**Student Title: Magee, Tim OL 344 Assignment 2**

**Student Date: Date of Student Assignment Here**

**Magee Example Project OL 344 Assignment 2**

**Online Learning: OL 204 Designing and Funding Non Profit Projects. The Community Focus**

**Center for Sustainable Development:** <https://nonprofit.csd-i.org/ol-204-designing-and-funding-non-profit-programs-4/>

**Use this document as your template for your assignment.**

**Assignment Two. Engaging the community in project launch and assessing management skills**

**Part 1. Communication**

The list of activities that the committee gave me was pretty simple, and so after I organized it a little bit and showed it to them, they maintained agreement that these items were still the ones that they felt committed to do.

I then showed them the simple project outline that I had printed out for them. Several of the men and one woman on the committee can read in English—but the others can't. However, the outline was simple enough that they were able to describe to the Spanish speaking members what it said. Everyone was also in agreement that this was still the project that we had been discussing all this time.

The same with the schedule—the literate members of the committee were able to understand it—but it was a bit complex for the Spanish speaking members. One of the committee members had the good idea that across the top where it said January through December, they drew some little stick drawings indicating the types of things that happen in those months.

With those stick pictures, the better educated committee members could then describe the activities there indicated on the schedule so that the other committee members could understand what would be happening when. Everyone remained in agreement with the project and schedule.

**Part 2. Co-management**

For the homework assignment I only need to focus on one program—and I've chosen the soil and water conservation and farmer extension program for my assignment. The first activity in these programs is to do a participatory mapping and identification exercise of local soil, water, crop, and rainfall challenges.

I proposed that it be held in two weeks—and that we break it up into two workshops so that the farmers, in the first workshop, could draw up a simple community map which would indicate their farming plots, sources of water, and areas that suffered from poor soil, lack of water, and damage from water during heavy rains. We would also draw a rain calendar of the seasonal rain cycle in this meeting.

In the second meeting, we would actually go into the farmer’s fields with an agronomist to look at the soil and let the agronomist show them some simple tests that they could make to help them understand moisture content and organic matter content. This information could be added to the map. We would also go to the locations that they put on the map that indicated the sources of water—so that we could get a better idea of potential need for restoration or protection, and also what the areas were like that suffered from a lack of water or periodic damage from water.

Since the farmlands don't represent a very large area, we've realized that we could do these workshops in about four hours each. We decided to schedule each of the half day workshops for two consecutive Saturday afternoons. I agreed that we would begin the workshops with a luncheon. It is scheduled for April 16 and April 23rd. It is going to be held in Cojol Juyú, Comalapa (about 48 miles from Guatemala City) at the village school—which is adjacent to the demonstration plot for the agricultural workshops

**Part 3. Assessing management skills**

The committee members are a real mixed bag of English speaking members and Spanish speaking members of different educational levels. The educated members will be able to draft simple documents and do simple bookkeeping for the committee. My single biggest concern is that the educated members will not have a fully participatory committee because of their status and abilities. I didn't really want to bring this up in front of the full committee, so at an opportune moment I pulled aside the better educated members and expressed my concern.

They remembered how we'd spent additional time making sure that the committee was inclusive of women and marginalized people, so they understood the reason for my concern. One woman had a suggestion: what if one of my staff members facilitated the meetings for the first few months, during which time we would also provide them with training on participatory facilitation. Everyone seemed happy with this, and we presented the idea to the full committee and gained consensus.

**Part 4. Mentoring.**

Since the majority of what we're doing in our project is based upon a workshop format with follow-up, inviting a community member into our team isn't an issue of time for us—so we're perfectly happy to do it. But I want to be careful of how I presented the idea to the committee—because time is valuable for them—and I didn't want to set up a situation where they felt obligated to do this even though they didn't really have the time.

We had a good discussion about it and they felt that the investment would be worth the effort—because otherwise how were they going to learn the background of managing this project after we are gone. They asked if we would be willing to provide a stipend for the new team member to offset time that they would lose doing their other tasks. Since the workshops are only done periodically—it wasn't as though I was suddenly hiring a full-time person—I just needed to come up with a stipend for a day here and a day there—and we certainly have the budget for that.

Since the men were going to be workshop participants, the committee chose the educated woman who was on the committee to be our new team player.

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