

Community budget project management basics professional guide



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Introduction

The role of community involvement in urban planning

Community engagement is a cornerstone of effective urban planning. If residents are actively involved in the decision-making process, the results are more likely to be successful and sustainable. Community-based workshops provide an opportunity for residents to voice their concerns, share their experiences and contribute to ideas/plans to improve their neighbourhood.



This participatory approach ensures

that development projects are based on the real needs of the community and that truly grassroots initiatives are given a chance.

In addition, community engagement through project-generation workshops will reinforce a sense of social responsibility among residents. People feel that their voices are heard and that their ideas can make a difference, and are more likely to support and contribute to projects. This can lead to stronger community ties, greater civic pride and a more resilient urban environment.

Project generation workshops, which are part of the community budget, play a crucial role in the community budgeting process of a municipality, as they serve as a basis for gathering innovative and practical ideas to improve local communities. A broad and active involvement of local residents, community development professionals and local representatives is essential for the successful implementation of the workshops. This is

how we can ensure that individual innovative/creative ideas are harnessed effectively, local resources are mobilised and a wide range of ideas are generated that reflect the real needs and aspirations of the community, ensuring that development initiatives are relevant and effective.

In the context of urban planning and development, idea generation is not only about quantity, but also about quality. Workshops provide a structured environment where different 'voices' can be heard and where the needs of different segments of the community can be taken into account. Workshops involving professionals help to organise ideas in a way that they can be effectively analysed, prioritised and ultimately implemented.

Project management guide - workshop for over 50s



When developing and formulating ideas, it is important that participants have a project planning perspective and theoretical and practical knowledge of project management. This guide is intended to provide technical assistance to help Community budget actors organise and run project management workshops.

The guide also includes practical tips and examples to help development practitioners deal with the challenges they face during workshops.

The main aim of the project management workshop is to help older participants understand the difference between a project approach and a normal organisational approach and its impact on their daily work. Participants will be introduced in a

comprehensive way to the whole process of project management, the importance of each process element and how they are interlinked. The emphasis is on the acquisition of the most essential tools and approaches.

Key issues:

- What do we call a project?
- What are the main stages and methods of project planning?
- What do we mean by project generation?
- Who can participate in project generation?
- What are the main steps in project generation?
- How to capture a project idea during project generation?

Scenario for running the workshop

The success of a workshop depends largely on how well it is structured and moderated. The following scenario provides a detailed outline for a one-day workshop, including the proposed time schedule and main activities.



Welcome and introduction of the trainer/organiser (10-15 minutes)

The workshop starts with the introduction of the lead facilitator or organiser. The workshop facilitator should introduce him/herself and give a brief overview of the workshop's purpose and agenda. This is an opportunity to set the tone for the workshop and create a positive and inclusive atmosphere.



The moderator should explain the importance of the workshop in the context of the urban community budgeting process. This may include a short presentation (using PowerPoint or similar) outlining the goals and process of the budget program.

Participant introductions (15-20 minutes)

After the introduction, participants should be given the opportunity to introduce themselves. Depending on the size of the group, this can be done in a circle or in small groups. Participants should be encouraged to say their name, their connection to the area or community and what they hope to achieve from the workshop.



Participants' introductions serve several purposes. First, it helps to build a sense of community and trust among participants. Second, they allow the facilitator to get to know the dynamics of the group and to identify potential challenges or opportunities for collaboration. Finally, introductions help ensure that all participants feel included and valued from the outset.

Project Design Basics - Modules

Project concept - ppt (15 min)

"A carefully planned series of activities to achieve defined objectives, with a definite outcome, based on resources and limited by time frames." (Hobbs, Peter 2000.) It is therefore a one-off and complex task with a defined time frame, costs and other resources to complete, and is directed towards the achievement of a well-defined goal.

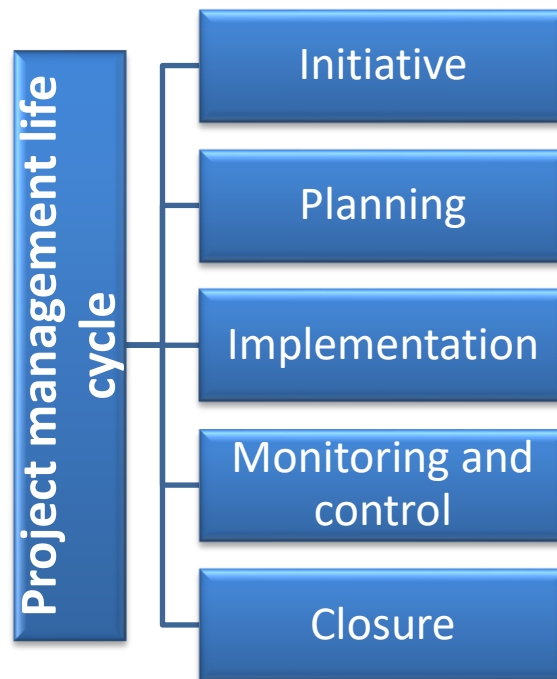
A complex task, well-defined in time and space, which can be achieved through the coordinated and rational use of available resources and activities in line with clearly defined objectives.



Project life cycle - ppt (15 min)

The project life cycle is made up of the phases through which a project passes, from start to finish.

The project management life cycle typically consists of 5 phases:



Criteria for a good project - ppt (15 min)

RELEVANT	FEASIBLE	SUSTAINABLE
<ul style="list-style-type: none"> - based on real needs: - goal-oriented: - complies with the call for proposals: it takes account of the Community budget 	<ul style="list-style-type: none"> - well thought out, consistent - results can be measured - realise your budget - a clear division of labour - the risks have been assessed in advance 	<ul style="list-style-type: none"> - the benefits for the target group can be ensured after the development

Projects can be based on theme or content, e.g.: construction projects, environmental projects....*(to be collected together)*

Project generation - ppt (15 min)

What do we mean by project generation?

The essence of project generation is to identify, in a defined geographical area and in cooperation with defined actors, the development opportunities (i.e. potential projects) that are feasible for the given area and the actors, that address the problems of the given area and/or that promote development, to analyse these development opportunities in comparison with each other and to select those that are most worthy of implementation according to a commonly agreed value system.

Who can participate in project generation?

In the Community Budget Programme, the local government is the project generator. To jointly formulate project ideas, it is worth involving all the potential partners from the potential project theme: representatives of the partners with strategic competence, colleagues with experience in implementing similar projects, target groups, and a professional with a good knowledge of the theme and the expectations of the potential donor.

The community planning approach to project design involves a wide range of stakeholders, i.e. the local community, from the very early stages of the project design process. Community-based strategic planning is therefore a consensus-building method that supports local stakeholders in jointly defining the future they envision for their community.

This is advantageous because:

- plans and developments based on real needs
- increased commitment of stakeholders and stakeholder groups to the target area, stronger local identity
- a democratic learning process for participants: the community not only develops, but also improves its advocacy. Sensitive, less dominant individuals and groups are given a "voice" and an opportunity to express their ideas.

Steps to project planning - ppt (15 min)

From project idea  strategic issues

WHY?	clear objectives (overall, shorter term, specific)
WITH?	expected outputs, consequences (output, outcome, impact)
WHAT?	inputs, resources (people, time, materials, tools, nature, information, knowledge)
HOW?	activities, procedures, organisations, rules, standards
WHEN?	schedule and deadlines
HOW MUCH?	expenses, costs
FROM WHERE?	capital sources, money (own, external, bank, tender)

WHO?

final beneficiaries, local community, people living in the regions

Problem analysis

Starting point: the difference between the "problematic" situation today and the "ideal" situation in the future.

Problem definition

- needs/demands, problem definition
- identify the group affected by the problem
- proof of need for the project
- back up claims with statistics, studies, experiences → why do we need the project?

The triple limit of the project



Problem tree and target tree -ppt (1 hour)

Problem tree

Using the Problem Tree tool:

- the problem and its root causes are broken down into manageable parts
- understand the context of the problem
- we focus on tackling the problem in more depth for systemic change

The threatening consequences of a problem are often perceived in what we see directly around us. This direct experience creates an urgency to solve the problem.

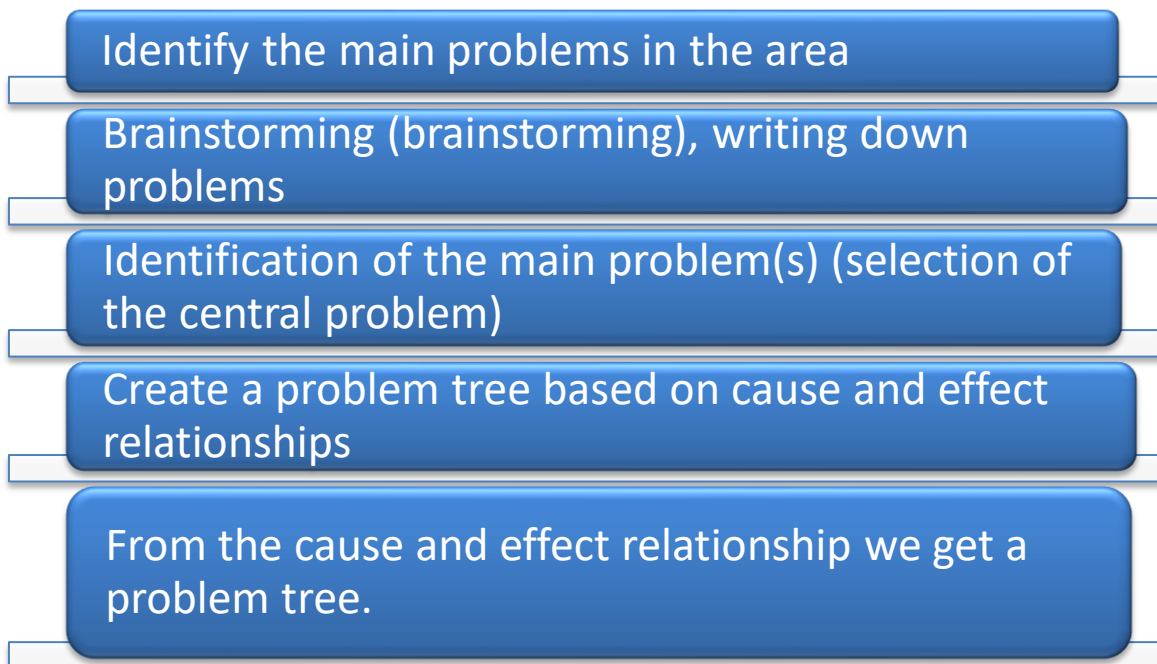
However, treating the symptoms is not the same as eliminating the underlying causes!

To eliminate the problem in the long term, we need to dig deeper and get to the root causes of the problem.

This means asking ourselves WHY the problem is happening. What are the immediate causes? And this is where the problem tree comes in handy!

Project planning starts with an analysis of the current situation, including the identification of problems. The problem tree depicts the problems in a cause-and-effect relationship. The planning process should highlight the specific problem that we want to solve. In the process of identifying problems, interviews, surveys and statistics can be examined. The most important problem is identified using the problem tree. The problem must be linked to its associated problems based on the cause and effect relationship between them. The average Problem Tree consists of 3-5 levels.

The steps to create a Problem Tree:



Drawing rules: problems must be formulated as negative statements. They must be existing problems, not future or imagined problems. The position of the problem in the drawing is not a priority. The problem is not the absence of a solution, but a negative situation.

Typical errors: inadequate description of the problem and missing solutions instead of negative situation descriptions

The rules of brainstorming:

- 1) Suspension of judging, during the Idea Fair there is no room for judging, ideas can be submitted
- 2) The requirement to soar freely, to let go, to dream about the problem, free from its limitations, and to record all ideas

- 3) Quantity orientation, participants are consciously encouraged to generate as many ideas as possible. Quality has no role in this phase
- 4) Mutual stimulation, each other's ideas can be taken over and further thought through, during which ideas are exchanged and further developed.



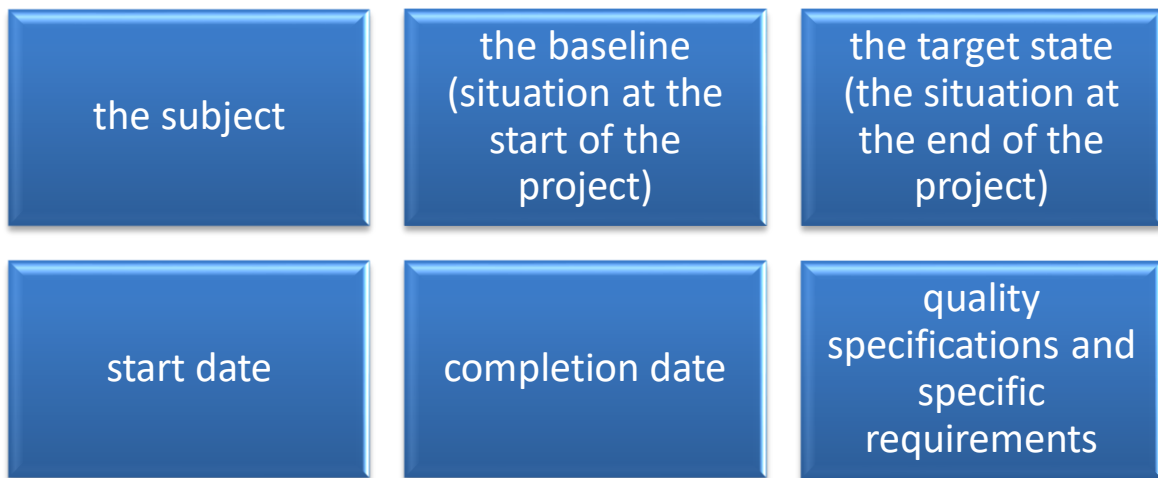
Target tree

The problem tree is followed by the target tree. The target tree contains - in the same or a similar structure - the (sub-)targets for eliminating the problems. From this, the (sub)tasks are derived. In this way, the target tree shows which subtasks are needed to get closer to solving the main problem.

Problems are transformed into goals that we want to achieve, thus creating a goal tree. It is a positive representation. The goal tree represents goals that have a condition and an outcome relationship. The goal tree is a mirror image of the problem tree.

Rules for making a Target Tree

A well-defined objective includes:



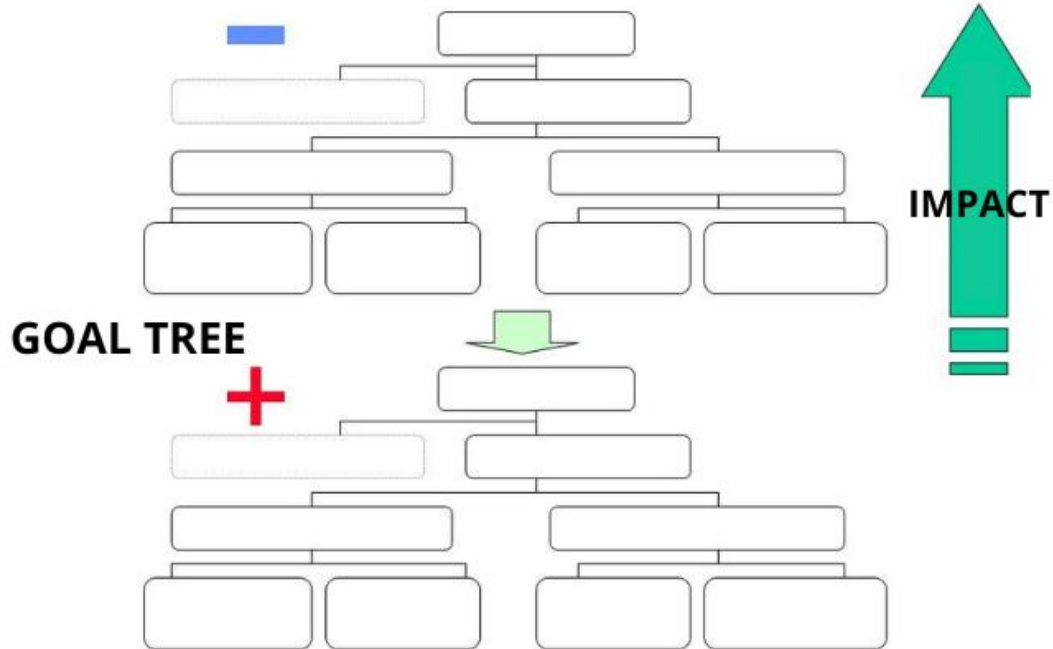
Steps to make a Target Tree

- 1) Defining overall objectives
- 2) Identify detailed objectives
- 3) Definition of activity lines
- 4) Formulating tangible results (outputs)

The process of making a target tree in practice:

- 1) We assign targets to each problem
- 2) Establish a hierarchy of objectives, based on a result/asset relationship
- 3) Logic check
- 4) Too general a problem cannot be set as a goal. However, the logic may be flawed. In most cases, this is because we have made some mistake in analysing them. In this case, we have no choice but to go back to the Problem Tree and check the hierarchical logic of cause and effect again.
- 5) Checking the target tree
- 6) Justify and evaluate the objectives set.

PROBLEM TREE



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SWOT analysis - ppt (15 min)

SWOT is an analytical technique used to assess the viability of an idea or project. It maps the strengths, weaknesses, opportunities and threats of the object of analysis. It is a step in the strategy-making process.

The name SWOT is made up of the English initials of the four areas covered by the analysis:

- Strengths - strengths
- Weaknesses - weaknesses
- Opportunities - Opportunities
- Threats - threats

The above four areas are grouped into 2 separate categories in the SWOT analysis:

1. Internal factors - we have influence on these. These include strengths (S) and weaknesses (W).
2. External factors - we have no direct influence on these because they are outside our control. These are opportunities (O) and threats (T)

SWOT ANALYSIS



Strengths: we need to take stock of the positive factors that we think will work well for our project, the areas where we can show good results, the factors we can influence!

Strengths: we need to take into account the external factors that will benefit the development of our project. We cannot influence these factors, but we can build on them to exploit our strengths!

Weaknesses: we need to take stock of the factors that are not working well, that are hindering the operation and development of our project. These are the factors that we can influence and improve the situation of the business

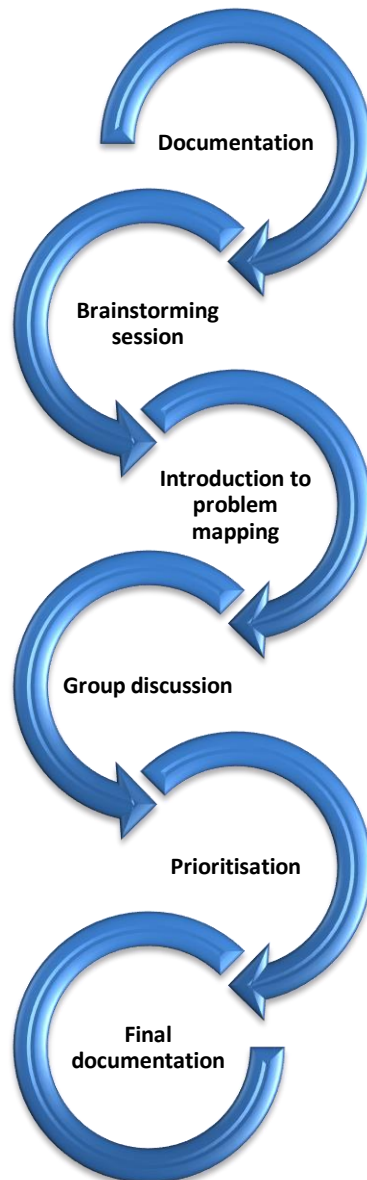
Threats: we need to take into account the external conditions that may limit the development of our project. Although we cannot control these factors, we need to know exactly what they are so that we can mitigate or mitigate their impact where possible.

Problem mapping (1 hour)

Practical exercise: mapping the problem. This involves identifying the key problems and challenges facing the neighbourhood or community. The aim of this activity is to develop a shared understanding of the problems to be addressed and to lay the groundwork for developing solutions.

Process:

Introduction to problem mapping: the facilitator will first explain the concept of problem mapping and how it fits into the overall process. The facilitator may use a visual aid, such as a map of the area, to help participants think spatially about the problems.



Brainstorming session: participants are asked to brainstorm the most pressing problems in their area. Depending on the number of participants, this can be done in a large group or in a small group. The facilitator should encourage participants to think broadly and consider a wide range of issues, including physical infrastructure, social services, environmental problems and community dynamics.

Documentation: participants share their ideas, the moderator or a designated writer should document them on a large sheet of paper or flip chart. It is important to record ideas in the participants' own words, without filtering or editing.

Group discussion: after the initial brainstorming session, the moderator should lead a group discussion to further explore ideas. This may include asking participants to elaborate on their ideas, discuss the root causes of problems, or consider the impact of problems on different segments of the community.

Prioritisation: once the group has drawn up a list of problems, the group leader should prioritise them. This may involve voting on the most important issues, prioritising issues, or grouping related issues. The aim is to create a public priority list that reflects the collective views of the participants.

Final documentation: the prioritised list of problems should be clearly documented and posted where all participants can see it. This list will serve as a reference for the next phase of the workshop.

Project outline - ppt (15 min)

- ✓ Short summary of the project (max 200 words)
- ✓ Aim of the project and activities to be carried out
 - What are the objectives of the project and what needs do they address?
 - How do you intend to achieve the planned objectives?
- ✓ Expected results and impacts of the project
 - specific products
 - target group
 - additional results
 - project impact
- ✓ Partner institutions: who and what do they do?

Project detailing and development (2 hours)

The second part of the practical workshop will focus on generating and developing ideas to solve the problems identified in the first part. The aim is to move from problem identification to solution generation, with a focus on feasibility and impact.

Process:

Introduction to idea generation: the facilitator will first explain the purpose of this stage and the process to be followed. The facilitator should encourage the participants to think creatively and consider a wide range of possible solutions.

Small group work: participants are divided into small groups focusing on a specific problem or related issues. Each group is tasked with coming up with ideas for solutions. The facilitator should make sure that each group has a clear understanding of the problem they are working on and that they have the materials to document their ideas.

Idea generation: within the group, participants brainstorm possible solutions to problems. This may involve thinking about new programmes or services, physical improvements to the neighbourhood, policy changes or community-led initiatives. The facilitator should encourage participants to think big and small, and to consider both short- and long-term solutions.

Idea detailing: after the initial brainstorming session, each group works on detailing their ideas. This may involve identifying the resources needed to implement the idea, considering possible challenges or barriers, and thinking about how the idea could be implemented or replicated in other parts of the city. The facilitator should encourage groups to think critically about the feasibility of their ideas and refine them as necessary.

Presentation and feedback: after developing their ideas, each group presents their ideas to the larger group. The facilitator should encourage constructive feedback and discussion, focusing on refining and improving ideas. This may include asking questions, making suggestions, or identifying possible partnerships or resources.

Final documentation: after feedback, each group finalises its ideas and documents them in the required format. This may include filling in a template or submission form provided by the moderator. Finalised ideas should be clear, concise and ready for submission to the relevant authorities or decision makers.

Feedback and concluding remarks (30 minutes)



The workshop will conclude with a feedback round where participants can share their views on the process and the results. This is an important opportunity for the facilitator to gather insights that can help improve future workshops.

Feedback loop: participants should share their thoughts on the workshop. This may include feedback on the structure and

moderation of the workshop, the quality of the discussion and the ideas generated. The moderator should encourage both positive feedback and constructive criticism.

Next steps: the facilitator gives an overview of the next steps in the process. This may include information on how ideas will be evaluated, when decisions will be made, and how to keep participants involved in the process. The facilitator should also provide contact details for participants who have further questions or who wish to remain involved in the process.

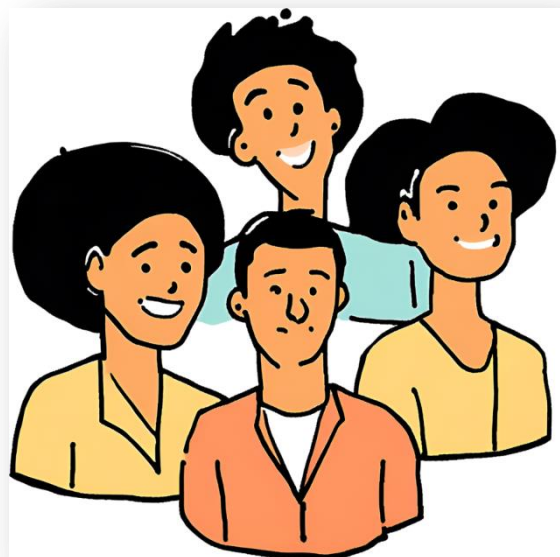
Concluding remarks: The moderator will conclude the workshop by thanking the participants for their time and contributions. The facilitator may also mention partners or sponsors who helped organize the workshop and encourage participants to continue thinking about ways to improve their communities.

Informal networking: after the formal end of the workshop, participants may be invited for informal networking and discussion. This gives participants the opportunity to continue the conversation, build relationships and explore potential collaborations.

The role of workshop leaders

Project management training is interactive, so in order to be effective, it is necessary for the training leader to have trainer competences. Participants do not listen to lectures, but are active participants in the process, with role-playing elements and exercises to simulate real-life situations.

The more realistic and process-oriented the training, the more effective it is. It is

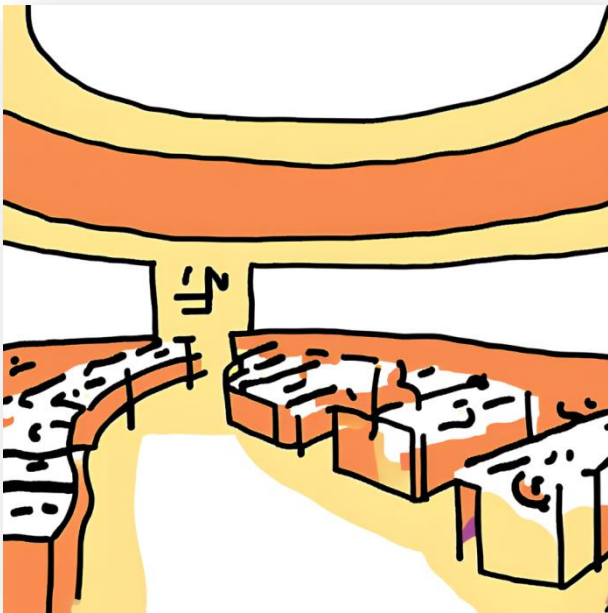


important that the theoretical knowledge is supported by practical examples and that the trainer is flexible in responding to the questions and problems of the participants.

Their primary role, in addition to providing the right project management skills, is to moderate discussions or possible debates, ensuring that all participants have an opportunity to contribute and that the discussion focuses on the workshop's objectives. The trainers also help to create an inclusive and supportive environment in which participants feel welcome to share their ideas and opinions.

Tasks before the workshops

Organisation of venues



Choosing the right venue is essential for the success of the workshop. The location should be accessible to all participants, including people with disabilities, and in a place that is easily accessible to residents. In addition to accessibility, the location should be comfortable and conducive to the discussions. This means adequate seating, good lighting and minimal noise.

The size of the venue should be appropriate to the number of participants expected. For smaller workshops, a community centre or a local library meeting room may be sufficient. For larger workshops, a school gym or public hall may be more appropriate. In some cases it may be necessary to organise several venues if the workshop is held simultaneously in different parts of the city.

Once the location has been chosen, it is important to confirm the booking well in advance and make the necessary preparations for the room. This may include arranging tables and chairs, setting up flipcharts or whiteboards, and ensuring that a projector and screen are available if required.

Invitations

Effective invitations are key to ensuring participation in the workshop. Invitations should be distributed through multiple channels to reach as many people as possible. Personal invitations can be sent to community leaders, local representatives and other key stakeholders. These personal invitations can be delivered in person, by post or by email.



In addition to personal invitations, it is important to use online channels to reach a wider audience. This can include posting invitations on social media sites, sending emails to mailing lists and promoting the event on social media platforms such as Facebook and Twitter. It's also a good idea to create an event page on Facebook where residents can RSVP and invite others.

The content of the invitation is also important. The invitation should clearly explain the purpose of the workshop, what participants can expect and how they can benefit from attending. The invitation should also include practical information, such as the date, time and location of the workshop, and instructions on how to register or respond.

Promotion

Promotion is essential to raise awareness of the workshop and encourage participation. In addition to sending out invitations, it is important to promote the workshop through various channels. This may include leaflets or posters to be distributed in public places such as libraries, community centres and local shops. Flyers should be visually attractive and include key information about the workshop.

Online promotion is also key. As well as creating a Facebook event page, it is important to post regular updates on social media and encourage residents to share the event with their networks. Partner organisations, such as local non-profit organisations or community groups, can also be invited to help promote the event through their own channels.

Another effective way to promote the workshop is through local media. This could include contacting local newspapers, radio stations or television channels to see if they would be willing to cover the event or include it in their community calendar. Press releases can also be sent out to local media to generate interest in the workshop.

Organisation of technical conditions

Technical preparations are an important part of workshop planning. This includes ensuring that all the necessary equipment is available and working properly. Depending on the format of the workshop, this may include projectors and screens for presentations, flip charts or whiteboards for brainstorming, and microphones if the venue is large or the group is large.

In addition to equipment, it is important to provide adequate supplies for participants. This may include pens, markers, paper, sticky notes and other materials needed for brainstorming and brainstorming. It is also a good idea to provide participants with name tags or badges and sign-in sheets to track attendance.

Finally, it is important to take into account any specific needs of the participants. This may include organising translation services if there are participants who do not speak the primary language of the workshop, or ensuring that adjustments are made for participants with disabilities. To create a positive and productive workshop environment, it is essential that all participants feel welcome and included.

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