

# PROJECT CHARTER

## *Design and Implementation of E-Learning Course on Organic Farming*

### **Project Sponsor:**

IBF Education and Charitable Trust (IBFECT) is a non-profit organisation based in Odisha, India. Its mission is to strive for alleviation of poverty among the small-holder farmers, through capacity building of the Farmers' Cooperatives in the state of Odisha and nearby regions, that seek to introduce among farmers improved methods of farming, organisation, marketing and business development. IBFECT employs mentors who are fondly called "krishak-bandhus" (translates to "friends of farmers") who play the key role of change-agents. Through a continuous process of engagement and intense interaction with small-holder farmers, mentors organise the farmers into groups/cooperatives, connect them with Microfinance and service providers and help achieve the overall objective of improving their economic condition. The proposed project is part of a program of capacity building for the mentors.

### **Project Purpose/ Justification:**

The organisation believes that there can be a substantial improvement in the incomes of small-holder vegetable farmers if they shift from traditional farming to organic farming of vegetables. Recent market surveys have shown that organic vegetables command a premium price in the local markets, sometimes as high as 50 percent. The transition from traditional to organic farming, however, requires transfer of knowledge and skills to the farmers as well as a change in their mindset through persuasion. It is felt that the mentors can effectively play the role of change-agents when they are well-versed in the techniques of organic farming. It is envisaged that e-learning would provide an efficient, cost-effective, scalable, continuous solution in meeting the learning needs of the mentor community.

*Overall objective:* Impart effective training to mentors on Organic Farming in a cost-efficient manner

## Project Objectives and Related Success Criteria

	Objective	Success Criteria
1	Design an <b>effective</b> e-learning course on Organic Farming targeted at mentors	The course implementation clearly provides for measurement of learning effectiveness, e.g. gap between post-learning and pre-learning scores of participants should be at least 35 percent
2	Ensure high <b>quality</b> contents of the course	The content is vetted by at least three experts from the academia from agricultural colleges/ universities in the field of organic farming and vegetable farming
3	Ensure that the content is <b>user-friendly</b> as well as <b>interesting</b>	The course is rated and reviewed by internal and external reviewers on these dimensions, e.g. average rating on a scale of 1 to 5 should be 3.5 minimum
4	Ensure that the course is developed, designed and implemented in an efficient way	The learning and development division is able to train and certify at least 25 mentors per quarter

## High-Level Requirements

1. The e-learning course on organic farming is expected to be used for continuous training of the existing and new batches of mentors, who will utilise their knowledge and skill to lead and facilitate the transition of local vegetable farming - from conventional to organic.
2. The mentors will be adequately informed and prepared to address the concerns and apprehensions of small-holder farmers and to mitigate the risk factors involved in the transition.
3. The e-learning course will result in enhanced motivation among the mentors by certifying them, which will be perceived as an achievement in itself resulting in improved career prospects.

## Assumptions and Constraints

1. Each mentor will be provided with a laptop and the required software to access the LMS. Keeping in mind poor connectivity may hamper the process, the course will permit offline access.
2. The content of the course must be expressed in simple and non-technical language easily intelligible and comprehensible by mentors, some of whom have liberal arts as educational background.
3. Translation of scientific content in local language may be a major challenge as the subject experts usually use English language for academic work.

## High-Level Risks

1. E-learning is a new experiment as far as staff training and capacity building in IBFECT is concerned. Little is known about the expected acceptance level of this new form of training among staff who are usually trained through programs involving personal-contact
2. However, if accepted well, this efficient and cost-effective training solution will lead to many more e-learning courses being developed in future that can potentially enhance the capacity of the mentors to transfer rural farming scenario.
3. It is sometimes observed that acute poverty among small-holder farmers is accompanied by low ability to bear risks, which often prevents farmers from accepting new ideas and concepts. This may influence the mentors from “buying in” the idea and take it forward.

## Summary Milestone Schedule

1. Design and conceptualisation: defining the learning challenges needed to be addressed; what features and functionality to offer
2. Content collection, assessment, review
3. Storyboard, instructional design review/approval of scripts, GUI, images animation
4. Content development and courseware authoring; content quality reviews
5. Pilot rollout, content/design refinement
6. Staged Rollout, post rollout review and feedback

## Summary Budget

Cost Element	One-time Cost	Recurring Cost
Moodle License	-	-
Server Setup	\$4000	-
Site Branding	\$1500	-
Feature Customisation	\$10000	-
Hosting	-	\$3000
SSL Certificate	-	\$150
IT Personal	-	\$12000
Administrator	-	\$14400
Administrator and User Training	\$3000	-
Instructional Designer	\$50000	-
Subject Experts	\$33000	-
Upgrades	-	\$3000
<b>Sub-Total</b>	<b>\$101500</b>	<b>\$32550</b>

# WORK BREAKDOWN STRUCTURE

**1. Top Level:** Design and Implementation of E-Learning Course on Organic Farming

**2. Second Level:** Deliverables

**2.1. A Project Charter (outline the projects scope, define the roles and responsibilities of major stakeholders)**

**2.1.1.** Kickoff meeting (Instructional Designer, Project Manager)

**2.1.2.** Work with Subject Experts

**2.1.3.** Townhall meeting with mentors

**2.2. Course Design Document (Outline what the final course package will look like)**

**2.2.1.** Identify course content (outline all content that is needed)

*2.2.1.1. Seek copyright permissions for outside content  
(for material not owned by mentors)*

*2.2.1.2. Write/Develop new content*

**2.2.2.** Collect all course content (copyright any new content)

**2.3. Storyboard, Scripts, GUIs and other assets**

**2.3.1.** Develop storyboards for each module

**2.3.2.** Review and approve scripts, GUIs, and other graphics

**2.3.3.** Develop voice-over-script for each module

**2.3.4.** Develop other assets, e.g. Microsoft Word documents, Power Points, Videos, Audio and Animation files

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## **2.4. Courseware Authoring**

**2.4.1.** Build Moodle site (create moodle structure)

**2.4.2.** Populate Moodle site (enter course content)

*2.4.2.1. Write syllabus (outline/instructions for course)*

*2.4.2.2. Write learning objectives (group/individual)*

*2.4.2.3. Develop assessments (quizzes and tests)*

## **2.5. Review and Launch**

**2.5.1.** Internal review (at least six individuals in the organisation to review - link, grammar, user experience etc)

**2.5.2.** External review (at least three external experts to review - link, grammar, user experience etc)

**2.5.3.** Collect/Incorporate feedback (obtain feedback from both review types and incorporate into Moodle site)

**2.5.4.** Present Moodle site to stakeholders

## PROJECT ACTIVITY SEQUENCE

WBS ID	Activity	Predecessor
<b>2.1</b>	<b>Project Charter</b>	NA
2.1.1	Kickoff meeting	NA
2.1.2	Work with Subject Experts	2.1.1
2.1.3	Townhall meeting with Mentors	2.1.2
<b>2.2</b>	<b>Course Design Document</b>	<b>2.1</b>
2.2.1	Identify course content	2.2
2.2.1.1	<i>Seek copyright permissions for outside content</i>	2.2.1
2.2.1.2	<i>Write/Develop new content</i>	2.2.1.1
2.2.2	Collect all course content	2.2.1.2
<b>2.3</b>	<b>Storyboard, Scripts and other Assets</b>	<b>2.2, 2.1</b>
2.3.1	Develop storyboards for each module	2.3
2.3.2	Review and approve scripts, GUIs and other graphics	2.3.1
2.3.3	Develop voice-over-scripts for each module	2.3.2
2.3.4	Develop other assets (MS Word, Powerpoint, etc.)	2.3.3
<b>2.4</b>	<b>Courseware Authoring</b>	<b>2.3, 2.2, 2.1</b>
2.4.1	Build Moodle site	2.4
2.4.2	Populate Moodle site	2.4.1
2.4.2.1	<i>Write syllabus</i>	2.4.2
2.4.2.2	<i>Write learning objectives</i>	2.4.2.1
2.4.2.3	<i>Develop assessments</i>	2.4.2.2
<b>2.5</b>	<b>Review and launch</b>	<b>2.4, 2.3, 2.2, 2.1</b>
2.5.1	Internal review	2.5
2.5.2	External review	2.5.1
2.5.3	Collect/Incorporate feedback	2.5.2
2.5.4	Present Moodle to stakeholders	2.5.3

## PROJECT SCHEDULE

WBS ID	Activity	Predecessor	Start Duration	End Duration	Resource Used
<b>2.1</b>	<b>Project Charter</b>	<b>NA</b>	<b>24/07/2015</b>	<b>05/08/2015</b>	A, B, G
2.1.1	Kickoff meeting	NA	24/07/2015	25/07/2015	A, B, G
2.1.2	Work with Subject Experts	2.1.1	26/07/2015	30/07/2015	A, B, G
2.1.3	Townhall meeting with Mentors	2.1.2	01/08/2015	05/08/2015	A, B, G
<b>2.2</b>	<b>Course Design Document</b>	<b>2.1</b>	<b>07/08/2015</b>	<b>16/09/2015</b>	A, B, G, F
2.2.1	Identify course content	2.2	07/08/2015	12/08/2015	A, B, G, F
2.2.1.1	<i>Seek copyright permissions for outside content</i>	2.2.1	12/08/2015	14/08/2015	B, G, F
2.2.1.2	<i>Write/Develop new content</i>	2.2.1.1	15/08/2015	15/09/2015	B, C, G, F
2.2.2	Collect all course content	2.2.1.2	16/09/2015	16/09/2015	B, C, G, F
<b>2.3</b>	<b>Storyboard, Scripts and other Assets</b>	<b>2.2, 2.1</b>	<b>17/09/2015</b>	<b>07/11/2015</b>	B, C, E, F, G
2.3.1	Develop storyboards for each module	2.3	17/09/2015	30/09/2015	B, C, E, F, G
2.3.2	Review and approve scripts, GUIs and other graphics	2.3.1	01/10/2015	13/10/2015	B, C, E, F, G
2.3.3	Develop voice-over-scripts for each module	2.3.2	14/10/2015	30/10/2015	B, C, E, F, G
2.3.4	Develop other assets (MS Word, Powerpoint, etc.)	2.3.3	01/11/2015	07/11/2015	B, C, E, F, G
<b>2.4</b>	<b>Courseware Authoring</b>	<b>2.3, 2.2, 2.1</b>	<b>08/11/2015</b>	<b>07/12/2015</b>	B, C, D, E, F, G
2.4.1	Build Moodle site	2.4	08/11/2015	16/11/2015	B, C, D, E, F, G
2.4.2	Populate Moodle site	2.4.1	16/11/2015	20/11/2015	B, C, D, E, F, G

WBS ID	Activity	Predecessor	Start Duration	End Duration	Resource Used
2.4.2.1	Write syllabus	2.4.2	21/11/2015	25/11/2015	B, C, D, E, F, G
2.4.2.2	Write learning objectives	2.4.2.1	25/11/2015	27/11/2015	B, C, D, E, F, G
2.4.2.3	Develop assessments	2.4.2.2	27/11/2015	07/12/2015	B, C, D, E, F, G
<b>2.5</b>	<b>Review and launch</b>	<b>2.4, 2.3, 2.2, 2.1</b>	<b>10/12/2015</b>	<b>01/01/2016</b>	B, H
2.5.1	Internal review	2.5	11/12/2015	15/12/2015	B, H
2.5.2	External review	2.5.1	15/12/2015	19/12/2015	B, H
2.5.3	Collect/Incorporate feedback	2.5.2	19/12/2015	28/12/2015	B, F, G, H
2.5.4	Present Moodle to stakeholders	2.5.3	01/01/2016	01/01/2016	A, B, G

## Resources

*A - Subject Matter Experts*

*B - Instructional Designer*

*C - Online Developers*

*D - Editors*

*E - Multimedia Specialists*

*F - Information Technology*

*G - Project Manager*

*H - Quality Assurance*

# RESPONSIBILITY ASSIGNMENT MATRIX

WBS ID	Activity	Team Members							
		A	B	C	D	E	F	G	H
2.1.1	Kickoff meeting	R	R	C	I	I	I	A	I
2.1.2	Work with Subject Experts	R	R	C	I	I	I	A	I
2.1.3	Townhall meeting with Mentors	R	R	I	I	I	I	A	I
2.2.1	Identify course content	C	A	I	I	I	I	C	I
2.2.2	Collect all course content	I	A	I	I	I	I	C	I
2.3.1	Develop storyboards for each module	I	R	C	C	A	C	C	I
2.3.2	Review and approve scripts, GUIs and other graphics	I	R	C	C	A	C	C	I
2.3.3	Develop voice-over-scripts for each module	I	R	I	I	A	C	C	I
2.3.4	Develop other assets (MS Word, Powerpoint, etc.)	I	R	R	I	A	C	C	I
2.4.1	Build Moodle site	I	A	R	R	C	C	I	I
2.4.2	Populate Moodle site	I	A	R	R	C	C	I	I
2.5.1	Internal review	I	C	C	I	I	I	R	A
2.5.2	External review	I	C	C	I	I	I	R	A
2.5.3	Collect/Incorporate feedback	C	R	C	R	I	I	I	A
2.5.4	Present Moodle to stakeholders	R	R	I	I	I	I	A	I

**Team Members:**

*A - Subject Matter Experts*

*B - Instructional Designer*

*C - Online Developers*

*D - Editors*

*E - Multimedia Specialists*

*F - Information Technology*

*G - Project Manager*

*H - Quality Assurance*

**Responsibility Assignment Matrix:**

*R - Responsible*

*A - Accountable*

*C - Consulted*

*I - Informed*

## PROJECT BUDGET

A Moodle is a form of an Open Source LMS (Learning Management System), that is freely available with an open source code. This precisely means that we have access to the code for free and can modify it to gain a high level of customisation to suit our requirements.

License Cost	One-time Cost	Recurring Cost	Notes
Moodle License	-	-	Open Source
<b>Sub-Total</b>	<b>NA</b>	<b>NA</b>	<b>Open Source</b>

In order to run a Moodle, various additional costs other than licensing are needed. The additional costs are as follows:

Cost Element (other than license cost)	One-time Cost	Recurring Cost*	Notes
Server Set-up	\$4000	-	It is not easy to predict the usage patterns upfront. We may need to set up a server and a hosting architecture to handle concurrency (simultaneous users connecting). Installing Moodle on a server takes 1-hour.
Site Branding (Look and Feel)	\$1500	-	Assuming we use a design agency or a designer.
Customisation of Features	\$10000	-	Assuming low to moderate customisation. We will 100% need to customise to remove/hide or add or tweak the features that come standard.
Hosting	-	\$3000	Instead of purchasing hardware, we will be hosting it on professional hosting websites such as Amazon and GoDaddy.

Cost Element (other than license cost)	One-time Cost	Recurring Cost*	Notes
Security Certificate (SSL)	-	\$150	Use SSL instead of a single sign-in service.
IT Personal (Full time/Part time)	-	\$12000	Need a professional to assist with handling server related issues. Cost calculated as 25 hours/month @ \$40/hour
Administrator (Full time/Part time)	-	\$14400	40 hours/month @ \$30/hour
Instructional Designer	\$50000	-	Yearly Average according to GlassDoor
Subject Expert	\$33000	-	Yearly Average according to GlassDoor
Administrator and user training	\$3000	-	Calculated as WebEx or GoToMeeting: 6-8 sessions of 2 hours.
Upgrades	-	\$3000	Moodle rolls out at least 2 stable upgrades a year. Assuming we choose to upgrade once a year, this is the minimum we will have to spend to upgrade our system assuming moderate customisation.
<b>Sub-Total**</b>	<b>\$101500</b>	<b>\$32550</b>	

\*Costs recurring on a yearly basis.

\*\*Sub-Total for the first year. Consecutive years will have similar costs.

## PROJECTS RISKS AND CHALLENGES

Risk	Mitigation	Contingency	
R1	If subject matter experts are not timely available, then this will delay the process of content identification	Identify the experts early by consulting with them during project-charter stage regarding their availability. Get clear commitments.	Identify other experts who may replace them if needed
R2	If the content identified by the subject matter experts is mediocre and/or irrelevant, the learning will not be effective	Communicate with experts adequately regarding the overall purpose of the project, what it seeks to achieve and how. Carefully select the best available talent based on their CVs	Identify other experts who may replace them if needed
R3	If mentors are not convinced about the impact of transition from conventional to organic farming on the economic lot of farmers, then this will impact the effectiveness of learning	Share the results of market surveys on the price-difference organic vegetables enjoy, and the studies on why such products are going to be increasingly in demand	Employ other methods to develop consensus and buy-in
R4	If mentors are not comfortable with e-learning methods in general, this may seriously impact the effectiveness of learning	Use a good mix of audio, video and text to make learning interesting and interactive	Hire a professional instructional designer with a good track record
R5	If the proposed course is piecemeal intervention without a long-term capacity-building strategy in place, it may suffer from the required commitment of financial and human resources	Sell this project to the management as a part of an e-learning programme	Present a strategic capacity building plan and a range of courses as a part of this plan to the management and seek their support

Risk	Mitigation	Contingency
R6 If trainees are not motivated enough to acquire training, this will seriously impact the effectiveness of learning	Ensure that an incentive system (beyond immediate financial gains) is in place for staff successfully completing the course	Ensure that pursuing learning course a part of their personal development plan
R7 If technology used for development is not “friendly” enough for the users, their motivational levels may be affected adversely	Carefully select the technology after discussing with stakeholders	Produce the course in multiple formats- online, offline, CDs, printed text to accompany electronic format

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### Probability and Impact on a 5X5 Grid

Impact \ Probability	very low 20	low 40	moderate 60	high 80	very high 100
very low (below 20%)	(02)	(04)	(06)	<b>R3, R6</b> (08)	(10)
low (20-40)%	(06)	(12)	<b>R1</b> (18)	<b>R2</b> (24)	(30)
moderate (40-60)%	(10)	(20)	(30)	<b>R5, R7</b> (40)	(50)
High (60-80)%	(14)	(28)	<b>R4</b> (42)	(56)	(70)
very high (above 80%)	(18)	(36)	(54)	(72)	(90)

	Probability	Impact	Risk Index±
R1	Low	Moderate	0.3*60=18
R2	Low	High	0.3*80=24
R3	Very Low	High	0.1*80=8
R4	High	Moderate	0.7*60=42
R5	Moderate	High	0.5*80=40
R6	Very Low	High	0.1*80=80
R7	Moderate	High	0.5*80=40

**Overall Priority:** Focus on factors with a risk index of 30+ (marked red). **Lower in priority:** marked yellow. **Lowest in priority:** marked green

±Risk Index calculated by multiplying the average percentage of the probability with the assumed impact percentage