important part in facilitating not only the planning process, but also implementation of the AGP, it is important to understand its relationship with the communities and their organizations on service delivery and depth of their understanding of the AGP approach and planning processes. Understanding of the accountability system should also be sought. <ul style="list-style-type: none"> • What should be done to create effective linkage b/n them? • What additional institutions/organizations are required to be established/strengthened?
The capacity of the communities	Do the communities already have a culture of self-mobilization and self-help? If yes, in what form? How strong and cohesive is the social structure? If not what to be done to bring the desired situation?
Structure of the sectors	Are sector policies delegating service delivery to local level? What is the staffing structure at the local level?
Other current or past programs	Have current or past programs/projects and/or other regular activities tried similar approaches? If yes, what can be learned from them and how to create effective integration /harmonization with AGP program?

Key Question	Considerations
Poverty levels	Are there major pockets of poverty in the woreda? If so, where should AGP targeted or devotes more resources initially?
Woreda and kebele planning and budgeting system	Examine the existing planning and budgeting guidelines, especially in relation to the proposed timetable for completion of different stages.

4.2.1 Sensitization of the Community about AGP2 Program

A process by which the community is made to be aware of and be responsive to certain ideas, events, situations or experiences. Community sensitization is not Just announcements. “information is power”, sensitization is very vital in making any project a success. The community can either take ownership or can simply reject the project.

Why community sensitization?

It addresses serious problems, brings about behavioral and attitudinal change, an indirect way of advertising a service or product, and builds organizational and customer relationships.



Benefits of Sensitization

Community sensitization would have the following benefits: enhances active community participation, increases understanding and public knowledge, enhances social skills and competencies for change, enhances stakeholder partnerships, captures the public’s attention, community makes informed decisions, and brings about confidence.

With this benefit in mind, in the context of AGP2 program the planning team needs to inform and share relevant information with the community like why the AGP2 program was designed, its geographical coverage at national level and in the respective region, program duration, its major objectives, and previous year plan implementation progress and accomplishments which are briefly stated below.

Objective of AGP2 Program

Before commencement of AGP2 planning, awareness needs to be created for the wider community on the overall objective of the program as well as the component objectives.

Higher Level Objectives to which the Project Contributes

The Second Agricultural Growth Project (AGP2) is aligned with GTP2, to contribute to the achievement of targets set for agriculture sector growth. The sector is critical for the GoE’s development strategy in the current GTP, and in particular to maintaining at least an 11 percent average real growth in the gross domestic product. The AGP2 will continue to help achieve the GoE’s poverty reduction strategy and achievement of the twin goals of ending extreme poverty and increasing shared prosperity.

Project Development Objective

The Program Development Objective (PDO) is “to increase agricultural productivity and commercialization of smallholder farmers targeted by the program and contributes to dietary diversity and consumption at HH level”.

Component objectives

Aware the community and kebele development committee about the AGP2 components and their respective objectives to better understand the program consists of comprehensive interventions that can contribute to the agricultural production and community livelihood improvements.

S.no	AGP2 components	Component objective
1	Component I: Public Agricultural Support Services	To increase access to public agricultural services for smallholder farmers.
2	Component II: Agricultural Research	To increase the supply of demand driven agricultural technologies that directly link to the other components.
3	Component III: Smallholder Irrigation Development	To increase the access to and efficient utilization of irrigation water by smallholder farmers.
4	Component IV: Agriculture Marketing and Value Chains	To increase the commercialization of agricultural products through increased smallholder farmers access to input and output markets
5	Component V: Project Management, Capacity development, Monitoring, and Evaluation	To ensure the timely implementation of the Program according to its core principles and PDO, effective monitoring and evaluation (M&E) of results, including results related to crosscutting issues, and a consistent and effective approach to capacity development.

4.2.2 AGP2 Planning Process and Roles and Responsibilities of Actors Involved

The community, planning team, and the kebele development committee should clearly informed and consulted the AGP2 planning process in order to get the required support and make the planning process effective.

4.2.2.1 Planning Responsibility

The overall responsibility for preparation of the kebele work plan would rest with the KDC. However, the KDC, while retaining the overall responsibility, would authorize the Kebele Planning Team (KPT) to prepare the plan taking a more holistic approach to data collection and analysis to provide a common ‘platform’ to support the project interventions. KPT would be composed of all DAs in the kebele, including Health workers (for inputs related to nutrition) and Cooperative (for coverage of input/output markets), and two technical staff (SMSs) nominated by the Woreda TC. KDC Chair would also be a member to facilitate interactions with the community. As the planning work in all Kebeles would take place around the same time, Woreda TC working KDCs will prepare a schedule of activities and oversee its implementation to ensure that all Kebeles get the needed support including on cross cutting issues from the nominated Woreda technical staff.

4.2.2.2 Planning Process

A. Kebele Level Planning

1. Data collection to develop a common 'platform'

Secondary data collection from woreda and kebele offices

KPT collects secondary data pertaining to the Kebele from the woreda office TC. Where necessary, additional information is collected to supplement the woreda supplied data. The woreda SMS team will then travel to the kebele and join KDC members particularly the DAs, health extension agents (KPT) and proceed with collection of secondary data pertinent to the targeted kebele.

Collection of primary data

To undertake this activity, the KDC should at first inform the Development Group Leaders (DGs) so that they in turn inform their respective members. The KDC together with the DGs will agree on the date, time and venue to conduct meeting with the community. The KDC would facilitate community meetings to identify the problems pertinent to agricultural growth. In this community meeting, the KDC should ensure participation of balanced proportion of men, women and youth from each of the development group. Appropriate RRA/PRA tools such as Focus Group Discussions (FGD), KII, social/resource mapping, could be used.

2. Data analysis to develop a common platform

The planning team together with KDC will undertake an in-depth analysis of both the secondary and primary data (*problem and objective analysis* with suggested solutions) to develop a common 'platform.

3. Prioritization (screening) of community needs and interventions

The KDC together with KPT will further analyze the relationship between the identified problems and socio-economic conditions, potentials and opportunities to prioritize the community needs and interventions.

4. Prepare kebele development plan (KDP) based on Community Assessment.

5. KPT and KDC Activities

The KPT together with the KDC will then prepare KDP by including activities relevant for the wider kebele. The KDC also categorizes KDPs into various components of AGP. KDP involves working out resource requirements and time bound action plans.

6. Prepare the estimated budget for KDP and send the plan to woreda TC

The KPT will estimate the total project budget including community contributions and detailed breakdown. The KPT would extract the information needed and prepares the kebele plan, taking help from the woreda experts (SMSs and/or TC members) as needed, especially to develop community level sub-project proposals. The draft plan would then be reviewed by KDC and send to woreda TC after approval by the Kebele Council.

B. Woreda Work Plan and Budget

Responsibility

The woreda level planning is the responsibility of the Woreda TCs and SCs. To strengthen the TC and facilitate the planning work, research institution would nominate a person to join the Woreda TC and guide the work for identification/prioritization and aggregation of researchable issues.

The planning process at the Woreda level will involve the following actions:

- Review, refinement, and approval of Kebele plans for consolidation in to the Woreda plan;
- Development of actionable work plan based on findings of the SWOT analysis reflecting its own comparative advantages and priorities not addressed under Kebele proposals;
- Addition of missing strategic investment proposals for institutional development mandated by the Region/Federal levels not already part of needs identified at the Woreda level, including capacity development initiatives for the Woreda/Kebele staff and actions on cross-cutting issues (gender, nutrition, and climate change) provided by Federal and Regional initiatives and/or based on information generated by kebeles;
- Ranking and prioritization of the kebele level listing of researchable issues and aggregation
- Consolidation of approved proposals for adaptation/validation trials from research (Component II) and aligned projects, e.g. CASCAPE, to be implemented in the Woreda in to the Woreda plan.
- The Woreda WP&B will be finalized by consolidating the K-WP&Bs of the woreda and integrating the woreda strategic investment and development activities. At woreda level budget will be prepared for the approved kebele plan. Approval of the Woreda Council would also be sought before the final plan is sent to Regional Program Coordination Unit (RPCU) for approval and inclusion in the Regional Plan for funding.

C. Regional and Federal Work Plan and Budget

- The approved annual work plan and budget received by the R-CU from different Woredas will be consolidated with the regional strategic investments and development activities by involving the Regional TC, and the Regional IAs. The R-CU will also incorporate plans from Regional Implementing Agencies and prepare RWP&B.
- The Regional WP&B proposal will then be submitted to the RSC for review and endorsement and finally sent to FPCU.
- The FPCU, in close collaboration with the Federal TC, will consolidate the regional WP&Bs and add federal level activities and budgets to it. In addition, each IA will prepare WP&B and transfer to the FPCU for consolidation. The consolidated WP&B will estimate funding requirements for all interventions and plan for Capacity development and technical support as well as participatory monitoring and learning events. The FPCU will submit the consolidated WP&B with a summary of the overall analysis for review and endorsement to the FSC. It will then be submitted for non-objection to the World Bank not later than mid -August. The final approved AWP&B will be officially communicated.

4.2.2.3 Planning time frame

No	Activity	Time frame
1	Kebele work plan and budget finalized and sent to Woreda office	March 15
2	Sending Woreda work plan and budget to RPCU	April 15
3	Sending regional work plan and budget to F- CU	May 30
4	AGP 2 work plan and budget approved by FSC	August 15

4.2.2.4 Participatory Planning

Participation Overview

Participation is a process through which stakeholder's influence and share control over development initiatives and the decisions and resources which affect them (WB, 1996). Similarly, according to European Sustainable Development and Health Series: 4 (2002) it is defined as "a process by which people are enabled to become actively and genuinely involved in defining the issues of concern to them, in making decisions about factors that affect their lives, in formulating and implementing policies, in planning, developing and delivering services and in taking action to achieve change".

Successful comprehensive community planning processes are those that are community-driven. All sectors of the community should have an opportunity to participate, including elders, youth, members residing within and outside the community, and family heads, among others. The plan must accommodate the needs of community members in order to have validity and credibility, and for members to support its ongoing implementation.

With engagement, the community becomes a source of new ideas for discussion and action. Participation encourages people to take responsibility for initiating and implementing projects, and also creates momentum and sustains support. Engagement expands the leadership base of the community and presents opportunities to transfer planning and responsibility to other community members over time.

Objectives of Participation.

For rural communities, participation is a way to identify and implement priority rural development activities through better use of existing resources. To do this, communities analyze the existing situation (constraints as well as resources available), identify and agree upon priority problems, develop action plans to address the priority problems, take charge of implementing the action plans, and pressure the service providers and development organizations to provide the necessary assistance. Communities also identify what incremental resources are needed and organize themselves to try to mobilize these resources.

General Principles of Participation

Although there is no singular and uniform participatory approach, all conform to general principles.

- **Encourage participants to take responsibility**

Participatory approaches encourage the community to take responsibility its own development agenda. Rather than wait for outside assistance, the community can undertake activities that they themselves regard as the highest priorities.

- **Respect village diversity**

Although the village is a discrete geographic and administrative unit, it is not necessarily homogenous. People or groups sometimes have conflicting interests or perceptions.

Development practitioners should be careful to give all socioeconomic groups equal weight in decision-making.

- **Promote participation for all**

For socio-cultural reasons, it may be a challenge for women, youth, the poor and others to speak out in village meetings. Facilitators should make sure that people from disadvantaged groups

(for example, women and female headed households, minority ethnic groups, people living with HIV/AIDS or families affected by the AIDS epidemic, landless people, the handicapped, youth and others) are able to express their opinions and participate actively in decision-making.

- **Reconcile different interests**

Many problems require group decisions. Actions which solve the problems of some groups can harm other groups. Different groups should be encouraged to find solutions which are acceptable to all. The participatory approach recognizes that different groups within villages have different interests, and that the decision-making process must take all into account.

- **Listen to the community**

Service providing staff arrive in villages with expertise but not with ready-made solutions. Rather they listen to the villagers. They also encourage villagers to think through their own problems. Each person has knowledge and ideas which can contribute to finding solutions to village problems. There is a proverb from Benin, “knowledge, like fire, can be found at the home of one’s neighbor.”

- **Involve multidisciplinary teams**

There is another proverb, “two know better than one.” Involving people from different service providers, with different training and backgrounds allows the group to benefit from different knowledge and perspectives. Collaboration among service providers is essential to integrate the activities of all those working in the village.

AGP 2 guiding principles for preparation and implementation of plans are:

Participatory: the community or households, women and men, that would be directly impacted by the project actually get involved by providing time and other available resources at their disposal

Demand Driven: activities identified and listed by the community members through an unbiased facilitation process will be financed under the project

Ownership and sustainability: the process of planning and real implementation happens in a manner that creates ownership from all direct stakeholders and the investments made provide returns/outcomes that are sustainable.

Source: AGP2 CLPP guideline, page 5

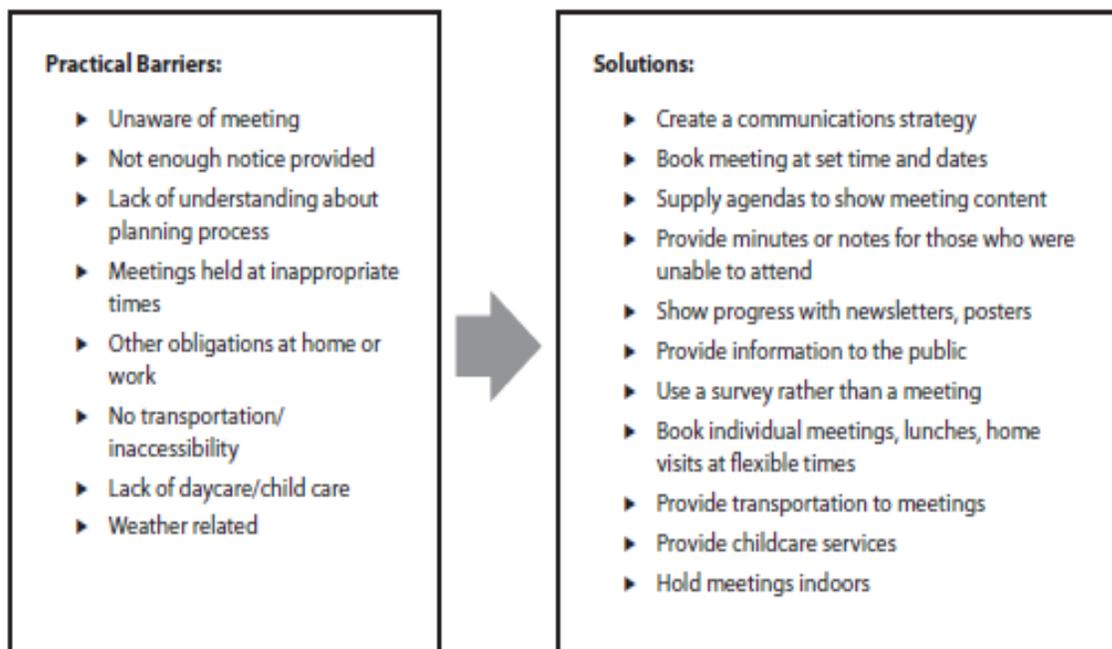
- **Examine the situation from different points of view**

Approaching a problem with only one point of view, based on one tool or technique can lead to wrong solutions. It is better to use a triangular approach, looking at a problem from at least three different perspectives. When many perspectives are taken into account, information collected will be more thorough and reliable. For this reason, a variety of tools and methods are presented in this training material.

- **Adapt to local situations**

Although the participatory methods and tools are described in detail, it is up to the team of facilitators to decide which tools to use and then adapt them to local conditions. The planning team should also experiment with new tools. The choice of tools depends on the local situation, and time available to the community. The choice of tools of course influences the final results of the exercises.

Establishing effective community engagement can be a difficult task, however the following diagram provides some suggested solutions to some common challenges.



Participatory approach

Participatory decision-making relies heavily on consensus building. Achieving consensus, however, requires the identification of feasible, participatory processes as well as the accumulation of data and information to support the planning process throughout its various stages, ranging from problem identification, analysis, and priority setting to solution identification, implementation, and monitoring and evaluation.

Various methods can be employed to construct an information base for rural development planning. The most commonly used methods have been Rapid Rural Appraisal (RRA) and Participatory Rural Appraisal

(PRA). The use of participatory approaches to information gathering— that is, working with beneficiaries to compile data, information, and knowledge—helps ensure that the resulting plans are (and are perceived to be) valid and responsive to community needs.

PRA evolved from perceived weaknesses in the Rapid Rural Appraisal (RRA) approaches to development. RRA was one of the earliest community-based approaches to participatory planning. Although this approach permitted freer exchange of information between rural people and development researchers than had previously been the case, RRA was, and remains, an extractive exercise in which outsiders gather, analyze and use information to provide communities with externally designed “solutions”.

PRA is an approach to development planning that involves careful consideration of the views of all members of the affected community and requires that a consensus be reached on community development plans. This approach is founded on two assumptions: 1) local communities’ information and knowledge is relevant to development planning but needs to be organized and made accessible; and 2) villages’ resources can provide a basis for economic development but need to be mobilized as useable natural resources.

In response to shortcomings in RRA approach, PRA differs in several important ways.

- PRA is not necessarily rapid; its concern is empowerment, experience, and knowledge sharing to create consensus and commitment.
- PRA does not extract data and information from the community; rather, it focuses on organizing data in such a way that community groups can manage, analyze, control, monitor, retrieve, and use it.
- PRA leads specifically to a community development plan. It starts with identification of issues and opportunities and proceeds through various stages, including filtration, goal setting, development of performance indicators, development of an implementation plan, and identification of resources to support implementation.

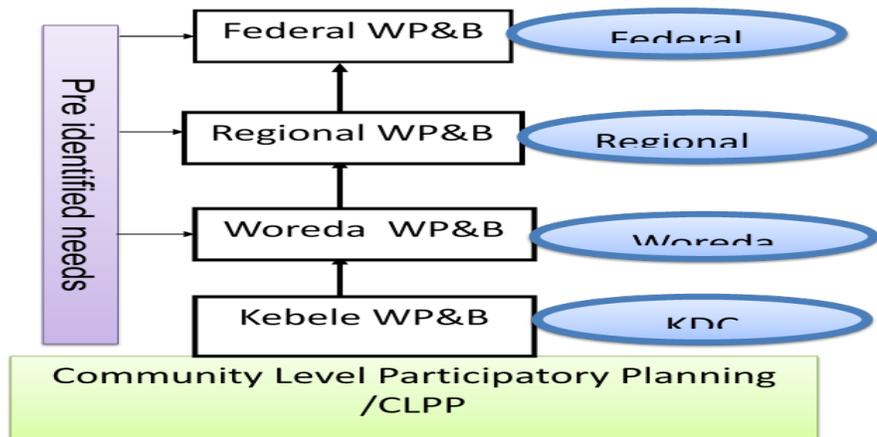
The PRA approach uses a variety of practical methods to generate essential data for planning and ensure the quality and timeliness of these data. The process is designed to empower the community and give participants—young and old, women and men— a strong sense of recognition and belonging. PRA involves the practice of role playing to present problems and explore potential solutions. It also employs triangulation and cross-checking of data to ensure a sound, appropriate basis for assessments and development decisions. Another unique feature of the PRA process is the use of multidisciplinary teams which, when properly coordinated, ensure the integration of various sectoral interests. By empowering participants and raising their critical self-awareness, PRA encourages a strong sense of product ownership and the use of the participants’ best judgment throughout the process.

What planning approach is AGP 2 using?

AGP2 uses the two different planning approaches, which are mutually reinforcing. These are: Community Level Participatory Planning (CLPP) and Strategic/Pre-identified needs.

Community Level Participatory Planning (CLPP)

Agriculture Growth Program (AGP 2) uses the CLPP guideline developed by AGP2 in 2010 in its planning process. This manual was developed to layout the planning process steps that should be adopted by the Agriculture Growth Program (AGP 2), for the purposes of preparing perspective kebele and woreda Development Plans.



The AGP2 Community Level Participatory Planning (CLPP) is a process of planning in which communities and their institutions prepare their own plans, mobilize resources, allocate budget and identify areas and ways in which to implement project and monitor progress. It utilizes existing government and community based institutional structures in planning, implementation and monitoring of AGP II activities. It is a “bottom-up” planning where by the community will be at the center of preparation of the plans with facilitation support and technical inputs from various committees and sectoral offices. CLPP is a community exercise aimed at addressing real community problems and assisting them to find their own solutions.

Strategic /Pre-identified needs”:

- Under this approach, pre-identified investment needs of IAs would be supported,
- Inclusion of these investment will enhance capacity of IAs,
- Is based on ADPLAC decisions, Growth and Transformation Plan, policy documents and specific feasibility studies

Examples for AGP 2 strategic/pre-identified needs are: establishment and equipping of laboratories, equipping animal health posts and clinics and the like, small-scale irrigation, Knowledge Management, source technology production, market sheds, warehouse development, equipping of FTCs, etc.

Who are the major AGP2 stakeholders at woreda level?

In AGP2 the major stakeholders at woreda level are those who are members of the woreda technical committee who are responsible to support the AGP2 woreda and kebele planning process. Representatives from Woreda Sector Offices would form, a technical committee and would support kebele development committee on technical matters and value addition. The Technical committee will include representatives (experts) from woreda level implementing institutions as shown in the table below. Therefore, the major stakeholders at woreda level are already identified as depicted in the AGP2

CLPP guideline and PIM. However, depending on the specific concerns and change the woreda is seeking, additional stakeholders might be included.

Who are the AGP2 stakeholders at kebele level?

Government implementing agencies (like representatives from kebele administration, Kebele Agricultural office DAs, Primary and specialized cooperative, youth affairs, women development group, etc) local NGOs, community members (elders, youth, male and female headed households, marginalized members of the community, etc) and kebele and community social institutions (youth association, farmers association, women association, etc).

Woreda technical committee and kebele Development committee members

Woreda technical committee		Kebele Development Committee(KDC)	
Organization	Role	Organization	Role
Woreda Agriculture office head	Chairperson	Kebele Chairperson	Chairperson
Woreda AGP focal person	Secretary	Kebele Agricultural Office Head/Lead DA	Secretary
Woreda Natural Resource	Member	Kebele Manager	Member
Woreda livestock development	Member	DAs (2)	Member
Woreda Animal and Plant health regulatory	Member	Representative of Primary Cooperative	Member
Woreda Agricultural Extension	Member	Specialized cooperatives or FGs (2 representatives– 1M&1F)	Member
Woreda Water Development	Member	Farmers Households (3 representatives)	Member
Woreda input and marketing	Member	Women (3 representatives)	Member
Woreda Cooperative promotion Office	Member	Youth (3 representative)	Member
Woreda Finance and Economic Dev't Office	Member		
Woreda Women Affairs Office	Member		
Woreda Youth & Sport Affairs office	Member		
Woreda Office of Trade and Industry	Member		
Federal/regional researcher	Member		
Woreda CASCAPE focal person	Member		

4.3 AGP2 Program Implementation/Management Cycle and RBM

4.3.1 AGP2 Program Implementation/Management Cycle overview

What is meant by Program / Project Management Cycle /implementation for AGP2?

PMC is a graphic representation of an annual management cycle with phases or stages followed by AGP2.

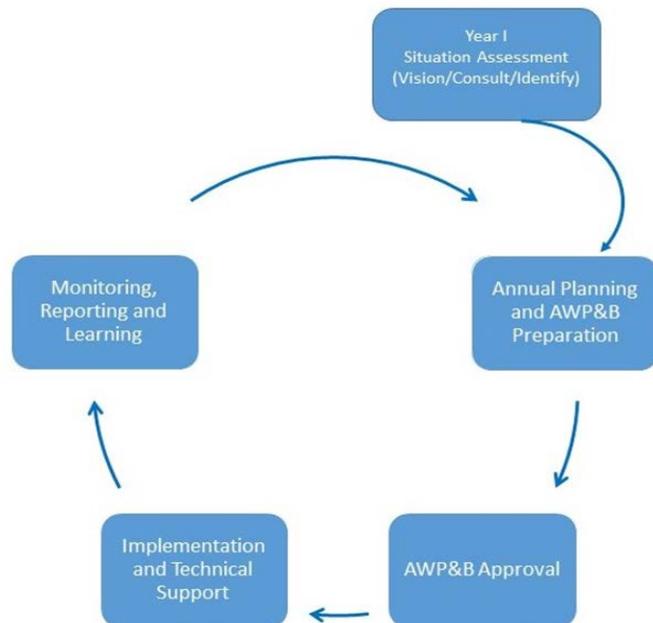
Program / Project Cycle Management/implementation is....

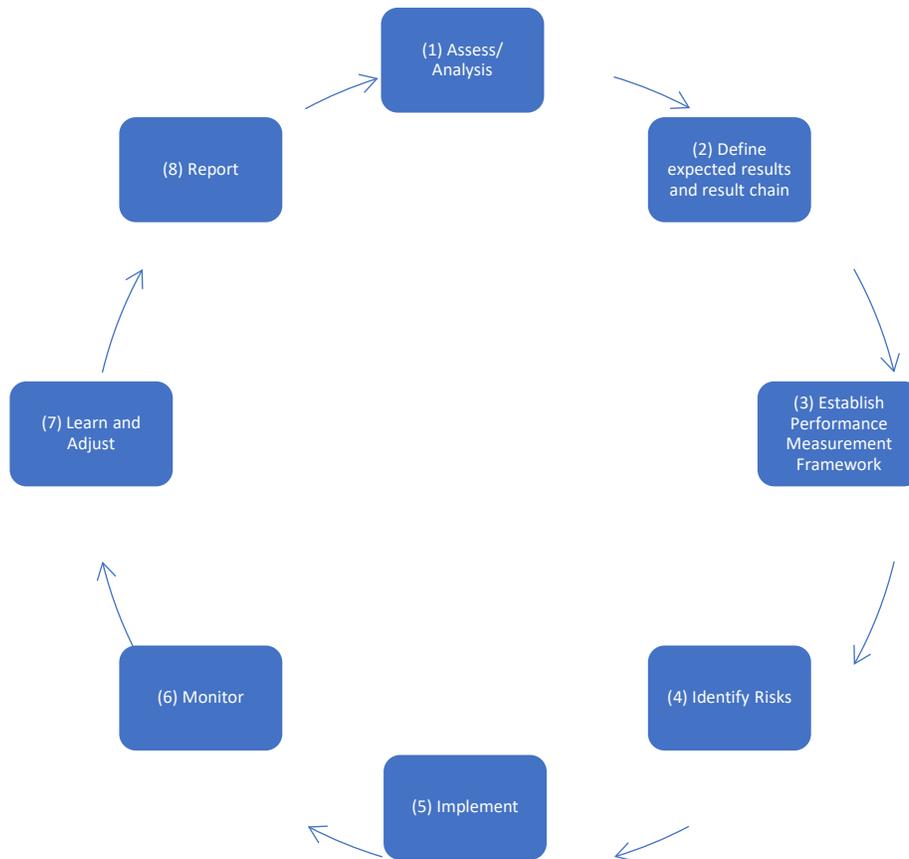
- The way the AGP2 is managed follows a sequence with an agreed strategy
- An outline of major annual stages with a well-defined process of different stakeholder involvement
- Help us to understand how to organize our work so that it is based on real needs, it is well planned and evaluated which allows us to learn.

4.3.2 Overview of RBM

RBM approach emphasizes results in planning, implementation, monitoring, reporting, learning and making adjustment. RBM is a management approach that focuses attention on the results of what is being achieved in addition to the activities being implemented.

What is the relationship between Project Management Cycle and Results- based Management? PMC and RBM are both planning and management tools. PMC is an annual cycle of management which is a step by step guide used to implement AGP. AGP was designed using a RBM management approach with results in mind. Therefore, RBM is a deeper thinking of results in each cycle/step of the PMC.





4.3.3 Theory of Change

Is about what we want to change and how we can change the situation in our context. Theory of Change (ToC) is a specific type of methodology for planning projects to promote social change. Theory of Change defines long-term goals and then maps backward to identify necessary preconditions to achieve those long-term goals.

While developing a theory of change:

- Identifying the desired change
- Identifying a number of strategic areas that can contribute to getting to that desired change
- Testing our assumptions about those strategic choices.

Steps of theory Change	Key questions we ask for each step	What does AGP Theory of change talks about with respect to the steps described here? <i>Fill this column in discussion with the participants</i>
Desired change	What is sustainable change we wish to achieve?	

Steps of theory Change	Key questions we ask for each step	What does AGP Theory of change talks about with respect to the steps described here? <i>Fill this column in discussion with the participants</i>
Pathway to change	<ul style="list-style-type: none"> • What are the short/long/medium term strategic areas /results that support the desired change? • Who are strategic actors that can contribute to the desired change? 	
Strategy for implementation	<ul style="list-style-type: none"> • How do we achieve the strategic results? • Which strategic actions do we undertake to achieve results 	
Indicators	<ul style="list-style-type: none"> • How do we know that we have achieved results? 	
Monitoring, Evaluation and Learning	<ul style="list-style-type: none"> • How are we going to collect the indicators to understand what we have achieved? • Whom are we going to share the evidence? 	

The Results Chain – Results Frameworks and Logic Models

Once you have completed the Theory of Change, the next step is to develop a results chain. This section will show you the logic of the results chain.

While we discuss the results chain, keep in mind that RBM is a management process whereby:

- We first identify a problem we want to solve.
- We then define the results/outcomes that we want to achieve first as well as our intended target groups and beneficiaries.
- Then we identify activities to meet these results.
- We monitor progress towards results with the use of appropriate indicators over the life of the project.
- We report on performance
- We integrate the learning from this process into our plans to change our plans on an ongoing basis.

PLANNING



Monitoring



This is the planning part of RBM! Keep in mind that we plan BACKWARDS from the result we want to see! Let's think about this now in a simple way – this is a simple version of a **Results Chain**.

The Results Chain is a management tool that:

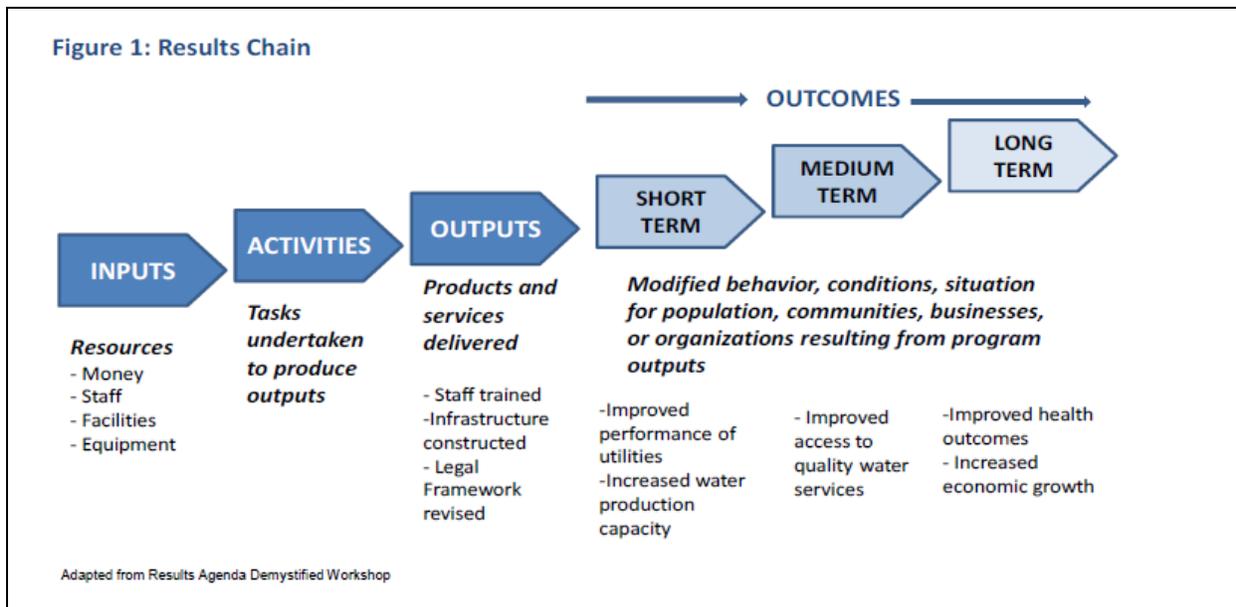
1. Describes the logic of your solution to the development problem
2. Is then used as the basis of measuring whether we achieving our intended results

Don't get confused by the different formats used to show the Results Chain

Different governments and international organizations use different terms and structures including logic Models, Logframes, Results Frameworks etc. Keep in mind that although there are slight differences

between these different tools, they all do the same thing – they show the logical process of trying to solve a particular problem. Each tool captures the essential elements of the logical and expected cause-effect relationships among activities, outputs, outcomes and impacts.

The Results Chain according to the World Bank



Key Definitions

Even though programs are diverse, they all share common elements. Programs are developed in response to a situation. Programs have INPUTS, OUTPUTS, OUTCOMES. A results chain displays the relationships among these core elements and brings attention to underlying assumptions set within the program's environment of external factors.

Inputs

These are the resources we use (money, people, equipment etc)

Activities

We use a series of inputs to implement and activity. This is what we actually do on a project.

- Train farmers in new cropping techniques and technologies
- Construct new SSI schemes

Outputs

Outputs result from the completion of activities.

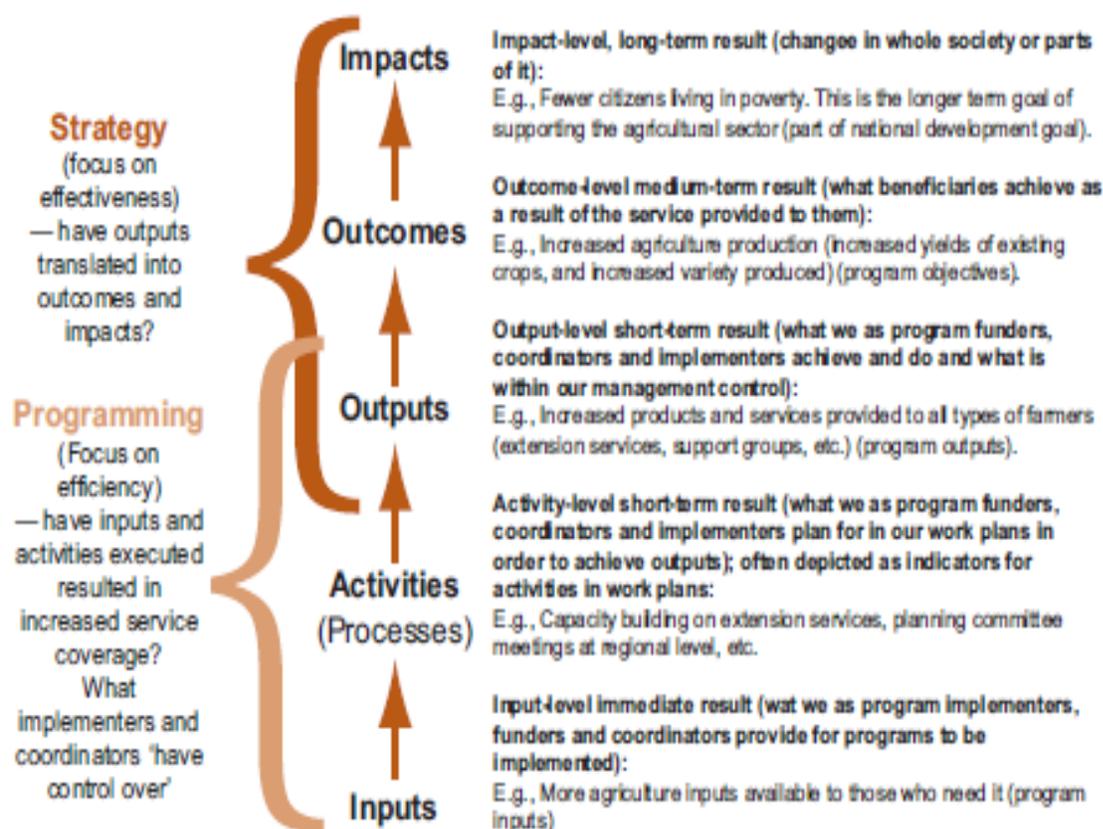
- # of farmers trained
- # of SSI schemes constructed

Outcomes – Short, Medium and Long-Term

Outcomes are what results from what we do: the value or changes for individuals, families, groups, agencies, businesses, communities, and/or systems. Outcomes include:

- Short-term benefits such as changes in awareness, knowledge, skills, attitudes, opinions and intent.
- Medium-term benefits such as changes in behaviors, decision-making and actions.
- Long-term benefits (often called impact) such as changes in social, economic, civic, and environmental conditions.

Figure C4-6: The Results Chain for the Agriculture Sector in Goldstar State, with Accompanying Results Framework



Source: Adapted by authors from Rodriguez-Garcia and Zall Knsek, 2007

The Results Framework

The Results Framework is the RBM tool used by the World Bank. The World Bank defines a Results Framework as follows:

A results framework is an explicit articulation (graphic display, matrix, or summary) of the different levels, or chains, of results expected from a particular intervention—project, program, or

*development strategy. The results specified typically comprise the longer-term objectives (often referred to as “outcomes” or “impact”) and the intermediate outcomes and outputs that precede, and lead to, those desired longer-term objectives. **Although the World Bank has used the term “results framework” over the last decade, similar conceptual tools, also designed to organize information regarding intended outcomes and results, are used across different agencies: logical frameworks, logic models, theories of change, results chains, and outcome mapping.** Thus, the results framework captures the essential elements of the logical and expected cause-effect relationships among inputs, outputs, intermediate results or outcomes, and impact. All indicators in result framework are expected to address gender disaggregated data.*

Generally, the Results Framework:

- Lists the PDO and Intermediate Outcomes
- Does not show short-term outcomes
- Does not list outputs
- Does list indicators – but not how they are collected as this is shown elsewhere

What is the Project Development Objective (PDO)?

The PDO is the outcome that a project is expected to achieve for its primary target group, given its scope, duration, and resources. This is the main element that would be used at project closing to evaluate whether a project has been successful or not in contributing to change in the country/target area group. The PDO statement clearly identifies who the primary target group is, the specific and measurable benefits that the target group will receive from this project, and the expected change in behavior, situation, or performance of the primary beneficiaries (*what will the target group be doing better or differently as a consequence of the project?*).

When formulating the PDO statement, it is also important that there be clear alignment between the project and the higher-order strategic, country program or sector outcomes to which the operation contributes and be related to higher-level outcomes that support the country’s strategy. Refer annex four for the detail results chain.

Unit 5 Nutrition Sensitive Agriculture/NSA

5.1 Why is nutrition important?

Good nutrition is fundamental to well-being at all ages. Good nutrition for mothers and children encourages growth that permits children to reach their full physical and intellectual potential. The impact is multigenerational, as good nutrition makes a major contribution to taking people out of poverty. Well-nourished mothers give birth to healthier babies, and well-nourished adults have higher productivity and higher incomes. With good nutrition, people enjoy better lives. They can maximize their contributions to their families and to society and to overall economic growth and development.

A Diverse Healthy Diet is Needed at all Stages of Life



Malnutrition has three major forms – undernutrition, micronutrient deficiency and obesity and overweight¹- and affects children and adults alike. Undernutrition remains the larger contributor to child deaths worldwide. Nearly 25 per cent of children under five years of age are chronically undernourished. In south Asia and sub-Saharan Africa, home to three-quarters of these children, the figure is 40 percent. Children who are chronically undernourished in the critical first thousand days beginning at conception can suffer irreversible damage to their physical and mental development.

At the same time, more than two million people suffer from micronutrient malnutrition. Although micronutrient deficiencies affect a child's growth, they significantly harm an adult's well-being and productivity as well. Iron deficiency causes fatigue and tiredness; vitamin A deficiency can lead to blindness, diminishes the ability to fight infections, and contributes to maternal mortality, deficiency in iodine can have severe negative impacts on intellectual development.

Poor nutrition is thus a significant determinant of poverty. Due to impacts in labor, productivity, over their lifetimes, malnourished individuals can earn 10 per cent less than well-nourished ones. Undernutrition in Africa can lead to economic losses that vary by country from 1.9 to 16.5 per cent of GDP. In addition, governments end up spending billions of dollars on programs to deal with poor nutrition and its consequences. Improvements in nutrition represent an important dimension of non-income poverty and a foundation for building human capacity for future development.

5.2 Agriculture and Nutrition Linkages

Improving the nutritional level of the poorest populations in developing countries is one of the principal objectives of governments, civil society and development organizations to recognize the central

importance of nutrition to development, and improving nutrition is today a central focus of the development agenda.

Agriculture plays an essential and singular role in improving nutrition by insuring that diverse, nutritious foods, adequate to meet the needs of people at all ages, are always available and accessible. These foods can come either from the market or from farmers own production. The connection between agriculture and nutrition are particularly strong for the rural smallholders, often earn their livelihoods primarily from agriculture and related enterprises, and large part of their diets frequently depends on what they produce. Agriculture thus holds special promise as an avenue for improving their nutrition.

Agriculture and rural development investments are usually implicitly assumed to have an impact on nutrition because they contribute to general agricultural growth and increases in rural incomes. After all, increases in production and productivity can raise incomes, which can be used to purchase food. But around the world examples abound of countries where high prevalence of malnutrition occurs in the same areas with the greatest agricultural or potential. Higher incomes or and increased or more direct production are not enough. Rather, to ensure that agricultural potential and rural growth and transformation also improve diets and nutritional status, specific, targeted actions are needed to ensure that nutritious foods are available, accessible and consumed. Actions can occur all along the supply chain to make sure more nutritious foods are available and accessible; others, such as more accessible nutrition information and behavior change communications, can lead to improved food choices and diets.

5.3 Nutrition impact pathway

A project, to be nutrition sensitive, needs to be clear on how it can optimize its activities to improve nutrition. This requires applying nutrition lens to each component and at every stage of a project from the outset, so that the project is designed, implemented, managed, monitored and measured to optimize its impact on nutrition. A project should have explicit nutrition objectives, activities, and indicators on how can be made a nutrition sensitive; how the project can be measurable contribution to improving nutrition. Clearly delineating the projects effect on nutrition through a defined impact pathway also ensures that the project will not have unintended negative on nutrition (For example, an agricultural intervention that increases the burden on a women's time).

How does agriculture affect nutrition?

Food Produced & Consumed

1. calories
2. Protein
3. Micronutrients
4. Fats(fatty acids)
5. Safety & quality



Income Generated & How it is Spent

- -Diverse diet and nutrient-rich foods
- -Health and WASH services and products



Use of Women's Time & Energy

- Managing demands on women's time and energy
- Maximizing women's control of income



Five ways to improve nutrition through agriculture

1. Increase Availability & Access to Diverse, Nutritious Foods

- Invest in nutrition food value chains,
- Improve the availability of nutritious foods year-round through storage,
- Make nutritious food safe and affordable



2. Encourage Income Use for Better Diets, Health & Hygiene

- Improve household budgeting skills to afford the cost of nutritious diets,
- Stress the importance of investing in diverse foods,

- Proper infant and child feeding caregiving and health.



3. Recognize the Central Role of Women in Agriculture and Nutrition

- Empower women and promote gender equality and
- unequitable division of labor,



- Introduce time and labor-saving farming technologies,
- Support time for self and child care especially for pregnant and lactating mothers.

4. Generate Demand for Diverse, Nutritious Foods

- Increase consumers knowledge of nutrition,
- Make nutritious foods continent and appealing,



- Overcome cultural barriers to consume nutritious foods.

5. Establish Policies and Programs to Support a Broad View of Nutrition

- Advocate for explicit nutrition goals with in national polices and development activities,
- Establish and strengthen multi-sectoral partnerships,



- Collaborate and share knowledge and resources.

1. Consideration nutrition sensitive agriculture on mainstreaming

Mainstreaming is taken to mean bringing nutrition in to the core work of the projects in a systematic way so that it becomes routine to take nutrition dimensions into account. Mainstreaming nutrition will move nutrition from an *ad hoc* consideration to a core dimension of a project design and operations as well as advocacy, research and knowledge, and capacity strengthening activities. Successful mainstreaming would mean that government, stakeholders and consultants understand that taking nutrition in to account adds value to investments so that they actively seek to incorporate nutrition in to investments. Experiences with organizational change and mainstreaming suggest a few key elements of success, reflecting a theory of change. Most importantly, a mainstreaming process must create and support a climate for action and change. That means: building the case for change among key actors; getting to understand and ownership across the organization; and supporting and sustaining action.

5.4 The Role of Women in Reducing Malnutrition

Women make up a large percentage of the workforce in agriculture and food systems in developing countries. Making sure agricultural investments are designed to empower women and achieve gender equality can help reduce malnutrition for women and their families. Women's education, social status, health and nutritional status, and control over resources are key factors that influence nutrition outcomes as women carry out their productive and reproductive roles.

Gender-sensitive agricultural projects, for instance, ensure that women retain greater control over resources and that they have a say in choice of crops and agricultural practices that can affect their own nutrition and that of their families. Preparing and cooking meals, carrying water and working in the fields or for the family business, as well as multiple other activities, create significant demands on a women's time and energy and affect her



Photo credit: Giulio Napolitano, FAO

ability to care for herself and her family. Projects should take this into account, helping women to improve their nutritional knowledge and dietary and hygiene behaviors as well as considering the time they need to take care of their children and other family members. This also means that men must be involved to create conducive environment for change. Husbands and female elders (mother, grandmother, in-laws) have an important influence on a woman's health. They can actively support recommended healthy practices at every stage of life.

5.5 Climate Change and Nutrition

The challenge of climate change also interacts with efforts to improve nutrition. Changes in temperature and rainfall patterns affect production and productivity, as well as storage, packing and transport. This in turn affects the kinds and nutritional context of crops that can be grown or animals that can be raised. Since many smallholders eat what they produce, this directly affects diets and nutrition and disease patterns.



Promoting diversified food systems that are more resilient and provide more stable incomes and improve dietary quality is a way to integrate nutrition into investments that also addresses climate change.

What is Social and Behavior Change (SBC)?

Social behavior change is an activity that focus on changing the **behavior of individuals and communities**—including social norms and environmental factors. SBC encourages people to adopt and maintain practices that contribute to specific outcomes. However, to *change* how people, behave, we need to first *understand* their current behavior— SBC activities strive to do both.

Five Social Behavior Change (SBC) Principles

1. Base decisions on **evidence** and **keep checking in**.
2. Understand exactly who your **priority groups** are, work closely with them to understand everything from their point of view.
3. Bottom line: **Action** is what counts (not knowledge, attitudes, or beliefs).
4. **People act when it benefits them**. Barriers keep them from acting.
5. All SBC activities should **maximize the benefits and minimize the barriers** that matter to the people with whom you are working.

Unit 6 Brief Note on Climate Change (Cc), Climate Smart Agriculture (CSA) and Environmental Safeguards Management Framework (ESMF)

6.1 Climate Change

Climate change generally refers to long term trends in average temperature or rainfall or in climate variability itself and, often, to trends resulting wholly or, in part, from human activities – notably, global warming due to the burning of fossil fuels. We all know that the global climate is changing. In fact, the last decade of the 20th century and the beginning of the 21st have been the warmest period on record since, global instrumental temperatures were recorded starting in the mid-19th century (i.e. circa 1850).

Both natural factors and human activity contributes to climate change, for instance:

- Natural causes include changes in the earth’s orbit, the sun’s intensity, the circulation of the oceans and the atmosphere, and volcanic activity; and
- Human causes as a result of burning of fossil fuels, cutting down forests, and converting land to farms, cities and roads.

These activities release greenhouse gases (GHG) into the atmosphere which contributes to global warming.

Greenhouse gases are constituents of the atmosphere, both natural and anthropogenic, that absorb and emit radiation at specific wavelengths within the spectrum of thermal infrared radiation emitted by the earth’s surface, the atmosphere itself and by clouds. This emission of atmospheric constituents contributes to the greenhouse effect. Water vapor (H₂O), carbon dioxide (CO₂), nitrous oxide (N₂O), methane (CH₄), and ozone (O₃) are the primary GHG in the earth’s atmosphere. Moreover, there are a number of entirely human-made GHG in the atmosphere, such as, the halocarbons and other chlorine- and bromine-containing substances dealt with under the Montreal Protocol (1987). In addition to CO₂, N₂O and CH₄, the Kyoto Protocol (1992) deals with GHG such as sulphur hexafluoride (SF₆), hydro-fluorocarbons (HFC), and per-fluorocarbons (PFC).

Burning of fossil fuels is adding CO₂ to the atmosphere. The *Fourth Assessment Report of the Intergovernmental Panel on Climate Change (2007)* concludes, “that most of the observed increase in the globally averaged temperature since the mid-20th century is very likely due to the observed increase in anthropogenic GHG concentrations.”

Climate variability refers to variations of the climate system, which includes oceans and the land surface as well as the atmosphere over short or extended periods of time (i.e. months, years and decades). This encompasses predictable variability including, the march of seasons, but also, includes an inherent uncertainty.

Adaptation is a process through which societies make themselves better able to cope with an uncertain future. Adapting to climate change entails taking measures to reduce the negative effects of climate change (or exploiting positive ones) by making the appropriate adjustments and changes. There are many options and opportunities to adapt. These range from technological options such as increased sea

defences or flood-proofing houses to behavioural change at the individual level such as reducing water use in times of drought and using insecticide-sprayed mosquito nets. Other strategies include early warning systems for extreme events, better water management, and improved risk management – including various insurance options and biodiversity conservation.

As set forth in the Growth and Transformation Plan (GTP), the Government of Ethiopia (GoE) aims to achieve middle-income status by 2025. However, if a conventional development path were followed then, there would be a sharp increase in greenhouse gas (GHG) emissions and unsustainable use of natural resources would ensue.

To avoid such negative effects, the GoE developed the *Climate Resilient Green Economy* (CRGE, 2011) strategy to meet the challenges of a changing climate and its impact in Ethiopia. As set forth in the GTP, reaching this goal will require boosting agricultural productivity, strengthening the industrial base, and fostering export growth. Ethiopia’s ambition to become a “green economy front-runner” is an expression of its potential for and belief in a sustainable model of growth. The growth will result in a significant shift in gross domestic product (GDP) shares by 2025 including, agriculture would contribute only 29% GDP, industry 32%, and services the remaining 39%. If Ethiopia were to pursue a conventional economic development path to achieve its ambition of reaching middle-income status by 2025, GHG emissions would more than double from 150 metric tonnes CO₂e¹ today to 400 metric tonnes CO₂e in 2030 (<http://www.ethcrge.info/crge.php>, p. 1).

The CRGE Strategy has the following high-level initiatives to meet the climate change impacts, including:

- Mainstream climate change concerns into national planning and development
- Improve climate change resilient and healthy human settlements
- Minimize climate change impact on food security
- Improve climate resilience of key economic drivers
- Safeguard natural resources and biodiversity from climate change impacts

The GoE is following a two-track response to the adverse effects of climate change, including mitigation and adaptation.

- Mitigation involves actions to reduce the concentration of GHG in the atmosphere in order to minimize the effects of climate change. This includes reducing sources of GHG (i.e. alternative energy projects; for example, rural renewable energy initiatives, livestock feed and improved nutrition for ruminant livestock, use of organic fertilizers or more efficient application of nitrogen fertilizers) and, increase sinks (i.e. carbon sequestration; for example, agro forestry, tree plantings).
- Adaptation involves adjustments in human and/or natural systems in response to actual or expected changes in climate to reduce adverse impacts or take advantage of opportunities. Some of the characteristics of adaptation include:
 - Builds on local and/or traditional knowledge and capacity linking it to scientific data

¹ Carbon dioxide equivalent or “CO₂e” is a term for describing different GHG in a common unit. For any quantity and type of GHG, CO₂e signifies the amount of CO₂ which would have the equivalent global warming impact.

- Addresses current climate vulnerability and prepares for future changes
- Context-specific and takes into consideration local circumstances
- Engages a wide range of stakeholders at multiple levels
- Uses an integrated and holistic approach

Appropriate climate change adaptation (CCA) planning is critical to:

- Increase community resiliency
- Secure sustainable livelihood practice
- Stabilize agriculture production
- Sustainable economic development

6.2 Climate Smart Agriculture/CSA

Climate change in Ethiopia is occurring now and over the past number of decades, the temperature in Ethiopia has increased at about 0.2^o C per decade. Precipitation, on the other hand, remained fairly stable over the last five decades when considering Ethiopia on a whole. However, spatial and temporal variability of precipitation is relatively high when considering specific local conditions.

The northern, southern and south-eastern dry land regions of Ethiopia have repeatedly faced increased frequency of meteorological drought episodes, famines and outbreaks of diseases which are believed to be linked with climate change. Droughts impact agriculture and brought about the loss of crops, livestock and, above all, the loss of millions of people. Flood hazards have increased in recent decades with events occurring in 1988, 1993, 1994, 1995, 1996 and 2006.

Projected increases in inter-annual variability of precipitation in combination with warming will likely lead to increase occurrences of drought. Furthermore, the prevalence of heavy rains and floods are projected to increase as well. Adverse and, possibly, indeterminant beneficial impacts of ongoing and projected climate change and variability will be widespread in both socio-economic and natural systems. These impacts include:

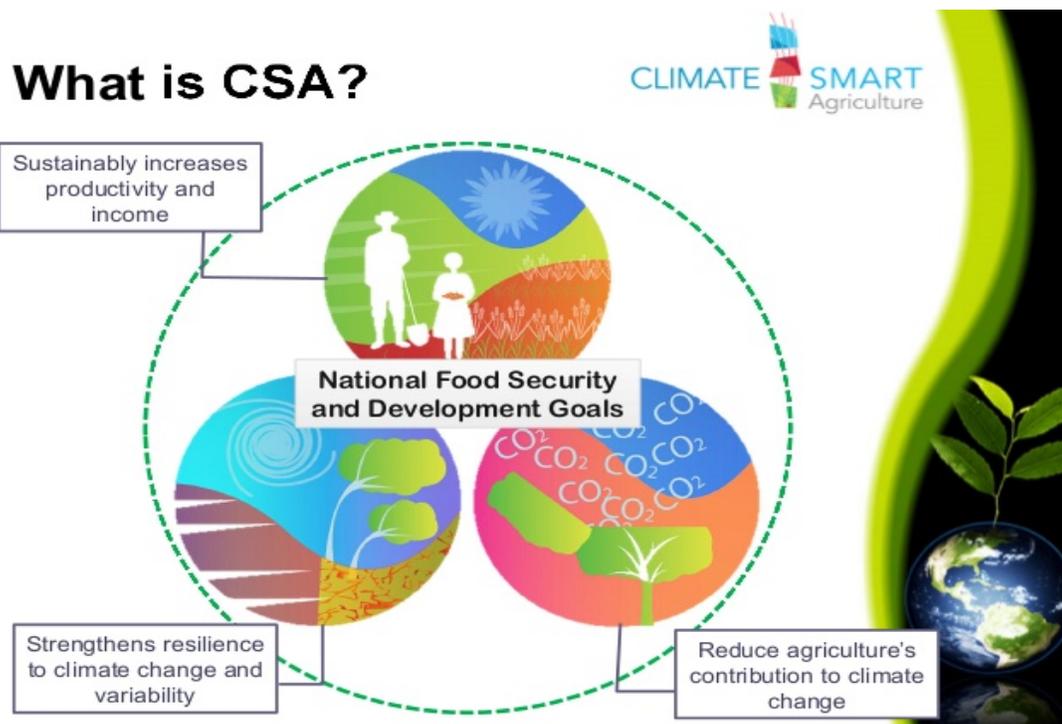
- Agriculture and Food Security: increasing year-to-year variability in terms of precipitation or, lack thereof, contribute to droughts and lowers agricultural production with corresponding deleterious effect for food security.
- Water: availability of safe drinking water is likely to decrease due to the increasing evaporation and variability of rainfall events.
- Health: incidences of insect and disease vectors, particularly in the highlands where malaria was not previously endemic.
- Ecosystems: climate change coupled with human drivers contribute to, for example, forest fires which threaten the ecosystems. Furthermore, a large number of plant and animal species will be threatened with extinction due to shrinking habitats and other effects of climate change.
- Infrastructure: heavy rainfall events and flooding cause damage to roads and buildings.

The above list is not exhaustive, and, in fact, there are other factors threatening the livelihood of Ethiopian communities' as well. For example, natural resource depletion and degradation are commonly attributed to the Tragedy of the Commons with overuse contributing to the deterioration of the environment.

Ethiopia is generally vulnerable to the adverse effects of climate change because of interlinked factors, including poverty, recurrent droughts, high population growth, inequitable land distribution, over-exploitation of natural resources, low productivity of agriculture, etc. Vulnerability to climate change is a direct consequence of landscape variability, low income, and dependence on climate-susceptible socio-economic sectors such as agriculture, pastoralism and natural resources. Some reasons for the agriculture sector vulnerability to climate variability include:

- High dependence of majority of population on rainfed agriculture
- Over 90% domestic food supply comes from rainfed [largely subsistence] agriculture where failure in rainfall (i.e. timely start, amount, duration, and distribution) affects food security from crop deficit
- Traditional [largely subsistence] agriculture with low input use and antiquated farm implements
- Low and inefficient use of irrigation and water-harvesting technology
- High reliance of rural population on natural resources and climate-sensitive livelihoods

Climate smart agriculture (CSA) is defined as an approach for transforming and reorienting agricultural development under the new realities of climate change (Lipper et al. 2014). The most commonly used definition is provided by FAO which defines CSA as “agriculture that sustainably increases productivity, resilience (adaptation), reduces/removes GHG (mitigation), and enhances achievement of national food security and development goals”. In this definition, the principal goal of CSA is identified as food security and development (FAO 2013a; Lipper et al. 2014); while productivity, adaptation, and mitigation are identified as the three interlinked pillars necessary for achieving this goal (<https://csa.guide/csa/what-is-climate-smart-agriculture>).



Source: Presentation by Irina Papuso and Jimly Faraby, *Seminar on Climate Change and Risk Management*, May 6, 2013.

CSA encourages the use of all available and applicable climate change solutions in a pragmatic and impact-focused manner (Farming First Coalition - <http://www.farmingfirst.org/>). While resilience is key to the goal, CSA is broader and calls for more innovation and pro-activeness in changing the way farming is done in order to adapt and mitigate the effects of climate change while sustainably increasing productivity. CSA practices propose the transformation of agriculture and agricultural systems to increase food productivity and food security while preserving the environment and adapting to a changing climate.

Climate Change: Problems and Corresponding Good Practices/Technologies

S.N.	Main Intervention in the Sector	Problems/ issues to be addressed	Good Practices/Technologies
1	Natural resources	Land degradation, decrease in water table and moisture	• Soil and water conservation (simultaneous application of physical and biological measures)
			• Tree planting (homestead, farmland, marginal land)
			• Expansion of water harvesting techniques
			• Restore and preserve forests by participating and benefiting community
		Land use and land administration issues	• Expansion of small-scale reservoirs such as ponds for perennial horticultural production to improve food security and sustainability with longer droughts
			• Implement second level certification and strengthen sense of land rights and opportunities
			• Strengthen policy, regulation and directives on eligibility of land to cropland, pasture land, forestland, etc
		Increase in forest fires	• Establishment of national and regional forest fire management Steering Committees
			• Empowerment of local community groups managing forest fires
			• Establishment of national level forest fire early warning system and strengthening global and national networks
		Biodiversity loss	Crop (plant biodiversity conservation and sustainable use):
			• Characterization of current ex-situ collections for drought and disease tolerance, ability for high carbon storage and nitrogen use efficiency
			• Collection of plant biodiversity vulnerable to climate change
	• Establishment of field and community gene banks to conserve adaptive changes		

S.N.	Main Intervention in the Sector	Problems/ issues to be addressed	Good Practices/Technologies
			<ul style="list-style-type: none"> Restoration of indigenous plant species to their original habitat
			<p style="text-align: center;">Animal genetic resources</p> <ul style="list-style-type: none"> Identification of adaptive traits in domestic animals adapted to marginal areas and determination of status of vulnerable wild animals Identification of fish genetic resources in areas with extreme climatic conditions
			<p style="text-align: center;">Forestry</p> <ul style="list-style-type: none"> Planting of indigenous trees Establishment of enclosed areas Development of protected areas Microbial genetic resources identification of microbes useful in adaptation to climate change
		Livelihoods strategies, diversification and income generation	<ul style="list-style-type: none"> Non-timber forest products sales Promoting home-garden / homestead agro - forestry Increasing productivity of marginal lands and gullies to generate income
2	Disaster and risk	Increase in recurrent drought and natural disasters	<ul style="list-style-type: none"> Scaling up of food security and public welfare programs (AGP, PCDP) Advancing existing early warning on disasters into state-of-the-art system Introducing drought/crop insurance programs
3	Crop	Increased prevalence of crop diseases, pests and weeds	<ul style="list-style-type: none"> Building national capacity for preventing and controlling contagious diseases, pests and weeds Strengthening plant quarantine laboratories and clinics Establishing field schools for farmers to promote integrated and participatory prevention of diseases, pests and weeds Establishing anti-pests/diseases/weeds registration, evaluation and controlling system Capacity building to professionals
		Decrease in agricultural productivity	<p style="text-align: center;">Agricultural methods</p> <ul style="list-style-type: none"> Adoption of drought-tolerant or resistant crops/crop selection Changing/adapting planting dates cropping densities, fertilizer application, pesticide application, tillage practices Improving crop harvesting to prevent losses Improving productivity and diversity by implementing applicable agroforestry <p style="text-align: center;">Water management methods</p>

S.N.	Main Intervention in the Sector	Problems/ issues to be addressed	Good Practices/Technologies
			<ul style="list-style-type: none"> Constructing adequate water harvesting structures Constructing water reservoirs Utilizing ground water Improving the efficient use of water by applicable irrigation techniques
		Shortage of food	<ul style="list-style-type: none"> Emergency food assistance in the short-term Improve food storage facilities and storing sufficient contingency grain at times of good harvest Planting early maturing crops to lessen moisture stress and get quick return Changing food consumption culture and promoting saving
4	Livestock	Increased prevalence of animal diseases	Building capacity on animal disease diagnosis technologies, skills and material supplies
		Shortage of feed	<ul style="list-style-type: none"> Increasing feed sources by increasing biomass production in grazing lands, marginal lands, gullies homesteads, farm boundaries, implementing tested agroforestry to increase alternative

6.3 Environmental and Social Safeguards/ESMF

The environment is everything that makes up our surroundings and affects our ability to live on earth – the air that we breathe, the water that covers most of the earth’s surface, the plants and animals around us, and much more. Typically, the environment can be segregated into three categories, including natural environment, the built environment, and the human or social environment.

The **natural** environment is a term that encompasses all living and non-living things occurring naturally on earth or some region thereof. The concept of the natural environment can be distinguished by components:

- Complete ecological units that function as natural systems without massive human intervention, including all vegetation, animals, microorganisms, soil, rocks, atmosphere and natural phenomena that occur within their boundaries.
- Universal natural resources and physical phenomena that lack clear cut boundaries, such as, air, water, and climate, as well as energy, radiation, electric charge, and magnetism, not originating from human activity.

The natural environment is contrasted with the **built** environment, which encompasses the areas and components that are strongly influenced by humans. The **human or social** environment describes the social context, sociocultural milieu which refers to the immediate physical and social setting in which

people live or in which something happens or develops. It includes the culture that the individual was educated or lives in, and the people and institutions with whom they interact.

Environmental protection is a practice of protecting the **natural** environment on individual, organization controlled or governmental levels, for the benefit of both the environment and humans. Since the 1960s, activities of special interest groups and environmental movements have created public awareness about various environmental issues. In recent years, scientists have been carefully examining ways that people affect the environment as mentioned in the discussion on climate change.

Sustainability is the capacity to endure. In ecology, the word describes how biological systems remain diverse and productive over time. For humans, it is the potential for long-term maintenance of wellbeing which, in turn, depends on the maintenance of the natural world and natural resources. Sustainability has become a wide-ranging term that can be applied to almost every facet of life, from local to a global scale and over various time periods. Long-lived and healthy wetlands and forests are examples of sustainable biological systems. Invisible chemical cycles redistribute water, oxygen, nitrogen and carbon through the world's living and non-living systems and have sustained life since the beginning of time. As the earth's human population has increased, natural ecosystems have declined and changes in the balance of natural cycles have had a negative impact on both humans and other living systems.

Ways of living more sustainably can take many forms from reorganizing living conditions (e.g. eco-villages, eco-municipalities and sustainable cities), reappraising economic sectors (e.g. permaculture, green building, sustainable agriculture), or work practices (e.g. sustainable architecture), using science to develop new technologies (e.g. green technologies, renewable energy), to adjustments in individual lifestyles that conserve natural resources.

Sustainable development (SD) “ is development that meets the needs of the present, without compromising the ability of future generations to meet their own needs.” The concept of SD can be interpreted in many different ways, but at its core is an approach to development that looks to balance different, and often competing, needs against an awareness of the environmental, social and economic limitations we face as a society. Living within our environmental limits is one of the central principles of SD. But, the focus of SD is far broader than just the environment and, it's also about ensuring a strong, health and just society. This means meeting the diverse needs of all people in existing and future communities, promoting personal wellbeing, social cohesion and inclusion, and creating equal opportunity for women and men.

Environmental and social (E&S) **safeguards** are essential tools to prevent and mitigate undue harm to people and their environment in the development process. When identifying and designing a project, safeguards should help assess the possible E&S risks and the impacts (positive or negative/adverse) associated with a development intervention. During project implementation, safeguards should help define measures and processes to effectively manage risks and enhance positive impacts. The process of

applying safeguard policies can be an important opportunity for stakeholder engagement, enhancing the quality of project (or, subproject) proposals and increasing project affected persons (PAP) ownership.² The Environmental and Social Management Framework (**ESMF**) and accompanying documents, Resettlement Policy Framework (**RPF**) and **Social Assessment** (of vulnerable and underserved groups) is prepared to serve as a safeguard instrument to ensure that the E&S impacts of subprojects financed under the Second Agricultural Growth Program (AGP2) are properly considered during subproject identification, planning, design and implementation of AGP2. The ESMF outlines the principles, rules, guidelines and procedures to be followed during the screening of subprojects against any potential E&S impacts at the community level, preparation of safeguard instruments, review and approval of the safeguard instruments, implementation of mitigation measures identified and planned in the safeguard instruments, and the monitoring of the mitigation measures. The ESMF/RPF/SA guides decision-makers to design appropriate measures and plans to avoid, reduce, mitigate and/or offset adverse impacts and enhance positive outcomes.

The main objectives of the ESMF are to:

- establish clear procedures and methodologies for integrating E&S issues in planning, review, approval and implementation of subprojects financed under AGP2
- specify appropriate roles and responsibilities (R&R), and outline the necessary reporting procedures for managing and monitoring E&S concerns related to AGP2 subprojects
- determine the training, capacity development and technical assistance needed to successfully implement the provisions of the ESMF/RPF/SA
- estimate the budget required to implement the ESMF/RPF/SA requirements
- provide practical resources for implementing the ESMF/RPF/SA.

In parallel to the ESMF, the separate RPF and SA were prepared to identify and address social impacts and risks. The main objectives of the RPF include to:

- establish the AGP2 resettlement and compensation principles and implementation arrangements
- describe the legal and institutional framework underlying Ethiopian approaches for resettlement, compensation and rehabilitation
- define the eligibility criteria for identification of PAP and entitlements
- describe the consultation procedures and participatory approaches involving PAPs and other key stakeholders
- provide procedures for filing grievances and resolving disputes.

The main objectives of the Social Assessment including:

- assessing socio-economic factors that require due consideration;
- identifying vulnerable and underserved groups that may be excluded from the subproject and/or affected by the subproject; and
- assessing the potential social impacts, risks and mitigation measures.

² <http://www.fao.org/investment-learning-platform/themes-and-tasks/environmental-social-safeguards/en/>

The AGP2 ESMF/RPF/SA document (January 2015) was prepared by collecting secondary data at different levels, reviewing documents, and holding stakeholder consultations at different levels from federal implementing agencies (IA) through to regions, zonal/woreda level, and Kebeles/community level. Information was gathered on AGP2 program components and sub-components, institutional arrangements for implementation of the program and the ESMF/RPF/SA, anticipated subproject types, preliminary E&S assessment, proposed mitigation measures and how these measures were designed with respect to applicable safeguard policies. A thorough review of the GoE national relevant E&S management policies, proclamations, regulations and guidelines were reviewed, including but not limited to:

- **FDRE Constitution** (1995): important provisions
 - **Article 25**: “all persons are equal before the law and are entitled without any discrimination to the equal protection of the law”
 - **Article 40 [3]**: “the right to own rural and urban land and natural resources belongs only to the state and the people. Land is an inalienable common property of the nations, nationalities and peoples of Ethiopia”
 - **Articles 35, 43, 44 and 92**: refers to the rights for development and environmental obligations including:
 - Women have equal rights to marriage, to the control and use of land, to own and inherit property, to employment, rights to maternity leave and pay, and to full consultation in the formulation, design and execution of national development policies;
 - People have the right to improved living standards and to sustainable development;
 - People have the right to full consultation and to the expression of views in the planning and implementation of environmental policies and projects that affect them directly;
 - People have the right to commensurate monetary or alternative means of compensation, including relocation with adequate state assistance for persons who have been displaced or whose livelihoods have been adversely affected as a result of State programs;
 - The people and the state have common responsibility/obligation to protect the environment;
 - The state endeavors to ensure all people live in a clean and healthy environment; and
 - The state shall ensure that the design and implementation of development projects will not damage or destroy the environment.
- **Regional State Constitutions** uphold FDRE constitution in its entirety. All regional state constitutions address land and natural resource management and environmental protection.
 - Regional governments are entrusted to administer land and natural resources in the name of the people and deploy for the common benefit of the same;
 - Regional governments and all citizens of the regions are responsible for the conservation of natural resources and the environment; and
 - Concerned communities shall be given opportunity to express their opinions in the formulation and implementation of policies in relation to the environment

- **Ethiopia Policies and Strategies** govern the utilization and environmental and social impact management of natural resources, including:
 - National Policy on Women (1993)
 - Environmental Policy of Ethiopia (1997)
 - Biodiversity Conservation and Research Policy (1998)
 - Ethiopia Water Resources Management Policy (1999)
 - National Gender Mainstreaming Guideline (2011)
 - MoALR Gender Equality Strategy (2016)

- **Ethiopia Proclamations**
 - Ethiopian Water Resources Management (No. 197/2000)
 - Environmental Protection Organs Establishment (No. 295/2002)
 - Environmental Impact Assessment (No. 299/2002)
 - Environmental Pollution Control (No. 300/2002)
 - Proclamation on Expropriation of Landholdings for Public Purposes and Payment of Compensation (No. 455/2005)
 - Rural Land Administration and Use (No. 456/2005): *“contains provision for women’s equal right to land”*
 - Regulation for the Payment of Compensation for Property Situated on Landholdings Expropriated for Public Purposes (No. 135/2007)
 - Solid Waste Management (No. 513/2007)
 - Pesticide Registration and Control (No. 674/2010)
 - Federal Civil Servant Proclamation (No. 1064/2017)

AGP2 is comprised of five major components including: Component 1: Agricultural Public Services; Component 2: Agricultural Research; Component 3: Small-Scale Irrigation (SSI); Component 4: Agricultural Marketing and Value Chains; and Component 5: Program Management, Capacity Building, and Monitoring and Evaluation. Components 1 to 4 have subprojects which have E&S concerns. These subprojects include rehabilitation, upgrading and/or improvements or existing SSI and household and micro-irrigation development; establishment of new SSI; implementation of watershed-based soil and water conservation subprojects; development/construction of feeder road and foot bridge; construction and modernization of market centers; establishment of warehouses, storage and grading facilities; support for seed supply system; and support to livestock input supply and breed improvement, strengthening animal health services; support for the implementation of best agricultural practices; support for the promotion and demonstration of agricultural mechanization technologies for smallholder farmers; introduction and promotion of pre- and post-harvest technologies; and support for the establishment of integrated agricultural technology demonstration sites/watersheds.

Most of components 3 and 4 subprojects involve manipulation of landscapes and resources and/or affect the use rights (i.e. tenure rights) of people and/or their access rights to resources. These activities may cause some E&S impacts including biodiversity loss, natural habitat and cultural resource(s) destruction, soil erosion and sedimentation, restriction of access to resources, flooding, involuntary loss of land and displacement of people, pollution and diseases.

Planning and implementation of AGP2 follows a decentralized pattern. At federal and regional level, the Ministry of Agriculture and Natural Resources (MoANR) and regional Bureau(s) of Agriculture through their respective AGP2 Coordination Units (CUs) are the responsible to implement the ESMF/RPF/SA respectively. E&S Safeguards Specialists recruited at federal and regional CUs are responsible for following up the proper day-to-day implementation of the ESMF/RPF/SA safeguards instruments. In the regions, the regional Environmental Protection, Land Administration and Use Authority (EPLAUA) is responsible for ensuring the implementation of the ESMF/RPF/SA safeguards instruments. At Woreda-level, the overall responsibility for supervising implementation of ESMF/RPF/SA safeguards instruments is the Office of EPLAUA. And, at Kebele level, the Kebele Development Committee (KDC) is responsible for following up and supervising implementation of the ESMF/RPF/SA while the Kebele level Natural Resources Management (NRM) Development Agent (DA) has responsibility for ensuring proper implementation of ESMF/RPF/SA.

E&S management requirements related to the selection, planning, design and implementation of subprojects under AGP2 must be consistent with relevant national E&S management requirements as well as the World Bank safeguards policies applicable to the AGP2 project and its subprojects. In each case, national, regional, Woreda and applicable implementing agencies (IAs) involved in screening, reviewing and approving subprojects must carry out their respective roles and responsibilities. Responsibilities may include identification of subprojects, screening, conducting environmental and social assessment (ESA), and reviewing the ESA report to ensure compliance to obligatory requirements under GoE laws and regulations, and issuing approvals for subproject implementation.

World Bank/GoE projects/subprojects categories are based on type, location, sensitivity and potential environmental impact(s) which coincides with Ethiopian Federal EPA classification (Schedule 1, 2 and 3) including:

- Category A: likely to have adverse E&S impacts that are diverse, sensitive and unprecedented affecting broader area than implementation sites
- Category B: have potential environmental impacts on humans and sensitive areas but are less adverse, site specific, few, if any, are irreversible
- Category C: no or minimal adverse E&S impacts

The AGP2 was assigned a Category B (EPA Schedule 2) classification for the project given that significant adverse E&S impacts are not expected to occur due to the nature and scale of subprojects. The following World Bank Operational Policies and Best Practice (OP/BP) are triggered by AGP2 subprojects including:

- Environmental Assessment (OP/BP 4.01)
- Natural Habitats (OP/BP 4.04)
- Pest Management (OP/BP 4.09)
- Indigenous Peoples (OP/BP 4.10)
- Physical Cultural Resources (OP/BP 4.11)
- Involuntary Resettlement (OP/BP 4.12)
- Safety of Dams (OP/BP 4.37)
- Projects on International Waterways (OP/BP 7.50)

Sub-project identification, preparation, approval, implementation and reporting processes, procedures and institutional arrangements for addressing E&S concerns are defined in generic steps herewith. However, when demand-driven subprojects are identified and prepared at Kebele level by communities or groups, subprojects should be screened at Kebele level by the DAs and KDCs against E&S screening checklists specifically prepared for the purpose. Similarly, these subprojects must be screened, ESA carried out, reviewed, and approved [or disapproved] at Woreda and regional levels.

Quarterly and annual reports should be prepared at Woreda, regional and federal levels using the institutional arrangements described above as well as the roles and responsibilities identified for the implementation of ESMF/RPF/SA.

6.4 Internal Environmental and Social/E&S Audit

Environmental and social auditing can be defined as “a systematic, periodic, documented and objective review of project activities related to meeting environmental requirements.” An audit should assess the actual environmental impact, the accuracy of prediction, the effectiveness of mitigation and enhancement measures, and the functioning of the monitoring mechanism. Further, the review should be systematic and objective. The objectives of E&S audits are to:

- Verify compliance with E&S requirements;
- Evaluate the effectiveness of environmental and social management plan (ESMP) prepared; and
- Assess risk from regulated and unregulated practices.

E&S auditing has been universally accepted as one of the components of the ESMP and should be undertaken after construction, during operation, and upon completion of the project/subproject decommissioning as well as throughout the entire life of the project/subproject.

The responsibility to undertake the E&S audit is the regulatory body which is the environmental protection authority/agency at various levels. For AGP2 subprojects, regional and Woreda level EPLAUA are responsible to undertake E&S audit for subprojects which are reviewed, approved and implemented at the regional and Woreda level respectively. E&S audit can be completed once per year or every second year. The audit report should be communicated to the IAs which the subproject refers to and to the regional AGP2 Coordination Unit. The regional AGP CU should submit the audit report to the federal AGP2 PCU.

List of stakeholders/agencies to be interviewed, and documents and reports to be reviewed as part of the E&S audit:

- List of Stakeholders/Agencies to be Interviewed:
 - Sub-Kebele Development Committee (SKDC), DAs and PAP
 - Woreda Steering Committee and Technical Committee
 - Regional and Federal AGP2 Coordination Unit E&S Safeguard Specialists
 - Regional and Woreda EPLAUA
 - Regional and Woreda IAs of AGP2
- List of Documents and Reports to be Reviewed:
 - ESMF (AGP2, January 2015)

- National environmental and social protection policies and regulations
- World Bank environmental safeguard policies
- AGP2 subprojects' feasibility study document(s)
- AGP2 subprojects' screening process document(s)
- AGP2 subprojects' ESMP preparation process document(s)
- AGP2 subprojects' ESMP implementation and monitoring reports
- Quarter year and annual reports regarding implementation of the ESMF
- Community consultation/participation documentation
- Grievance Redress Mechanism (GRM) documentation
- Land donation/land acquisition documentation
- Documents related to benefit packages for vulnerable/marginalized groups

6.5 CDSF E&S Safeguards Capacity Development Support to AGP2

CDSF organized and convened three technical working groups (TWG) whose role was to guide activity identification and implementation related to the AGP2 ESMF, RPF and SA.

During TWG 1, ESMF/RPF/SA training needs were discussed, and competency framework developed so, that Level 1 ESMF/RPF/SA, E&S audit, and CSA capacity development training was developed for Federal and Regional AGP2 PCU E&S Safeguards Specialists. The Level 1 ToT training was given in Adama with subsequent Level 2 rehearsal training provided in Gondar during May 2017.

The second technical working group (TWG 2) met in November 2017 to discuss status of ESMF/RPF/SA Level 3 training rollout and cascaded to Woreda-level. The meeting also identified a need to:

- develop an E&S reporting template compliant with World Bank information requirements;
- development of an IPMP specific to AGP2 requirements; and
- development of a voluntary land donation (VLD) animated video to be used as an awareness-raising and process-orienting tool

During the third technical work group (TWG 3) meeting held in April 2018, Regional AGP2 CU E&S Specialists presented ESMF/RPF/SA updates from their respective regions and reflected on the E&S safeguard challenges during EFY2010. The TWG also reviewed the E&S reporting template, IPMP and voluntary land donation video and provided advice and suggestions for improvement. The TWG meeting was concluded with programming and activity plans for EFY2011 which would continue with ESMF/RPF/SA and CSA awareness-raising to Regional and Woreda-level Technical Committee members, Level 1 ESIA/RAP/Livelihoods Restoration ToT training, and job-embedded support (JES).

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Annex 1 Performance Tasks

TC members as individuals and Technical Committee are supposed to perform the following performance tasks, document improvements and share:

- Assess your credibility and work on the 4 principles of credibility to enhance self-trust
- Measure the current level of trust in your committee and work on one activity that you could practice in meetings to enhance relationship trust
- Complete, approve and implement your 2011 committee action plan with the rest of the committee members
- Practice and document at least two prioritization tools
- Assess your time management skills and practice and document improvement at least on two skills
- Practice one group decision making strategy as committee
- Mainstream ESMF and NSA in to 2011 plan implementation and 2012 plan
- Practice and document the use of at least two (2) M&E tools

Annex 2 Trust Exercises

Exercise #1 - Measure your committee trust based on the scale given from 1-5 using the following criteria indicated as behavior in the table below.

	Behavior	Current performance of the committee
Character	Talk straight	<u>0 1 2 3 4 5=</u>
	Demonstrate respect	<u>0 1 2 3 4 5=</u>
	Create transparency	<u>0 1 2 3 4 5=</u>
	Show loyalty	<u>0 1 2 3 4 5=</u>
Competence	Deliver result	<u>0 1 2 3 4 5=</u>
	Get better	<u>0 1 2 3 4 5=</u>
	Confront reality	<u>0 1 2 3 4 5=</u>
	Clarify expectation	<u>0 1 2 3 4 5=</u>
	Practice accountability	<u>0 1 2 3 4 5=</u>
Both	Listen first	<u>0 1 2 3 4 5=</u>
	Keep commitment	<u>0 1 2 3 4 5=</u>
	Extend trust	<u>0 1 2 3 4 5=</u>

Calculate the degree of organizational/committee trust out of 100 and discuss what this percentage tells us about each technical committee towards working together check how it is congruent with the reality on the ground.

Exercise two- How credible you are? - individual exercise

Measure your credibility for your own and others through filling the following explanation rated out of 5

	Score out of 5	Scale of Credibility	Description on the 4 Cores of Credibility
Integrity		<u>1 2 3 4 5</u>	At every level I am thoroughly honest in my interaction with others
		<u>1 2 3 4 5</u>	What I say and what I do is what I really think and feel. I consistently “walk my talk”
		<u>1 2 3 4 5</u>	I am clear on my values and courageous in standing up for them
		<u>1 2 3 4 5</u>	I am genuinely open to the possibility of learning new ideas that may cause me rethink issues or re-define values
		Total part one score	Percentage from all 4 parts=
Intent		<u>1 2 3 4 5</u>	I genuinely care about other people and am deeply concerned about the well-being of others
		<u>1 2 3 4 5</u>	I consciously aware of my motives and I refine them to make sure that I am doing the right things for right reason
		<u>1 2 3 4 5</u>	I actively seek solution that provide a “win” for everyone involved
		<u>1 2 3 4 5</u>	Other people can clearly tell by the things I do that I really do have their best interest in mind
		<u>1 2 3 4 5</u>	I sincerely believe that there is more than enough everything to go around
		Total part two score	Percentage from all 4 parts=
Capability		<u>1 2 3 4 5</u>	There is a high match between my talents and my opportunities in the work I am doing
		<u>1 2 3 4 5</u>	I have the knowledge and mastered the skills required for my job
		<u>1 2 3 4 5</u>	I relentlessly upgrade and increase my knowledge and skill in all areas of my life
		<u>1 2 3 4 5</u>	I have defined my strength and my greatest focus is on using them effectively
		<u>1 2 3 4 5</u>	I know how to effectively establish grow, extend, and restore trust and I consciously work to make it happen.
		Total part three score	Percentage from all 4 parts=
Results		<u>1 2 3 4 5</u>	My track record clearly gives others the confidence that I will achieve desire results
		<u>1 2 3 4 5</u>	I focus my efforts on delivering results not activities
		<u>1 2 3 4 5</u>	I appropriately communicate ,my track records to others in a way that inspire confidence
		<u>1 2 3 4 5</u>	With rare exception, if I start something, I finish it
		<u>1 2 3 4 5</u>	I consistently get results in a way that inspire trust
		Total part four score	Percentage from all 4 parts=
		Total all parts score	Percentage of total 4 parts =

Annex 3 Effective Team Assessment

Characteristics of an Effective Team: Team Assessment

The purpose of the following team assessment is to determine the effectiveness of your team based on 12 criteria. This assessment can help you to determine your team’s overall strengths and areas for improvement.

Directions: Read each of the characteristics and determine to what extent your team exhibits the characteristic. Place an X in the column that correlates with your assessment. Once complete score the assessment. Then follow the instructions to create an action plan to leverage your team’s strengths and develop your team in areas of weakness.

Characteristics of effective teams	Never	Almost never	sometimes	Almost always	Always
1. Clear Purpose The vision, mission, goal, or task of the team has been defined and is now accepted by everyone.					
2. Informality The climate tends to be informal, comfortable, and relaxed. There are no obvious tensions or signs of boredom.					
3. Participation There is much discussion, and everyone is encouraged to participate. Everyone has a say in how things are done.					
4. Listening The members use effective listening techniques such as questioning, paraphrasing, and summarizing to get out ideas					
5. Civilized Disagreement There is disagreement, but the team is comfortable with this and shows no signs of avoiding, smoothing over, or suppressing conflict.					
6. Consensus decisions For important decisions, the goal is substantial but not necessarily unanimous agreement through open discussion of everyone’s ideas.					
7. Open Communication Team members feel free to express their feelings on the tasks as well as on the group’s operation. There are few hidden agendas. Communication takes place outside of meetings.					
8. Clear roles and work There are clear expectations about the roles played by each team member. When action assignments are taken, clear assignments are made, accepted, and carried out. Work is fairly distributed among team members.					
9. Shared leadership While the team has a formal leader, leadership functions shift from time to time depending on the circumstances, the needs of the group, and the skills of the members. The formal leader models the appropriate behavior and helps establish positive norms.					
10. External relations The team spends time developing key relationships outside of the team, mobilizing resources, and building credibility with important players in other parts of the organization and community					
11. Style diversity The team has a broad spectrum of team-player types including members who emphasize attention to task, goal setting, focus on process, and questions about how the team is functioning.					
12. Self-assessment Periodically, the team stops to examine how well it is functioning and what may be interfering with its effectiveness.					
Column Total (number of X’s in each column)					
Multiplier (used to multiply the column total)	1	2	3	4	5
Weighted Total (multiplier times the column total)					
Overall Assessment Total (sum of weighted totals)					

Overall Assessment Total

Assessment totals range from a low of 12 points to a high of 60 points.

12 –24 points Low performing team –multiple areas for improvement

25 –48 points Middle performing team –shows strengths and areas for improvement

49 –60 points High performing team–few areas for improvement

Team Strengths–to be leveraged

Read back through the assessment and determine the top 3 strengths. Gain consensus on these with your team. Write these in the top row of the table below. Next, determine 3 strategies for leveraging each strength and write these in the spaces provided below.

Strengths	1.	2.	3.
Strategies	a.	a.	a.
	b.	b.	b.
	c.	c.	c.

Team Weaknesses-areas for improvement

Read back through the assessment and determine the top 3 weaknesses. Gain consensus on these with your team. Write these in the top row of the table below. Next, determine 3 strategies for developing the team in each area and write these in the spaces provided below.

Weaknesses	1.	2.	3.
Strategies	a.	a.	a.
	b.	b.	b.
	c.	c.	c.

Annex 4: Prioritization Tools

Paired Comparison Analysis³

When you're choosing between many different options, how do you decide on the best way forward? This is especially challenging if your choices are quite different from one another, if decision criteria are subjective, or if you don't have objective data to use for your decision.



Paired Comparison Analysis helps you to work out the relative importance of a number of different options relative to one another - the classical case of "comparing apples with oranges." This makes it easy to choose the most important problem to solve, or to pick the solution that will be most effective. It also helps you set priorities where there are conflicting demands on your resources.

The tool is particularly useful when you don't have objective data to use to make your decision. It's also an ideal tool to use to compare different, subjective options, for example, where you need to decide the relative importance of qualifications, skills, experience, and team working ability when hiring people for a new role.

How to Use the Tool

1. Make a list of all of the options that you want to compare. Assign each option a letter (A, B, C, D, and so on) and note this down.
2. Mark your options as both the row and column headings on the worksheet. This is so that you can compare options with one-another.
3. Within each of the blank cells, compare the option in the row with the option in the column. Decide which of the two options is most important.
4. Write down the letter of the most important option in the cell. Then, score the difference in importance between the options, running from zero (no difference/same importance) to three (major difference/one much more important than the other.)
5. Finally, consolidate the results by adding up the values for each of the options. You may want to convert these values into a percentage of the total score.
6. Use your common sense, and manually adjust the results if necessary.

Key Points

Paired Comparison Analysis is useful for weighing up the relative importance of different options. It's particularly helpful where priorities aren't clear, where the options are completely different, where evaluation criteria are subjective, or where they're competing in importance. The tool provides a framework for comparing each option against all others and helps to show the difference in importance between factors.

³ This article is taken from ; <http://www.mindtools>

Example

For example, a business woman is choosing to donate money between several different projects that are asking for funding. To maximize impact, she only wants to contribute to a few of these, and she has the following options:

- Strengthening Common Interest Groups
- Experience sharing visit within the country
- Training DAs on ESMF
- Organize evaluation workshop

Figure 1 – Example Paired Comparison Analysis Table (not filled in):

Then she compares options, writes down the letter of the most important option, and scores their difference in importance to her. Figure 2 illustrates this step of the process.

Figure 2 – Example Paired Comparison Analysis Table (filled in):

	A: Strengthening Common Interest Groups	B: Experience sharing within the country	C: Training DAs on ESMF	D: Organize evaluation workshop
A: Strengthening Common Interest Groups				
B: Experience sharing visit within the country				
C: Training DAs on ESMF				
D: Organize evaluation workshop				
	A: Strengthening Common Interest Groups	B: experience sharing visit	C: DA training	D: Workshop
A: Strengthening Common Interest Groups		A, 2	C, 1	A, 1
B: Experience sharing visit within the country			C, 1	B, 1
C: Training DAs on ESMF				C, 2
D: Organize evaluation workshop				

Adds up the A, B, C, and D values and convert each into a percentage of the total. These calculations yield the following totals:

- A = 3 (37.5 percent).
- B = 1 (12.5 percent).
- C = 4 (50 percent).
- D = 0.

The Urgent/Important Matrix: Using time effectively, not just efficiently

It's urgent, but is it really important? We've all been there: The project is due for today's meeting and we are only three quarters done. We're anxious, we can't concentrate, everything is a distraction, and then, finally, we blow. Time stressors are the most pervasive source of pressure and stress in the workplace and they happen as a result of having too much to do in too little time. With this kind of pressure all too common, effective time management is an absolute necessity. You probably use a day-planner and to-do list to manage your time. These tools are certainly helpful, but they don't allow you to drill down to one of the most essential elements of good time management: distinguishing between what is important and what is urgent.

Great time management means being effective as well as efficient. Managing time effectively, and achieving the things that you want to achieve, means spending your time on things that are important and not just urgent. To do this, and to minimize the stress of having too many tight deadlines, you need to understand this distinction:

- Important activities have an outcome that leads to the achievement of your goals.
- Urgent activities demand immediate attention and are often associated with the achievement of someone else's goals.

Urgent activities are often the ones we concentrate on. These are the "squeaky wheels that get the grease." They demand attention because the consequences of not dealing with them are immediate. The Urgent/Important Matrix is a useful tool for thinking about this.

The idea of measuring and combining these two competing elements in a matrix has been attributed to both former US President Eisenhower and Dr Stephen Covey. Eisenhower's quote, "What is important is seldom urgent and what is urgent is seldom important," sums up the concept of the matrix perfectly. This so-called "Eisenhower Principle" is said to be how Eisenhower organized his tasks. As a result, the matrix is sometimes called the Eisenhower Matrix. Covey brought the idea into the mainstream and gave it the name "The Urgent/Important Matrix" in his 1994 business classic, "The 7 Habits of Highly Effective People".

Key Points

The Urgent/Important Matrix helps you look at your task list, and quickly identify the activities you should focus on. By prioritizing using the Matrix, you can deal with truly urgent issues, at the same time that you keep on working towards your goals.

How to Use the Tool:

The Urgent/Important Matrix is a powerful way of thinking about priorities. Using it helps you overcome the natural tendency to focus on urgent activities, so that you can keep clear enough time to focus on what's really important. This is the way you move from "firefighting", into a position where you can grow your business and your career.

Here's how it works:

The matrix can be drawn as shown in Figure 1, with the dimensions of Importance and Urgency.

Figure 1. TIME MANAGEMENT MATRIX
from Stephen Covey's book "First Things First"

	Urgent	Not Urgent
Important	I (MANAGE) <ul style="list-style-type: none"> • Crisis • Medical emergencies • Pressing problems • Deadline-driven projects • Last-minute preparations for scheduled activities 	II (FOCUS) <ul style="list-style-type: none"> • Preparation/planning • Prevention • Values clarification • Exercise • Relationship-building • True recreation/relaxation
	Quadrant of Necessity	Quadrant of Quality and Personal Leadership
Not Important	III (AVOID) <ul style="list-style-type: none"> • Interruptions, some calls • Some mail & reports • Some meetings • Many "pressing" matters • Many popular activities 	IV (AVOID) <ul style="list-style-type: none"> • Trivia, busywork • Junk mail • Some phone messages/email • Time wasters • Escape activities • Viewing mindless TV shows
	Quadrant of Deception	Quadrant of Waste

Quadrant 1: Quadrant of Necessity - crises, deadline-driven projects

You will find your crises or emergencies listed here. This quadrant screams for our attention because of its urgent and consequential nature. However, many people fall into the trap of getting caught up in Q-1. By spending all our time here, we become consumed with firefighting everyday instead of crisis prevention. Side effects include stress, burn-out, constant firefighting and resolving problems instead of preventing them in the first place. We often see working level employees, advertising executives, accountants, etc getting consumed by this quadrant.

Quadrant 3: Quadrant of Deception - interruptions, many pressing matters

Some people spend a lot of time dealing with Q-3 tasks and confusing them with Q-1 tasks. They think the tasks are important when it is otherwise. For example, you may be spending a lot of time on a certain report which does not have any implication in your overall job performance or appraisal. Or you may be constantly attending meetings which have no value-add. This is why Q-3 is called the Quadrant of Deception. Many times, the urgency of these tasks are due to others' priorities or needs.

A good way to differentiate Q-3 from Q-1 task is to ask yourself: "Is this task related to my goals? Does doing this make any difference to me?" Focusing on Q-3 results in short-term vision and myopia, being out of control in life and not being able to stick through with your own goals and plans.

Take a look at what you put in quadrant III when you reviewed your activities for the past week. It Unimportant issues eat up your time. They are the unidentified thief that steals what you cannot control. Although you may not be able to control the passing of time, you can certainly control how you spend your time. To identify an unimportant issue, ask yourself what I refer to as the 'golden question': "does it really matter?" To answer this, you need to also answer the following:

- "Do I really have to do this at all?"
- "What will happen if I don't do it"?"
- "Who will be affected if I don't do it"?"
- "Things which matter most must never be at the mercy of things which matter least" – Johann Wolfgang Von Goethe

Quadrant 4: Quadrant of Waste - trivia, time wasters

This is called the Quadrant of Waste, and for good reason – it contains all your time wasters. People living unconsciously have a tendency to hover around primarily Q-3 and Q-4. After resolving Q-3 tasks, they fall into auto-pilot mode and spend time doing Q-4 tasks. This can be because they have nothing better to do or they are procrastinating on things they should be doing. This quadrant puts no value in our lives whatsoever. Focusing on Q-4 results in irresponsible behavior and dependency on other people.

Quadrant 2: Quadrant of Quality and Personal Leadership - preparation, prevention, planning, relationships

Quadrant 2 is magic quadrant we need to focus on – It is the most important, yet most often neglected. Q-2 is all about having personal leadership and focusing on the important tasks that matter. Quadrant 2 tasks should reflect your life goals and desires, which are laddered down from your life purpose. To correctly define them, you need to be clear on your life purpose first – so if you have not discovered your life purpose, please read my 7-parter series on Discovering Your Purpose!

There are two reasons why Quadrant2 tasks are often neglected. Firstly, Quadrant 2 tasks never become urgent until it is too late. For example, taking care of your health or pursuing your dreams. Secondly, compared to other quadrants, these tasks require more investment of energy and time for results, which conflicts with society's obsession with instant results nowadays.

The steps below help you use the matrix to prioritize your activities:

1. The first step is to list all the activities and projects you feel you have to do. Try to include everything that takes up your time at work, however unimportant. (If you manage your time using an Action Program, you'll have done this already.)
2. Next, assign importance to each of the activities – you can do this on, say, a scale of 1 to 5: remember, this is a measure of how important the activity is in helping you meet your goals and objectives. Try not to worry about urgency at this stage, as this helps get to the true importance.
3. Once you have assigned importance to each activity, evaluate the urgency of each activity. As you do this, you can plot the listed items on the matrix according to the assigned importance and urgency.
4. Now study the matrix using the strategies described below to schedule your priorities.

Strategies for Different Quadrants of the Matrix

Strategies for Different Quadrants of the Matrix	
<p>Urgent and Important</p> <ul style="list-style-type: none"> • There are two distinct types of urgent and important activities: Ones that you could not foresee, and others that you have left to the last minute. You can avoid the latter by planning ahead and avoiding procrastination. • Issues and crises, on the other hand, cannot always be foreseen or avoided. Here, the best approach is to leave some time in your schedule to handle unexpected issues and unplanned important activities. And if a major crisis arises, some other activity may have to be rescheduled. If this happens, identify which of you urgent-important activities could have been foreseen and think about how you could schedule similar activities ahead of time, so they do not become urgent. 	<p>Urgent and Not Important</p> <ul style="list-style-type: none"> • Urgent but not important activities are things that stop you achieving your goals and prevent you from completing your work. Ask yourself whether these tasks can be rescheduled, or whether someone else could do them. • A common source of such interruptions is from other people in your office. Sometimes it's appropriate to say "No" to people or encourage them to solve the problem themselves. Alternatively, try allocating time when you are available so that people only interrupt you at certain times (a good way of doing this is to schedule a regular meeting so that all issues can be dealt with at the same time.) By doing this, you'll be able to concentrate on your important activities for longer periods of time.
<p>Not Urgent, but Important</p> <ul style="list-style-type: none"> • These are the activities that help you achieve your personal and professional goals, and complete important work. Make sure that you have plenty of time to do these things properly, so that they do not become urgent. And remember to leave enough time in your schedule to deal with unforeseen problems. This will maximize your chances of keeping on schedule, and help you avoid the stress of work becoming more urgent than necessary. 	<p>Not Urgent and Not Important</p> <ul style="list-style-type: none"> • These activities are just a distraction and should be avoided if possible. Some can simply be ignored. Others are activities that other people may want you to do, but they do not contribute to your own desired outcomes. Again, say "No" politely and firmly if you can. If people see you are clear about your objectives and boundaries, they will often not ask you to do "not important" activities in the future.

Pareto Analysis: Using the 80:20 Rule to Prioritize

Avoid the "law of diminishing returns"

Imagine that you've just stepped into a new role as head of department. Unsurprisingly, you've inherited a whole host of problems that need your attention. Ideally, you want to focus your attention on fixing the most important problems. But how do you decide which problems you need to deal with first? And are some problems caused by the same underlying issue?



Pareto Analysis is a simple technique for prioritizing possible changes by identifying the problems that will be resolved by making these changes. By using this approach, you can prioritize the individual changes that will most improve the situation. Pareto Analysis uses the Pareto Principle – also known as the "80/20 Rule" – which is the idea that 20% of causes generate 80% of results. With this tool, we're trying to find the 20% of work that will generate 80% of the results that doing all of the work would deliver.

Key Point

While this approach is great for identifying the most important root cause to deal with, it doesn't take into account the cost of doing so. Where costs are significant, you'll need to use techniques such as Cost/Benefit Analysis, and use IRRs and NPVs to determine which changes you should implement.

Note:

The figures 80 and 20 are illustrative – the Pareto Principle illustrates the lack of symmetry that often appears between work put in and results achieved. For example, 13% of work could generate 87% of returns. Or 70% of problems could be resolved by dealing with 30% of the causes.

How to Use the Tool

1. Identify and List Problem: Firstly, write a list of all of the problems that you need to resolve. Where possible, talk to clients and team members to get their input, and draw on surveys, helpdesk logs and suchlike, where these are available.
2. Identify the Root Cause of Each Problem: For each problem, identify its fundamental cause. (Techniques such as Brainstorming, the 5 Whys, Cause and Effect Analysis, and Root Cause Analysis will help with this.)
3. Score Problems: Now you need to score each problem. The scoring method you use depends on the sort of problem you're trying to solve. For example, if you're trying to improve profits, you might score problems on the basis of how much they are costing you. Alternatively, if you're trying to improve customer satisfaction, you might score them on the basis of the number of complaints eliminated by solving the problem.
4. Group Problems Together By Root Cause: Next, group problems together by cause. For example, if three of your problems are caused by lack of staff, put these in the same group.
5. Add up the Scores for Each Group: You can now add up the scores for each cause group. The group with the top score is your highest priority, and the group with the lowest score is your lowest priority.

6. Take Action: Now you need to deal with the causes of your problems, dealing with your top-priority problem, or group of problems, first. Keep in mind that low scoring problems may not even be worth bothering with - solving these problems may cost you more than the solutions are worth.

Pareto Analysis

Jack has taken over a failing service center, with a host of problems that need resolving. His objective is to increase overall client satisfaction.

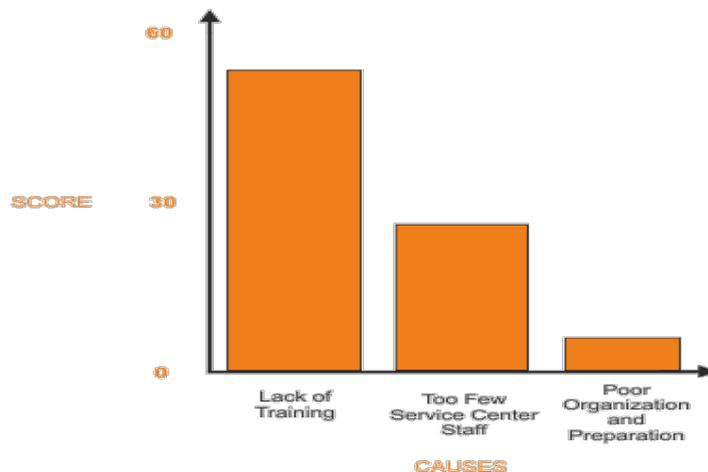
He decides to score each problem by the number of complaints that the center has received for each one. (In the table below, the second column shows the problems he has listed in step 1 above, the third column shows the underlying causes identified in step 2, and the fourth column shows the number of complaints about each column identified in step 3.)

#	Problem (Step 1)	Cause (Step 2)	Score (Step 3)
1	Phones aren't answered quickly enough.	Too few service center staff.	15
2	Staff seem distracted and under pressure.	Too few service center staff.	6
3	Engineers don't appear to be well organized. They need second visits to bring extra parts.	Poor and preparation.	4
4	Engineers don't know what time they'll arrive. This means that customers may have to be in all day for an engineer to visit.	Poor and preparation.	2
5	Service center staff don't always seem to know what they're doing.	Lack of training.	30
6	When engineers visit, the customer finds that the problem could have been solved over the phone.	Lack of training.	21

Jack then groups problems together (steps 4 and 5). He scores each group by the number of complaints, and orders the list as follows:

1. Lack of training (items 5 and 6) – 51 complaints.
2. Too few service center staff (items 1 and 2) – 21 complaints.
3. Poor and preparation (items 3 and 4) – 6 complaints.

Figure 1. Jack's Pareto Analysis



As you can see from figure 1 above, Jack will get the biggest benefits by providing staff with more training. Once this is done, it may be worth looking at increasing the number of staff in the call center. It's possible, however, that this won't be necessary: the number of complaints may decline, and training should help people to be more productive.

By carrying out a Pareto Analysis, Jack is able to focus on training as an issue, rather than spreading his effort over training, taking on new staff members, and possibly installing a new computer system to help engineers be more prepared.

Key Points:

Pareto Analysis is a simple technique for prioritizing problem-solving work so that the first piece of work you do resolved the greatest number of problems. It's based on the Pareto Principle (also known as the 80/20 Rule) – the idea that 80% of problems may be caused by as few as 20% of causes.

To use Pareto Analysis, identify and list problems and their causes. Then score each problem and group them together by their cause. Then add up the score for each group. Finally, work on finding a solution to the cause of the problems in group with the highest score.

Pareto Analysis not only shows you the most important problem to solve, it also gives you a score showing how severe the problem is.

The Nominal Group Technique

Prioritizing Issues and Projects to Achieve Consensus

Unanimity is often hard to get. When a group meets, it's often the case that people who shout loudest, or those with higher status in the, get their ideas heard more than others. So when it comes to gaining consensus on important decisions or priorities, how do you make sure you get true consensus and a fair decision for the group? One technique to help with this is the Nominal Group Technique, a face-to-face process for gaining consensus.



A typical application is during planning, when a group needs to agree priorities in order to assign resources and funds. The benefit of the technique is that the group shares and discusses all issues before evaluation, with each group member participating equally in evaluation. The evaluation works with each participant "nominating" his or her priority issues, and then ranking them on a scale of, say, 1 to 10.

How to Use the Tool:

To use the Nominal Group Technique, use the following steps:

1. Select a group leader and group participants. (The rest of the steps assume you are the group leader.)
2. Present the topic and objectives, usually ahead of the group meeting. Typically, the objective will be to identify issues or projects that are most important to the group.
3. Ask the group members to discuss the topic, ask questions and seek clarifications.
4. Allow participants time to consider the issues and projects they believe are the most important.
5. Ask each participant to write down his or her priority issues or projects. If useful to do so, ask each group member to read aloud his or her responses, and give time to explain and elaborate on written responses.
6. Record all the group's responses on a master list or a flipchart for the group to view.
7. After all responses have been recorded, work through the responses together as a group and eliminate duplicates.
8. Now ask participants to choose their top priorities: say 5 to 10, depending on the number of issues and projects that the group needs to agree on.
9. Ask each participant to rank these in priority order.
10. Collect the group members' rankings and combine these to form a collective response – this is the group's consensus on the ranking of important issues or projects.

Example:

In its annual planning meeting, a parents' group must reach consensus on which school projects to support in the coming year. With limited time and resources, the group must choose just 5 projects.

The group's planning meeting follows the Nominal Group Technique process to ensure a fair selection of priorities. The group members are asked to nominate and rank their 5 top projects. After de-duplicating the group members' responses, there are nine projects to rank. The highest priority is assigned "5" and

the lowest is "1". The ranking grid below shows the projects that the group submitted and each member's priority ranking. The final column shows the group consensus on priorities, with the "Family Link" program being the highest priority.

Tip:

By using the numbered ranking system with "5" high and "1" low, the group consensus can easily be found by adding up the rank scores of each group member. The highest score is the highest priority.

Group Member Project	Jay	Sue	Rik	Jina	Will	Gary	"Score"	Group consensus priorities
Family Link program	5	3		3	5	3	19	5 (high)
Literacy program	2	4	2	1	4	4	17	4
Community program		5					5	
Annual fund raiser	1		1	2	3	2	9	1
Summer camp project			5			5	10	2
School bus fund raiser	3				2		5	
Book fund		2	4		1	1	8	
After school club		1		5			6	
Work experience program	4		3	4			11	3

Annex 5: Summary of Monitoring and Evaluation Tools

Tool	Description	Usefulness	Disadvantages
Interviews	These can be structured, semi-structured or unstructured (see Glossary of Terms). They involve asking specific questions aimed at getting information that will enable indicators to be measured. Questions can be open-ended or closed (yes/no answers). Can be a source of qualitative and quantitative information.	Can be used with almost anyone who has some involvement with the project. Can be done in person or on the telephone or even by e-mail. Very flexible.	Requires some skill in the interviewer. For more on interviewing skills, see later in this toolkit.
Key informant interviews	These are interviews that are carried out with specialists in a topic or someone who may be able to shed a particular light on the process.	As these key informants often have little to do with the project or organization, they can be quite objective and offer useful insights. They can provide something of the “big picture” where people more involved may focus at the micro (small) level.	Needs a skilled interviewer with a good understanding of the topic. Be careful not to turn something into an absolute truth (cannot be challenged) because it has been said by a key informant.
Questionnaires	These are written questions that are used to get written responses which, when analyzed, will enable indicators to be measured.	This tool can save lots of time if it is self-completing, enabling you to get to many people. Done in this way it gives people a feeling of anonymity and they may say things they would not say to an interviewer.	With people who do not read and write, someone has to go through the questionnaire with them which means no time is saved and the numbers one can reach are limited. With questionnaires, it is not possible to explore what people are saying any further. Questionnaires are also over-used and people get tired of completing them. Questionnaires must be piloted to ensure that questions can be understood and cannot be misunderstood. If the questionnaire is complex and will need computerized analysis, you need expert help in designing it.
Focus groups	In a focus group, a group of about six to 12 people are interviewed together by a skilled interviewer/facilitator with a carefully structured interview	This can be a useful way of getting opinions from quite a large sample of people.	It is quite difficult to do random sampling for focus groups and this means findings may not be generalised. Sometimes

Tool	Description	Usefulness	Disadvantages
	<p>schedule. Questions are usually focused around a specific topic or issue.</p>		<p>people influence one another either to say something or to keep quiet about something. If possible, focus groups interviews should be recorded and then transcribed. This requires special equipment and can be very time-consuming.</p>
Community meetings	<p>This involves a gathering of a fairly large group of beneficiaries to whom questions, problems, situations are put for input to help in measuring indicators.</p>	<p>Community meetings are useful for getting a broad response from many people on specific issues. It is also a way of involving beneficiaries directly in an evaluation process, giving them a sense of ownership of the process. They are useful to have at critical points in community projects.</p>	<p>Difficult to facilitate – requires a very experienced facilitator. May require breaking into small groups followed by plenary sessions when everyone comes together again.</p>
Fieldworker reports (See also fieldworker reporting format under examples)	<p>Structured report forms that ensure that indicator-related questions are asked and answers recorded, and observations recorded on every visit.</p>	<p>Flexible, an extension of normal work, so cheap and not time-consuming.</p>	<p>Relies on field workers being disciplined and insightful.</p>
Ranking	<p>This involves getting people to say what they think is most useful, most important, least useful etc.</p>	<p>It can be used with individuals and groups, as part of an interview schedule or questionnaire, or as a separate session. Where people cannot read and write, pictures can be used.</p>	<p>Ranking is quite a difficult concept to get across and requires very careful explanation as well as testing to ensure that people understand what you are asking. If they misunderstand, your data can be completely distorted.</p>
Visual/audio stimuli	<p>These include pictures, movies, tapes, stories, role plays, photographs, used to illustrate problems or issues or past events or even future events.</p>	<p>Very useful to use together with other tools, particularly with people who cannot read or write.</p>	<p>You have to have appropriate stimuli and the facilitator needs to be skilled in using such stimuli.</p>
Rating scales	<p>This technique makes use of a continuum, along which people are expected to place their own feelings, observations etc. People are usually asked to say whether they agree strongly, agree, don't know, disagree,</p>	<p>It is useful to measure attitudes, opinions, perceptions.</p>	<p>You need to test the statements very carefully to make sure that there is no possibility of misunderstanding. A common problem is when two concepts are included in the</p>

Tool	Description	Usefulness	Disadvantages
	disagree strongly with a statement. You can use pictures and symbols in this technique if people cannot read and write.		statement and you cannot be sure whether an opinion is being given on one or the other or both.
Critical event/incident Analysis	This method is a way of focusing interviews with individuals or groups on particular events or incidents. The purpose of doing this is to get a very full picture of what actually happened.	Very useful when something problematic has occurred and people feel strongly about it. If all those involved are included, it should help the evaluation team to get a picture that is reasonably close to what actually happened and to be able to diagnose what went wrong.	The evaluation team can end up submerged in a vast amount of contradictory detail and lots of “he said/she said”. It can be difficult not to take sides and to remain objective.
Participant observation	This involves direct observation of events, processes, relationships and behaviors. “Participant” here implies that the observer gets involved in activities rather than maintaining a distance.	It can be a useful way of confirming, or otherwise, information provided in other ways.	It is difficult to observe and participate. The process is very time-consuming.
Self-drawings	This involves getting participants to draw pictures, usually of how they feel or think about something.	Can be very useful, particularly with younger children.	Can be difficult to explain and interpret.

Annex 6: Questionnaire - How is Your Time Management?

Self-test

Let's start the discussion on time management with an assessment of where you are now. Answer each of the questions below by rating yourself on each item listed with a 1-5, with one being the lowest or least frequent and five the highest or most frequent.

Section I

- _____1. Using goal-setting to determine what activities to work on.
- 2. Facing deadlines and commitments without stress
- 3. Checking in with each boss.
- 4. Considering how valuable the results will be before taking on a project or task.

Section II

- 1. Working on tasks that have the highest priority
- 2. Being aware of how much time I spend on each of my job tasks
- 3. Being aware of the value of each task I complete
- 4. Prioritizing each new assignment or task according to an analysis of its importance
- 5. Prioritizing a daily to-do-list

Section III

- 1. Preventing and managing interruptions on daily basis
- 2. Staying focused on important tasks
- 3. Completing everything during the work day rather taking work home

Section IV

- 1. Completing tasks before they are due.
- 2. Meeting deadlines without having to ask for extension
- 3. Sticking to a daily working schedule to complete assigned tasks

Section V

- 1. Setting aside time for scheduling and planning.
- 2. Planning time in my day for the unexpected
- 3. Planning daily breaks during the work day

Score the quiz section by section. For each section, total up your score and then divide it by the number of questions in that section to give yourself an average score for that section. Now order the sections from lowest to highest. For example, your results might look like this:

Section II – 2.4

Section IV – 2.8

Section I – 3.2

Section V – 3.5

Section III – 3.7

Each of the sections you scored is related to a specific time management skill as shown below.

Section I – Goal Setting

Section II – Prioritization

Section III – Managing Interruptions

Section IV – Procrastination

Section V – Scheduling

From the sample results above, the weakest area of time management is Section II, or prioritization. It is necessary to start working on the skill first before moving on to additional skills. The next area that needs work on is Section IV or procrastination and so on.