

Project Planning & Evaluation Guide



Community Project Planning and Evaluation Guide

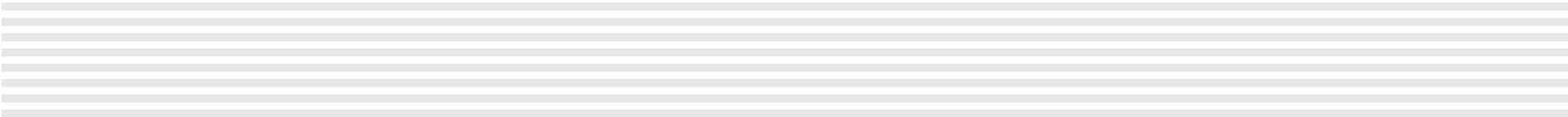




Table of Contents

- I Introduction 5**
- II Project Basics 5**
 - 1. Identifying the issue / project 5
 - 2. Being Innovative 5
 - 3. Goals 6
 - 4. Developing a “**SMARTS**” Objective. 6
 - a) Creating a “**SWOT**” Analysis of Your Project 7
 - 5. Benefits/Community Issues Addressed 8
 - 6. Challenges/Barriers 8
 - 7. Mapping Your Assets and Resources 9
 - a) Personal Assets and Resources. 9
 - b) Human Assets and Resources. 9
 - Your Mentor 10
 - Partners 11
 - c) Physical and Financial Assets and Resources 12
 - 8. Project Planning Tool 13
- III Moving Your Project Forward:Turning Great Ideas Into Actions 14**
 - 1. Planning Your Steps: Developing Tasks and Timelines. 14
 - 2. Involving the Community 16
 - a) The Steering Committee 16
 - b) The Advisory Committee. 16
 - c) Promotion 17
 - d) Government Partnerships 18
- IV Evaluation. 19**
- V Resources 24**





I. INTRODUCTION

Taking on a public project to address specific needs in your community can be both an exciting and daunting experience. Now that you have decided to lead a community project you have already begun to make a difference for your fellow citizens. As the old adage goes: *Getting started is half of the work!* The next step is to direct your energy and enthusiasm toward seeing the project through to its conclusion.

All too often, we overlook or underutilise the resources we have at hand. This guide is meant to give you options, to encourage you to use your imagination and resources, and to help you create the best project you can. In this guide you will find several different project aids. They include:

- worksheets with questions to get you thinking about possible directions your project could take and components that you may want to include;
- tools to help you analyse the goals of your project and monitor the milestones of its success; and
- project management tips that will help you plan your steps, to keep track of the work you have done, the work you have left to do, and who's supposed to be doing what.

It is not necessary for you to answer every question or for you to use every tool suggested. While the guide is most effective if used in its entirety, some parts may be more useful to you than others. Please use it as you see fit to support you to achieve your project goals.

II. PROJECT BASICS

1 » Identifying the Issue/Project

To be able to attend the 2003 National Rural Youth Conference, participants were asked to prepare in two ways: first, submit a brief proposal identifying a community issue. From that issue they were asked to develop a project which they would work on for the coming year. Participants were asked to identify a mentor who would work with them on the project. We would like you to reflect upon the process and answer the following questions:

- Is the issue in your initial vision for the project still valid?
- Have circumstances changed in your community since? How?
- Is the scope of your project too large or does it need to be expanded?
- Are there things that you learned at the 2003 National Rural Youth Conference that can be used to better refine your project goals?

2 » Being Innovative

At the 2003 National Rural Youth Conference, some time was spent discussing innovation. Did you know that there is a process and principles attached to creating a context for the development of innovation?

The first step in the innovation process is characterized as going beyond learning the best of what is out there toward an ideal for the best that your project could be. In other words, brainstorming! In planning terms, it is referred to as 'vision' or 'your desired future.' It involves your imagination, your gut feelings and plenty of inspired thought. It is the stage in the process where you think about your project (however large, however small).

Your task at this stage: Your creativity and inspiration for "the best that could be" should be directed toward developing a vision for your project.



The process of sharing lessons learned is the second step in the innovation process. It is about learning what is possible and what has worked and not worked, learning what has made a positive difference in communities in the past and learning what contributions you and others can make in the future. This is the first touchstone of the innovator.

Your task at this stage: You should be able to answer what you would do differently and what unexpected connections you would make.



Inspiring others is the third step in the innovator's process. Begin a dialogue and keep it alive and share your vision with others.

Your task at this stage: Begin reaching out to partners in the community to have them share their ideas and get excited about yours.



The final step for the innovator is ACTION.

Your task at this stage: Start taking steps to make your vision become reality!



3 » Goals

Begin by identifying the ultimate goal of your project, or, what at the end of the day, you are trying to accomplish or achieve with the project. Goals are a series of statements which will describe your project's unique function or primary interest. Goals can be as wide and varied as your imagination. Goals can also take many forms. Here are just a few examples:

Physical goal – *“My goal is to build a youth drop-in centre.”*

Process goal – *“My goal is to create a system of communication links between youth in the community and the town council.”*

Organizational goal – *“My goal is to have a system of counsellors/advisors that youth can turn to when faced with difficult personal issues.”*

Try to keep your goals as clear and concise as possible. It may be the case that your project has more than one goal, but make sure that you are not “biting off more than you can chew.” You may want to build a youth drop-in centre that offers peer counselling, for example. However it may make more sense to accomplish one of these goals (for instance, the provision of peer counselling) first, and consider the other (the youth drop in-centre) as a future project. Often ambitious goals can be broken down into more immediate ones.

Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.

– Margaret Mead, Anthropologist

4 » Developing a ‘SMARTS’ Objective

Objectives are something you work towards to reach your goal. The objective in the example below is a dollar figure, one that is set for each week of the project (a campaign). As you develop your objective using the SMARTS approach, think of how many objectives you might need to set to reach your goal.

Use the ‘SMARTS’ approach to set an objective that is:

- S** pecific,
- M** easurable,
- A** chievable,
- R** elevant/Realistic,
- T** rackable and;
- S** upported (by your partners and team members)

An example: The United Way (a charitable organization) uses a thermometer to track the money they have received from donations. United Way representatives colour in the thermometer as important milestones are reached on the way to achieving their objective. The objective set is a **specific** dollar amount which is **measurable**. They base their targets on previous achievements so that their objective is **achievable** and they demonstrate how the funds they raise will benefit the community so that it is seen as **relevant**. They set timetables to **track** their results and enlist volunteers throughout the community to ensure that the work towards their objectives is **supported**.

How are you doing?

- Do your objectives meet the SMARTS criteria?
- How will you mark important milestones that you have reached?



5 » Benefits / Community Issues Addressed

Take some time to think about what issues in the community your project will address as well as the benefits. It is likely that you will come up with a handful of benefits. For example, if your objective is to start a community volunteer corps, the community issues being addressed might include a concern that there is not enough support available to vulnerable community members, or that there is a lack of community spirit. Perhaps these community members are vulnerable because they feel as if they do not receive community support and do not feel engaged within the community. The benefits to the community from a community project addressing these issues might include the following:

- supporting vulnerable members of the community;
- acquisition of skills by volunteers that may aid in future endeavours (e.g. applying for jobs);
- growing your personal organizational skills;
- a cleaner and more attractive environment (depending on the nature of the volunteer work); and
- a greater sense of goodwill and community esteem.

6 » Challenges / Barriers

Challenges and barriers can affect the progress of your project. Even before your project starts, it is important to identify them and plan how to deal with them so that you can take them on if/when they occur.

This doesn't mean you have to have every detail of your plan worked out in advance and it doesn't mean that you necessarily have solutions for everything. Solutions may be found by using your common sense, your creative/innovative mind-set, by consulting with other people to gather different perspectives on an issue. People you approach to help with your project will want to know you have put some thought into your plan and that you understand the nature of the challenges you are taking on. For example, if you know that funding is going to be an obstacle to your plan, people should know that you recognize this as a challenge that will need to be overcome. You may indicate that you have some ideas to address the challenges, but that you will need some help, too.

Don't be surprised if you come up against barriers you didn't expect. You cannot be expected to know everything at the outset. The trick is to "roll with the punches." Don't become discouraged when an obstacle presents itself—begin thinking of ways to move it, go around it, or blast right through it! Potential barriers are addressed later by having you map tasks and anticipate difficulties. Here inter-personal barriers are explored since they tend to be the most challenging.

Sometimes, barriers that you come up against are related to team members' interpersonal relationships, conflicting styles of work, and differing points of view. Be prepared to take on the following roles, as needed, to move your project forward:

- **Communicator** – Keep the lines of communications open. Be the person that initiates communication or facilitates better communication between team members.
- **Facilitator** – Educate and provide a forum for people to discuss issues around a project. Team members must have an effective way of tackling problems that is structured, yet not too rigid.
- **Linker** – Be the big-thinker that can link people to experts and resources such as community leaders or even physical assets, such as access to phones, faxes, or computers.
- **Scapegoat** – Share the responsibility or blame for a decision that may have gone bad. The team members can save face and go on to build community support for the project. In other words, if you take the blame for losing the battle, your team may still be able to go on to win the war.
- **Agent of Reality** – Limit pressures from people on your team who may have extreme or unrealistic goals or expectations for the project. You have a responsibility to ensure that the goals are achieved and may have to encourage team members to focus on one step at a time.
- **Leader** – Be the person who takes the initiative to articulate a vision, inspire and motivate your team members, and keep the project moving along with measurable successes along the way. This may also include being the team cheerleader if you experience setbacks.



7 » Mapping Your Assets and Resources

There are many types of resources that you can call upon to develop your project—some resources you may already have and some you will need to acquire. They include personal assets and resources, human assets and resources, and physical and financial assets and resources.

- a) **PERSONAL ASSETS AND RESOURCES**—Your most valuable resource is the one that is full of ideas, energy, enthusiasm, skills, and particular experience and expertise—YOU! As emphasized in this guide, there are many assets that you can bring to your project to ensure its success.

In your project proposal you identified a project or a community issue that you feel is important and one in which you wanted to become involved. One reason you feel particularly drawn to a project might be because of your personal circumstances—perhaps you are uniquely suited to initiate a project of a certain kind. Perhaps you are suited because of skills you have acquired or teams and organizations of which you have been part. Perhaps it is because of similar work you have done in the past and people that you know.

Take a minute to think about it and then record the skills and assets that make you suited to embark on this community project. Examples of skills might include public speaking, organizational skills, or athletic ability. Examples of assets might include specific knowledge or expertise, contacts within certain cultural groups, or access to resources such as a good meeting place and other physical resources and material.

MY SKILLS

MY ASSETS

Skills You Want to Acquire/Sharpen

Another reason you might have chosen your particular community project was to expand your knowledge or gain skills in a particular area. Perhaps you thought that the community project would enable you to acquire, strengthen, or sharpen certain skills. Take a minute to write down those skills you would like to acquire and those you would like to sharpen or improve.

SKILLS TO ACQUIRE

SKILLS TO SHARPEN

- b) **HUMAN ASSETS AND RESOURCES**—There are a great many people who could provide you with help on your project. As you look at putting your vision into action, the never-ending list of possibilities can seem overwhelming. You might wish to wave a magic wand to create a staff of twenty to help you with the task! Who are the human assets that you need on your team? What are some of the qualities or expertise that you require?

Just as there are skills you want to obtain, you will probably also have a list of people you want to learn from or groups and individuals that you would like to have help you. Examples of groups might include 4-H, Girl Guides, Friendship Centres, faith-based youth groups, a Rotary Club, the local Legion, clubs in your school, and local businesses.



List names of some people who you will need to talk to or who you would like to see partner with you on your community project. Be sure to write down the type of project support that you think they can provide and whether or not you will need to take the time to develop this partnership with them (in other words, are they friends and acquaintances or total strangers?). Think about how you need to develop the relationship and figure out what you might need to do to begin its development. Make sure these potential partners see the benefits for their involvement. Anticipate that they will ask you why they should help. The following grid provides some examples:

Name	Type of project support they can provide	Development needed? How?
Principal Owens	Classroom space for meetings	No development needed. Has provided space in the past.
Mayor Chartier	A source of funding? Or knowledge of where and how to get contributions?	Yes—have Mentor call him and follow their phone call up with a letter on the project.
Auntie's office	Use of computers and paper for letter writing	Thank-you letter to post on office bulletin board
ACME Inc.	Monetary sponsorship.	Thank-you letter and acknowledgement of support on any public documents/communications.

Our hopes are high. Our faith in the people is great.
Our courage is strong. And our dreams for this beautiful
country will never die.

– Former Prime Minister Pierre Elliot Trudeau

Once you have developed your list, study the names. Are these partners going to be able to help you with information and advice? Can they help you achieve your goals and your vision? Are there any gaps in the list? Have you determined why they should help you?

Go over the list with your mentor. Is there anyone that they can suggest in addition to the list you have created? Is there anyone on your list that they can introduce you to?

If your project has the aim of helping a certain group or population, or is intended for specific use by a group of people, be sure to include these people among your partners (“pre-teens” or “skateboarders,” for example). After all, if the project is going to be fruitful and continue on, it will depend in part on the acceptance of those you intend to help.

Your Mentor

The act of mentoring is a collaborative, mutually beneficial partnership between a Mentor (who possesses greater skills, knowledge or experience) and a Mentee (who is looking to enhance his or her knowledge, skills and experience). The Mentee gains increased skills, knowledge, experience, enhanced confidence, networking abilities, and contacts. The Mentor gains mentoring skills, personal satisfaction and, depending on the situation, increased job satisfaction.

The act of mentorship doesn't end there. The potential for community gains are impressive. By having active mentoring relationships within the community, the community as a whole can gain a stronger and more positive public image while fostering important leadership development. It can also help bridge the gap in communication and collaboration between current and emerging leaders in the community.

Not all mentor/mentee relationships are alike. Your mentor might be a role model to you, or a model of where you might want to be in a few years. They could simply be someone who motivates and inspires you or who is a good counsellor for you to have for the duration of your project.

Interestingly, the process you will undertake with your mentor is similar to that of the different phases of your project. It will have a beginning, development phase, and a maturity phase. Below are some benchmarks to look for during the duration of your project and at the beginning, middle and end of your relationship with your mentor.



	Start	Middle	End
Relationship Process	<p>Have you two talked about your community project?</p> <p>Are you confident in being able to take on this project with your mentor's help?</p> <p>Have you talked about your expectations and roles and responsibilities?</p> <p>Have you developed a plan to work together, to meet regularly and to talk about your project?</p>	<p>Have you established a regular meeting schedule?</p> <p>Are you satisfied that the goals of the project are clear?</p> <p>Together, have you pinpointed barriers or challenges to obtaining project goals? (Skills gaps, time shortages, etc.)</p> <p>Do you find that you are both prepared for meetings?</p> <p>Are you finding the level of rapport and commitment suitable?</p> <p>With respect to your project, do you feel supported?</p> <p>Are you making adequate use of your mentor?</p>	<p>How did your mentor help you progress with the project?</p> <p>Did you receive guidance on your project?</p> <p>Is your relationship going to end with the conclusion of this project?</p> <p>If you were starting over again is there anything you would change?</p> <p>Would you like to become a mentor one day? Why?</p>

Partners

Partners are volunteers who can offer support and lend a hand to complete your project. Who you know, who you get your information from, who you consult with—all play an important role in developing any project.

Taking the time to build partnerships can dramatically improve the end results. There are different types of partners, so it is important to think big as you try to identify people that could be of use to you. Do not restrict contacts! You will never know who could emerge as a great partner for your project.

Once you've formed your team and found other partners, you will need to define roles and responsibilities and agree on how to work together and what to do when you disagree. Focus on where you are going, share the obstacles and problems and celebrate successes. Partnerships can get results that you are unable to get alone.

Supporters – from friends and relatives to the local business community—who can offer help in the form of funds or physical resources and who benefit from contributing to the community through your project. There are partnerships with your team members, who spend time and energy on the planning and the activities of your project. And there are partnerships with those who may not be directly involved in the project but can offer moral and creative support. These could include people you met at the 2003 National Rural Youth Conference and whom you kept in touch with afterwards.

Partnerships require commitment, work and an open mind. In return, they can enable innovative thinking and opportunities that help a group or community grow stronger.

Building partnerships is so crucial to the execution of your project that if you don't already have a workable list of people with whom you can partner, you might want to make this a priority task now. Take a moment to fill out the partners worksheet. You may want to ask your mentor for help with this exercise.

In the last resort, however, it is we who must do our own promptings, who must make our own choices, and define our own paths. We cannot depend on the ripeness of time, for the time is never ripe.

– Author, Hans George Classen



Financial Assets and Resources

Asset / Resource Required	Purpose of Asset / Resource	On-hand? If not, how will it be acquired?

How are you doing?

- Think about your project and about how you can benefit from working with other people/organizations. What ideas can you discuss, what resources can help you, what skills and experience can inform you?
- Who are some of the groups/individuals who are working on related issues?

8 » Mapping Project Planning Tool

In this space, take a few minutes to review your vision for your project. Take what you have learned in the Project Basics section to put it all together. Is your original proposal still appropriate or do you need to perhaps re-think your project in terms of what you have learned developing the SMARTS objective or creating a SWOT analysis? As you review your vision begin to think and imagine the actions or activities you will need to take.

Project Name:

Background and Purpose of the Project

[Include information on your background, your community, and what is behind the community issue that you want to address.]

Proposed Project

[Identify the main goal you have set for your community project. In other words, what do you want to make happen?]

- 1.
- 2.
- 3.

Objectives

[Identify clear, well-defined, measurable objectives of your project both qualitative and quantitatively. What evidence would you use (need) to show that the project meets your community's needs? In other words, how will you measure how well you did?]

- 1.
- 2.
- 3.
- 4.

Proposed Activities

[Identify key activities that you will undertake as part of your project. In other words, how are you going to make it happen? See page 14 in Moving Your Project Forward section]

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



Challenges/Barriers

[Identify specific barriers you may need to overcome as you work on your project.]

Personal Assets and Goals

[Identify the skills, personal qualities, knowledge and experience you have that will help you reach your goals.]

[Identify the skills, personal qualities, knowledge and experience you want to acquire through this project.]

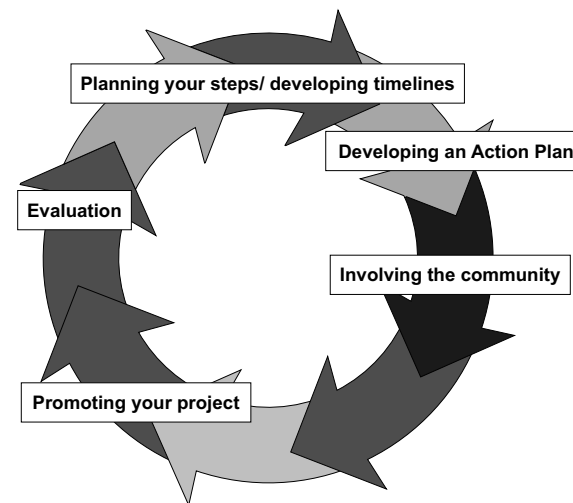
Other Resources

[Name at least three people/organizations in your community who have the potential to help you with this project and what you want them to do/provide. Consider why they would be interested in helping out and what physical and financial resources they may be able to provide.]

Notes:

III MOVING YOUR PROJECT FORWARD: TURNING GREAT IDEAS INTO ACTIONS

1 » Planning Your Steps: Developing Tasks and Timelines



Depending on the nature of your project, you may not have many time pressures that affect your project’s timeline. In other cases, you may have a hard and fast deadline approaching that requires you to quickly pull together your team to get everything done in time. In either case, it is important that you establish a set of sequential tasks that build on each other towards achieving your project’s goal(s).

The key to establishing effective timelines is taking a realistic and comprehensive approach to the project you are undertaking. You cannot be expected to foresee everything that needs to be done, but you should have a good idea of the major items that will have to be accomplished to achieve your goals. Keep in mind, too, that people on your team may also have good ideas for activities that could be undertaken, so your timeline should not be finalized until after your first meeting.

The following worksheet was designed to assist you in developing your project’s timeline. In your project proposal, you identified the main goals of your project. Related to those goals are activities that you will undertake to achieve them. Take some time to think of the smallest steps or tasks that comprise those activities. For example, if your goal is to



raise money for a youth drop-in centre and one of your activities is a fundraising raffle, some of your tasks would include acquiring prizes, printing tickets, and selling tickets.

There may be more than one activity for a goal, and there may be many tasks associated with an activity. This worksheet is meant to help you outline how your project will unfold.

Goal:

Activity # 1:

- Task -
- Task -
- Task -

Activity #2:

- Task -
- Task -
- Task -

Activity #3:

- Task -
- Task -
- Task -

Once you have established each of the tasks, you will need to answer the following questions for each:

- Who will this task be assigned to?
- How long will it take them to complete this task?
- Is there anything that needs to be done before this task can be started?

You can use the following table to map out your responses for each of these questions, but keep the following issues in mind:

- Who the task is assigned to may affect the time frame in which it can be completed. If it is assigned to someone going on vacation for two weeks, you had better take that into consideration. (This includes you, too! Don't give yourself a lot of tasks around exam time, for example.)
- If a task is assigned to a group of people, make sure there is a point person who will co-ordinate their efforts as needed.
- Be realistic about the amount of time it will take to complete a task and understand that some tasks may take much longer than you originally anticipated.

- Take common scheduling items into consideration, such as religious holidays or community festivals when people may be busy doing other things.
- Remember that some tasks cannot be started until others are completed. Make sure that you identify what needs to be in place before someone can begin his or her task.

Once you have attached time frames to each task, you can take a calendar and begin putting the timeline's tasks together like a puzzle. Begin by identifying which are the most critical and priority tasks that need to be undertaken first. Then determine which tasks rely on other being first completed and ensure that they follow those tasks. Once most of the major tasks are laid out, determine if there are periods of time where there is a lull in activity into which you can squeeze some of your smaller tasks. There might also be times when there is simply too much going on and you may have to shuffle tasks accordingly.

Be prepared to revise your timeline as your project proceeds as you may find yourself behind or ahead of schedule. Additionally, as the project proceeds you will get a better sense of how long certain tasks will take—let this guide your timeline revisions.

A final piece of project management advice: It is critically important that you keep in contact with those to whom tasks have been assigned—a problem that affects one part of the timeline may inadvertently affect the entire project's timeline.

Task	Assigned to:	Estimated Time to Complete	Anything needed beforehand? What?



2 » Involving The Community

a) THE STEERING COMMITTEE

A Steering Committee looks at the project as a whole and helps you manage it from inception to completion. These types of committees require a higher level of commitment from their members. Taking on this kind of project management role will usually require more time and members may also be asked to complete tasks in between meetings of the committee. However, it is a good way to bring more ideas to the table and line up some added help that may make your personal workload more manageable.

In addition, inviting people to sit on a committee is a good way to make long standing contacts. This will also help to gain more ownership from the community for your project and thus increase its likelihood of success. Depending on your relationship to the people you want to ask to sit on the committee, you may want to more formally request support for your project. The best tool for this is a simple letter or e-mail.

Insert Name of Project

TO: Prospective Committee Member (Name)

FROM: You

RE: Call for steering/advisory committee members (regarding: name issue)

Please consider this (letter/email) as an invitation to become a part of a committee. This invitation is extended to you based on your (previous involvement with ____ knowledge of ____ skills with respect to ____). You have also been identified as having expertise that will be invaluable to this new initiative.

The opportunity consists of having direct input into a (insert issue needing help on or state the objects of your project).

List some questions you need help with.

The Committee will consist of (# of) members. All materials needed will be provided through email or mail. The estimated time commitment over a period of (# of weeks or months or days) will be (approximate # of hours you need them for). Please assess your ability to commit for the (insert duration).

Thank you for your time and consideration.

Sincerely,

Your Name Here
Your Project title here

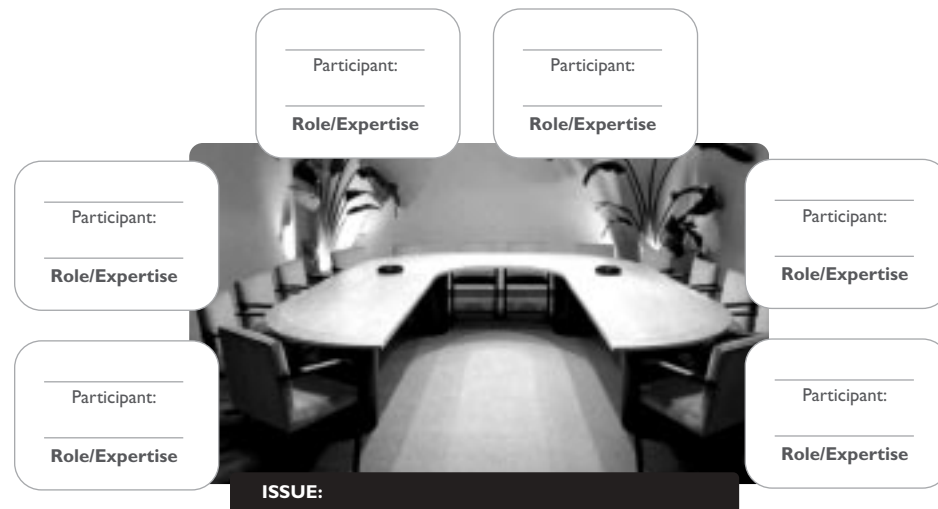
b) THE ADVISORY COMMITTEE

Another good way of gaining partners on your project is to use the concept of the advisory committee to help you tackle a specific problem you are facing. This tool is especially useful to involve people who would be of great assistance to you but whom you do not know very well.

The advisory committee approach is different from the list of partners because you can use this for either single issues, or make use of an advisory group throughout the project. An advisory committee is meant to be a smaller working group—no more than six people.

Below is a diagram of a boardroom table. This is meant to be used as an illustrative tool to help you determine who you could call upon when a particularly tough issue arises. It can also be used to help you think of people best suited to discuss an issue and form a meeting group.

Identify the issue that you think the advisory committee needs to address and then brainstorm about possible participants and the role that they can play. If, for example, you want to expand a local food bank, a possible issue might be finding a larger space.





People you might want to invite to your committee could include the current food bank operator, the mayor or reeve, the owner of the space of the current food bank, local clergy, leaders of local charitable organizations, and so on. There is space provided for a committee of six, but your committee may be larger or smaller at your discretion.

So what do you do with people once you have secured their assistance? There are a variety of possibilities you can do to help to build your team and start getting work done.

Tips for Managing the Project Team

- reinforce your expectations for your project;
- review and refine your timelines, roles and goals;
- show gratitude and thank those who are helping to achieve project goals;
- set milestones for achieving goals;
- celebrate and communicate project achievements;
- involve people in the planning of the project;
- share excellent ideas—ones that contribute to your vision and which could save you time in execution and planning;
- discuss problems that could hold you up and challenges that need to be overcome;
- clarification of what is needed to accomplish the goals of your project;
- derive insight from past experiences of other projects in the community—both the successful and not-so successful;
- provide feedback and appreciation for the results already achieved.

Once you and your team have started working on the project, don't forget to take time to review your progress, show appreciation for the work already done, and continue the dialogue within your team and in the larger community. There are many ways this can be done including an *Information Forum* or a *Public Event*.

c) PROMOTION

By using a consistent approach to keep track of your project milestones and by sharing it with others, you will send the message to others that their hard work is helping the project move forward. Here are a few ideas to promote your project.

Public Event

Organize a public event or announcement at a site that holds special significance for your project. These types of events can take many forms:

- a formal launch for your project;
- a launch of an event related to a particular aspect of your project;
- a press conference / media event inviting local dignitaries in the community;
- a milestone event announcing the achievement of a certain goal;
- a fundraising event;
- a sod-turning (marking the beginning of a construction project) or a ribbon cutting (marking the opening of a venue);
- a social event (such as a dance or fair);
- a sporting event;
- a demonstration event (as in a skateboarding demo);
- an open house where the public can learn about your project;
- a celebration;
- involve local dignitaries as a way to bring visibility to your forum;
- a march or parade to raise awareness; or a petition.

Information Forum

Hold a meeting for one or two hours at a convenient location and at a convenient time. If you can provide food or organise a potluck at the same time, all the better! Send out an agenda providing time for introductions (if necessary), an overview of the project, and time for everyone to contribute. Ask people prior to the meeting to come prepared to tell you about the most successful project they have been a part of and what made it successful. Ask them what they think their role is on the team. Be an effective timekeeper so that the meeting doesn't drag on.



d) PARTNERSHIPS WITH GOVERNMENT AND OTHER INSTITUTIONS

For your project you may want to involve a variety of partners from the federal, provincial/territorial, local and First Nations governments, including community organizations, local businesses, Community Futures Development Corporations (CFDC's), universities and colleges etc. Here are a few tips to including these partners—including elected officials—in the life of your project.

- **Invite a representative of the department, agency or other institution to meet or visit your work site.** For example, governmental staff and CFDC's are usually required to get out into the community and listen to citizens about what needs exist in communities and where they could be of service. Elected representatives usually have an office in communities they serve or someone that keeps office hours. Set up a meeting. Share stories with them. Provide them with the background information of your community and the evolution of your project. Invite them to share useful information with you.
- **Use letters, brochures or some other form of creative communication in order to raise awareness of the project.** Similar to the invitation, share stories and background information about your project. Refer to your project, encourage your partners to become involved or share advice with regard to your project.
- **Become a partner.** Given your interest in your community project you have no doubt gained knowledge on elements of need in your community. Offer to talk to appropriate officials on the nature of the project and the need you seek to fill in your community. Get yourself involved in panels or meetings taking place on similar themes as your project. Your work on your project makes you an expert in your field—offer to share your advice.
- **Call for help.** At the most base level it is the job of government and other foundations to provide service to citizens. Ask about grant money, programs or other resources. If you are asking the appropriate person you will usually get an enthusiastic response! They may also be aware of other non-government funding sources. It may take a bit of search time, but find out resources available to you and use them!

RESOURCES

Tel : 1 800 O-Canada (1 800 622-6232)

TTY : 1 800 465-7735

Canadian Rural Information Service 1 888 757-8725

<http://www.Canada.gc.ca>

Government of Canada Programs and Services Pathfinder

http://www.rural.gc.ca/cris/programs/pro_e.phtml

Pocket Directory of Rural Programs and Services

http://www.rural.gc.ca/pocket/t2_e.phtml#bus

Entrepreneurship and Opportunities for Rural Youth

http://www.rural.gc.ca/cris/youth/index_e.phtml

Rural Youth in Action in the Community Pathfinder

http://www.rural.gc.ca/cris/community/comm_e.phtml

Community Futures Development Corporation

<http://www.communityfutures.ca>

BusinessGateway.ca

235 Queen Street, Room 186B

Ottawa, Ontario K1A 0H5

Tel: 1 866 BUS-GATEWAY (1-866-287-4283)

E-Mail: info@BusinessGateway.ca

Internet: <http://www.businessgateway.ca/en/hi/index.cfm>

Opportunity is missed by most people because it is dressed in overalls and looks like work.

– Thomas A. Edison (1847 – 1931)

(Inventor, most notably of the phonograph and incandescent lightbulb)



IV. EVALUATION

The next section focuses on evaluation. Evaluation is not something that happens only at the end of your project. In fact it may be quite informative to examine the questions long before you have the experience and/or information to respond to them. Evaluation takes a continuous learning approach to the task of evaluating.

It is hoped that the information that you provide the Rural Secretariat at each of the three phases of evaluation will be shared with others. We want to learn from your comments so that we can provide better tools to help you achieve your goals and share with others the 'best practices' of your project. To help you plan, calendars have been included in this section with the due date for each phase of evaluation clearly marked.

Phase 1 Evaluation Questions

Due July 18, 2003

Fax your responses to the toll-free fax: **1 800 884-9899**
Or request an evaluation from the toll free phone line: **1 888 781-2222**

- 1) What have I accomplished to date? What have I still to accomplish?
- 2) What adjustments do I have to make?
- 3) What has been my role and my contribution towards the project?
- 4) Have I been able to gather the resources I need?
- 5) Who are the Partners I have attracted? What have been my partners' role and contribution towards the project? What are they offering? What are they gaining?
- 6) How is my relationship with my mentor? What has been my mentor's contribution? What have I offered my mentor in return? Do we need to change anything?

Questions to Ask as Your Project Progresses

Phase 2 Evaluation Questions

Due October 24, 2003

Fax your responses to the toll-free fax: **1 800 884-9899**
Or request an evaluation from the toll free phone line: **1 888 781-2222**

Project Analysis

- 1) What has been my biggest accomplishment?
- 2) How much is the project progressing in comparison to my original plans?
- 3) What are some of the new ideas or new people that have inspired me? What have I learned from them?
- 4) Who are the people and organizations that are helping me along the way?
- 5) How am I raising awareness of my project in the community?
- 6) Am I getting buy-in or resistance? Why?
- 7) How are traditional leaders or older members of the community receiving my project?
- 8) What is the most useful thing that I learned at the 2003 National Rural Youth Conference that has stayed with me throughout the project?

Mentor/ Mentee

- 1) Is my mentor opening doors for me in my community by brokering relationships? If so how?
- 2) Is my mentor helping me in the promotion of my project in my community? If so how?
- 3) Has my relationship with my mentor been a positive one? What have I gained from and offered to my mentor?

Assets/Challenges

- 1) What have been the assets of my project to date?
- 2) My project has been getting attention because...
- 3) What have been my challenges? What are the innovative solutions that I have employed to overcome the challenges?

Self Analysis

- 1) What have I learned about myself?
- 2) What skills have I acquired so far?
- 3) Have I become more involved in my community as a result of the project?
- 4) What have I gained from this experience?

Questions to Ask Upon the Completion of Your Project

Phase 3 Evaluation Questions

Due March 5, 2004

Fax your responses to the toll-free fax: I 800 884-9899

Or request an evaluation from the toll free phone line: I 888 781-2222

Project Analysis

- 1) After all these months what have been my accomplishments? What has the project achieved?
- 2) What benefits did the project bring to my community, my partners and the people involved?
- 3) How much community involvement did I get for my project? To what degree did the community get involved?
- 4) Who are the people and organizations that helped me along the way?
- 5) What drew people to my project? Why were people interested in my project?
- 6) How have traditional leaders or older members of the community received my project?
- 7) Do I feel that adults in my community have gained increased appreciation on the role of youth in the community? How?
- 8) What would I do the same? What would I change? What were the lessons that I have learned?
- 9) What have I done to promote my project?
- 10) Do I want to continue working on my community project and why? Am I motivated to work on other projects in my community?

Mentor/ Mentee

- 1) What have we achieved together?
- 2) What worked well in our relationship? Did we have to make adjustments a long the way? What were the adjustments?

Self Analysis

- 1) What have I gained from this experience?
- 2) What has been my biggest accomplishment?
- 3) What has been my biggest challenge(s)? How did I overcome them?
- 4) What have I learned about myself, my skills and my assets?
- 5) What skills have I acquired?
- 6) Did I become more involved in my community as a result of the project? More aware of my assets?
- 7) Did the project help me in planning and decision making, leading and working with groups?
- 8) What is the most important thing I learned?

Calendar

Please use these calendars to plot the course of your project. Keep in mind important dates to follow-up with your evaluation forms:

- **Phase 1** Friday July 18, 2003
- **Phase 2** Friday October 24, 2003
- **Phase 3** Friday March 5, 2004

May 2003

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 2003 National Rural Youth Conference	3 2003 National Rural Youth Conference
4 2003 National Rural Youth Conference	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

You see things; and you say, "Why?" But I dream things that never were; and I say, "Why not?"

– George Bernard Shaw (1856 – 1950),
"Back to Methuselah" (1921), part I, act I



June 2003

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	Remember, the National Rural Youth Network Listserv can also be used as a tool for you to explore ideas, question or concerns regarding your project.				

August 2003

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
The condition of the human spirit [is] so profound that it encourages us to build bridges. — Writer and Poet Maya Angelou					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

July 2003

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Happy Canada Day!	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18 Phase I Evaluation due today!	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2003

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	Never mistake motion for action. — Writer Ernest Hemingway			



October 2003

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24 Phase II Evaluation due today!	25
26	27	28	29	30	31	

December 2003

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20 Happy Hanukkah
21	22	23	24	25 Merry Christmas	26	27
28	29	30	31			

November 2003

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>The only way I know to get a good show is to practice, sweat, rehearse and worry... You have to plug away, keep thinking up new ideas. If one doesn't work, try another. — Actor/Singer/Dancer Fred Astaire</p>						1
2	3	4	5	6	7	8
9	10	11 Remembrance Day	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

January 2004

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Happy New Year 2004!	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



February 2004

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14 Valentines Day
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	<p>I've had a lot of happiness, and I'm not afraid to expect more...</p> <p>— Comedian Carol Burnett</p>					


April 2004

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

March 2004

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5 Phase 3 Evaluation Due Today!!	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	<p>He who laughs, lasts</p> <p>— Author Robert Fulghum</p>		

May 2004

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p> One year of your project complete!</p>						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



V

V. RESOURCES

Below is a short list of resources that you can call upon for more ideas and tools to assist you as your project progresses. For even more information and resources, don't forget to visit the rural website at www.rural.gc.ca.

General Resources

<http://www.training-youth.net/tkit3/tkit3.pdf>
http://www.youthsource.ab.ca/teacher_resources/project_management.html
<http://www.salto-youth.net/download/88/Action%20planning.pdf>
<http://www.salto-youth.net/download/15/Checkpoint%20Exercise.doc>

A game to deal with cooperation and partnership, and be aware of prejudices in a project:
<http://www.saltoyouth.net/download/129/Win%20as%20much%20as%20you%20can.pdf>

Project Management

Project management handbook:
http://www.salto-youth.net/download/14/training_rep%20SALTO%20UK.doc

Two online quizzes on evaluating projects:
<http://www.youth.se/elearn/default.asp>

Mentorship

Canadian Youth Business Foundation
140-123 Edward Street, Toronto, ON M5G 1E2
Tel: (800) 464-2923 ext. 2101 Fax: (416) 408-3234
E-mail: info@cybf.ca
Web: www.cybf.ca

Mentors Peer Resources
1052 Davie Street, Victoria, BC V8S 4E3
Tel: (250) 595-3503 Fax: (250) 595-3504
E-mail: info@mentors.ca
Web: www.mentors.ca/mentorprograms.html

Agora

Web: www.agora-canada.org/mentor/index.html

Funding Sources

Microcredit Pathfinder
http://rural.gc.ca/cris/microcredit/micro3_e.phtml
Directory of Canadian financial providers
<http://strategis.ic.gc.ca/epic/internet/insof-sdf.nsf/vwGeneratedInterE/Home>

It is wonderful to feel the grandness of Canada in the raw, not because she is Canada but because she's something sublime that you were born into, some great rugged power that you are a part of.

– Canadian painter Emily Carr



2003 National Rural Youth Conference (NRYC)

List of Regional Contacts

GENERAL

Rural Secretariat
3rd floor
1525 Carling Avenue
Ottawa, Ontario K1A 0C5
Tel.: 1 888 781-2222
E-Mail: RS@agr.gc.ca

NATIONAL

Anne Gabriel, Conference Coordinator
1525 Carling Avenue, 3rd Floor
Ottawa, Ontario K1A 0C5
Tel.: (613) 759-7260
Fax: (613) 759-7105
E-Mail: gabriela@agr.gc.ca

WEST AND NORTH

**Alberta, British Columbia, Nunavut,
Northwest Territories and Yukon:**
Nathanael Olson, Senior Policy Advisor
600, 138-4th Avenue, SE
Calgary, Alberta T2G 4Z6
Tel.: (403) 292-4922
Fax: (403) 292-5659
E-Mail: olsonn@agr.gc.ca

Alberta:

Bev Uibel, Regional Advisor
Suite 1500, 9700 Jasper Avenue
Edmonton, Alberta T5J 4H7
Tel.: (780) 495-8247
Fax: (780) 495-4557
E-Mail: bev.uibel@wd.gc.ca

British Columbia:

Brandon Hughes, Regional Advisor
333 Victoria Street, Main Floor
Nelson, British Columbia V1L 4K3
Tel.: (250) 352-3155 ext. 158
Fax: (250) 229-4459
E-Mail: hughes.bn@shaw.ca

Nunavut:

Bonnie Huculak, Regional Advisor
Suite 1400, 9700 Jasper Avenue
Edmonton, Alberta T5J 4H7
Tel.: (780) 495-5016
Fax: (780) 495-8251
E-Mail: bonnie.huculak@hrdc-drhc.gc.ca

Northwest Territories:

Tawna Brown, Regional Advisor
4916-47 Street, 2nd Floor, Goga Cho Building
PO Box 2438
Yellowknife, Northwest Territories X1A 2P7
Tel.: (867) 920-8122
Fax: (867) 920-8149
E-Mail: brownt@inac-ainc.gc.ca

Yukon:

Hillarie Zimmermann, Regional Advisor
345, 300 Main Street
Whitehorse, Yukon Y1A 2B5
Tel.: (867) 667-3391
Fax: (867) 667-3372
E-mail: zimmermannh@inac-ainc.gc.ca

PRAIRIES

Manitoba/Saskatchewan:

Darell Pack, Senior Policy Advisor
500-303 Main Street
Winnipeg, Manitoba R3C 3G7
Tel.: (204) 984-6510
Fax: (204) 983-8357
E-Mail: Packd@agr.gc.ca

Manitoba:

Pat Lachance, Regional Advisor
391 York Avenue, Suite 420
Winnipeg, Manitoba R3C 0P4
Tel.: (204) 983-6574
Fax: (204) 983-8674
E-Mail: Pat_Lachance.HWC@hc-sc.gc.ca

Saskatchewan:

Jock Witkowski, Regional Advisor
2nd Floor, 1288 Central Avenue
Prince Albert, Saskatchewan S6V 4V8
Tel.: (306) 953-8430
Fax: (306) 953-8593
E-Mail: jock.witkowski@hrdc-drhc.gc.ca

CENTRAL

Ontario:

P. Sivaraj, Senior Policy Advisor
174 Stone Road West
Guelph, Ontario N1G 4S9
Tel.: (519) 837-5855
Fax: (519) 826-2342
E-Mail: Sivarajp@agr.gc.ca



Québec:

Esther Côté, Senior Policy Advisor

Champlain Harbour Station

901, rue du Cap-Diamant

Room 350-4

Québec, Québec G1K 4K1

Tel.: (418) 648-4820 ext.# 313

Fax: (418) 648-7342

E-Mail: Cotee@agr.gc.ca

Monique Martin, Regional Advisor

Champlain Harbour Station

901 du Cap-Diamant Street

Room 350-4

Québec, Québec G1K 4K1

Tel.: (418) 648-4820 ext.# 322

Fax: (418) 648-7342

E-Mail: martinm@agr.gc.ca

ATLANTIC CANADA

New Brunswick, Prince Edward Island, Nova Scotia,

Newfoundland & Labrador:

Keith Cossey, A/Senior Policy Advisor

1600 Main Street, Suite 210

Moncton, New Brunswick E1E 1G5

Tel.: (506) 851-2983

Fax: (506) 851-2984

E-Mail: kcossey@agr.gc.ca

New Brunswick:

Yvon Leblanc, Regional Advisor

1600 Main Street, Unit 210

Moncton, New Brunswick E1C 1G5

Tel.: (506) 851-2859

Fax: (506) 851-7079

E-Mail: leblancy@agr.gc.ca

Prince Edward Island:

Robert Maddix, Regional Advisor

134 Kent Street, Suite 560

Charlottetown, Prince Edward Island C1A 8R8

Tel.: (902) 566-7210

Fax: (902) 566-7489

E-Mail: rmaddix@acoa-apec.ca

Newfoundland and Labrador:

Betty Rumoldt, Regional Advisor

John Cabot Building

11th Floor 10 Barter's Hill

P.O. Box 1060 Station C

St John's, Newfoundland and Labrador A1C 5M5

Tel.: (709) 772-6296

Fax: (709) 772-2712

E-Mail: rumboldb@acoa-apec.ca

Nova Scotia:

Mike Rothenburg, A/Regional Advisor

1801 Hollis Street, Suite 600

Halifax, Nova Scotia B3L 3C8

Tel.: (902) 426-8570

Fax: (902) 426-2054

E-Mail: mrothenb@acoa-apec.ca