

EQUAL

Partnership Development Toolkit

A partnership oriented planning, monitoring and evaluation
guide for facilitators of EQUAL Development and
Transnational Partnerships

Employment & European Social Fund



Employment & social affairs



European Commission



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**A partnership oriented planning, monitoring and evaluation
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Transnational Partnerships**

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European Commission
Directorate-General for Employment, Social Affairs
and Equal Opportunities
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Introduction

What is the Toolkit?

The toolkit is designed as a practical guide for facilitators who will help EQUAL Development Partnerships (DPs) to design, develop, monitor and evaluate their projects. It provides best practice techniques for all aspects of project management within a partnership context, supported by diagrams and illustrations. The toolkit is based on extensive research into Round 1 carried out with the Commission and DPs, and international expertise in planning and evaluating multi-partner projects in over 40 countries.

This toolkit will:

- Explain project cycle management and how DPs can use it to design and implement their projects, as well as to identify mainstreaming opportunities
- Explain how to build a logical framework to help partners discuss and think through all the implications of what they are trying to do
- Put all the main elements into a simple plan and
- Explain some best practice techniques for project management within the context of DPs.

Why the Toolkit?

Recent analysis has identified the inappropriateness of many of the methods used in project design and management as one of the main reasons for not meeting expectations. Many of these methods were copied from the private and public sectors where they had been specifically designed for those sectors and the particular management structures they use.

The need for appropriate project management methods is underlined by evidence from European Union evaluations that many initiatives fail to achieve sustainable benefits beyond the life of the funding. This is due primarily to poor design, not because of poor implementation. Increasingly, there is an emphasis on the principle that those who are intended to benefit from the initiative should be involved in

designing and managing it. Many people who are new to project management are participating either as paid staff, volunteers or advisers, but have no formal training in the necessary techniques and skills. This toolkit supports the development of professional skills.

This toolkit is designed to help:

- Overcome difficulties experienced by Round 1 DPs
- Get all partners on board from the start
- Produce a simple plan everyone understands and can use
- Reduce the stress of coordinating the partnership's work programme
- Improve DP activities and outcomes
- Test and get adopted new ways of supporting disadvantaged groups
- Meet the Commission's updated requirements
(see guidelines for the 2nd round of EQUAL
http://europa.eu.int/comm/employment_social/equal/)

What is Project Cycle Management for DPs?

Project Cycle Management (PCM) is a framework within which to identify and clarify problems and then design, plan, implement, monitor and evaluate projects to overcome them. It builds a shared and concise picture of what a project will do to overcome a specific problem and is therefore ideally suited for partnerships aiming at innovation. It breaks down a complex process that partnerships have to manage, starting by dividing the 'project cycle' into stages in the life of the projects that will be managed by partnerships.

What is Logical Framework?

Logical Framework is the specific set of techniques used at each of the stages projects go through in order to plan, monitor and evaluate projects within the partnership. The Logical Framework provides a set of practical tools for carrying out projects within a partnership context.

How is information managed?

The Toolkit provides a set of templates for recording, analysing and measuring progress. Templates, when used consistently, will provide the foundation of the DP's documentation. Templates are a very effective way of collecting data, at the time and place of its creation, such as in meetings, workshops, team working, interviews, etc., and the standard formats enable data to be compared and analysed across a sector or a cluster of projects. Using standard templates makes it easy for all stakeholders to learn the format and be able to read, contribute to and analyse DP information.

Why use this methodology?

The method provides a common language and set of tools which can support and strengthen partnership working. The method is designed specifically for projects whose purpose is to achieve sustainable solutions to perceived problems; it takes account of the need to involve those who are intended to benefit as well as other stakeholders, in all levels of planning, implementing and evaluating. The very process of using it is part of the solution to the problem of people feeling they do not have a say, or are not listened to, when it comes to designing projects. Applying it is participatory and will work well as long as the mix of stakeholders involved fully represents all interests. The structure and process of the method is itself a learning experience; the process is integral to social inclusion.

This method has been successfully used by some of the main international development agencies for over 20 years. Since 1992, DG I and DG VIII (now EuropeAid) of the European Commission have used this method for all external aid programmes. The World Bank, some UN agencies and a host of bilateral agencies, such as DFID of the UK, USAID of USA, etc. have been using and developing this method since the early 1980s. It is now the common language of international development.

Link to other EQUAL guides

Both the EQUAL Guide on transnational co-operation and the EQUAL Guide for Development Partnerships refer to PCM as a useful method to support partnership as well as transnationality.

Next to this Project Cycle Management toolkit for facilitators, there is a supplementary training guide – the PCM facilitators' training guide, together with slides – that contains a step-by-step approach for training PCM facilitators.

All guides can be found on the EQUAL website: http://europa.eu.int/comm/employment_social/equal/about/key-doc_en.cfm.

0.1. The role of facilitation

Since the 1960s, facilitation has been recognised as an important way of bringing together individuals and representatives into a group and/or team to share an experience, to learn something new, to make decisions, to solve problems, to plan actions and to settle disputes. Because EQUAL DPs will be made up of stakeholders and have to work within a context of different interest groups, there is a strong case for using facilitation methods as the 'working method'. Examples of stakeholders are: Member State departments; policy makers and agencies; disadvantaged groups of people who are excluded, for different reasons, from equal access to the labour market; non-government agencies and private sector organisations.

In many cases these stakeholders will not have worked together before and will have different interests, priorities and values. The time constraint of the EQUAL programme means that DPs cannot spend too much time on bringing these stakeholders together and need to make the process of forming coherence amongst the disparate groups easy. Facilitation is a very good way of assisting DPs in bringing together stakeholders and partners.

0.2. The role of a facilitator

EQUAL projects are for people who experience disadvantages in getting into work and employers who find it difficult to employ certain people. Central to EQUAL is the notion of facilitating new ways of bringing these stakeholders together. The issue is about changing the relationship between these two stakeholder groups, as well as all other stakeholders that are involved, and changing their attitudes and behaviour towards each other. These are governed by both written rules (research evidence, project proposal, schedule of work, job contract, etc) and unwritten rules (personal perceptions, cultural beliefs, what people think should happen, personal experiences, etc.). A multi-faceted yet inclusive society belies the single way of doing something; there is more than one truth and one reality.

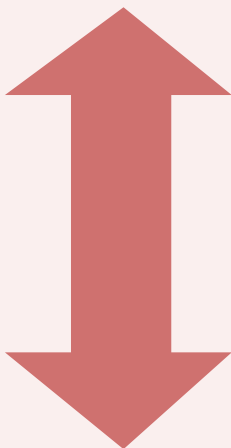
Participation of stakeholders in the process of change is considered to be the best way of breaking down barriers to accessing work and exploring new ways of organising work to the benefit of the business and employees.

Stakeholders need to be supported in order to participate effectively in exploring new ways to work.

The intensity and level of participation will depend on the capacity of stakeholders to be involved and this is where the role of a facilitator comes in. As there is often no right or wrong way of doing things, expressed views are mostly right from the point of view of the representative. For example: statistical evidence might say that more people are in work than a year ago, but if a number of people have been laid off in their work place their perception is that unemployment is increasing. Both are right, it depends not on what is happening, but from where one is in relation to what is happening. The facilitator has to facilitate an understanding of the differing realities amongst all stakeholders.

As the purpose of facilitation is to engender participation by stakeholders in the process of DPs and their projects it is important to recognise that not all stakeholders will participate in the same way or at the same intensity at all stages of the process. We might consider four levels of intensity (they are not mutually exclusive):

Passive and low level participation



Active and high level participation

Information sharing is the minimal level of participation and often consists of keeping people informed, i.e. a one way flow of information.

Consultation means that there is a two way flow of information, a dialogue. This may not, however, lead to decision making.

Decision making is when participation reaches a higher level and involves individuals or groups (particularly those who are normally excluded) in actually making decisions. They have the **authority and responsibility to take action**.

Initiating action is the highest level of participation when people take upon themselves to initiate new actions. To do so indicates a significant level of confidence and empowerment.

The role of the facilitator is not to prescribe any one level of intensity but to assist stakeholders in recognising that there are different levels of engagement of different value in relation to different circumstances. Stakeholders need to be supported in choosing the level of engagement that suits them and suits the task at hand.

How the facilitator should work

The facilitator needs to be able to be flexible and responsive to bring all the perspectives together whilst keeping the overall purpose of the session on track. The facilitator has to have a warm personality with an ability to show approval and acceptance of others. They also need the confidence to go with the participants and to support them in achieving their outcome, not to try to judge and impose their ideas. A facilitator will listen to what people are saying, and analyse and summarise it for them to keep the session moving forward. Knowledge of the subject is not necessarily that important, what is important is knowledge of group processes. The facilitator focuses on the processes, while the participants focus on the content.

A facilitator should:

- Enable participants to understand each other as human beings and in their roles as stakeholders
- Support a group to develop and apply rules about the ways it works together
- Facilitate planning and processes towards decision-making
- Handle disagreements skillfully
- Support the stakeholders in aspiring to achieve the objectives they have set.

The structure of a facilitation session

Have a clear statement by the DP about the **purpose** of the facilitation; get the DP to write down: what they need from the session; who is invited and why; how long it should last; and what type of outcome is required, i.e. decision made, action list, plans adopted, etc.

The **preparation** of facilitation involves deciding the methods and tools to be used and the agenda and rules to be applied. The facilitator should know who is coming and why, as well as what is expected by participants and the type of venue and resources required. The facilitator should draw up an agenda of the session outlining the objectives, date, time and list participants. The agenda

may well include the use of the PCM templates to describe content in more detail. Other details can include time of each item on the agenda and a description of the type of venue required and resources needed.

The **running** of a session by a facilitator means that they must make sure participants know why they are there and help them focus on the issue to be dealt with. The facilitator's job is to make participants feel relaxed and able to participate, this can be helped by discussing the EQUAL terminology to make sure that participants are clear about words and terms used and can relate them to their work environment. If there are rules to be followed these should be observed, along with rules such as time keeping.

During the session the role of the facilitator is to bring participants together, keep them focused on the agenda while allowing short deviations, make sure they feel able to participate, finish on time and summarise and finish clearly. The PCM templates can be used by participants to keep notes of the proceedings of the session, either individually or in small groups. This will act as a memory of the session as well as personal notes.

The **finishing** of a session is a key to good facilitation. The facilitator has to remember and be able to summarise what happened during the session. Sometimes it is necessary to analyse the contribution made as part of the summary. Try to use the words and terms used by participants in the summing up and make sure that all the key points are covered.

If there have been decisions made these must be clarified, if further action is required then it is important to make sure that the 'what, who, when and how' is clear, make sure that there is sufficient time at the end to sort these issues out. If templates have been used each participant has their own record of what happened.

As a facilitator there is always more to learn, therefore some form of session review or evaluation is useful. This may be in the form of a written set of questions, a participative review exercise or a short discussion on what worked well and what didn't work well. Ask for suggestions on how to improve the session for the next time.

More information and a primer on facilitation can be found at the website of the International Association of Facilitators (www.iaf-world.org).

<p>1. Purpose</p> <p>Be clear about the purpose of the facilitation, is it:</p> <ul style="list-style-type: none"> • To change behaviour? • To inform on comparable processes and experience in other groups? • To stimulate creative thinking? • To gather and structure information? • To analyse information? • To make decisions? 	<p>2. Prepare</p> <p>Be well prepared for running the facilitation and be clear about who is coming and what they think the purpose is:</p> <ul style="list-style-type: none"> • Who are the participants? • Are their expectations clear? • Do they know each other? • Create an agenda that suits them • When should the event happen and at what time of day/week/month/year suits participants? • Where and what type of venue is most suitable?
<p>3. Run</p> <p>Be clear, start with an agenda, listen and be flexible, create focus but don't exclude, bring people together and make sure all present have opportunities to say what they think.</p> <ul style="list-style-type: none"> • Don't talk more than one third of the time • Ensure participants are having conversations in which they can think aloud about what you are telling them (to understand it better) • Give them opportunities to try out the methodology • Show respect for what participants tell you especially people who disagree with what you are saying • Be honest about the limits of your expertise and experience 	<p>4. Finish</p> <p>Remember what has been said, summarise and give support to any continuation required.</p> <ul style="list-style-type: none"> • Make sure the session ends clearly by summarising what happened, and if required, future actions: what? who? how? when? and where issues are clarified • Clarify if/how you can assist after the session • Get their opinions of the session • Work out your mistakes and how not to repeat them; keep looking for better ways of doing things

0.3. EQUAL Project Cycle

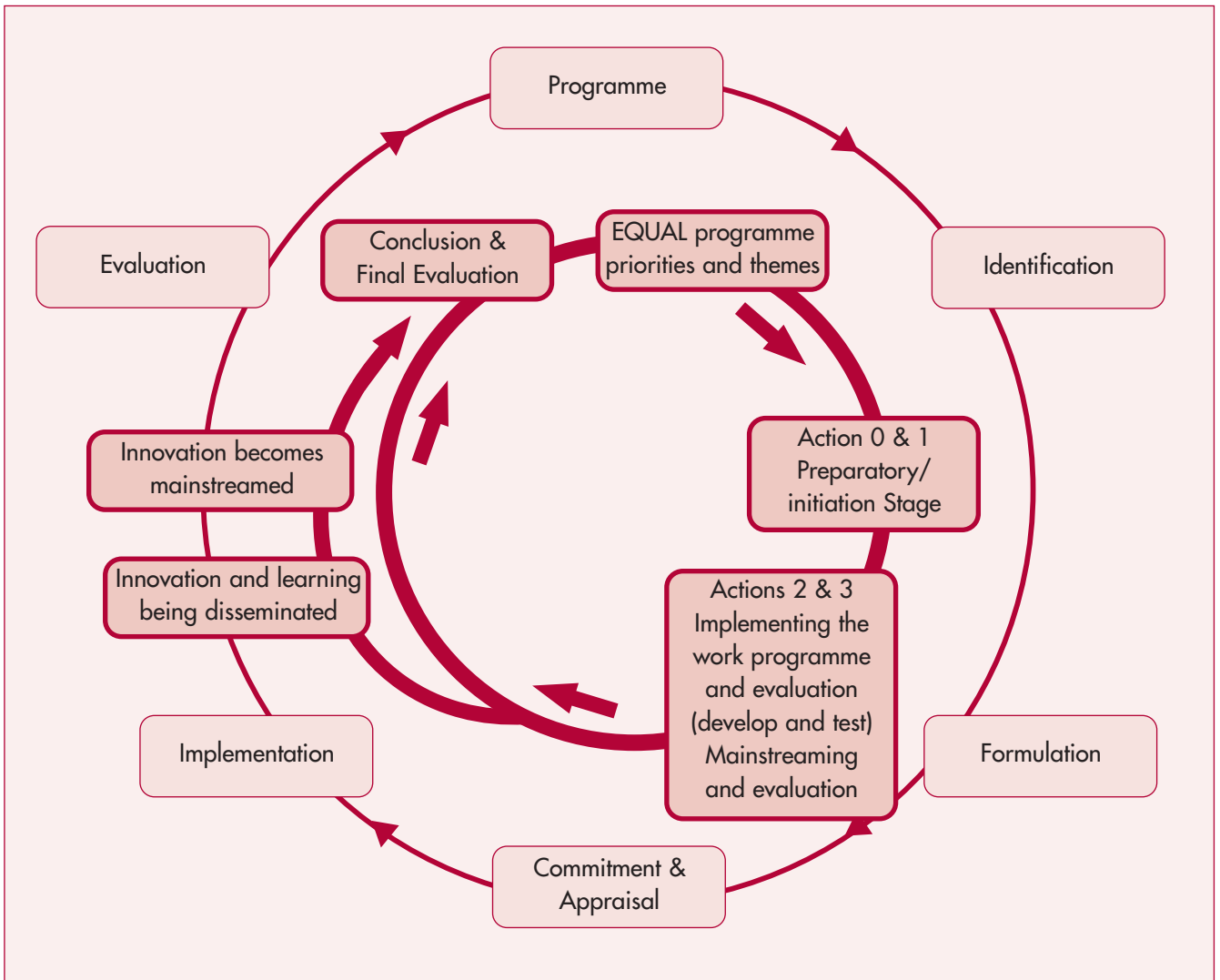
The EQUAL project cycle is a framework for designing, planning, implementing, monitoring and evaluating projects within EQUAL DPs. It provides the context for making decisions and managing activities. The project cycle divides into a number of stages in the life of projects within a DP and maintains the links between one stage and the next.

Traditionally the project cycle has six stages as described in the outer cycle below, however, within EQUAL the stages are slightly different and are described in the inner circle.

The stages through which projects are processed are managed from the programme framework to the final evaluation. This method is not a single process but a set of integrated stages, designed to make sure that issues are examined systematically; each stage links with the previous one and leads forward to the next one. This system makes the project concept (and the context in which it operates) clear and visible and therefore enables it to be better managed by the Development Partnership.

The diagram below illustrates the traditional project cycle in the outer circle and the adapted project cycle in the inner circle.

The project cycle



The cycle starts with the policy objectives of the Programme. During Action 0 (preparatory stage) an initial problem will be identified and an initial core partnership formed to develop the first application for support.

If the original application is successful then Action 1 (initiation) is funded to develop the DP and its transnational component, and a detailed plan and proposal for the innovative initiatives. This culminates in the Development Partnership Agreement (DPA), which also contains the details of transnational co-operation (this then corresponds to the traditional identification and formulation.

This detailed plan and proposal is to be assessed by the relevant authorities and if acceptable, the DP will receive con-

firmation of the funding. The main difference with the traditional project cycle is that within EQUAL, there is first a very basic identification/formulation stage in Action 0, which is appraised and provides access to funding for a more in-depth identification and formulation (Action 1) that leads to another appraisal unlocking funding for Action 2 (Development and testing of a new solution). There are good reasons why EQUAL is operated in this way, as due to its innovative nature it is normally not clear from the start what the actual problem exactly is or how to solve it.

Another difference is that in EQUAL, partnerships are responsible for implementing their projects together. One DP may be executing many different projects that all contribute in a coordinated way to a common result.

Action 2 is the main implementation phase for domestic and transnational activities. During this stage, DPs further develop and test out new approaches to tackling discrimination and inequality in the labour market, and work with Development Partnerships in other Member States to share knowledge and understanding of discrimination and inequality.

During Action 3, which runs in parallel with Action 2, Development Partnerships are involved in thematic networking, disseminating good practice and making an impact on policy. DPs will identify the outcomes from their activities with the most potential to influence mainstream policy and practice and the potential audiences for these outcomes. At this stage the DP will be able to disseminate and mainstream learning outcomes and innovation.

This method provides a structure within which different stakeholders can participate and make decisions at each stage of the cycle. Their involvement is crucial to good project management. Experience has shown that too many decisions about projects are taken without sufficient participation by the disadvantaged and other stakeholders, and without the necessary information. The purpose of the project cycle is to ensure that at each stage the stakeholders take the decisions and that decisions are based on relevant and sufficient information. This includes undertaking exercises, gathering information and analysing the findings, before deciding whether to do more work, abandon the project or move to the next stage.

Practitioners in project design are obliged to focus on the real needs of the disadvantaged by requiring a detailed assessment of the existing situation. Right from the beginning, aspects assuring sustainability are included in the project design. A project can be said to be sustainable when the disadvantaged continue to experience benefits beyond the period of funding. Rather than aiming to have enduring benefits at DP level, EQUAL puts the focus on how to mainstream what was learned, thus ensuring that lasting benefits will result from changes in mainstream provision of services to the disadvantaged.

During the life of a DP's projects many documents will be generated, from original problem analysis through to the DPA, monitoring reports and the final evaluation. The documents are the major link as the DP's projects progress from one stage to the next and communicate what has pre-

viously been done, who was involved and what was decided. If these documents are inconsistent in style, content and emphasis they will become exclusive and will be inaccessible to the disadvantaged and many other stakeholders.

At each stage in the project cycle, the issues that were recorded in the documents are examined and revised where necessary, and carried forward to the next stage. This system makes the project concept and the context in which it operates clear and visible and enables better monitoring and evaluation.

0.4. Management of EQUAL Project Cycle

The cycle – from Programme stage to the final Evaluation stage – takes from 2 to 3 years depending on the Member State and involves many individuals and different organisations (stakeholders). This means that there is often no overall management of all six stages from beginning to end; at each stage different stakeholders are involved. Communication between each stage is enhanced by the standardised and stable document formats which are used throughout the life of a project.

At each stage, good management depends on engaging with the right stakeholders in a participative way. This includes undertaking exercises, gathering information, analysing the findings and making decisions, before deciding whether to do more work, abandon the project or move to the next stage.

Stages of the Project Cycle

Stage 1. Programme

Dividing the cycle into stages provides the basis for effective project preparation, implementation and evaluation within the DP. The cycle provides the structure for managing the projects within the DP. At each stage the information is gathered and decisions are made to either continue or to stop projects. If a project ceases to be relevant, it should be fundamentally changed or stopped. Stopping a project if it is not going to achieve its objectives, at any time during the cycle, is not failure, but good management.

At stage 1 (Programme), bids are invited for an initial application from core partnerships to design and test innovative ways of overcoming inequalities in the labour market, under the priorities and themes.

Sequence of Activities

- Identify a problem with existing mechanisms for including disadvantaged in the labour market
- Identify a small number of potential partners from within the Member State
- Identify a potential Transnational partner from other Member States
- Develop the problem area into an initial proposal for further action within EQUAL using Action 1 funding.

What is a programme and what is a project?

Programmes and projects are short term interventions to create long term benefits. Their purpose is to change an existing negative situation into a positive situation. Generally programmes and projects are initiated to:

- Put in place better services
- Change behaviour of service providers and/or service users
- Influence policy makers and legislators.

The EQUAL programme

The programme is funded through the European Social Fund. It is an initiative which develops, tests and promotes new means of combating all forms of discrimination and inequalities in the labour market, both for those in work and for those seeking work, with transnational co-operation as an essential element. The programme operates across identified thematic fields which embrace the four pillars of the European Employment Strategy and support for asylum seekers.

The thematic fields are defined as follows:

1. Employability
2. Entrepreneurship
3. Adaptability
4. EQUAL opportunities
5. Social and vocational integration of asylum seekers

It will, over time, develop good practice that can enhance the delivery of mainstream policy, legislation and activity. Programmes are negotiated between Member States and the European Commission. The negotiations specify the agreed priorities that a Member State and the European Commission consider important within the parameters of the programme.

EQUAL Development Partnerships and their projects

EQUAL funds activities implemented by partners organised in Development Partnerships (DPs). Each Development Partnership will address one thematic field of its choice.

Development Partnerships are formed to design and manage projects; the emphasis is less on *projects* and more on *partnerships managing projects*. Projects are defined as forming in a co-ordinated way 'innovative solutions to labour market problems'. Therefore, all projects are

designed and executed to learn and test new ideas and ways of operating.

A project is a set of activities designed to achieve a stated objective, based on an identified problem within the parameters of the programme. A project links the policy initiative of a programme at the higher level with the unique problems faced by a particular disadvantaged group at grass roots level.

Projects have to conform to a set of principles:

- Ensure that activities principally benefit those subject to the main forms of discrimination and inequality according to a thematic field
- Ensure that the promotion of equality between women and men is integral to all the thematic fields
- The ideal of improving the supply of and demand for quality jobs with a future and encourage the effective use of existing mechanisms (for example those that exist for social dialogue) to improve awareness of the factors leading to discrimination, inequality and exclusion in connection with the labour market.

The nine EQUAL themes

Employability

Theme A

Facilitating access and return to the labour market for those who have difficulty in being integrated or re-integrated into a labour market which must be open to all.

Theme B

Opportunities to promote potential for **ethnic minorities** within the world of work.

Entrepreneurship

Theme C

Opening up the **business creation** process to all by providing the tools required for setting up in business and for the identification and exploitation of new possibilities for creating employment in urban and rural areas.

Theme D

Strengthening the **social economy** (the third sector), in particular services of interest to the community, with a focus on improving the quality of jobs.

Adaptability

Theme E

Promoting **lifelong learning and inclusive work practices** which encourage the recruitment and retention of those suffering discrimination and inequality in the labour market.

Theme F

Supporting **adaptability of firms and employees** to structural economic change and the use of information technology and other new technologies.

EQUAL opportunities

Theme G

Reconciling family and professional life, as well as the re-integration of men and women who have left the labour market, by developing more flexible and effective forms of work organisation and support services.

Theme H

Promoting **gender equality** in the work place, reducing gender gaps and supporting job desegregation.

Asylum seekers

Theme I

Helping the integration of **asylum seekers**. Depending on the official status of the asylum seeker – an extremely complex area, with variations between Member States – assistance may be for new ways of helping access the labour market, or to provide training for unsuccessful asylum seekers prior to their leaving the country.

Stages of the Project Cycle

Stage 2. Identification (Actions 0 and 1)

The Identification Stage defines the problem(s), defines who the stakeholders are and identifies a number of possible solutions. This stage is undertaken during Action 0 and is to be revisited in Action 1, to ensure it is still valid.

A core team should be constituted, numbering 3-6 people, composed of a small selection of stakeholders who themselves need to represent the different interest groups associated with the problem/project as much as possible. The job of this core team is to guide and develop the DP and its projects during all the Actions and assist in the monitoring and evaluation. They will also be responsible for engaging with other stakeholders to involve them at appropriate times during the project cycle.

Those to be involved, next to the core team, should include both stakeholders who experience, and stakeholders who cause, the problem, and others who are involved in the particular area of concern.

At the end of this stage, there should be a clear list of stakeholders, an understanding of the problems to be addressed and a set of strategic objectives that are appraised, with the appropriate options transferred to the following Formulation stage.

Sequence of Activities

- Clarify the main area of concern
- Undertake stakeholder analysis
- Run workshop and conduct a Problem and Objective Assessment
- Determine acceptable priority options
- Appraise the priority options
- List relevant existing initiatives/projects

Who should be involved?

All partners, disadvantaged, relevant mainstream organisations, and others relevant to the problem area.

Exercises	Records
1. Stakeholder Analysis	Template 1. Stakeholder Record
2. Problem and Objective Assessment	Template 2. Problems and Objective Record
3. Priority Options	

2.1. Stakeholders

A properly planned project, addressing the real needs of those whom it is intended to benefit (the 'disadvantaged') cannot be achieved without a full and accurate assessment of the existing situation. In order to arrive at a true assessment, it is essential that statistical evidence and individual or group perception, while representing different realities, are combined into a single image of reality. As an initial step all relevant stakeholders must be identified, categorised and engaged to start building a common agreement as to what is the problem and what is the acceptable solution(s).

Stakeholders are defined as groups of people, individuals, institutions, enterprises or government bodies that may have a relationship with the DP. There are also differences in the roles and responsibilities of all stakeholders, their access to, and control over resources, and the part they play in decision making. Inequalities between stakeholders can hinder development of adequate solutions to problems in the labour market. Unless these issues are addressed properly they can damage the effectiveness and sustainability of the DP's activities and outcomes. Differences and inequalities must be analysed and taken into account when developing a DP.

Stakeholder mapping

Once all the stakeholders involved in the DP have been identified, they should be categorised in a primary, secondary and tertiary hierarchy. It then becomes easy to see how each stakeholder should be involved and when. It is evident from EQUAL DP evaluations that stakeholders' participation is vital to the successful design and implementation of projects within the DP. We suggest that a team of representative partners come together to map and analyse the DP stakeholders.

One possible categorisation of stakeholders can be (there are many different ways):

- **Primary stakeholders** are those whose interests lie at the heart of the project. They include potential mainstream providers, and the disadvantaged who experience the problem that the projects are aiming to solve and are usually users of services.
- **Secondary stakeholders** need to be involved if the DP is to achieve its objectives. This group would include statutory agencies (such as government departments), voluntary groups, private-sector organisations, etc. These stakeholders are where the main support will come from and usually where the main partners for the DP can be identified.
- **Tertiary stakeholders** may not be too involved at the beginning but may be important in the mainstreaming. These will include policy makers, practitioners and other organisations working with similar client groups. Tertiary stakeholders may move up the hierarchy during a project as they become more important and relevant as an initiative matures and its learning becomes mainstreamed.

Stakeholder analysis

Once stakeholders have been identified and categorised an analysis of how they might behave and be involved should be undertaken. Below is a list of analytical questions which can help the team consider how and when to involve particular stakeholders and which stakeholders have the most to contribute and benefit from their involvement in the potential project.

Stakeholder Analysis

- What are the stakeholders' **expectations** of the DP (perception of the problem and its solution)?
- What **benefits** are the stakeholders likely to receive?
- What **resources** can the stakeholder commit to the DP? What is its **mandate**?
- What **interests** does the stakeholder have which **may conflict** with the DP?
- How does a stakeholder **regard other** categories of stakeholders? (for example, is there a history of animosity between particular stakeholders?)
- What other things do stakeholders think the **DP should do or not do**?

Stakeholder recording

The results of the stakeholder mapping and analysis should be recorded in a clear format that can be monitored, up-dated and re-evaluated over the life of the project. Template 1 Stakeholder Record is used to record this information.

All subsequent steps in project development should refer to the Stakeholder Record. When designing, monitoring or evaluating a project the Stakeholder Record should be revisited, as stakeholders' circumstances will change over time and their relationship to the project will also change. The Monitoring column in the Stakeholder Record keeps a log of how the stakeholders are engaged in the project. The information will show where support is coming from, where barriers exist, who are the hard to reach groups, what method of communication works well with different groups, how different stakeholder groups have responded to different ways of working, and, in future projects, how best to design for good working relations with stakeholders.

Template 1 – Stakeholder Record

It is the core team that should undertake a stakeholder analysis around the problem that has been identified. After the session the core team should record the stakeholders on Template 1 and distribute this to all known stakeholders for their comments and suggestions.

Planned			Actual	
Who	Why are they involved?	How are they involved?	When are they involved?	Monitoring How were they involved?
Primary Stakeholders				
Secondary Stakeholders				
Tertiary Stakeholders				

The stakeholder record analysis should be looked at regularly by the core team to make sure that all stakeholders are invited to participate at appropriate times in the DP and to update the record if required.

A typical agenda for the stakeholder exercise is as follows:

- Initial discussion about the key problem – approx. 10 min.
- Map all relevant stakeholders – 30 to 45 min.
- Analyse their relationship to the problem – 30 to 45 min.
- Categorise and fill in the Stakeholder Record – 0 to 45 min.

2.2. Problem and Objective Assessment

The main reasons for undertaking the Problem and Objective Assessment are to:

- Engage different stakeholders openly and honestly so that they can easily participate as individuals within a group
- Identify and analyse all the issues related to a particular key problem
- Create common ownership over the reasons for developing the DP
- Provide the justification and rationale for DP development
- Identify partners and build partnerships.

The Problem and Objective Assessment is a single exercise that can take one to three hours to complete, depending

on the level of detailed thought necessary. The importance of this exercise is to engage with as many stakeholders as possible and to draw out all their concerns, perceptions, knowledge and ideas about what the problem is and what are the acceptable solutions. The emphasis here is less on the detail and more to do with engaging and creating a sense of common ownership amongst stakeholders about the problems and solutions.

The benefit of starting with the question ‘what is the problem’ means that everyone can participate, the word ‘problem’ is unmistakable and everyone from a child to a senior executive can describe how they see the problem. It is an engaging question.

The primary and secondary stakeholders, who have been previously identified, should be invited to participate in this exercise. The exercise works better if the workshop facilitator is not involved in the issues under discussion but is there solely to facilitate the process.

Problem Assessment

The Problem Assessment, the first part of the exercise, identifies problems and brings together different people’s perceptions into a single agreed set of related problems. No problem exists by itself; it is always part of a cause and effect chain of problems. If one identifies a problem wrongly, the solution is also going to be wrong: that is why problems must be expressed in concrete and factual terms and not in general and vague terms. A problem is *an existing negative situation* and should not be used to describe *the absence of a future desired situation*. For example, *an existing negative situation* can be ‘a person does not have the necessary skills to get a job’. Whereas the *absence of a future desired situation* can be ‘an unskilled person needs to be trained to a particular level in order to achieve a qualification’. The former is a real situation felt by both the unemployed and employer and can

be realistically achieved, whereas the latter may be desired, but is not necessary as a solution to the problem and would take a lot more time and effort, and is reliant on many high risk assumptions.

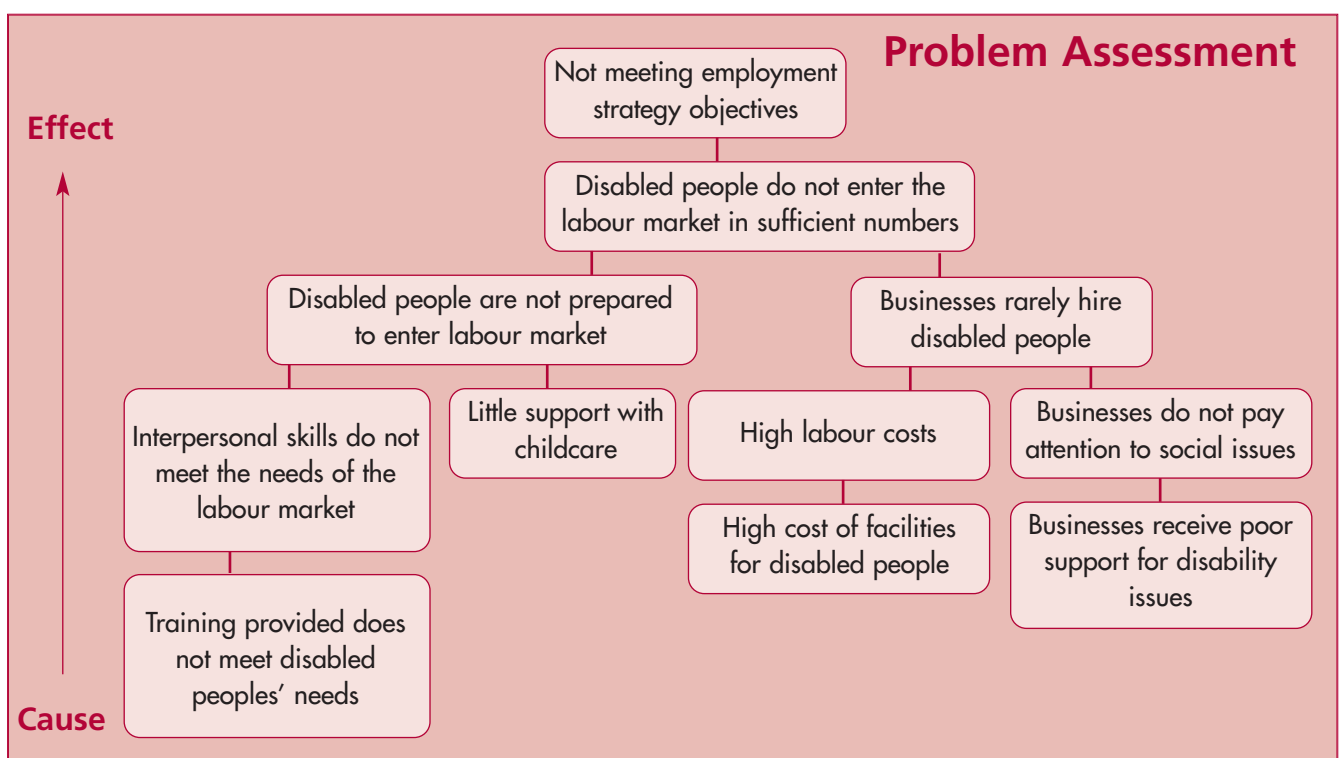
When undertaking the Problem and Objective Assessment the level of detail developed needs to be balanced with the need to involve participants fully, i.e. too much detail can lead to some participants withdrawing from the exercise and ownership of the conclusions. The facilitator has to manage this balance of getting the detail and keeping participants engaged. Later on, when transferring the objectives to the project design stage, more details can be developed.

How to construct a Problem Assessment

- Before the workshop a general problem or rationale will have been identified.
- At the workshop you should discuss the general problem with the participants and clarify it to make it relevant to the priorities and themes, for example, unemployment among a particular age group or gender group.
- Once you have clarified the problem, write it on a card and place it in the middle of the wall.
- Give all the stakeholders cards of the same colour (yellow) to write their own ideas on about the associated problems, which either cause the key problem or are an effect (result) of the key problem. Within any group different people will see the same problem in different ways, so you should encourage each person present to say what they think.

The exercise captures all the different perceptions and insights which you must include, as they form the basis of understanding the whole problem. Try not to use the term 'lack of..' – try to describe the problem in terms of how it affects people. Use a short phrase. For example, instead of using 'lack of skills', describe the problem in more details such as 'existing skills don't match employers' needs'. If it is difficult to express a problem in concrete terms, try adding the specific target group to the problem and in that way the problem will become specific.

- The workshop leader should then place all the cards on the wall below or above the problem to create a hierarchy of cause and effect. If it is a cause, it goes on the level below, if it is an effect, it goes on the level above and if it is not a cause or an effect, it goes on the same level where it can create a new column of causes or effects.
- The workshop leader should then create different vertical columns of cause and effect problems by separating them into different target groups or technical areas.
- The exercise is complete when the top of the problem assessment could also be at the very bottom as the main cause. A continuous negative cycle of cause and effect is then revealed. At this stage you should confirm that the original problem is still the key problem. Review the hierarchies and try to put them into clear cause-and-effect relationships before moving to the next part of the exercise.



For example, if the original problem is 'Disabled people do not enter the labour market in sufficient numbers', a cause might be 'Businesses rarely hire disabled people', and an effect might be 'Employment Strategy objectives are not being met'. Another problem is 'Disabled people are not prepared to enter the labour market', which is neither a cause nor effect of 'Businesses rarely hire disabled people' but is a cause of 'Disabled people do not enter the labour market in sufficient numbers', so this problem goes to one side and starts a new vertical column of problems. There can be any number of vertical columns of problems.

If the problem assessment has many vertical columns, the problem is usually quite complex. Also, if you find that the vertical columns contain few problems, you can assume that the group of stakeholders present is not very familiar with the problem area under discussion and you might need to include additional stakeholders. A review of the problem assessment may reveal a different key problem, but this does not affect the validity of the current assessment. Discussing the problem itself is important and can lead to greater understanding of the issues surrounding it.

Objective Assessment

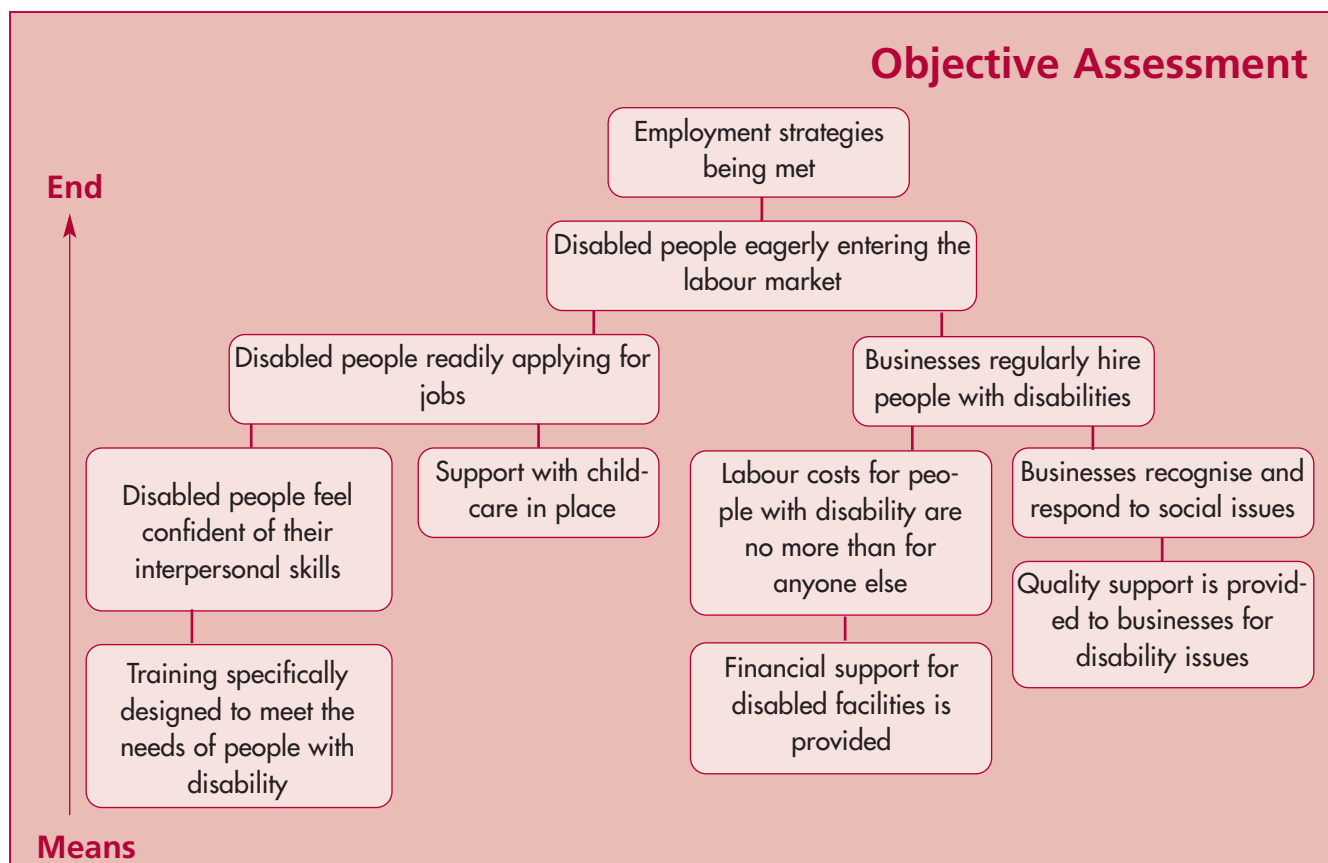
This continues on from the previous exercise and you should do it at the same time with the same people. The Problem Assessment identifies and organises problems which you can then work with; the objective assessment identifies and organises objectives in direct relation to the problems. The exercise involves reformulating problems into objectives. Objectives are desired future situations, they are not activities. Be careful not to write an activity. An activity will use verbs such as 'to improve', 'reduce', 'construct' and so on. An objective is a description of what it will be like once something has been improved, reduced, constructed, and so on. When writing an objective it is

Problems		Objectives
Disabled people do not enter the labour market in sufficient numbers	TO	Disabled people eagerly entering the labour market
Businesses rarely hire disabled people	TO	Businesses regularly hire people with disabilities.

often simply a matter of turning the problem statement around, or imagining a completely new situation as the following examples show.

How to construct an Objective Assessment

- Give participants different colour cards (green).
- For every problem card (yellow) ask participants to write an objective on a green card (use short phrases to write objectives).
- Place the green cards on top of their corresponding problem cards. This is a free-flowing exercise so participants can write any objective for any problem. There is no limit to the numbers of cards they can write. This is done one problem card at a time, converting each problem separately.
- If there are different objectives for a single problem, the workshop leader must place all the objective cards on top of the problem.
- Once all the problem cards are covered by objectives, you should assess the hierarchy. From a cause-to-effect hierarchy it should now have changed to a means-to-an-end hierarchy.
- At this point assess if the means-to-an-end hierarchy is practical. There may be gaps or you may need to reorganise the objectives to make the logic hierarchical. As you sort through the hierarchy, it is essential that you do not lose sight of the original problem as this represents the reason why stakeholders are engaging in this process.
- It is likely that the Objective Assessment will be more or less logical at the end of the exercise. If you cannot convert some problems into objectives, it is likely that the problem is too general or unclear and you will need to re-state it to clarify the issue.
- The problem cycle will have now changed into a cycle of objectives.
- The exercise is complete when the top of the Objective Assessment could also be at the very bottom as the main means. A continuous positive cycle of means to end is then revealed. At this stage you should confirm that the original problem is still the key objective. Review the hierarchies and try to put them into clear means to end relationships before moving to the next part of the exercise. As mentioned earlier, the level of detail and care taken will depend on the participants' willingness to engage at this stage.



Priority Options

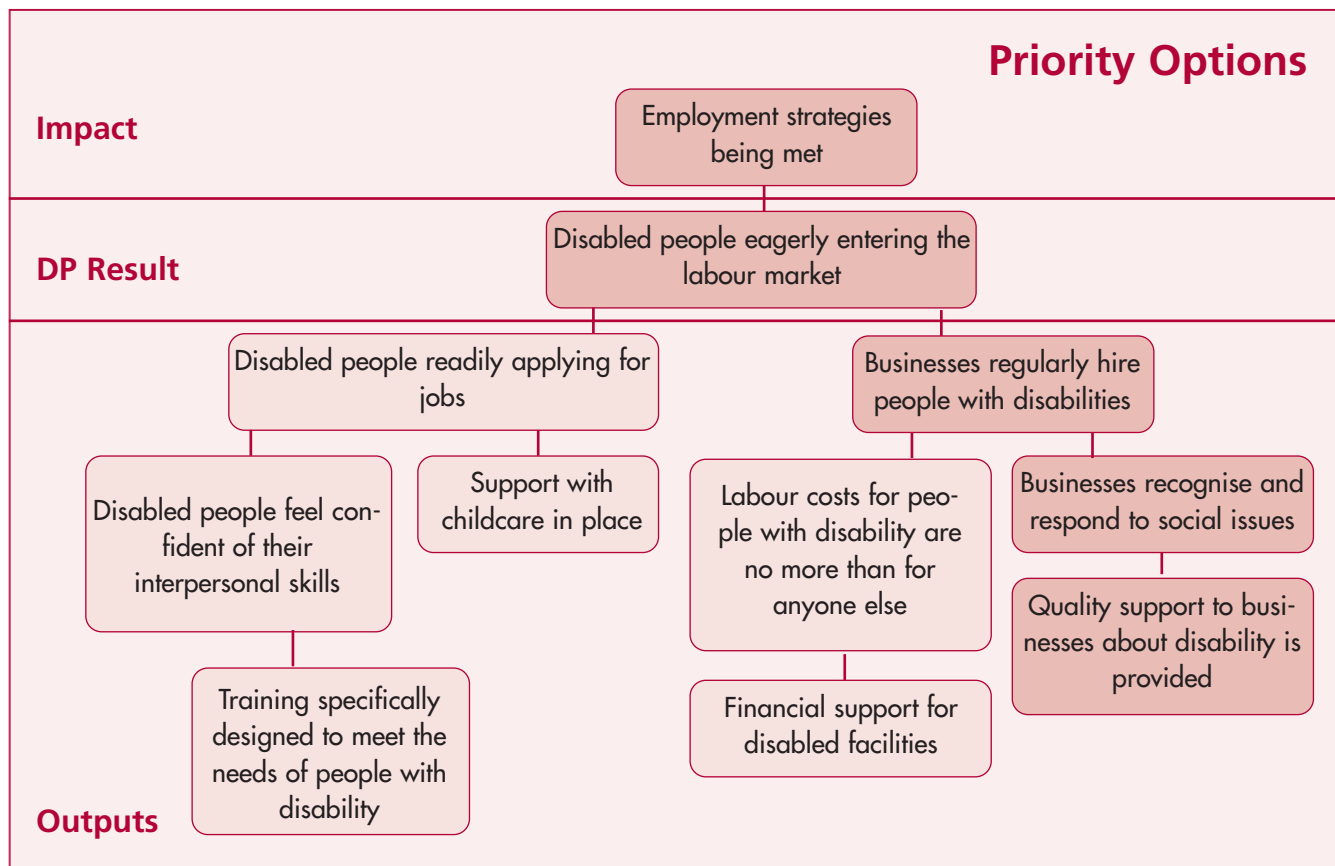
Selecting the Priority Options is the final part of the Problem and Objective Assessment exercise. This part of the exercise will help to make decisions about the project(s) the DP wants to carry out in Action 2 and 3. At this stage you will have formed columns of objectives and each column will reflect either a different group of stakeholders or a different technical area of expertise. The columns represent different parts and solutions to the same problem. Each column has the potential to become a project component or even an individual project in itself.

The columns represent different technical sets of objectives that are required to achieve the project purpose. The group must assess these columns strategically in terms of the type of expertise required, length of time needed to put in place, type of budget requirement and the range of stakeholders involved. The similarity or difference will help to determine if they should be one project or more than one. It is better to err on the side of caution and develop, within the DPs, smaller, more manageable projects rather than large and complex ones.

Sometimes it becomes clear that to solve the problem all the columns must be developed into projects and that these projects will have to be carried at the same time. Obviously, if there are existing projects that already cover the area within a column the group should treat them as partner projects and not duplicate them. Once the group has identified the vertical priorities and grouped them they will need to decide which of the priorities they will carry out.

How to choose the Priority Options

- Cut the vertical hierarchical objectives into three and label each section 'Impact', 'DP Result', and 'Outputs' as in the diagram below. Against these levels you can move the objectives up and down until you feel that they are at a realistic level of achievement.
- Check that the columns are all relevant to solving the key problem.
- Identify columns that are already being dealt with in existing or planned projects. The group should then see these as partners in solving the key problem.



- Identify those columns that cannot be dealt with through the programme, such as national policy issues.
- Assess the columns that remain to identify potential projects that can be done together, as an operational strategy, within a DP or that need to be done as projects external to the DP. You should do this through discussion.

In the diagram hereunder a vertical strategy has been shaded.

To finalise this exercise you can use dot voting; dot voting is when people are given a marker pen and they are allowed to make a number of dots (depending on the number of people participating) against the options they wish to vote for. The column or objective with the highest number of dots is the priority of participants. Further discussion will reveal the implicit criteria participants used to cast their vote.

At the end of the Problems and Objectives Assessment exercise a number of Priority Options will have been developed and prioritised. These must be recorded in the Template 2 Problems and Objectives Record and kept in the project document file.

The key questions to use when appraising the Priority Options are:

- What is likely to solve the problem?
- Can the key problem be solved by one or two projects or is it necessary to put in place a parallel set of projects all focusing on the key problem?
- What other projects/initiatives are planned or being implemented?
- What is achievable?
- What is acceptable to the disadvantaged?
- What resources are available?
- What can be mainstreamed?

Template 2 – Problems and Objectives Record

What are the problems?	What are the acceptable solutions?
Effect – Broad Problems	Impact
Key Problem	DP Result
Causes – Detailed Problems	Outputs
Briefly describe the key problem to be addressed in one or two sentences	

The Problems and Objective exercise can be used in different ways. If you start with the broad problem, say ‘high level of unemployment in X town’ the result will be broad and strategic. If however, you start with a narrow focused problem, say ‘high level of unemployment amongst 16 to 20 year old females in X town’ the result will be specific and the project focused. The way you describe the starting problems determines the results thereafter. DPs, involving many different partners, are an excellent tool to tackle problems of a more strategic nature.

In some circumstances it is not advisable to bring all stakeholders together at the same time; for example, young people tend to take the exercise more seriously and will fully engage if no adults are around. Or, for example, it may be necessary to undertake the exercise in different locations, for example if working with prisoners. The way to do this is to always start with exactly the same starter problem for each group and then bring together the different columns at the end.

It is important to write up the exercise as it is displayed on the wall or flipchart; this exercise can also be undertaken electronically which will automatically save the exercise. When writing up the exercise care should be taken to preserve the words and terms used and not to professionalise them into funding jargon. It will strengthen the sense of ownership by stakeholders if they can identify the words and terms they used.

The core team should manage the Problems and Objectives exercise. They should decide who will facilitate the exercise and prepare the venue and material for a broader range of stakeholders that are to be invited. Prior to the exercise the core team might consider how to phrase

the initial problem as a starting point for the exercise and be responsible for copying, printing and distributing the results of the exercise.

A typical agenda for the Problem and Objective Assessment exercise is as follows:

- Initial discussion about the key problem – 15 to 30 min.
- Problem Assessment – 45 to 60 min.
- Objective Assessment – 30 to 60 min.
- Priority Options – 30 to 60 min.

Stages of the Project Cycle

Stage 3. Formulation (Actions 0 and 1)

The Formulation Stage is when the Logical Framework is used as the project design tool to test the feasibility of the Priority Options. This stage is to be executed partly in Action 0 (a quick review of objectives and assumptions) and to be developed in-depth during Action 1. A small team from the partnership will have to be appointed, comprising relevant stakeholders, to design the projects the DP is to manage. The first task is to transfer the set of objectives from the priority option from the previous stage, the identification stage. Using the Logical Framework, the objectives will be structured in a hierarchy against which the assumptions will be tested and indicators and evidence will be designed. Once the Logical Framework is complete, the project proposal is prepared with a budget and an Activity Plan.

Sequence of Activities

- Transfer the set of objectives into the Logical Framework
- Develop the objectives and assumptions
- Appraise the relationship between the two columns and amend where necessary
- Prepare indicators and evidence
- Appraise environmental, social, gender, faith and race issues and review progress to date
- Complete the Logical Framework with activities, budgets and other inputs
- Prepare the budget
- Bring together all the previous stages and write the DPA
- Review how the DP will be implemented.

Who should be involved?

A smaller team of partners and mainstream organisations and relevant disadvantaged people. This group should have been involved in the previous problems and objectives exercise and be representative of the larger group.

Exercises	Records
1. Prepare the Logical Framework	Template 3. Logical Framework Record
2. Prepare and write the DPA/MPA	Template 4. Mainstream Test Framework
3. Prepare the Activity Plan	Template 5. Budget Plan
4. Prepare the Budget	

3.1. Preparing the Logical Framework

The Logical Framework is the main tool used within the remaining project cycle stages. It will be used for designing, implementing and evaluating projects. In particular, it must be seen as a dynamic tool, which will be used to re-assess and revise the projects as they develop and as circumstances change during project implementation. The Logical Framework enables the design of a project to be linked with the initial identification of the problem and with clear and sustainable objectives. Project design is based on a participative process of building up information and testing the links between one set of information and another.

The Logical Framework has four columns and four rows and is completed in the order below. You write brief descriptions in each box and then test the logical relationship between the statements. You may have to re-write the boxes a number of times to get the logical relationship right. It is an iterative process and it may be required that the core team go through the process a number of times. The core team might need to invite specialist technical people to assist in the design of the Logical Framework. The benefit of using a matrix is that it is visible and helps groups of people to discuss and think through all the implications of a project idea; it is particularly suited to participative ways of planning and decision-making.

The structure of the Logical Framework forces the core team to:

- Identify the critical assumptions/risks that may affect project feasibility; and
- Specify the indicators and evidence of information that will be used to plan the details and monitor implementation.

It is important to distinguish between the design of a project and the writing of a proposal; they are very different processes. The Logical Framework is used to design projects – only when the design is complete and agreed should a proposal be written. The requirement of the Logical Framework is that sufficient time and resources are allo-

cated to the design stage in order to enable the project to fit with the unique social, cultural and physical environment of the disadvantaged. It is important to recognise that, although the problem and the solution may be common, the disadvantaged peoples' relationships, values and history are unique.

The completed Logical Framework is used as the basis of terms of reference for job descriptions and commissioning work, for monitoring planned and actual work, making changes to the projects during implementation if required, and finally for the evaluation of the projects.

Below is a diagram of the Logical Framework, the numbers refer to the sequence for filling it in.

	Objectives	Indicator	Evidence	Assumptions
Impact	1	7	8	
DP Result	2	9	10	6
Outputs	3	11	12	5
Activities	13	14	15	16
		Pre-conditions		4

Sequence for filling in the Logical Framework

- The Objectives Column is filled in first by working vertically from the top to the bottom filling in boxes 1, 2 and 3. Activities are not filled in until the end. This information comes from the priority options. The logic of the Objective Column is that if an Activity is undertaken an Output is achieved, then a DP Result is realised and a contribution to the Impact is assured.
- The Assumptions column is filled in second by working vertically from the bottom (pre-conditions) to the top (DP Result) filling in boxes 4, 5 and 6. The relationships between the Objectives and the Assumptions are tested for the level of risk. The Assumptions column in the matrix includes the external factors that affect the project's success, but are outside the control of the project and tests them against the logic of the objectives.

- The second and third columns (Indicators and Evidence) then need to be filled in horizontally establishing the basis for measuring the effectiveness and clarity of the objectives. Fill in boxes 7 and 8, 9 and 10, and 11 and 12.
- The Activity row is always filled in after all the other components have been filled in and agreed, boxes 13, 14, 15 and 16. This is to ensure that the objectives, and not the activities, lead the DP. The activities should be subordinate and flexible to the objectives and are always described as ways of achieving the objectives.

The core team, and any invited specialists, need to bring the results of the Problems and Objectives exercise together to inform the Logical Framework. The core team can expect to spend two half days and will, most likely, need to undertake a bit of research/investigation during the development of the Logical Framework.

A typical agenda for filling in the Logical Framework exercise is as follows:

- Transferring objectives from the Problem and Objective exercise to the Logical Framework – 45 to 90 mins
- Identify and write assumptions – 30 to 60 mins
- Identify assumptions that need further investigation – 30 to 45 mins
- Identify assumptions that can be moved to objectives and complete this design of objectives – 30 to 60 mins

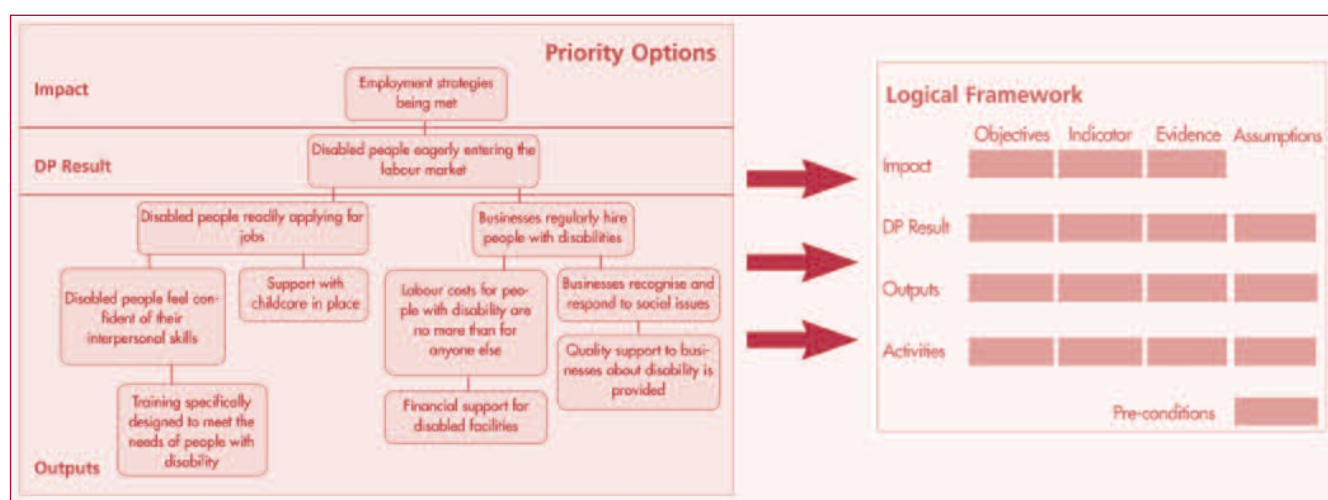
TAKE A BREAK FOR A WEEK OR TWO to have time to think about the design so far and to undertake any identified investigations.

- Review and amend objectives and assumptions – 30 to 60 mins
- Fill in the Indicators for each Output and the DP Result – 60 to 120 mins
- Fill in the Evidence column against each Indicator – 30 to 60 mins
- Develop activities and list them in the Logical Framework – 60 to 120 mins

3.2. Objectives column

Transfer the objectives into the Logical Framework from the chosen Priority Option. The process of transferring objectives from the Objective Assessment to the Logical Framework is done differently for each level of objective. While it will be necessary to change the phrasing of the statements, try to maintain the actual words used by the participants so that these are recognisable by them later in the final proposal. This is described for each level of the objectives below. The objectives, once transferred, may need moving up or down the column to fit in with the levels of objectives as described below.

Objective Assessment	Transferring	Logical Framework
Employment strategies being met	→	Work opportunities for people with disabilities are greater than the number of people with disabilities seeking work.



Levels of objectives

Impact

This describes the theme, policy, criteria or local issue, in conjunction with Member States' priorities, to which the DP will contribute. The DP will contribute to the Impact but not achieve it alone: other inputs and initiatives will also contribute to the same level objective.

Transferring the Impact Level Objective

To transfer the impact objectives from the Priority Option to the Logical Framework, identify the key objectives at the top of the Objective Assessment and summarise into a single impact objective. This might mean that some statements in the Priority Option will not be used as it will be too broad. It is written as a strategic statement that the project contributes to, and when fully achieved will sustain the long term benefits of the DP.


DP Result

This describes what it will be like when the solution to the problem has been achieved. This should relate directly to the core problem that has been identified in the Problem Assessment. It is at the DP result level that project success or failure is measured; and where you define the central objectives in terms of the sustainable flow of benefits to be experienced by the disadvantaged. The DP result can only be achieved by the disadvantaged making use of the outputs provided. It should therefore not describe the delivery of the outputs, but the change of behaviour as a result of the use of the outputs; the disadvantaged are, for example, applying for jobs whereas before they were not. One way to look at the DP result is as the 'return on social investment' that the funder gets for their financial support. This is written as a statement of what it will be like when the outputs have been utilised and benefit gained by the disadvantaged.

If there is one DP result with a clear focus, success is more achievable. When writing the DP result, try to include three key points in the description, especially when describing the benefits that will have to provide sufficient incentive to affect a change of behaviour.


DP Result - Key points

- Describe what it will be like once the services are used
- Describe the flow of benefits
- Describe the change in the behaviour or performance of disadvantaged

Objective Assessment	Transferring	Logical Framework
1. Businesses regularly hire people with disabilities 2. Businesses recognise and respond to social issues		1. Businesses regularly hire people with disabilities. 2. Businesses have recognised and put in place the necessary facilities and employment conditions to recruit people with disabilities.

Transferring the DP Result Level Objective

To transfer the DP result level objective to the Logical Framework it will be necessary to fill out the statement, either by elaborating it and/or by including lower and higher level objectives into the statement.

Objective Assessment	Transferring	Logical Framework
Disabled people eagerly entering the labour market		People with physical disabilities are able to find work and are enjoying the working environment.

Outputs

This describes delivered outputs (in terms of services and facilities) that the DP provides. These are written in the past tense as having been received by the disadvantaged. There will be a number of outputs. The Outputs describe the completed activities that the project manages. They should address the lower level of causes in the Problem Assessment and should reflect the relevance of the issues in the Objective Assessment. Each output will be the consequence of a series of activities.

Transferring the Output Level Objectives

To transfer the output level objectives to the Logical Framework each output is re-written as a statement of a completed set of activities. It will describe what it will be like when the activities have been completed; it clearly describes something that can be measured.

Activities

This describes the services and facilities that the DP delivers. These are written as actions to be done with active verbs, such as 'prepare, construct, design...'. These were not in the Objectives Assessment and will be developed as a consequence of filling in the Logical Framework. The Activity box is not filled in until all the other boxes have been completed and agreed. Activities should support the objectives, especially the outputs, and be flexible. When it comes to the implementation of the project, the focus should always be on the DP result and outputs. The management of the DP should always be in a position to change the activities to best achieve outputs and the DP result.

Check the linkages

The key to designing good projects is to make sure that each level directly links with and achieves the higher level. Sometimes the linkage is not strong enough, in which case one or other of the objectives needs to be changed. Often higher objectives are too ambitious and the link between outputs and DP result is not realistic. Before moving to the next column test the logic of what you have established so far. List the outputs in order of implementation; the order goes from bottom to top. This gives a clear sequence to test that the outputs can achieve the DP result. Sometimes new outputs may need to be added or existing outputs deleted, the important thing is to make it realistic and workable. As the links between levels are strengthened, through the process of discussion and review, so the project design will be improved.

3.3. Assumptions column

Every DP is influenced and affected by external factors that represent the risks to the projects. Assumptions are external factors outside the DP's control but which have an impact on the project's performance. An Assumption is a positive way of describing a risk and a risk is a negative way of describing an Assumption.

Assumptions are usually progressively identified during the problem analysis and building the project design. The analysis of stakeholders, problems, objectives and priorities will have highlighted a number of issues, (i.e. policy, technical, social, environmental, etc.) that will impact on the DP.

Assumptions are especially important between the outputs and DP result level and describe what must happen, in addition to the stated objectives, in order to achieve the DP result. They describe positive contributions such as physical resources, policy initiatives, relevance to the attitudes of the disadvantaged, etc.

Not all objectives have assumptions attached, but if they do they must be included and assessed in the project design, and some objectives can have more than one Assumption.

Assumptions can be perceived as either positive or negative, but for the purpose of including them in the Logical Framework they should be expressed in the positive 'as a desired situation'. For example, if there is a risk of an employer not co-operating with the project objective it is better to write it as an Assumption 'the employer will co-operate by the end of the year'. This positive way to express external conditions makes it much easier to monitor their realisation when the project is carried out.

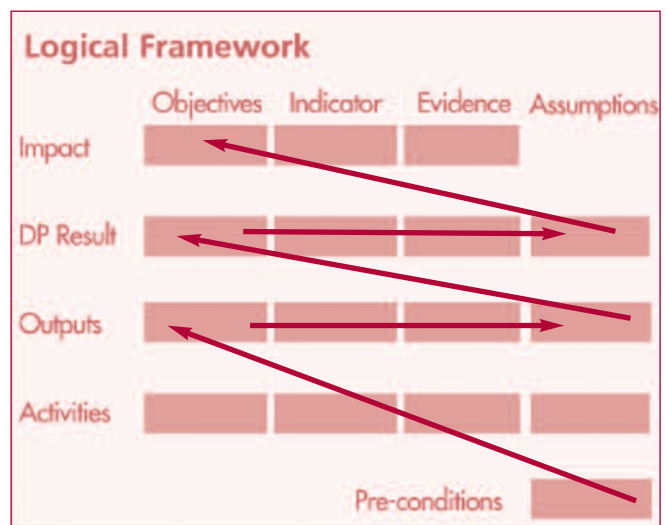
Filling in the Assumptions column:

1. Start from the bottom and work vertically upwards to reflect the order of implementation.
2. The pre-condition is the first assumption you should prepare. A pre-condition is usually a policy that needs to be in place or an agreement by a major contributor to the DP. A pre-condition may be flagged up earlier on in

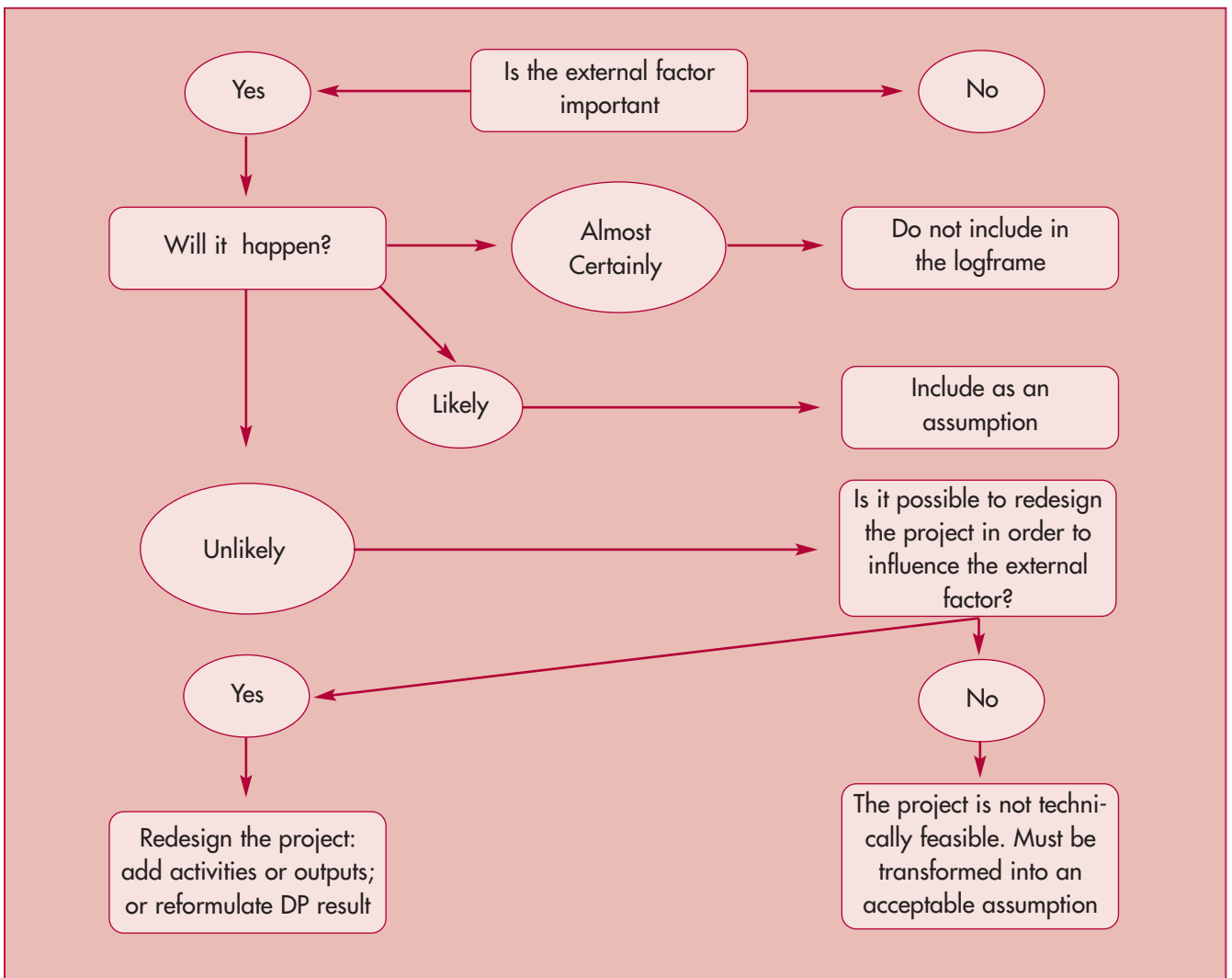
the activity design and, after some investigation and negotiation, no longer be necessary – you can then remove it. If, however, the Precondition still remains when you have finished completing the Logical Framework then it shows a high level of risk and ideally the DP should not start any activity until that pre-condition has been met.

3. There are no assumptions against Activities.
4. Assumptions against each output and DP result are identified by asking 'what can go wrong?'. They can also be derived from the objective assessment, where parts of the assessment that the DP is not dealing with in the project may be necessary to reach an objective.
5. There is no assumption against overall outcome.

How Assumptions affect objectives



When all assumptions have been identified and assigned to an output or DP result then they should be assessed for their effect on a project.



The way to assess if an Assumption is important is to analyse the level of uncertainty between each level of objective and to look for external conditions that need to be met in order to achieve the stated objective.

- Is the Assumption important?
- What is the likelihood of it being realised?
- Can the project strategy be modified such that the assumption is no longer needed?

Assess the important Assumptions in the following way:

1. Does the DP need to carry out further investigation to answer the implied question in the Assumption? If the investigation has a positive outcome remove the Assumption, if research shows a negative outcome

the DP will have to leave the Assumption in the framework or convert it to an output or activity.

2. Can the Assumption be converted into an output or an activity (or both) in order to provide a more comprehensive design and reduce how much the DP relies on external contributions? If yes, remove the Assumption and build in a new output and activity (or both). Sometimes it is possible to strengthen an output but it is still necessary to keep the Assumption.

3. If it is not possible to do either of the above, the DP will have to leave the Assumptions in place.

This process will identify all Assumptions including those that can be removed. The remaining Assumptions represent the level of risk during the DP’s project. Ask if the level of risk is acceptable? If so then continue, if, however,

the risk is considered too high then the project should be stopped at this stage. The important point is to make sure that Assumptions are assessed early on in the project design and not left until project implementation when it is often too late to make necessary changes.

3.4. Appraise the design logic

Having established the Objectives (first column) and the Assumptions (fourth column), and before moving on to the two middle columns, Indicators and Evidence, review the two columns and their relationships, both vertically in the Objectives column and horizontally between Objectives and Assumptions. It is an important fact that many DPs fail because they are too ambitious. The test here is to ask the question 'is it realistic and does the logic hold true?'

3.5. Indicators column

For each objective, from the Impact to the Outputs, there must be an Indicator. An Indicator must be objectively verifiable and define an objective in a concrete and measurable way. This forms the basis of the DP monitoring and evaluation system. Indicators should include a measure of quantity, quality, time, target group and sometimes location.

How to Define Indicators

- Quantity how many/much?
- Time when?
- Quality how good?
- Target group who?
- Location where?

Indicators for initiatives are used to manage and measure performance during implementation and to provide the basis for the final conclusions and lessons learnt. They can

be used to aggregate the performance of a number of the DPs efforts.

Defining Indicators for the first time is especially difficult, but once people have done it and measured the Outputs, through a planned and actual assessment, it becomes easier. It is a bit like financial monitoring; the more you do it the more you do it well. Indicators must not be rigid; they are baseline targets and may well need changing in the light of actual implementation. But once set, indicators show where change has taken place.

Indicators, if designed well, will give the DP a high level of detail. For example, when discussing the disadvantaged, indicators should not talk of people, but talk of men and women, young and old, ethnicity, disability, employed or unemployed, etc. In this way indicators will design in 'hard to reach groups' and identify the type of staff required to represent the target group the DP is planning to work with. Indicators will also inform the management style, staffing requirements and the overall arrangements for implementing the project because the indicators explain the type of people involved (their gender, age, ethnicity, religion, etc.) that the DP will have to work with.

Indicators can also be used when carrying out the DP work, to monitor the progress and plans of the DP, and as part of the final evaluation. The preparation of clear and measurable Indicators is the most important part of establishing a monitoring system. The levels of Indicators must measure and match the levels of objectives.

The Indicator is one of the stepping-stones used to manage the link between the levels of objectives in the Logical Framework. Each objective in the hierarchy is a milestone, a statement of what is planned at that stage, while an Indicator defines an objective in a concrete way and explains the 'who', 'when', 'how many' and to 'what quality', and links one objective to a higher level objective. For example, if the activity is to 'provide training' and the Indicators explain the number of people planned to attend and the level of skill expected to have been reached, then the output, 'people skilled', will inform on the number of people and level reached of those who might now move to the higher level of Output 'people in work'.

Levels of indicators

Objectives	Indicators
<p>Impact</p> <p>Example: Contribution to full employment</p>	<p>Measure the contribution made towards higher goals</p> <p>Example: Reduction of the number of unemployed</p>
<p>DP Result</p> <p>Example: Skilled people get a job</p>	<p>Measure flow of benefits to and change of behaviour/performance of target group</p> <p>Example: 10 people in quality jobs by 2009</p>
<p>Outputs</p> <p>Example: People trained and skilled in work</p>	<p>Measure the use of the services/products provided</p> <p>Example: 10 people achieved Level 3 in work skills by 2008</p>
<p>Activities</p> <p>Example: Provide training</p>	<p>Measure detailed targets and progress points in the milestones</p> <p>Example: 10 people attended by 2007</p>

Good indicators should conform to the SMART test

- Specific to the objective it is supposed to measure
- Measurable (either quantitatively or qualitatively)
- Available at an acceptable cost
- Relevant to the information needs of managers
- Timely to know when something can be expected to be achieved

Activity Indicators are not included in the Logical Framework. The convention is to list the cost as a budget line for each Activity in the Indicator column and the

sources of funds in the Evidence column. The total of all the activity budgets will equal the total cost of the DP. At this stage it is only an approximate cost but it is helpful to show the type of cost for the proposed DP to assist in identifying possible sources of funds. Where there is likely to be more than one funder it is usual to describe the different funders against the budget in the Evidence column.

The Activity Plan will provide all the necessary detailed information about targets and milestones. In the Budget Plan more information will be given about the expenditure on activities and there will also be a schedule of funds payment.

When describing the qualitative aspect of an Indicator, it is important to incorporate the views and perceptions of the disadvantaged, as quality is often a subjective value and what may be quality to one person may not be for another person. For example, the government department administering EQUAL may like to see levels of qualifications gained within a project as a quality mark, whereas the unemployed may prefer an indicator specifying the number of people employed at a certain level of salary as a quality mark.

3.6. Evidence column

Each Indicator must be supported by Evidence. This will describe where the information will come from so the DP can monitor the Indicator and who will be responsible for generating the information on a regular basis. It should also include when the information will be available so that management can monitor the progress of the objective at the stated time; and it should describe the method of collecting the information. This information will be used to verify the Indicator and be included in the column next to each Indicator.

Evidence will mostly come from existing DPs management records, but sometime evidence collection may add an extra activity to the DP, for example, if the source of evidence is a survey 6 months after the DP is completed then the survey will need to be put into the DP design as an activity with a budget.

When preparing sources of Evidence, the key questions to ask are:

Evidence Questions

- ❑ Can the Indicator be measured at reasonable cost by existing sources or by procedures to be developed as part of the project?
- ❑ Is the responsibility for gathering data clearly assigned?
- ❑ Can the information gathered be easily used to monitor and evaluate the project at the planned times?
- ❑ Does the information gathered relate to the statements made in the corresponding Indicator column?
- ❑ If additional procedures are required do they include information on cost?
- ❑ If extra procedures are required is the cost acceptable?

Before you move on to the Activities, the Logical Framework will need to be assessed for the logical relationships between the vertical and horizontal boxes.

3.7. Activities

There are, at this stage, three sources of Activities: some from the Assumptions; some from the sources of Evidence; and most from the Outputs. Activities that originate from analysis of the Assumptions should be entered into the Activity column of Logical Framework and linked to the relevant Output.

Activities that come from the sources of Evidence, such as to undertake a survey to collect data to monitor the use of a service among households are also linked to the relevant Output. However, most of the Activities will be designed in the Logical Framework to achieve the Outputs and you should reference them to make clear which Activities relate to which Output. The Activities should be written down as

actions to be achieved. If, for example, the Output is to establish a 'loan guarantee for entrepreneurs', the Activities, for example, would be to: ' 1. Define the policy of the loan, 2. Negotiate with a local bank for them to manage the loan, and 3. Put in place the funds and systems and provide the information on how to access the loan'.

Once all the Activities have been written down and referenced to Outputs, you should assign a draft budget to each activity, or set of activities, in the Indicator column. The total budget amount will be approximate and is just an indication of the cost of the DP. In the third column (Evidence), write the source of funds or in-kind support that the DP expects to receive – and, if it is appropriate, assign dates against the budget, so the DP will know when it expect the funds to be paid. This will provide a funds payment schedule when the DP is putting its activities into place. This will complete the Logical Framework.

As a general rule, it is best to reference all the statements in the Logical Framework starting from the Objective column across to the Assumptions column. This makes it clear which statement in one box relates to another statement in another box. Once the Logical Framework has been completed it should be written up on Template 3 Logical Framework.

Template 3 – Logical Framework Record (example based on UK case)

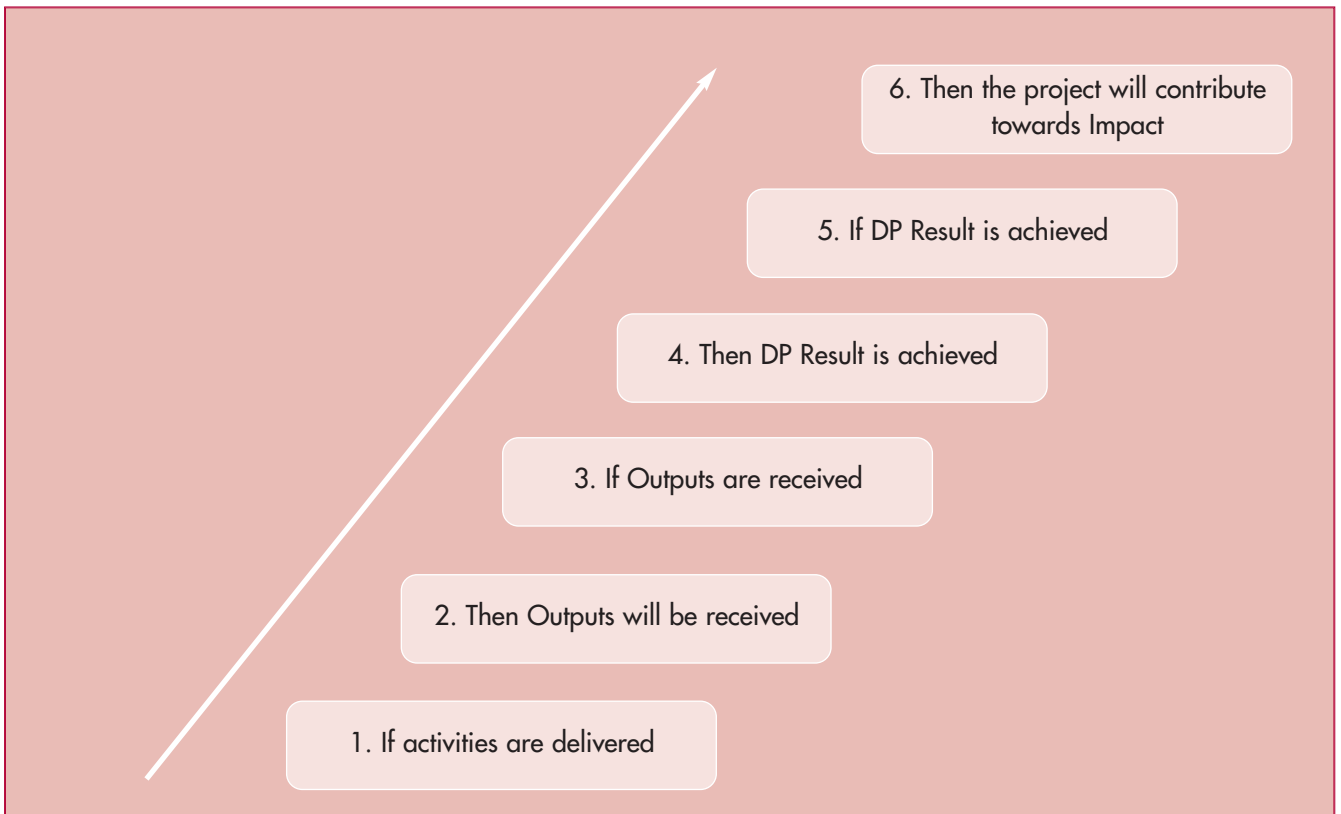
	Objectives	Indicators	Evidence	Assumptions
Impact	Work opportunities for people with disabilities are greater than the number of people with disabilities seeking work	80% of companies have disabled facilities and are recruiting disabled people by the 2010 The number of job vacancies is greater than the number of disabled people seeking work by 2010	DTI company survey Employment agencies survey	
DP Result	People with physical disabilities are able to find work and are enjoying the working environment	By 2009 all people with physical disabilities who live in city x and who are seeking work can find work	Employment agency annual survey	People with disabilities register with the employment agencies
Outputs	<ol style="list-style-type: none"> 1. Businesses regularly hire people with disabilities 2. Businesses have recognised and put in place the necessary facilities and employment conditions to recruit people with disabilities 3. Businesses are receiving and using support offered by the Employment Agencies to put in place suitable disability access facilities and conditions of employment 	<ol style="list-style-type: none"> 1. In city x, 65% of businesses are able to hire people with disabilities by 2008 2. 65% of business in city x have registered with the local Employment Agencies for disability access status by 2007 3. 35% of businesses in city x have made use of the disability access status support by 2007 	<ol style="list-style-type: none"> 1. Chamber of Commerce and local employment agencies annual records 2. Register of disability access status with local employment agencies 3. Register of disability access status with local employment agencies 	<ol style="list-style-type: none"> 1. People with disabilities are keen to be employed 2. Businesses trust the disability access status as a quality mark that they will benefit from 3. Businesses have the time to register <ol style="list-style-type: none"> 3.1. The employment agencies don't make accessing the support bureaucratic

	Objectives	Indicators	Evidence	Assumptions
Activities	1.1. Businesses are specifying in their recruitment advertisements the disability access status (DAS)	Budget € 000	Source of funds 1. Own funds	Start dates 1. 2007
	1.2. Businesses are using the Disability Access Status (DAS) symbol	€ 000	Department for Work and Pensions	
	2.1. The employment agencies promote the DAS support			
	2.2. The employment agencies provide DAS training and in-house advice		Department for Education and Skills	2. 2006
	2.3. The businesses are accessing financial support to put in place physical access facilities			
	3.1. The employment agencies provide practical support to businesses to put in place the physical and organisational facilities	€ 000	European Social Fund	3. 2005
	3.2. The employment agencies develop the DAS support mechanisms that include both the conditions of disability employment and the physical access conditions			
				Precondition Local employment agencies sign up to the initiative

3.8. Appraise the Logical Framework

At this point, before moving on to preparing a full DP proposal it is important to check the feasibility of the proposed DP to date. By assessing the quality of DP design, you will

be able to identify inconsistencies in the logic, gaps in information and other problems with the potential DP. There are two ways of appraising the Logical Framework, one is to check the vertical and horizontal logic and the second is to check the quality of the process. To check the logic, appraise the Objectives from bottom to top in the following manner:



You should then appraise the relationship between the Outputs and the Assumptions and decide if the Assumptions are likely to happen? Finally appraise the Indicators against the DP Result and Outputs, do they state quantity, quality, time and target group clearly and realistically?

The core team should spend about an hour appraising the Logical Framework and making sure the logic and relationships are robust and realistic.

3.9. Mainstreaming Framework

One of the major tasks of the Programme, Action 3, is to test a DP's ability to mainstream what has been learned in

terms of its Activities, Outputs and DP Result. There are three main areas that might fall within mainstreaming targets: changes in policy, legislation and/or adoption of best practice.

Mainstreaming policy (in terms of orientations, objectives, targets) may develop at all levels and all sizes of public and private organisations. It need not be too comprehensive nor cover everything; effective policy change might well be quite limited and focused to be of benefit. In designing policy mainstreaming targets the DP might consider the actions that need to be undertaken by the DP mainly in the field of lobbying and promotion.

Mainstreaming legislation, of course, affects national government and is likely to involve political as well as government departments bodies. In designing mainstream targets

the DP might consider the partners who have the right connections and the time it takes to initiate and complete the passage of legislative change.

Mainstreaming best practice can be scaled up and down to suit the environment in which the DP operates. Best practice can be applied to very small or large organisations, within the same sector or outside it, but the scale is likely to affect the method of mainstreaming used and the type of targets that are set.

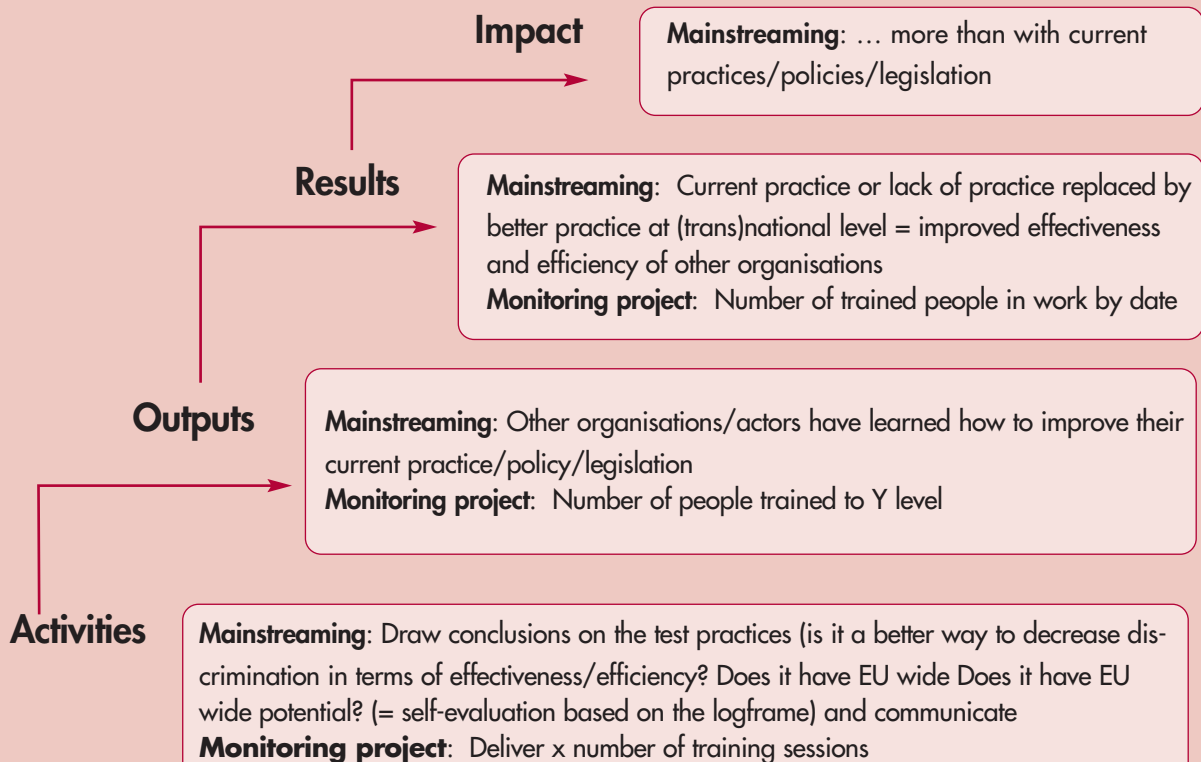
Rather than mainstream at the end of project, the DP can use the Mainstreaming Framework to start ensuring and assessing the DP's likely mainstream potential at the beginning. The DP should develop Action 3 at the same time as Action 2. As the evidence from the first round showed, unless the DP considers the mainstreaming in the design stage, there is a danger that the successful results of the DP's activities will not be appropriate for mainstreaming. The mainstreaming framework is a matrix modelled on the logical framework, which links with the structure of the DP's objectives.

The mainstreaming framework allows you to consider each Output and its related Activities in relation to their potential mainstream application. You should design it alongside the Logical Framework. DP's projects in terms of developing and testing new solutions are monitored within the Logical Framework and the mainstreaming framework is used to monitor the potential application of the learning derived from the DP's projects to mainstream providers.

Below is an example of how to think beyond the project to how it might be tested for mainstreaming. For each level of the Logical Framework there are parallel objectives, one for the project itself and one for the mainstream application.

The DP core team should decide who should apply the mainstreaming framework and how often. They could employ an outside evaluator or the partners could manage it internally. There is a direct relationship between monitoring the DP and carrying out mainstreaming and these two should work in parallel with each other. Both need reviewing regularly and both will contribute equally to the final conclusions in evaluation.

Example of mainstreaming objectives vs standard project objectives



Template 4 – Mainstreaming framework

How to fill in the Mainstreaming framework

Planned				Actual
Objectives	Who? Potential mainstreaming partners	What? Categories might include: <ul style="list-style-type: none"> • Policy • Legislation • Best practice 	How? Role of mainstreaming partners	Validation Actual results of the transferability of project objectives to mainstream partners as practice, legislation or policy
Output 1 and Activities			<ul style="list-style-type: none"> • Type of involvement • Method of application • Staffing – skills required • Cost (if any) • Documents required 	<ul style="list-style-type: none"> • Did it happen? • Strengths and weaknesses • Changes required
Output 2 and Activities			Etc.	
Output 3 and Activities				Etc.
Comments				

Transfer the DP Result, Outputs and Activities from the left-hand column of the logical framework to the first (Objectives) column of the mainstream test.

- In the second column, identify and write in potential mainstreaming partners. These may be the same for all objectives or they might be different for different levels of objectives.
- In the third column categorise the type of mainstream intention. Is it to do with 'policy', 'legislation', or 'best practice'?
- In the fourth column, discuss what level of mainstreaming is required. The following are a few possibilities:
 - Apply the lessons learnt by changing policy, practice, legislation
 - Promote and lobby for what is learnt

- Validate what is learnt
- Further develop what is learnt
- Etc.
- Reflect on the staff and skills, costs, documents, etc. required for this involvement.
- In the fifth column monitor what actually is happening. This should be done on a regular basis, when the plans indicate. The findings can be looped back to the activities and outputs in the Logical Framework and so inform change that would make the Output more applicable to mainstreaming.

This type of action research will enable the DP's managers to:

- Identify the potential for mainstreaming early on;
- See where there are problems and hopefully sort them out; and
- Keep a monitoring log on the process so that by the end of the DP there is a lot of information for evaluating the potential for mainstreaming.

As with the project Logical Framework (Action 2), the DP needs to plan for activities related to mainstreaming (Action 3).

The core team will need to spend no more than two hours preparing the Mainstreaming Framework. They will need to bring all the information they have gathered so far. Check the stakeholder record to make sure they have a good match between plans and stakeholders and perhaps invite additional partners to assist in designing the Mainstreaming Framework.

3.10. Considering the Evaluation

During the design of the DP, it is important to consider if and when the DP should be evaluated. The best people to say what the evaluation should cover are those who designed the DP and therefore the core team should decide:

- If to evaluate?
- What to evaluate?
- When to evaluate?

The core team should decide what type of evaluation is appropriate for the DP, consider what should be included in the evaluation questions, and decide on when it should take place and who might be involved.

There are two main approaches to evaluation: summative or formative/learning evaluation.

A summative evaluation is undertaken to measure the result of a project. It is a verdict on whether or not the project succeeded and it focuses on capturing data and presenting a final report. A summative evaluation is often used as an audit to inspect and check that everything has been done right and in accordance with the terms of reference. More information on this type of evaluation is provided later in the chapter on stage 6. Its main use is at the end of the project.

A formative evaluation, is on-going and starts much earlier in the life of a project, it is often allied to monitoring and provides the feedback loop to guide project change during its implementation. It collects data interactively and offers options based on the analysis of the required data. It focuses more on understanding and learning and provides various short reports at appropriate times.

EQUAL depends heavily on the formative evaluation, using an action research type of approach where the new solution (activities and output) and its potential for mainstreaming is continually tested (trying it out in practice), monitored (recording what actually happens), and evaluated (analysing, drawing conclusions, learning lessons) and feed back into the original plan. If necessary, changes are made to the activities and outputs.

The on-going evaluation starts when the DP initiates the project in Action 2 and 3. Action 2 is evaluated through the monitored, planned and actual activities, that test whether the innovative idea works. Action 3 is evaluated through the Mainstreaming Framework where the aimed for, and the actual application of the new idea are compared.

At this stage the core team should prepare a short, one page, bullet pointed set of recommendations for the evaluation; outlining when and what type and the key points to include in the evaluation that are thought to get answers to the questions about the DP performance and mainstream potential. This can be attached as an Annex to the Development Partnership Agreement (DPA).

Evaluation activities need to be planned in advance, next to the project (Action 2) and mainstreaming (Action 3) activities. If there is a budget implication, a budget line for the evaluation can be generated at this point.

More information on how to plan evaluations and the use of evaluation tools can be found at: www.evaled.com.

3.11. Budget Plan Guide

The Budget Plan is a tool for planning expenditure over time; it is related to the activities in the logical framework and those deriving from mainstreaming and evaluation. It will provide information on DP expenditure and include information on the funding sources and conditions of funding.

The format of the budget will depend on the procedures of the partners and the requirements of the funder. Project

costings should allow costs to be allocated between the different funding sources so that each partner is clear about their contributions. The DP must base cost estimates on careful budgeting.

The Budget Plan is usually divided into revenue costs and capital costs: revenue costs are all costs that relate to the running of the DP and capital costs relate to the purchase of any items that will have a resale value longer than one year. The Budget Plan covers the life of the DP, and should be broken down into quarters for each year. How the expenditure headings are listed will depend on the type and complexity of the DP. You may wish to break down the headings into key activities for larger DPs or put all the costs for a number of activities together. The budget plan is attached to the DPA/TCA as an annex. In all cases, guidance from the Managing Authority should be followed concerning the European Social Fund eligibility rules especially relating to capital goods.

Template 5 – Budget Plan

Step 1 Fill in Budget headings	Step 2 Specify No of Units	Step 3 Specify Unit cost	Step 4 Specify cost per quarter				Step 5 Specify the totals	Step 6 Identify funding sources	
Budget Headings	Unit	Cost per Unit	Quantity and cost per period Year 1				Project Totals	Funding Sources	Recurrent Costs p.a.
			Q1	Q2	Q3	Q3			
Revenue									
Office costs/Admin									
Salaries									
Overheads									
Professional fees									
Other (specify)									
Total Revenue									
Capital									
Building costs									
Furniture/fitings									
Land									
Other (specify)									
Total Capital									
Total Revenue And Capital									

Step 7
Funds payment Schedule
Step 8
Annual budget
Step 9
Total annual recurrent costs

Filling in the Budget Plan

1. Fill in the Budget Headings and make sure they relate to the activities specified in the Activity Plan.
2. Specify number of Units, describe how the DP has decided upon the Unit, this can be an item such as a computer, a lump sum such as stationery purchased in one-quarter period, or a number of days worked in one month, such as 20 days equals a labour unit of one month.
3. Specify cost of each Unit, under the Budget Headings fill in any detailed expenditure items. This might, for example, specify types of salary, or capital goods purchased.
4. Specify costs for each quarter by multiplying the number of Units by the cost per Unit.
5. Total each column, this will give the expenditure for the quarter.
6. Explain who is to provide the resources to pay for each expenditure line. This information can be used to allow the allocation of costs between different funding sources so that each party is clear about their contribution.
7. Provides a one year funds flow and payment schedule for which the DP will have to negotiate the payment schedule from the funder(s).
8. Specify the totals against each Budget heading and total Revenue and Capital at the bottom of the column; this will give the total annual cost.
9. The recurrent cost relates to those costs that will have to be met on a continuous basis after the DP is completed. This column will show the amount of annual recurrent costs and be coded to show where the funds came from initially.

3.12. Ratio Analysis

Setting out the expenditure within a budget is just the first stage of preparing financial information for a DP. The other area is to find 'best value' in DPs, both to guide DP designers and to guide DP appraisers. Cost benefit analysis is often

suggested but it is either very complex or it is unreliable and potentially misleading. An easier method is ratio analysis comparing one figure (or cost) with another.

Ratios can be used to compare one type of cost with another, such as capital and revenue costs, and compare costs over time, for example, between one year and another. Ratios can be used to appraise best value with similar DPs, evaluate the relationship between costs at the end of the DP and to set average cost relationships as local benchmarks that can be used to compare similar DPs in the future.

Using ratios to compare one DP's costs and its cost structure with another can be very useful. For example, a ratio of salary costs with administration costs will show how efficient the administration is in relation to the number of people employed. This can then be used as a comparison with another DP. From this information 'return on social investment' can be measured and like for like cost headings can be compared between DPs, and if appropriate, other delivery agents. This analysis can be used to determine 'value for money'.

Ratios can be used to test the cost relationships of an innovative initiative within a project and then extrapolate these ratios to the mainstream body to see the financial implication of mainstreaming.

Below is a set of suggested ratios; this is provided for information only. The core team can decide which is of use for their DP.

Useful Ratios

Below are three sets of ratios that can be used to appraise the cost effectiveness of a DP. A ratio is calculated by expressing one value as a percentage of another value.

Multiply one figure (A) by 100 and then divide by the other figure (B) to give a ratio (cost relationship).

$$\frac{A \times 100}{B} =$$

If A is 5 and B is 20:

$$\frac{5 \times 100}{20} = 25\%$$

The ratios below are provided as a guide and starting point, each community organisation will use ratios useful to its own accounting systems so the DP may decide to use different equations.

Internal Ratios

These ratios will provide information on the relative efficiency of the organisation to carry out the DP. For example:

$$\frac{\text{Total cost of DP}}{\text{Office/Admin}} = \%$$

This ratio will show how efficient the admin support is.

$$\frac{\text{Capital}}{\text{Salaries}} = \%$$

This ratio will show how efficient the staff are in managing capital.

Leverage Ratios

These ratios will provide information on the effectiveness of the project to attract additional funds and other types of support. For example:

$$\frac{\text{Main source of funding}}{\text{Other financial contributions}} = \%$$

This ratio will show how effective the project is in attracting additional financial inputs.

Best Value Ratios

These will provide information on the economics of the project and the relationship between inputs and activities. If it is possible to breakdown the project Outputs into units e.g. number of places for childcare, number and level of people trained, number of hours or days of advice, etc., this will be very useful in determining value for money. If it is not possible to breakdown the Outputs into units then the DP will have to try and work out another way of putting a financial value on the Outputs. For example:

$$\frac{\text{Total cost of project}}{\text{No of Unit Outputs}} = \%$$

If it is possible to quantify unit Outputs, this ratio will show value for money.

$$\frac{\text{Salary cost}}{\text{No. of unit Outputs}} = \%$$

This ratio will show how effective the staff are in providing the service.

$$\frac{\text{Capital costs}}{\text{No of unit Outputs each year}} = \%$$

This ratio will have to be fixed within a time period to show the use of capital expenditure.

Ratios are useful in an on-going formative evaluation to gauge the relationship between a range of financial costs: when analysing the level of consistency in costs or fluctuations in relation to internal and external non-financial influences.

3.13. Development Partnership Agreement

Once the DP has designed the project using the Logical Framework, the DPA can be prepared. This should follow the Member State's standard format.

It is important for monitoring and evaluation that the DPA includes all aspects of the Logical Framework and the Mainstreaming Framework and where necessary elaborates on the text. The DPA format should incorporate the problems and objectives, the Logical Framework and Mainstreaming Framework and the Budget Plan, thus maintaining the link from the initial problem identification to the final implementation priority.



Stages of the Project Cycle

Stage 4. Appraisal and commitment

Projects need independent appraisal as part of the process of deciding if to approve funding and support. The Appraisal and Commitment stage is when the DPA is appraised for its ability to achieve its stated objectives within the resources available and that necessary commitment is formally agreed.

This is undertaken by the authorising organisation in the Member State and does not involve the DP other than in submitting the DPA/MPA for approval. Each Member State will have their own appraisal procedure and documents. An appraisal normally takes place initially to allow DPs access to Action 1 funding and subsequently another appraisal may grant access to Action 2/3 funding.

Stages of the Project Cycle

Stage 5. Implementation (Actions 2 and 3)

The implementation stage will take as long as planned in the project. However the DP must look beyond the completion date to the time when the DP result and mainstreaming benefits are realised.

Before the implementation stage, the DP must determine the partner organisations that will carry out the work. These will then develop detailed activity plans for the DP's projects. At the very beginning, they should carry out an inception review to make sure the initial project design is still valid and the external conditions are still the same.

Throughout the implementation stage the DP must carry out regular and planned monitoring reviews using the indicators defined in the logical framework. The DP must include the activities, outputs and assumptions. Monitoring the budget will also be a major part of the implementation as well as monitoring the stakeholders and partners.

Sequence of Activities

- Review the objectives and prepare or confirm the activity plan and budget plan
- Carry out an inception review of the project preparation and conditions and suggest any changes
- Prepare detailed activity plans
- Set up management and monitoring systems using the logical framework
- Carry out the activities and achieve the Outputs and the DP Result
- Keep track of progress against the activity plan and the budget plan
- Assess the realisation of mainstream potential.

Who should be involved?

The implementing partners, mainstream providers and the disadvantaged.

Exercises	Records
1. Carry out Inception Review	Template 6. Activity Plan
2. Prepare Activity Plan	Template 7. Quarterly Monitoring Record
3. Establish and carry out project monitoring	Template 8. Budget and Actual Variance Record
4. Establish and carry out budget monitoring	

5.1. Inception review

The DP should spend the first week or two carrying out an inception review. This will provide an opportunity to review the DP's conditions and design before embarking on the detailed implementation.

Best practice suggests that carrying out the inception review at this stage offers several benefits:

- Changes can be made according to changed circumstances.
- New staff or partners have an opportunity to familiarise themselves.
- A detailed activity plan can be prepared.
- Job descriptions for new staff can be prepared.
- Commitment from all the partners is secured.
- Management arrangements and accountability are strengthened.

5.2. Prepare detailed Activity Plan

An Activity Plan is a detailed month-by-month plan of the activities and the sequence they should follow. They can be prepared on large sheets of paper and pinned to the wall or they can be generated electronically using simple software. The Logical Framework clearly links the objectives to the activity plans and budgets. Activity Plans are developed by transferring each Activity from the Logical Framework to the Plan and then drawing up a list of detailed tasks, each having a start and finish time and a named person assigned to the task. Each activity is likely to have a number of tasks. If a DP runs for longer than a year, the activities described for the first year should have more detail than in following years. The Activity Plan format can be adapted to fit with the duration of the DP.

The Activity Plan is used to plan both the actions, using targets to indicate the completion of an activity, and the milestones, as a point during an on-going activity to indicate when a progression has taken place. Targets and milestones are then used to measure progress against the planned activities. Activity Plans, when used in this way, provide an excellent means of communicating to stakehold-

ers what is actually happening. The results of the planned and actual from the Activity Plan will feed in to and support the Outputs that need monitoring on a less regular basis.

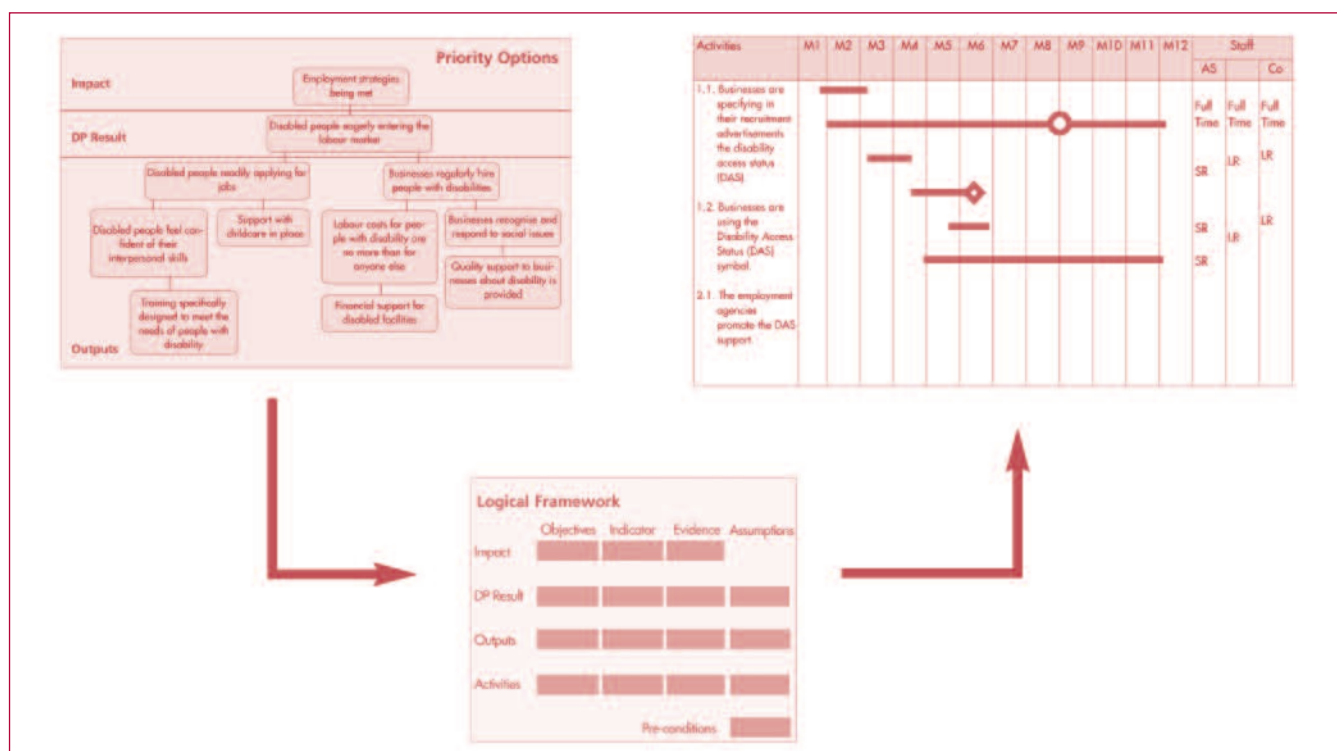
5.3. Monitoring progress

Monitoring is the checking process used to measure, manage and keep the DP on track. Monitoring is an internal management responsibility and is an essential part of internal evaluation. Monitoring measures the gap between what was intended and what is actually happening. Internal evaluation diagnoses the reasons for the gaps and provides options for how to respond. If one cannot monitor and measure a project, one cannot manage or evaluate it. Monitoring checks are vital data for the on-going evaluation of the DP (checking whether the activities realise the outputs and the outputs realise the result as planned).

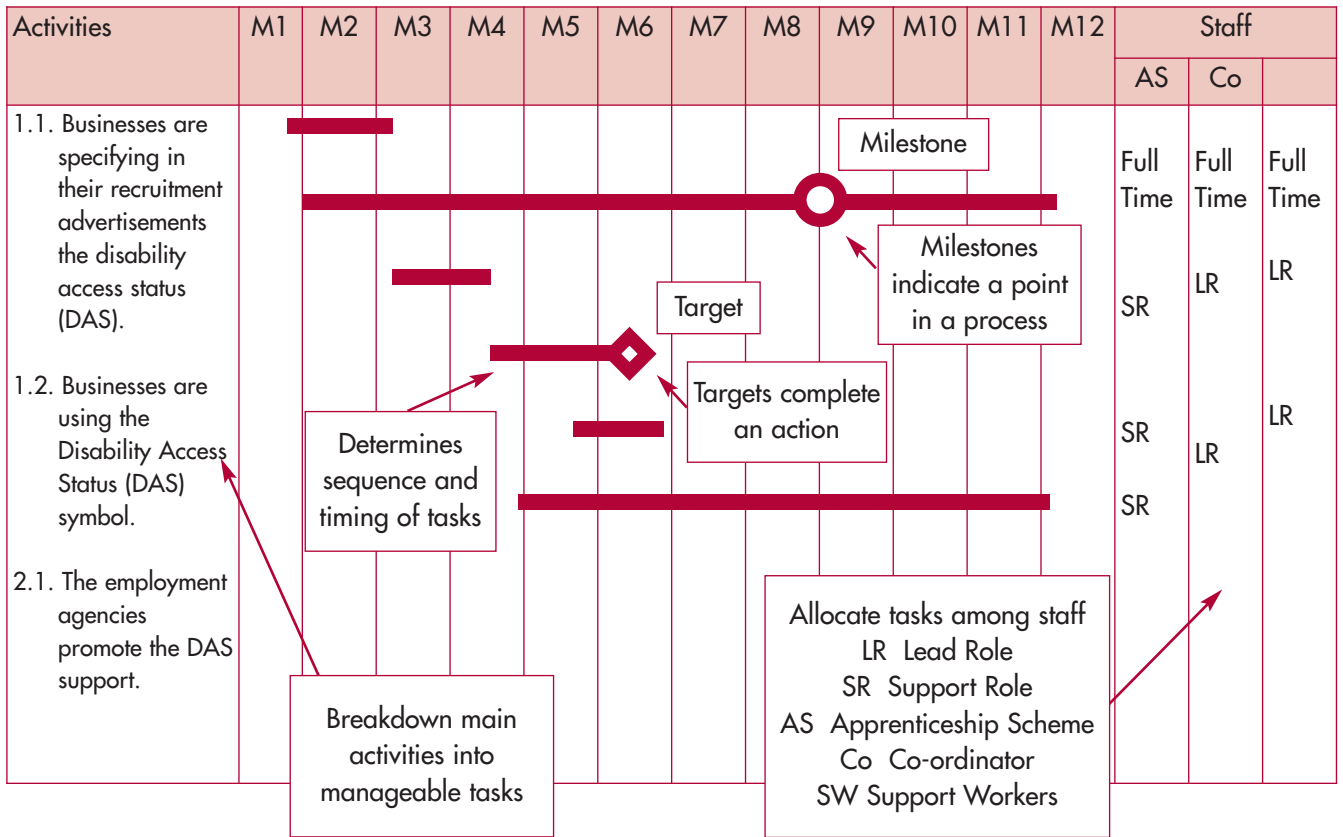
Monitoring is primarily a management function for the purpose of managing a project. However, monitoring is also used to report progress to stakeholders.

Planned outputs and activities will have been developed earlier on, now it will be necessary to review the stakeholder record and decide who should receive monitoring reports and in what style and level of detail.

Linking



Template 6 – Activity Plan



In order for monitoring to be of use by the DPs there has to be an internal learning loop that focuses on changing activities, and in some cases Outputs, to incorporate lessons learnt about how stakeholders responded to different initiatives. Therefore, while monitoring reports are drawn together and disseminated quarterly it is suggested that actual management monitoring is undertaken more regularly. Below is a typical management monitoring schedule:

• Activities	weekly to monthly
• Contribution to Output(s)	monthly
• Assumption and risk	monthly
• Stakeholder involvement	monthly
• Finance	daily to monthly
• Mainstreaming	monthly to quarterly
• Contribution to DP Result	quarterly
• Reporting	quarterly

Looping back to the original plans and, if necessary, making changes should be undertaken, at least, quarterly. Reporting to stakeholders quarterly should be viewed as part of the dissemination.

The following are key points in monitoring.

- ❑ It is an internal management responsibility.
- ❑ It measures progress in relation to the planned budget, activities, assumptions and results.
- ❑ It finds problems and identifies solutions and puts them in place.
- ❑ It takes place at all levels of DP implementation.
- ❑ It uses both formal and informal data gathering methods.
- ❑ It focuses on resource allocation, expenditure and activities, planned results, people involvement and organisational capacity.

The DP's management must keep focused on all areas at all times and keep asking if:

- The funds have been disbursed on schedule
- This activity will lead to the planned output
- Any important assumptions need attention
- Stakeholders are behaving as expected
- The output will lead to achieving the DP's Result and
- The mainstreaming potential is being researched.

Monitoring is not a check to keep funders happy but a feedback mechanism to help managers keep the DP's plans on track or change them to match changing realities.

Monitoring uses a planned and actual format with explanations on why any variance between the two formats occurred and what action management took to bring the plans back on track. Sometimes it is not possible to bring plans back on track and the results of the DP will be delayed. Knowing this in advance is part of good management and changes to the plans must be made at this point.

The quarterly monitoring process

In the quarterly monitoring record it is recorded what happened under the actual column. If the actual is less or more than planned (transferred from the logical framework, mainstreaming framework, activities plans and stakeholder records), record the reasons why and what is to be done about it during the next quarter in the Variance column. If the planned and actual are equal, there is no variance and one can record the DP's activities as being on target.

Template 7 – Quarterly Monitoring Record

Quarterly Monitoring Record			
Monitoring Areas	Planned	Actual	Variance
<ul style="list-style-type: none"> • Outputs from the Logical Framework • Assumptions relevant to the Outputs • Activities from the Activity Plan • Stakeholders behaviour from the Stakeholder Record • Application of project Outputs by mainstream bodies from the Mainstream Framework 	Describe what is planned to be achieved during this quarter from the list in the Monitoring Areas	Objective monitoring takes place when the planned targets are compared with the actual achievements at the end of the quarter date	If the Planned and Actual match then the project is on target, if there is a variance, either positive or negative, then briefly explain why and what is to be done about it

Logframe monitoring

The Indicators for each Output in the Logical Framework are monitored, both for their timing and their quantitative and qualitative achievements. *Monitoring* will take place at irregular intervals as specified by the timing of the Indicators, though *reporting* will be on a regular quarterly basis.

The influence of Assumptions is monitored in order to make sure that what was expected to happen is actually happening. Assumptions are linked to Indicators and Outputs so that all three can be monitored at the same time. This means that when you measure the Output you will automatically refer to the Indicator and the corresponding Assumption(s).

What happened is recorded under the Actual column; if the Actual is less or more than planned the reasons why

and what is to be done about it during the next quarter is recorded in the Variance column. If the Planned and Actual are equal, there is no variance and the project can be recorded as being on target.

One will also monitor the budget through a planned and actual variance analysis. The budget will be related to the objectives by an assessment of the expenditure in relation to the activities.

Stakeholder monitoring

Bring the stakeholder record, Template 1, developed in Action 1 fully into the monitoring process. This record will have specified who the stakeholders are, why and how they are involved with the DP.

Monitoring is concerned with how stakeholders are involved during the life of the DP and, as a result of this,

Linking to Monitoring

The image displays several interconnected project management tools:

- Logical Framework:** A table with columns for Objectives, Indicator, Evidence, and Assumptions, and rows for Impact, DP Result, Output, Activity, and Pre-conditions.
- Activity Plan:** A Gantt chart showing activities (e.g., 'Businesses are specifying...', 'Businesses are using...') across months (M1-M12) with resource allocation (AS, Co).
- Stakeholder Record:** A table with columns for Who, Why, How, When, and Monitoring, with rows for Primary, Secondary, and Tertiary stakeholders.
- Mainstreaming Framework:** A table with columns for Objectives, What?, How?, and Validation, with rows for Output 1, 2, and 3.
- Budget and Actual Variance:** A table with columns for Planned, Actual, and Variance, and rows for various financial categories like Revenue, Capital, and Total Revenue.

Red circles and arrows indicate how data from the Logical Framework, Activity Plan, Stakeholder Record, and Mainstreaming Framework feeds into the Budget and Actual Variance table.

how they may be involved over a longer period of time. The monitoring column of the stakeholder record records how stakeholders behaved and their effect on the DP, as well as the likelihood of their continuing support and involvement over time and once the DP comes to an end.

support/adopt the new practice/policy/legislation? Is it possible to identify barriers to mainstream body(ies) for using the new methods, and if so, can the project make adjustments to overcome those barriers?

Monitoring the Mainstreaming Framework

Using the Mainstreaming Framework, and collaborating with the potential mainstream bodies, monitoring should focus on testing the applicability of the project actions and outputs to the potential mainstream body(ies). This can be done by asking:

- Are the activities more effective and efficient in achieving the Outputs than the current practice?
- Are the lessons learnt being communicated and how do the mainstream body(ies) respond?
- Is it likely that the mainstream body(ies) are going to

Monitoring the Budget and Actual Variance

The Budget and Actual Variance monitors the receipts and expenditure against planned. The activities have been entered in the Activity Plan, the resources necessary to undertake the activities have been specified in the Budget Plan.

Different organisations have different systems of accounts, but there is likely to be a day book where actual expenditure is recorded on a weekly basis, this is then brought together as a monthly record so that bank reconciliation can be undertaken to check against the bank statements to verify actual expenditure. From this information quarterly Planned

and Actual statements can be prepared and issued to funders as part of the regular quarterly monitoring report.

The Budget and Actual Variance monitors the receipts and expenditure against planned. The activities have been entered in the Activity Plan, the resources necessary to undertake the activities have been specified in the Budget Plan.

Quarterly monitoring report

As well as the quarterly monitoring record, which is a planned and actual record, there is also a report. The Quarterly Monitoring Report records all general changes

that have occurred during the period and analyses the changes and how they effect the work of the DP. The quarterly monitoring report follows the headings of the DPA/MPA. It keeps an on-going record of the progress of the DP and of any changes to its environment (both internal and external) in a particular quarter. If there has been no change in a given section, nothing needs to be reported. Anyone looking at the quarterly monitoring report should instantly be able to spot where change has taken place and where no change has occurred. This not only cuts down on paperwork, it provides a very clear statement of what happened during the quarter. This is essential data for evaluation.

Template 8 – Budget and Actual Variance Record

Headings	Quarter 1			Quarter 2			Quarter 3		
	Planned	Actual	Variance	Planned	Actual	Variance	Planned	Actual	Variance
Revenue									
Office									
Costs/Admin									
Salaries									
Overheads									
Professional fees									
Other (specify)									
Total Revenue									
Capital									
Building costs									
Furniture/fittings									
Land									
Other (specify)									
Total Capital									
Total Revenue And Capital									

Stages of the Project Cycle

Stage 6. Evaluation (Actions 2 and 3)

The Evaluation stage is the time when the ultimate assessment of the DP is undertaken and any final lessons learnt can be identified and disseminated widely. A decision about the type and time of the Evaluation should have been taken at the Formulation stage and the initial points to be included should have been drafted by the project core team. As a summative evaluation (see chapter 3.10), it should be undertaken at an appropriate time when mainstreaming effects start to become visible. It should ideally be undertaken by an independent evaluator to ensure objectivity. However, optimal learning from the evaluation may warrant the use of internal evaluators as well. The Evaluation conclusions, recommendations and lessons learnt should be clearly presented and disseminated widely to other agencies and the programme co-ordinators.

Sequence of Activities

- Be clear about the purpose of the DP as stated in the DPA
- Focus on the results of mainstreaming
- Review the monitoring reports and Logical/Mainstreaming Framework
- Prepare statement of actual achievements against planned targets
- Identify lessons learnt and disseminate the findings widely

Who should be involved?

Evaluator, disadvantaged, mainstream bodies, partners and supporters.

Exercises	Records
1. Undertake a document review	Evaluation Report
2. Undertake the evaluation	
3. Prepare a report and identify lessons learnt	
4. Disseminate findings	

6.1. Preparing the Evaluation

Evaluations are central to the programme; during implementation, the focus is on the on-going evaluation of both the project initiative as well as testing the potential for mainstreaming (see 3.10). However, it is also necessary to arrange for a final evaluation that will concentrate on the utilisation of what was learned by mainstream organisations.

When designing the project initiative, in the Logical Framework, and preparing mainstreaming in the Mainstreaming Framework, targets, indicators and planned actions are all prepared early on in the development stages. The evaluation starts from the time of the DP starting the project and should test and evaluate the following areas:

- Activities of the innovative initiative
- Stakeholders involvement and contributions
- Partners' involvement and contributions
- Mainstream bodies involvement and contributions
- Action 2 objectives and activities
- Budget planned and actual
- Learning lessons and assessing the potential for mainstreaming
- Disseminating good practice and response from other organisations.

Evaluation content

Criteria for an evaluation are based on the following areas:

- Relevance** – did the Action 2 objectives deal with the problems that were supposed to be addressed, and were they appropriate to the physical and policy environment within which the DP operated?
- Effectiveness** – did the Action 2 project planning and logic work, was the design feasible and did the DP

have sufficient capabilities to manage the innovative initiative? Did Activities achieve Outputs and did Outputs achieve DP Result? Did the project contribute to the expected Impact or are there good indications that it will? Did the DP succeed in learning lessons from Action 2?

- ❑ **Sustainability** – did the application of the learning by mainstream organisations happen and did this result in a flow of benefits to the disadvantaged?
- ❑ **Best Value** (= efficiency) – did the DP provide the units at the budgeted cost and how does this compare with similar DPs?
- ❑ **Management, Appraisal and Monitoring** – through the audit trail of the project documents the evaluation should try to assess the level of appropriateness of the organisation and management of the DP.

6.2. Reporting on the Evaluation

Evaluation takes place at the time when the benefits of the DP's project should start to be felt by the disadvantaged through its mainstream application. Its primary purpose is to learn lessons, both positive (what worked well and why) and negative (what went wrong and why). Evaluations should be clearly focused on trying to understand how the DP operated and how successful it was in achieving its stated objectives, the concern being Outputs, DP Result and Impact (Action 2) as well as its mainstreaming objectives (Action 3). From the Quarterly Monitoring Records and Quarterly Monitoring Reports, during the Implementation stage, a lot of technical and financial informa-

tion will have been generated and analysed and conclusions reached on how effective and efficient management was. The Evaluation does not need to repeat all this information but should reference it and provide summaries where necessary. It is also necessary to be clear for whom the Evaluation is written and, while it will contain technical information, it is important to isolate the key points and Lessons Learnt that can be detached as a stand-alone short document for wider circulation and discussion.

In order to be consistent, the Evaluation should use the same standard headings as in the DPA and Quarterly Monitoring Records; this will ensure that the evaluator covers all the aspects of what was planned for the DP.

When reporting on the evaluation some assessment should be made about whom the report is for and how it might be used. At this point the evaluator can refer back to the Stakeholder Record to see who they were and to identify new stakeholders who participated later on in the project. It is possible that there are more audiences – such as the programme, partners, managing authorities and mainstream bodies and other stakeholder groups. The partners and some of the disadvantaged already know about the activities and Outputs because they were involved, but are keen to gain an understanding of the broader impact and the realisation of mainstreaming. Everyone involved should also be keen to learn lessons; and the evaluation should focus very clearly on learning both positive and negative lessons from the DP.

Below is a list of areas that should be included in an evaluation.

Project Proposal Headings	Evaluation Areas
Factual Information	All areas under this heading should be checked to see if they changed.
Problems to be addressed	Has the problem been eliminated? If it has, describe how. If not, why not.
Primary and Secondary Stakeholders	Are they the same group? How have they found the process and the way it was managed?
Environment	What changes have taken place and how did it affect the project?
Objectives	Against all the Objectives, Indicators, Assumptions and Plans, prepare a Planned and Actual Variance Analysis.
Implementation and Management Arrangements	Describe the management reporting, control and relationship to stakeholders.
Finance	Has the finance been kept up to date? Were the monitoring returns correct? Have the accounts been finalised and audited?
Sustainability	Has mainstream application happened? Are the disadvantaged experiencing benefit from this?
Origin and Preparation of the DP	Describe how the DP was initiated and developed
Annexes Logical Framework Activity and Budget Plans	All Annexes need evaluation based largely on a Planned and Actual Variance Analysis



Annexes

Annex 1 – Glossary

Activities	The specific tasks to be undertaken during a project's life in order to obtain Outputs.
Analysis of Objectives	Identification and verification of benefits which users hope to see in the future.
Action 1	A stage in which the Development Partnership (DP) is funded to establish its partnerships and complete the Development Partnership Agreement (DPA) and the Transnational Co-operation Agreement (TCA).
Action 2	The DP work programmes, approved at the end of Action 1, are funded and activities are implemented.
Action 3	Provides additional funding to DPs to carry out <i>thematic networking, dissemination and mainstreaming</i> activities.
Activity Plan	A graphic representation, similar to a bar chart, setting out the timing, sequence and duration of project activities. It can also be used to identify milestones for monitoring progress, and to assign responsibility for achievement of milestones.
Appraisal	Analysis of a proposed project to determine its merit and acceptability in accordance with established criteria. This is the final step before a project is agreed for financing.
Appraisal and Commitment	The fourth stage of the project cycle during which projects are approved for financing.
Assumptions	External factors which could affect the progress or success of the project, but over which the project manager has no direct control.
Budget Plan	The project expenses are described as an annual project cost, divided into twelve months.
Commitment	A commitment is a formal decision taken by funders, and other contributors, who agree to provide resources to a project.
Development Partnership	(DP) is the term used within a Programme to describe a Partnership.
Development Partnership Agreement	(DPA) is the term used within the EQUAL Programme to refer to the Action project proposal.

EQUAL	DPs funded under EQUAL are designed to test innovative activities on a transnational basis. A key aim of EQUAL is to feed lessons learnt from individual DPs or groups of DPs into the policy process, nationally, regionally and locally, a process known as mainstreaming.
Evaluation	A periodic assessment of the relevance, performance, efficiency and impact of a project in the context of stated objectives. It is undertaken as an independent objective examination, with a view to drawing lessons that may be more widely applicable.
Evidence	The means by which the indicators or milestones will be recorded and made available to project management or those evaluating project performance.
Financing Agreement	The document signed between the funder and the partner organisation. It includes a description of the particular project or programme to be funded.
Financing Proposal	Financing proposals are draft documents, submitted by the implementing organisation to the relevant funders for opinion and decision. They describe the general background, nature, scope and objectives and modalities of measures proposed and indicate the funding foreseen.
Formulation Stage	The third stage in the project cycle. It involves the establishment of the details of the project on the basis of a feasibility study, followed by an examination by funders to assess the project's merits and consistency with policies.
Hierarchy of Objectives	Activities, Outputs, DP Result, Impact as specified in the Objectives column.
Identification Stage	The second stage of the project cycle. It involves the initial elaboration of the project idea in terms of Objectives, Outputs and Activities, with a view to determining whether or not to go ahead to the next stage.
Impact	A wider objective to which the project is designed to contribute. It is focused on the EQUAL priorities and themes.
Implementation Stage	The fifth stage of the project cycle during which the project is implemented, and progress towards achieving objectives is monitored.
Indicators	Indicators provide the basis for designing an appropriate monitoring system. Measurable indicators will show whether or not targets have been achieved at each level of the objective hierarchy.
Integrated Approach	The consistent examination of a project throughout all the stages of the project cycle, to ensure that issues of relevance, feasibility and sustainability remain in focus.
Logical Framework	The matrix in which a project's objectives, assumptions, indicators and sources of verification are presented.

Logical Framework Approach	A methodology for planning, implementation and evaluation of programmes and projects, involving problem, objective and strategy analysis, with activity and budget plans.
Mainstreaming	To transfer lessons learnt from individual projects or groups of projects, into the policy process, or to a public or private sector body that will replicate the good practice as part of its existing services.
Means	The inputs required in order to do the work (such as personnel, equipment and materials).
Monitoring	The systematic and continuous collection, analysis and use of information for the purpose of management control and decision-making.
Objectives	Description of how the aim of a project or programme is to be achieved. In its generic sense it refers to Activities, Outputs, DP Result and Impact.
Objective Assessment	A diagrammatic representation of the proposed project interventions planned logically, following a problem analysis, showing proposed means, resources and ends.
Objectives Column	The set of objectives established in hierarchy which describes the things the project will achieve.
Outputs	The Outputs are what the project will have achieved by its completion date. The Outputs are produced by undertaking a series of activities.
Partnership	A consortium of a number of organisations who have signed up to being a partner of a formalised group such as a DP.
Pre-Conditions	Pre-conditions (if any) are external issues which must be taken into account and/or dealt with prior to project commencement.
Priority Options	Critical assessment of the alternative ways of achieving objectives, and selection of one or more for inclusion in the proposed project.
Problem Assessment	A structured investigation of the negative aspects of a situation in order to establish causes and their effects.
Project Cycle	The project cycle follows the life of a project from the initial rationale through to its completion. It provides a structure to ensure that stakeholders are consulted, and defines the key decisions, information requirements and responsibilities at each stage so that informed decisions can be made. It draws on evaluation to build experience from existing projects into the design of future programmes and projects.
Project Cycle Management	A methodology for the preparation, implementation and evaluation of projects and programmes.

Project Result	The central objective of the project in terms of sustainable benefits to be delivered to the project users. It does not refer to the services provided by the project (these are Outputs), but to the benefits which project users will derive.
Stakeholder	Individuals or institutions with a financial or intellectual interest in the results of a project.
Terms of Reference	Terms of Reference define the tasks required of the DP and individual partners; and indicate project background and objectives, planned activities, expected inputs and outputs, budget, timetables and job descriptions.
Transnational	Across a number of countries within the European Union.
Transnational Co-operation Agreement	A document outlining the method and decision making approach adopted by a group of DPs working across a number of European countries.

Annex 2 – Reference material

Project Cycle Management: Integrated Approach and Logical Framework
European Commission, DGVIII, Evaluation Unit, 1993

Project Cycle Management and Objective-Oriented Project Planning (ZOPP) – Guidelines
Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) 1996

Project Cycle Management – Training Handbook
European Commission, DGVIII, Evaluation Unit, 1999.
Prepared by ITAD Ltd. UK.

Launching the Project Cycle 1999
Office Instruction Volume 11, Department For International Development, UK

Social Audit Toolkit – third edition 2000
Local Livelihoods Ltd. UK

Living Strategy – putting people at the heart of corporate purpose
By Lynda Gratton
Pearson Education 2000

Project Cycle Management and Logical Framework Training Handbook for New Deal for Communities
Prepared by Local Livelihoods Ltd. For the DETR 2002

Basic Facilitation Skills
Published by The Human Leadership and Development Division of the American Society for Quality

www.evaluate-europe.net One source of guidance on how to manage evaluation can be found in a new independent web-site on European evaluation called: A tool called Evaluation Mentor can be used by Partnerships to create a specification for an external evaluator.

Below is a list of websites where information can be found about how these organisations use PCM in their projects, or develop and research the use of PCM.

www.europa.eu.int/comm./europaid/evaluationmethods – Information on the use of PCM within European Union funded projects.

www.bond.org.uk – BOND is the network of more than 280 UK based voluntary organisations working in international development and development education.

www.pcm-group.com/pcm – A Belgium based training and consultancy company.

www.worldbank.org – (search PCM) Information about how PCM is used in the projects funded by the World Bank.

www.haznet.org.uk – Health Action Zones are partnerships between the NHS, local authorities, community groups and the voluntary and business sectors.

www.undp.org – (search PCM) The United Nations Development Programme.

www.mdf.nl/en/training – MDF Training & Consultancy is a worldwide operating management training and consultancy bureau registered and located in the Netherlands.

www.mande.co.uk – A news service focusing on developments in monitoring and evaluation methods relevant to development projects and programmes with social development objectives.

www.ingenta.com – (search PCM) The most comprehensive collection of academic and professional publications available for online, fax and Ariel delivery.

www.dfid.gov.uk – The UK Government Department for International Development.

www.livelihoods.org – A DFID website with information resources, and lessons and experience from the use of sustainable livelihoods approaches.

www.ifad.org – (search PCM) The International Fund for Agricultural Development (IFAD), a specialized agency of the United Nations.

www.wlv.ac.uk/cidt – The Centre for International Development at Wolverhampton University is a leading international centre that provides consultancy, training, research, and project/programme management services in international development.

In more than 130 partner countries, GTZ is supporting c. 2 700 development projects and programmes, chiefly under commissions from the German Federal Government.

Annex 3 – Developing a Terms of Reference

It is sometimes necessary for DPs to recruit either other agencies to carry out the implementation or individuals to manage the project. If this is the case a Terms of Reference can be developed for inviting bids to tender for the work or as part of the job descriptions of employees.

The top section of the Logical Framework covering Impact, DP Result and Outputs provides a very clear description of the project intentions. Here is an outline Terms of Reference for a Tender bid:

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An electronic version of this Guide is available on the EQUAL website <http://europa.eu.int/comm/equal>.

Terms of Reference

1. Background
2. Procedure
3. Objective
4. Project Detail
5. Implementation Proposal
6. Work Plan
7. Expertise Required
8. Reporting
9. Further Information

Annexes:

- Problems to be addressed
- Background Information
- Project Logical Framework (minus the Activity row)

The EQUAL Partnership Development Toolkit: a partnership oriented planning, monitoring and evaluation guide for facilitators of Equal Development and Transnational Partnerships was written by a Working Group comprising experts from several Member States (United Kingdom, Sweden, Lithuania, Latvia, Italy, Belgium, Poland, Germany, Hungary) and the European Commission representatives from DG EMPL Unit B4 with the help of an external consultant, Mr Freer Spreckley.

European Commission

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