



ZIMBABWE EZEKIEL GUTI UNIVERSITY

FACULTY OF HERITAGE, HUMANITIES AND SOCIETAL ADVANCEMENT

DEPARTMENT OF DEVELOPMENT, PROGRAMMING AND MANAGEMENT

EXAMINATION PAPER

BSc Honors in Development Studies: Part 2 Semester 1

COURSE CODE : ADS216
COURSE TITLE : Project planning and Management
DURATION : 3 Hours

Exam Instructions

1. Section A is compulsory.
2. Answer any 2 questions from Section B.
3. Start each question on a fresh page.
4. Use diagrams where possible and necessary to explain your answers.

SECTION A

	Project description	Indicator	Means/source of verification	Risks and assumptions
Goal	10% increase in the number of Grades 5-6 primary students continuing on to high school within 3 years.	Percentage of Grades 5-6 primary students continuing on to high school.	Comparison of primary and high school enrolment records.	N/A
Outcome	Improve reading proficiency among children in Grades 5-6 by 20% within 3 years.	Reading proficiency among children in Grades 5-6	Six monthly reading proficiency tests using the national assessment tool.	Improved reading proficiency provides self-confidence required to stay in school.
Outputs	1. 500 Grade 5-6 students with low reading proficiency complete a reading summer camp	Number of students completing a reading summer camp.	Summer camp attendance records.	Children apply what they learnt in the summer
	2. 500 parents of children in Grade 5-6 with low reading proficiency help their children read at home.	Number of parents helping their children to read at home.	Survey of parents conducted at the end of each summer camp.	Children are interested in reading with their parents.
Activities	1. Run five reading summer camps, each with 100 Grades 5-6 students who have low reading proficiency	Number of summer camps run.	Summer camp records.	Parents of children with low reading proficiency are interested in them attending the camps
	2. Distribute 500 "Reading at Home" kits to parents of children attending summary camps	Number of kits distributed.	Kit distribution records.	Parents are interested and able to use the kits at home.

1. Using the above Logframe:
 - i. Give a suitable name or title for that project intervention. (5)
 - ii. Develop a Theory of change for the project. (5)
 - iii. Identify the possible inputs for that project intervention. (10)
 - iv. Construct a simple logic model for that project above. (8)
 - v. Provide a possible problem tree for the above intervention. (12)
 - vi. Discuss the differences between a theory of change and Logframe. (10)

Section B

2. Suppose you are a senior project manager who can work on a chemical manufacturing project that might contaminate the groundwater in the neighbouring residential area. After analysis, you discover a potentially negative impact in the long term. What can you do if the project sponsor insists on completing the project immediately? (25)
3.
 - i. Draw a diagram of a typical project life cycle showing the phases. (10)
 - ii. State 8 advantages for developing a life cycle. (8)
 - iii. Discuss what is meant by an extended life cycle. (7)
4. Explain what a project manager must do to ensure information is correctly managed. (25)
5. Design a project of your own choice and conduct a PESTEL analysis. (25)

END OF PAPER

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