WORKSHOP SHUMEN

Shumen, March 26th

PROJECT RAINBOW
agedo NAZIONALE
ADELE
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What is bullying?

Bullying is an ongoing and deliberate **misuse of power in relationships** through repeated verbal, physical and/or social behaviour that **intends to cause** physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

What bullying is not?

- single episodes of social rejection or dislike
- single episode acts of nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights.

These actions can cause great distress. However, they do not fit the definition of bullying and they're not examples of bullying **unless someone is deliberately and repeatedly doing them.**

Bullying can include:

- being called names, teased or humiliated
- posting, commenting on or liking nasty photos, videos or posts about you online
- being pushed, hit or hurt
- having money and other stuff stolen
- spreading rumours or starting group chats about you
- being ignored, left out or made to feel like you're not wanted
- being threatened, intimidated or sent nasty messages
- trolling you or commenting on your posts or pictures saying nasty things
- someone revealing personal details without your permission
- targeting you over and over again in an online game.

And cyberbullying?

Cyberbullying defines a set of **aggressive and intentional actions**, of a single person or a group, made **using electronic tools** (sms, mms, photo, video, email, chat rooms, istant messaging, Web sites, phone calls), whose objective is that of causing damage to a peer unable to defend himself.

Cyberbullying can manifest itself in **different ways**: from sending violent and vulgar online messages intended to provoke and humiliate the victim, to spreading personal and sensitive data, to changing someone's online identity. It can even include **cyberstalking**, online disparagement and harassment, or take the form of **cyberbashing** (when instances of group violence or bullying are filmed and published on the Internet).

Bullying

- Only students of the class or institute are involved
- Generally people with strong character, capable of imposing his/her power, can become a bully
- Bullies are students, classmates or schoolmates well-known to the victim
- Actions of bullying are limited to a specific environment
- Bullying actions occurs during school hours or on the way home-school, school-home
- School or group dinamics limit aggressive actions
- Bully and victim are in direct contact
- Reactions of victim are visible

Cyberbullying

- Children and adults from all over the world can be involved
- Anyone can become a cb, even tose who are victims in real lfe
- Cb can be anonymous so that the victim is not able to know who is interacting with him/her
- Cyberbullying actions can be spread all over the world
- Cyberbullying can take place 24h
- Cb is free to do online what he/she can’t do in real life
- There is no need for direct contact
- Absence of visible reactions from the victim

Why a school-project for takling gender-based bullying?

A project is always a **solution** to a problem.

Some problems are small and can be resolved quickly. Other problems are large and may require significant time and effort to be solved.

Whether the problem you are focusing on is small or large, using a **systematic approach** for solving it will help you be more effective.

The problem solving steps

Generally, you can use **five problem solving steps** for most problems:

- **Define the Problem**
- **Determine the Causes**
- **Generate Ideas**
- **Select the Best Solution**
- **Take Action**

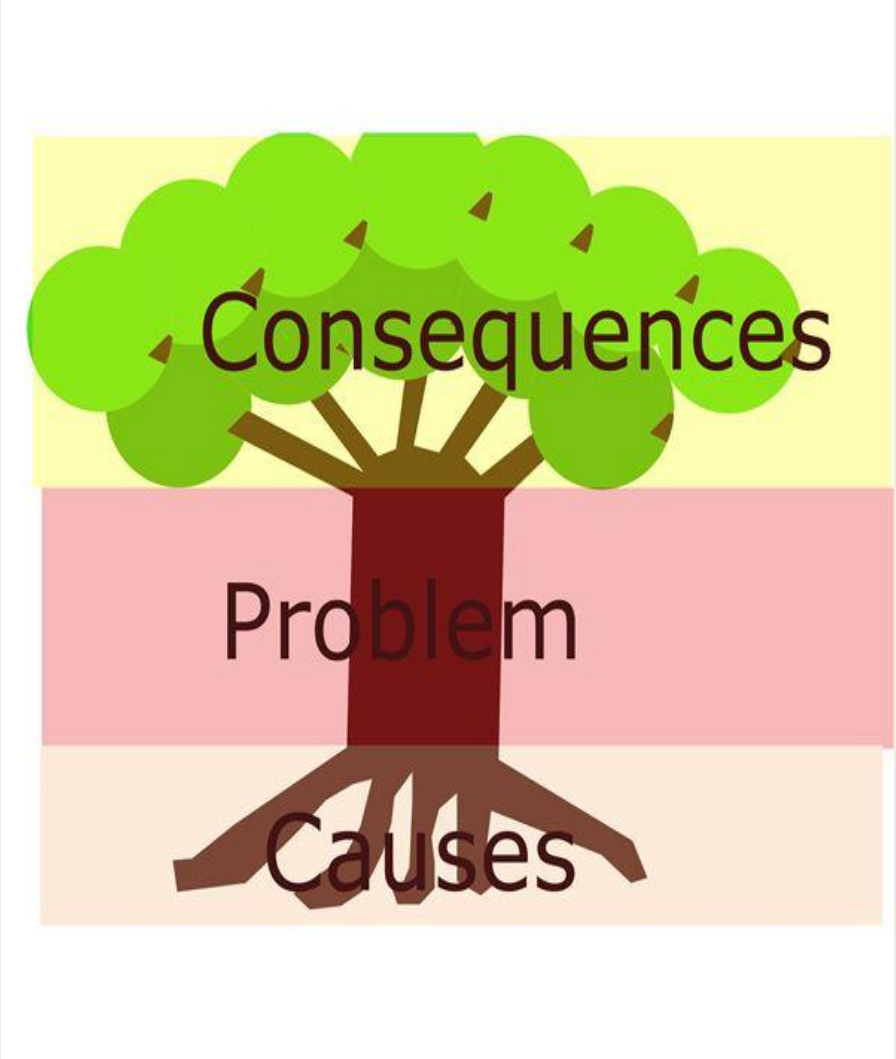
The Problem Analysis

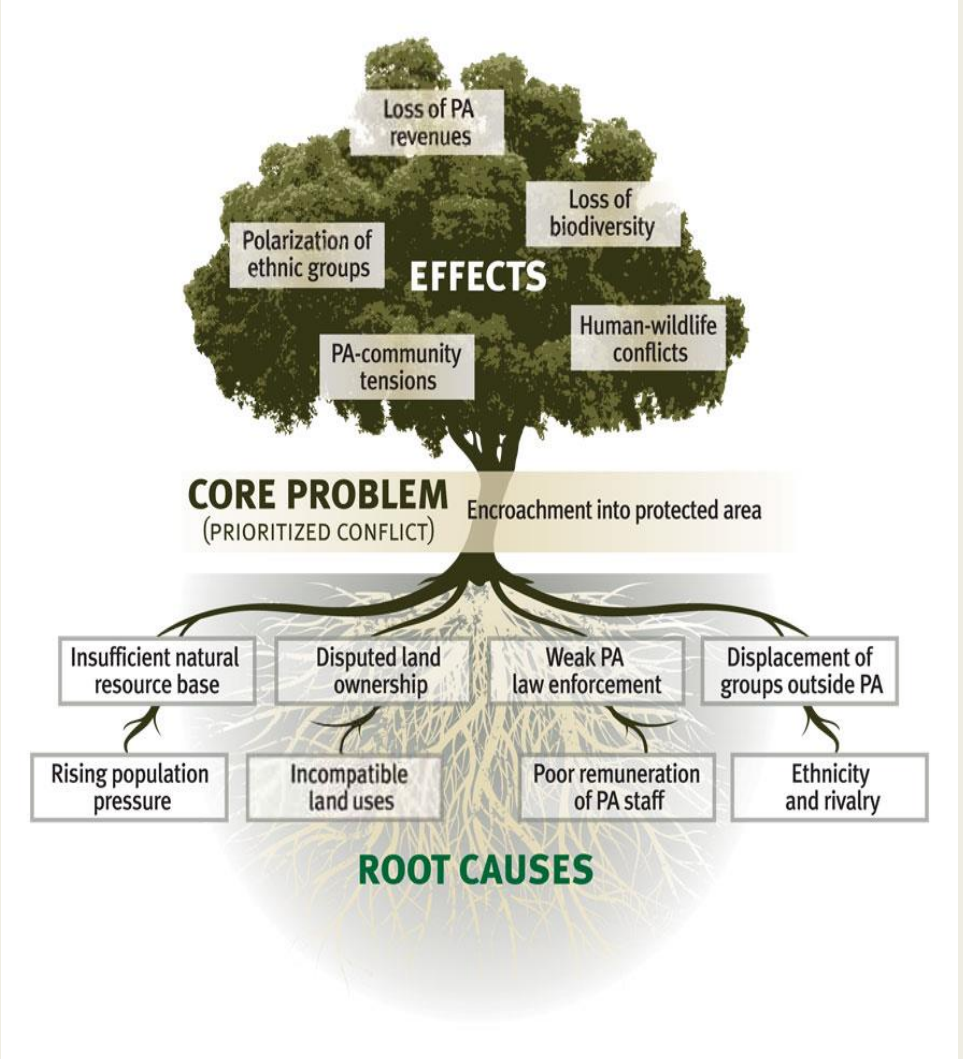
- The problem analysis is of major importance with regard to project planning, since it strongly influences the design of a possible intervention(s). **It is the basis and the justification for the project design.**
- After a common understanding of all problems is reached, the analysis is presented in the form of a diagram, or a **problem tree**.

The Problem Tree

- It is a **planning method** based on needs, that belongs to the family of participatory planning techniques, in which all parties involved identify and analyse the needs together.
- A problem is never an isolated negative perceived situation, but relates to other problems. **In the problem tree the relations and hierarchy among all identified problems is expressed.** Each stated problem is preceded by the problem(s) which cause(s) it, and followed by the problem it causes itself.

How the Tree works





How to build a Problem Tree

- Identify the main problems that the project will address
- The main problems should be written on small pieces of card, and stuck on the wall.
- High order problems should not be described as 'lack of' something, for example lack of knowledge, but instead they should be described as an effect, for example lack of knowledge may become 'destructive forest harvesting practices'
- After all of the problems are displayed on the wall they should then be clustered into groups of similar issues
- Problems that are duplicated can be discarded
- At this stage a simple 'weeding' exercise can be undertaken. The aim of the weeding exercise is to remove any problems that are clearly not problems that can be addressed by the project.

Developing the Problem tree

- 1. The easiest way to develop the problem tree is to begin with a 'starter' problem and progressively add the other listed problems to the tree.
- 2. It does not really matter which problem is chosen as the starter problem. Choose the problem that participants agree is of major importance.

Exercise 1

Let's Brainstorm

- Brainstorm your problem thinking about possible causes and effects

- Time: 10 min

Brainstorming rules

- 1. All ideas are accepted without argument
- 2. Aim for quantity rather than quality
- 3. No debate about whether ideas are accepted or not, only about whether the idea has already been listed.
- 4. No evaluation now (limit the discussion on the significance of the material and concentrate on getting full cross-section of ideas)

Exercise 2

- Try to build your Problem Tree moving from the core problem
- Time: 20 min

Moving to the Objectives Analysis

After the problem analysis move to the analysis of objectives. It includes:

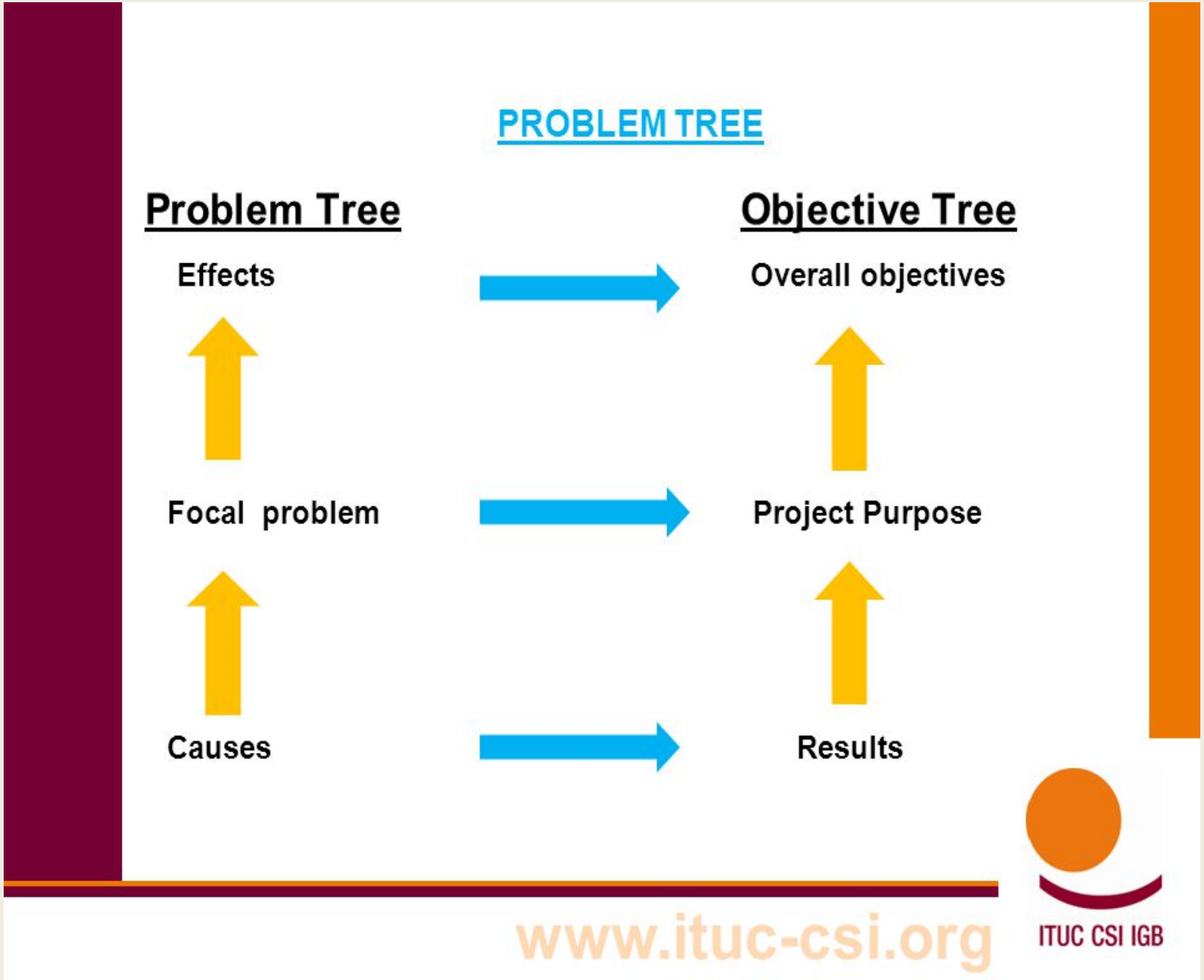
- The translation of the negative situations in the problem tree into a **realised positive state** (the objectives) for example, ‘low level of emphaty' is converted into ‘level of empathy increased’;
- Verification of the hierarchy of objectives;
- Visualisation of means-end relationships in a diagram.

Building the Objectives Tree

- The problem tree is transformed into an objectives tree by restating the problems as objectives. **The objectives tree can be viewed as the positive mirror image of the problem tree.** It is usually necessary to reorder the position of objectives as you develop the tree. The objectives tree can also be considered as an 'ends - means' diagram.
- The top of the tree is the end that is desired and the lower levels are the means for achieving the end.

The Objective tree

- the objectives-analysis and the problems -analysis influence each other: **the more information one has about the problem situation, the more specifically one can formulate objectives**; the kind and outline of the objectives analysed influence the perception of problems.


PROBLEM TREE
Problem Tree
Objective Tree
Effects
Overall objectives
Focal problem
Project Purpose
Causes
Results
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Exercise 3

- Try to build up your Objectives Tree
- Time: 20 min

We deserved a coffee!

Planning and managing the project

The **Logical Framework Analysis**

The Logical Framework Analysis

A log frame (also known as a Project Framework) is a **tool for planning and managing development projects**. It looks like a table (or framework) and aims to present information about the key components of a project in a clear, concise, logical and systematic way.

A log frame summarises, in a standard format:

- What the project is going to achieve?
- What **activities** will be carried out to achieve its outputs and purpose?
- What resources (inputs) are required?
- What are the potential problems which could affect the success of the project?
- How the progress and ultimate success of the project will be measured and verified?

Objectives	Measurable indicators	Means of verification	Important assumptions
GOAL: Wider problem the project will help to resolve	Quantitative ways of measuring or qualitative ways of judging timed achievement of goal	Cost-effective methods and sources to quantify or assess indicators	(Goal to supergoal) External factors necessary to sustain objectives in the long run
PURPOSE: The immediate impact on the project area or target group i.e. the change or benefit to be achieved by the project	Quantitative ways of measuring or qualitative ways of judging timed achievement of purpose	Cost-effective methods and sources to quantify or assess indicators	(Purpose to Goal) External conditions necessary if achieved project purpose is to contribute to reaching project goal
OUTPUTS: These are the specifically deliverable results expected from the project to attain the purpose	Quantitative ways of measuring or qualitative ways of judging timed production of outputs	Cost-effective methods and sources to quantify or assess indicators	(Outputs to purpose) Factors out of project control which, if present, could restrict progress from outputs to achieving project purpose
ACTIVITIES: These are the tasks to be done to produce the outputs	INPUTS: This is a summary of the project budget	Financial out-turn report as agreed in grant agreement	(Activity to output) Factors out of project control which, if present, could restrict progress from activities to achieving outputs

The Logical Framework can be considered as "a tool to help designers of projects think logically about what the project is trying to achieve **(the purpose),** what things the project needs to do to bring that about **(the outputs)** and what needs to be done to produce these outputs **(the activities)**. The purpose of the project is to serve our higher level objectives **(the goal)"**.

A smooth Glossary

- **Narrative Summary**

The goal, purpose, outputs and activities of the project as described in the left-hand column of the logical framework. (the Objectives column)

- **Goal**

The ultimate result to which your project is contributing - the impact of the project.

- **Purpose**

The change that occurs if the project outputs are achieved

- **Outputs**

The specifically intended results of the project activities - used as milestones of what has been accomplished at various stages during the life of the project.

- **Activities**

The actual tasks required producing the desired outputs.

- **Indicators**

Also referred to as measurable or objectively verifiable indicators (OVI) quantitative and qualitative ways of measuring progress and whether project outputs; purpose and goal have been achieved.

- **Means of verification**

M.O.V is the information or data required to assess progress against indicators and their sources.

- **Assumptions**

Factors external to the project which are likely to influence the work of the project management has little control, and which need to exist to permit progress to the next level in the LFA.

- **Super goal**

The long-term results of continued achievement of the goal of the project.

- **Inputs**

What materials, equipment, financial and human resources are needed to carry out the activities of the project?

What do I need in order to produce a Logical Framework?

- Supply of large sheets of paper, (preferably flip chart sheets).
- Pencil, eraser and 'Post-it' notes or cards, so you can adjust and amend as you go along.
- Somewhere to work without distractions.
- Ideally, someone to discuss and 'bounce' ideas around with.
- As much information about the planned project as possible - preferably do it 'on site'.

Now, where do I need to start?

The key to completing log frames is to use the information generated in the Objective Tree and:

- **Start at the top and work down**

The objectives column - what is the project going to achieve?

- **Then think laterally**

How can the progress of the project be measured against its objectives?

- **Then reflect back up**

What assumptions are to be included and what are their implications?

Important:

The two boxes in the centre of the "Activities" row are not used for Measurable Indicators and Means Of Verification as the progress and success of the Activities are measured at the Outputs level.

The Activities are carried out to achieve the Outputs. These "spare" boxes can therefore be used to provide any useful additional information such as Inputs and Budgeting requirements.

STAGE ONE - TOP DOWN (OBJECTIVES)

1. GOAL

Starting at the top and using the information from the Objective Tree consider the overall **goal** of the project. What issue or problem is the project trying to address? The goal may be beyond the reach of this project on its own. What ultimate objective is the project contributing to? This should be a brief statement or summary.

Example

To create a common strategy for fighting gender-based bullying among schools in the north-bulgarian region

2. PURPOSE

What final result are you trying to achieve? This is the **purpose** of the project. This should be clear and brief.

Example

A school course for teachers who belong to 10 schools of the region designed and carried out

3. OUTPUTS

What are the particular **outputs** needed to achieve the Purpose of the project? There may be several outputs.

Example

‘50 teachers recruited and trained.'

'Classes running in all schools involved in the project’

‘Information sessions for families with school age children held in each city where schools are

4. ACTIVITIES

List the **activities**, which are needed to achieve these outputs. There may be several for each output. Statements should be brief and with an emphasis on action words.

Example

- To create an advertising campaign in the North-Bulgarian region in order to advertise specific events
- To hold training sessions for teachers
- To plan and hold meetings in each city for families with school age children

5. INPUTS

Inputs which are needed to carry out these activities. Again, there may be several for each activity and it will help to run through each individually, listing required inputs (resources, equipment, tools, people). Group the inputs and list each once rather than repeatedly. This may include a summary of the project budget.

Example

Budget, Training space, Accommodation, Support for existing teaching staff, Teaching materials, Transport to the cities, Project Co-ordinator / Fieldworker / Trainers etc.

STAGE TWO - WORK ACROSS (MEASURABLE INDICATORS AND MEANS OF VERIFICATION)

As you work down each step of your objectives, think:

- How the outputs and activities can be measured.
- What indicators can be used to measure achievement?
- What information will be needed, and how it can be gathered?
- What problems, obstacles or barriers might arise to prevent the project from progressing as planned?
- How can their impact be minimised?

6. INDICATORS

Starting either from the top or the bottom of your hierarchy of objectives, begin to work across the log frame, identifying the indicators for measuring your progress. Indicators need to define ‘QQT’, Quality, Quantity and Timing:

There are two kinds of indicators you will need to use:

Process indicators

Which measure the extent to which you have achieved your stated objectives.

Example

How many students interested in attending the course by (specified) time.

Impact indicators

Which help to monitor the achievement and the impact of your work.

Example

How many students pass the empathy test at (specified) time.

7. INFORMATION SOURCES

Next, try and work out your means of verification for each indicator. **What information will you need, and how and from where can it be gathered?**

Will project staff or others need to keep records, or can they get the information from somewhere else?

STAGE THREE - BOTTOM UP (ASSUMPTIONS)

8. EXTERNAL FACTORS

What external factors (outside your control) could affect the success of your project or prevent work from progressing? These may be climatic, political, economic, etc. but should be real (possible) risks rather than a list of everything that could go wrong.

Reflecting up from the bottom of your log frame, consider how, if each assumption holds, it will be possible to move to the next stage of the project.

Example

Sufficient teachers willing to attend the course.

9. DOUBLE CHECK

Following completion of your log frame, **go over it, from bottom to top, to check the logic of it:**

• Will the inputs and activities clearly lead to the outputs required to achieve the purpose and contribute to the goal?

• Will the indicators and means of verification effectively measure the progress of the project?

• Are the assumptions reasonable or do they indicate a level of risk, which suggests that the project is unlikely to get off the ground or be completed? (The killer assumption)

• Is the project staff committed to the objectives and indicators identified and see them as realistic and achievable?

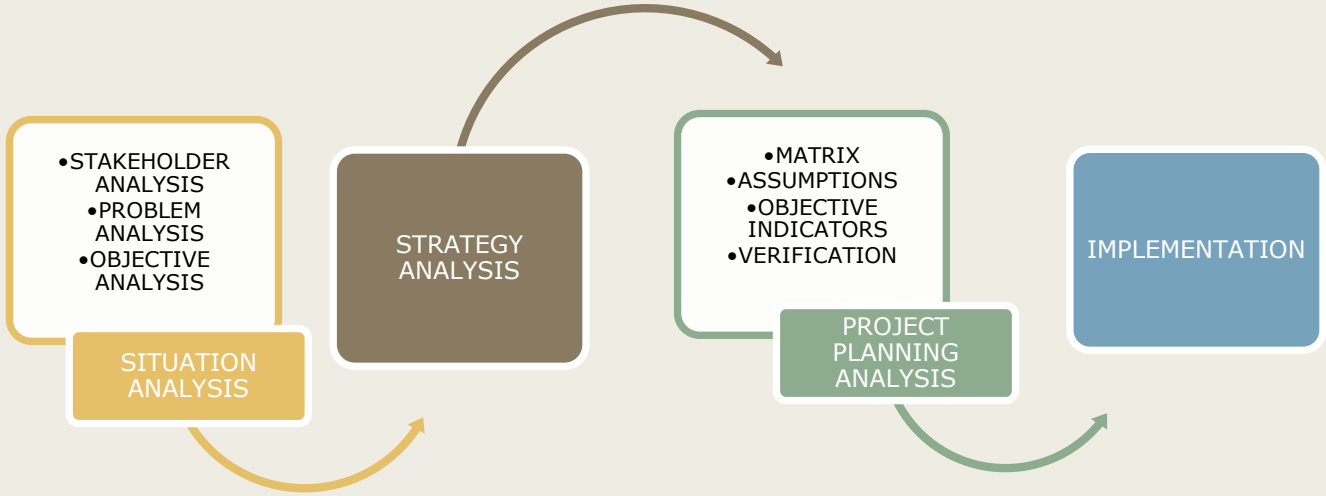
• Are there any changes, which could be made which will make the project it more practical and workable?

10. WRITE IT UP

When the log frame has been checked (and rechecked) and it is truly logical, and representative of the project, type (or write) it up onto A4 sheets.

CONCLUSION

There are 4 major steps in conducting an LFA, each with a set of activities to be carried out as outlined below:



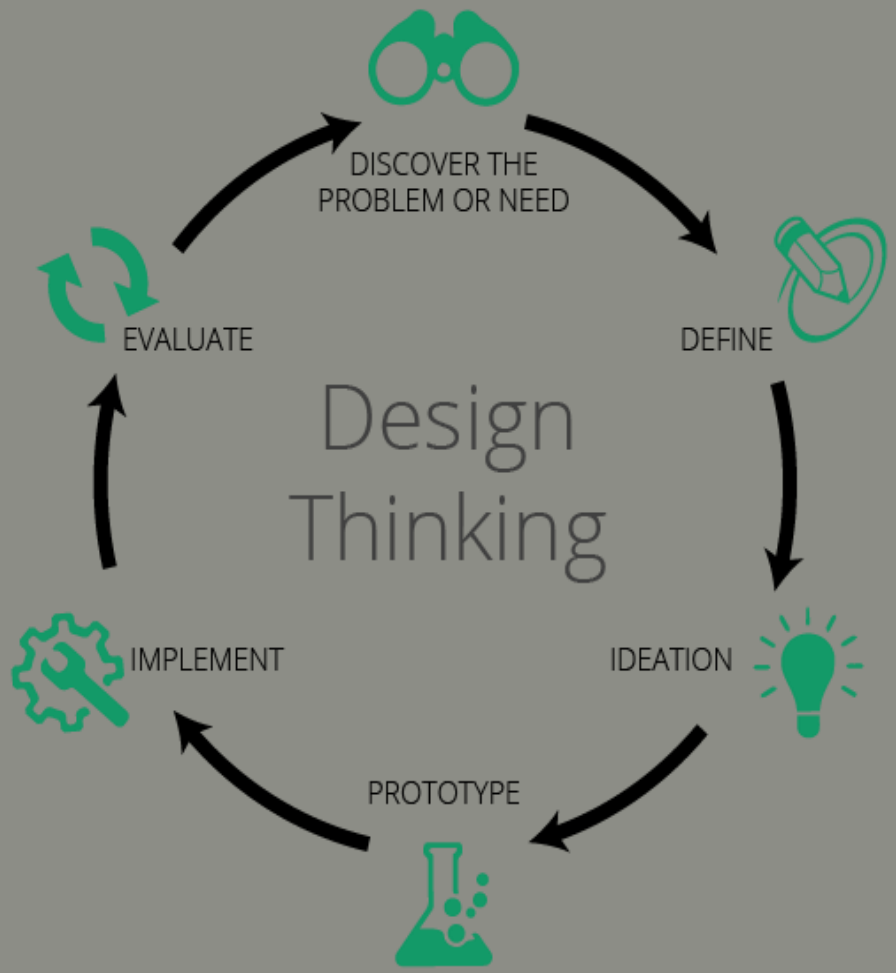
Exercise 4

- Build up the LFA of your project

- Time: needed

The Design Thinking Method

Design Thinking is a design methodology that provides a solution-based approach to solving problems.



- Six stages are not sequential
- There is not a specific order
- the stages should be understood as different modes that contribute to a project, rather than sequential steps
- Design Thinking should not be seen as a concrete and inflexible approach to design
- the component stages identified in the image above serve as a guide to the activities that you would typically find
- one of the main benefits of the six-stage model is the way in which knowledge acquired at the later stages can feedback to earlier stages
- perpetual loop

Discover the problem or need

- Plenary discussion: get more information about the topic and good practices from the other country to define examples of possible solutions to be adopted.
- Research about existing solutions in your own country
- If you find similar ideas try to do different
- Focus on the advanteges and opportunities

Define

- put together the information you have created and gathered during the first stage
- analyse your observations and synthesise them in order to define the core problems that you and your team have identified up to this point
- define the problem as a problem statement in a human-centred manner
- take 15 minutes to write down the answers to these questions:
- WHO is our target group?
- WHY do we want to help/ they need our solution?
- WHAT are we going to do?
- HOW are we going to that?

Ideation

- 'think outside the box' to identify new solutions to the problem statement you've created
- start to look for alternative ways of viewing the problem
- Brainwrite

Brainwriting

Brainwriting

Once the topic of the session is narrowed down to a problem statement, this is announced and written on top of the Idea Form. This is a worksheet that has to be handed out to each participant and consists of a grid where the heading of the columns are Idea 1, Idea 2 and Idea 3 and the rows identify the name of who has contributed to that particular suggestion.

Participants are given 5 minutes to complete the first row and write down the first ideas working in silence. These may be expressed in any graphical form: written, drawn, through a symbol or however the author prefers. The supervisor signals the end of time, and the sheet is passed on to the next participant on the right. Now the process is repeated and each participant is free to get inspired from the idea he reads on the sheet written by his neighbour and contribute to them by integrating or completing them, or decide to ignore them and start a new one from scratch.The process goes on until the worksheet is completely filled in or 30 min.

Team than selects 1 to 3 ideas the group can focus on.

Time: 30 min.

Prototype

- The design team will now produce a number of inexpensive, scaled down versions of the product or specific features found within the product, so they can investigate the problem solutions generated in the previous stage.
- This is an experimental phase, and the aim is to identify the best possible solution for each of the problems identified during the first three stages.

Implement

- This is the late stage of the model, but in an iterative process, the results generated during the testing phase are often used to redefine one or more problems and inform the understanding of the users, the conditions of use, how people think, behave, and feel, and to empathise.
- Even during this phase, alterations and refinements are made in order to rule out problem solutions and derive as deep an understanding of the product and its users as possible.

Market Research

Go outside and ask strangers (it is important you stick to your target group) about your ideas, explain briefly and you can use some of the generic questions like these:

- 1) Gender
- 2) Age
- 3) Household income
- 4) Education
- 5) Work status
- 6) Family status
- 7) Living location
- 8) Psychographic questions
- 9) Opinon about your problem
- 10) Opinon about your solution/idea
- 11) How much would you pay for our service?
- 12) If this was available today, would you use it?
- 13) Would you recommend it to someone?
- 14) Do you think this will make your life better?

Evaluate

The final stage is evaluating your market research results and implicating them to your idea. You should see what people find good and what they didn't like. A SWOT analyze is a good way to evaluate your final product. The beauty of design thinking is that after this final stage you can start again and improve your idea with the same steps.

The Project Canvas Model

- One of the main tools to be used in order to visualize the strategy adopted through the design thinking method is the Project Canvas.
- It is a one-page business methodology traditionally applied in order to elaborate innovative business models.
- It is a simple graphical template describing nine essential components: Customer segments, value propositions, channels, customer relationships (such as self service or personal assistance), revenue streams, resources, activities, partnerships, and costs. The individual elements prompt consideration of a business' full scope, while the layout encourages thought about how the pieces fit together.

The Business Model Canvas

Designed for:

Designed by:

On:

Iteration:

Key Partners

Who are our Key Partners?
Who are our key suppliers?
Which Key Resources are we acquiring from partners?
Which Key Activities do partners perform?

Key Activities

What Key Activities do our Value Propositions require?
Our Distribution Channels?
Customer Relationships?
Revenue streams?

Key Resources

What Key Resources do our Value Propositions require?
Our Distribution Channels? Customer Relationships?
Revenue Streams?

Value Propositions

What value do we deliver to the customer?
Which one of our customer's problems are we helping to solve?
What bundles of products and services are we offering to each Customer Segment?
Which customer needs are we satisfying?

Customer Relationships

What type of relationship does each of our Customer Segments expect us to establish and maintain with them?
Which ones have we established?
How are they integrated with the rest of our business model?
How costly are they?

Channels

Through which Channels do our Customer Segments want to be reached?
How are we reaching them now?
How are our Channels integrated?
Which ones work best?
Which ones are most cost-efficient?
How are we integrating them with customer routines?

Customer Segments

For whom are we creating value?
Who are our most important customers?

Cost Structure

What are the most important costs inherent in our business model?
Which Key Resources are most expensive?
Which Key Activities are most expensive?

Revenue Streams

For what value are our customers really willing to pay?
For what do they currently pay?
How are they currently paying?
How would they prefer to pay?
How much does each Revenue Stream contribute to overall revenues?

www.businessmodelgeneration.com

The Project Business Model Canvas

Designed for: The knowledge project "Project Business Model"

Designed by: Jörgen Dahlberg, Eva Kammerfors

Date: 2013

Iteration: 1.0

Key Partners

Who are involved in the project?

Steering group

Project members

Sponsor

...

Key Activities

What key activities do we need to ensure?

Project management

...

Key Resources

What resources do we need to plan, build and run?

Great people

...

Value Propositions

What results will this project deliver and when are they expected to be released?

Result #

New Processes in customer care by Q2 2013

Effects

What effects (monetary and non-monetary) do we expect the project deliver and when

A 12% increase in sales 2014

Effect

Stakeholder Relationships

How will we engage with our stakeholder segments?

Partnership

...

Channels

How and where will we deliver the results of the project?

Internet

...

Stakeholder Segments

Who will benefit or not from this project?

Users

Customers

...

Cost Structure

What costs does the project incur?

Consulting

...

Revenue Streams

What revenues (monetary and non-monetary) do we expect the project to tap into for financing?

Initial funding

...

The Project Business Model Canvas is innovated on ideas from www.businessmodelgeneration.com

Canvas Model for Project Design

Needs	Objectives	Results	Indicators	Activities	Outputs
	General				
	Specific				
Target Groups		Stakeholders	Partners	Training	Events/Meetings

- The order of the elements in the sheet must be carefully considered as the scheme proceeds from left to right in order to facilitate the general comprehension of the project as a whole.
- The scheme is vertically divided in two main parts.

On the top of the scheme, the order follows what has been gained by the design thinking process:

- STEP 1 - **NEEDS**

Identification of the project needs according to the needs assessment phase.

- STEP 2 – **OBJECTIVES**

The objectives of the project are obtained by the analysis of needs.

Usually, we will get:

- 1 “general” objective, also called “main goal” or “project purpose”,
- 3 / 4 specific objectives.

- STEP 3 - **RESULTS**

The results have to be linked to the specific objectives. Each specific objective can produce more than one result.

- STEP 4 – **INDICATORS**

The project indicators are linked to the results. Each result can be measured by one or more indicators.

Indicators have to be a quantitative tool for measuring the project performance. They can be:

- Kei performance indicators
- Process indicators

- STEP 5 - **ACTIVITIES**

structured in Work Packages, they are linked to the results and indicators. One WP can produce results linked to different specific objectives.

For example: an activity can produce 2 different results coming from 2 different objectives.

- STEP 6 – **OUTPUTS**

They are the final innovative products of the project, what the project will produce in concrete through its activities (e.g. a manual, a film, a position paper, an action plan etc.). They are directly linked to the activities and the project objectives, in order to answer to the needs of the target group.

At the bottom of the scheme, the main elements are:

- 1. **TARGET GROUP**

which represent the people who are going to gain the direct benefits from the project activities. It is placed under the needs because they are strictly linked each other.

- 2. **STAKEHOLDERS**

groups of people that must be considered in the design phase as potentially interested in the project results and activities.

- 3. **PARTNERS**

The European partners that will create the consortium with the applicant.

- 4. **TRAINING**

The training activities foreseen by the project: this is an element that can be useful to consider in the Canvas especially for the Erasmus + programme, in which training is a main activity to be delivered.

- 5. **EVENTS/MEETINGS**

They represent activities of the project used to disseminate the project results/outputs (events) or to monitor project’s trend.

THANK YOU ALL