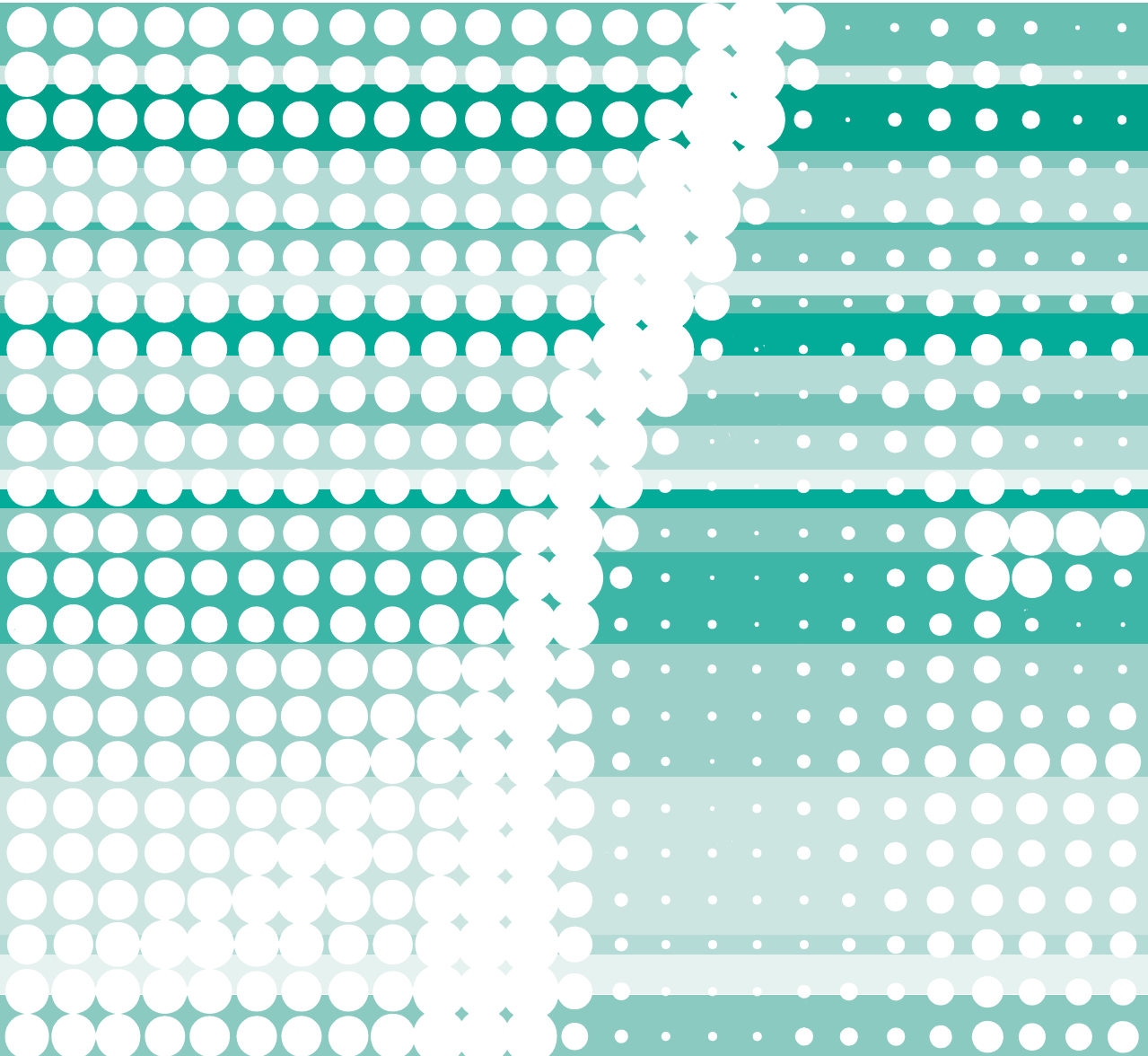


# HANDBOOK

Of participatory project planning

PART 1



A brief review of basic principles on project planning  
and the Logical Framework Approach (LFA)

Guidelines developed by FNV the Netherlands, LO/FTF Denmark, LO-TCO Sweden, LO Norway and SASK Finland

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# I Introduction

This handbook is a guideline for trade union officials and activists involved in trade union projects. Its purpose is to give suggestions and guidance on how to go about project planning and design.

Projects that are undertaken by trade union organisations often address problems of organisational development. Thorough analysis of the organisation, its membership base, structures, problems and needs is necessary in order to identify the most effective ways to tackle the problems. Another problem faced by many trade unions is the elaboration of good project proposals. Therefore, the Nordic-Dutch trade union centres have developed joint guidelines for their international project co-operation in order to improve the quality of project planning.

Three central criteria play an important role in the appraisal of project proposals by the funding organisations: sustainability, gender equality and effectiveness. Projects are considered to be successful, if they:

- Remain beneficiary even after completing the extra support provided by the temporary development activity, project or programme (sustainability)
- Allow for both men and women to have access to benefits and opportunities to participate (gender equality)
- Allow for achieving the objectives of the intervention (effectiveness)

The planning method that is promoted in this handbook focuses on the use of the Logical Framework Approach (LFA) as a tool for planning, monitoring and evaluation. It is based to a large extent on tools elaborated by several development agencies and organisations over the years. Special attention is given to integrating the participatory approach and gender analysis into project design. In project planning LFA has proven to facilitate the identification of problems and solutions and the project design in a systematic and logical way. Furthermore it enables the cooperating parties to create a common understanding of the project. Also, LFA serves to structure the monitoring, reporting and evaluation of projects.

The handbook is divided into two parts. Part 1 explains the importance of participatory project planning for development interventions (Chapter II). Then the main concepts are described that are used in the LFA, which is the promoted planning tool here. (Chapter III). In the annexes are included an explanatory list of the terminology as well as a list of the consulted references.

The planning procedure itself is described in part 2 of the handbook along with practical instructions that facilitate the design of project proposals. Those who are more familiar with planning and LFA concepts can use part 2 separately from part 1.

Reference is made in both parts to the Application Form. This separate document is to be used when requesting the funding of a project proposal.

Although the promoted planning method provides for a standard format, it can be applied in a more or less elaborate way depending on magnitude of the problem to be addressed. It is meant to serve as a compass; it is a tool helping to find a way to tackle trade union issues more successfully. General directions need to be followed, but there are flexible means to reach the destination.

Please note that throughout this handbook the term “project” is used to signify all sorts of trade union activities, including projects, programmes, studies, etc.

## II Participatory Project Planning

### 1.1 The importance of planning

In general, trade union activities are aimed at organisational development and seek to change unsatisfactory situations into more desired ones. Planning serves as an important tool to influence the organisational development in a certain direction.

*Planning is a process of decision making and communication on objectives to be achieved in the future in a more or less controlled way*

Planning is in the first place a decision making process. In order to improve the existing situations, trade unions have to make choices between different alternatives. Each alternative constitutes a possible way of achieving the desired situation and implies a different way of employing the scarce resources that are at our disposal. To realise the decisions it will prove necessary that the people involved are committed to acting according to the decisions taken.

Planning is also a communication process. The people involved – trade union officials and activists, workers to be assisted the field organization – they all have different ideas on how the desired situation should look like and on the ways of getting there. In order to reach an agreement, they have to express these ideas to each other. They also have to be informed about the background of the unsatisfactory issue to be addressed, and of the mechanisms that lead to its continued existence. In this way they can search for options to problem-solving, other than they had thought of themselves. Through communication we achieve the commitment of the people to the decisions made.

Use of objectives improves the planning process itself. An objective is an explicit description of a future situation that is considered desirable. Objectives serve as an orientation to guide trade union organisations in their work and to implement their actions accordingly. Objectives make it easier to identify the different ways and means to achieve them. It also makes it easier to reach an agreement on them.

Planning implies controlling. Coordination within and between the trade union organisations is necessary to make efficient use of the scarce resources that are available. It is also necessary to be aware of such risks and uncertain factors in the environment that may possibly hinder the achievement of the objectives, and to counteract them accordingly. The need for continuous adaptation makes planning a highly dynamic process. Trade union organisations need to plan the coordination of their activities. Through planning they ensure that the future situation that is striven for is taken into account.

Planning is especially relevant in the following situations:

- The problems to be addressed prevail among larger groups of individuals,
- The problems are of a more complex and structural nature,
- The means to resolve the problem are not easily available.

## 2.2 Making sure that people participate

If planning is to be effective, then a good plan should be formulated and made operative with all parties concerned: people to be assisted, the local public, governmental organisations, private organisations, field organisations / trade unions. Their participation in the planning process is a prerequisite, for without their active involvement little can be achieved.

*Participatory approaches provide mechanisms for the parties concerned to influence and share control of initiatives, decisions and resources of trade union development*

It needs to be recognised, however, that there are different levels of participation (see Table 1). *Information sharing* with and *consultation* of the parties concerned constitute low levels of participation, whereas *collaboration* with and *empowerment* of the parties concerned constitute high levels of participation. In the planning approach as presented in this handbook we strive for a high level of participation. This means that the planning process has to be organised in such a manner that the parties concerned actively take part in the planning process when it is relevant.

**Table 1: Levels of Participation**

<i>Low level of participation:</i>	
<i>1. Information sharing</i>	<i>One-way communication</i>
<i>2. Consultation</i>	<i>Two-way communication</i>
<i>High level of participation:</i>	
<i>3. Collaboration</i>	<i>Shared control over decisions and resources</i>
<i>4. Empowerment</i>	<i>Transfer of control over decisions and resources</i>

Source: World Bank, (Worldbank) 2003

There are different ways to organise the involvement of parties concerned in the planning process. It has proven to be an effective measure to arrange planning workshops in which these parties (or their representatives) actively contribute to the planning process. Objective-oriented project planning is a specific method which uses such approach. The most essential elements of this approach have been incorporated in the planning method as presented in this handbook.

## 2.3 Taking gender into account

Gender is a term that captures the socially defined differences between women and men. Gender relations are determined by the rules, traditions, and social relationships in societies, cultures and organisations. Together they determine what is considered ‘feminine’ and ‘masculine’, and how power is allocated and used differently between women and men.

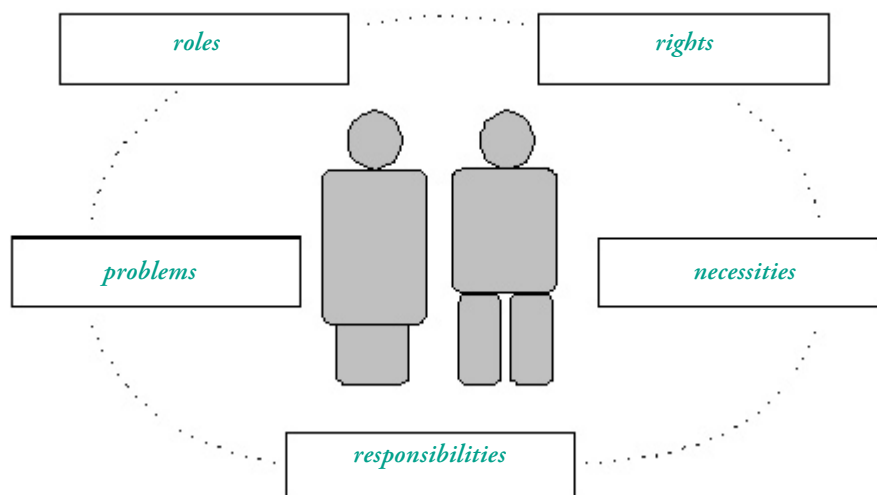
*Gender refers to a social construction of femininity and masculinity, which varies over time and place. Gender is enacted through learned, rather than innate, behaviour.*

In fact, equality between men and women is one of the basic principles of the trade unions, inextricable from democracy, justice and human rights. It is considered to be a prerequisite for a fair and sustainable trade union development. Striving for gender equality means striving for an equal society and working life, where women and men have equal rights, obligations and possibilities. Increased equality also contributes to better health, higher education levels, better environment and reduced poverty.

In trade union projects various categories can be distinguished according to the kind of gender issues they seek to address, for instance:

- a) Gender inequality in the workplace / labour force: concerning wages, employment, promotion, violence and sexual harassment, working conditions, OHS, etc.
- b) Gender inequality in trade unions: in terms of participation, membership, leadership, decision/ policy-making, bargaining, etc,
- c) Gender inequality as related to broader issues: in the community, society, politics, economy, legal systems, etc.

Figure 1: Major themes in discussing gender issues



Strategies to address situations of gender inequality certainly deserve special attention. Making a choice for gender equality starts with the awareness of the presence of unfairness and gender-based differences in working situations, as well as within trade union organisations and in a broader societal context. It also includes the will to change unfair conditions, requirements and structures creating inequality. In the end it requires a more even distribution of resources, power and possibilities, being a concern for both women and men.

In discussing gender issues it is important to analyse the arguments being used to keep the status quo of gender inequality. For example, an observation like “the number of female members is large enough to serve as a pool for leadership formation”, can be used as an argument for that consequently there are enough women who in theory can assume leadership positions, and that it is up to them to use the existing opportunities. However, what is overlooked in this case is the fact that access of women to such positions in practice often is severely hindered, for instance by prejudices on their leadership capacities in comparison with men. A sincere gender discussion of this kind on the contrary would seek for reasons why there are so few female workers in a specific sector and in specific positions, which per se can be due to discriminatory employment practices.

In fact, it is not at all uncommon that gender inequality exists in the way people are employed by private organisations, governmental organisations or trade unions. When discussing an organisation’s structure one may often see differences between positions employed by women and men as well as differences in salary. Traditionally, women tend to be employed in lower-ranking positions with little access to decision making processes. Remuneration structures and procedures often result in lower salaries for women, even if they are in positions comparable to those employed by men. Solving these kind of gender inequalities in an organisation will need specific strategies. It starts with creating awareness of the issue, so that people in management positions as well as on the work floor take it seriously. In order to change remuneration structures and procedures it is also necessary that the persons in key positions are really committed to the issue.

According to their gender policy the Nordic-Dutch trade union centres are assisting to trade unions in the following:

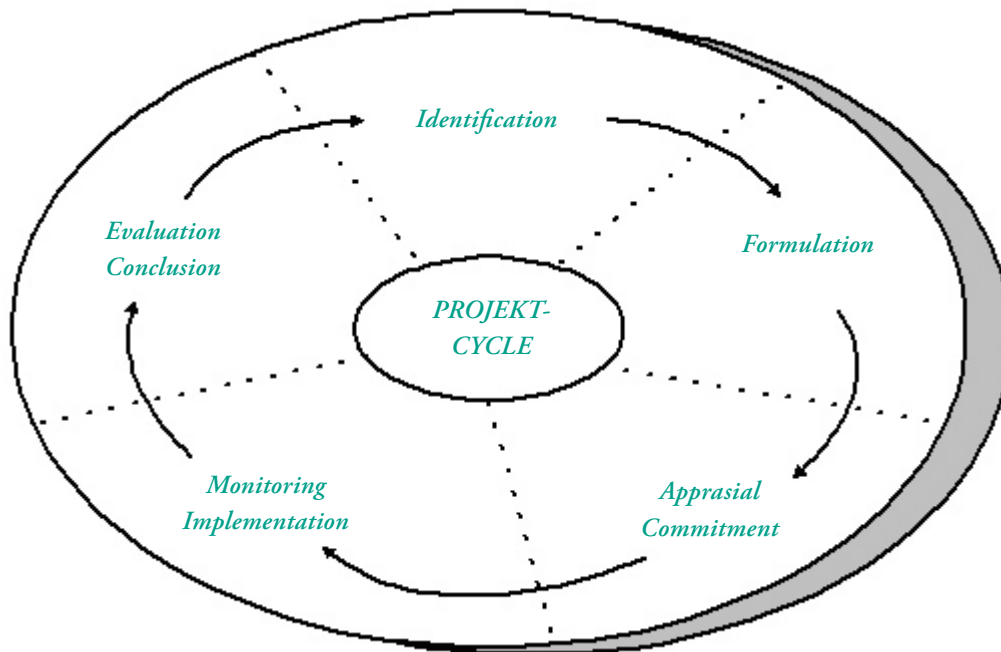
- analysing gender equality to find out what changes are needed
- formulating gender equality policy to be used in the everyday work
- making operational plans facilitating implementation of gender policies
- attaining knowledge and possibilities to influence and monitor the work for promoting equality between women and men
- contributing to the ratification and implementation of ILO’s conventions on gender equality.

In accordance with their gender policy, the Nordic-Dutch trade union centres require that gender analysis is included in all requests for funding projects, that it is applied during all the phases of the project (identification, formulation, financing, implementation, evaluation) and that it is included in all relevant project documentation (more specific information on the aspects that can be analysed in the annex “Guiding questions” of part two paragraph 4).

## 2.4 Project cycle management

In order to make projects work effectively, they have to be managed through all phases of the so-called project cycle. The following stages can be distinguished in project cycle management:

Figure 2: The project cycle



Source: DGIS, 1993

### 1. Identification

When a trade union develops ideas on possible strategies for counteracting a problematic issue, the project approach can be brought up as a possible strategy. Further exploration of the initial ideas leads to the formulation of a project plan in terms of objectives, results and activities. It may prove necessary to do a feasibility study of the proposed project indicating whether the proposal is attractive enough to justify a more detailed preparation.

### 2. Formulation

In this phase all the project's details are specified and presented for appraisal to the funding organisation that examine the project's feasibility and sustainability and the way it fits in with existing policies.

### 3. Appraisal and commitment

Appraisal and commitment are needed to approve of the formulated plans. Financial commitment is particularly important. The financing phase consists of the following activities: drafting of the financing proposal; examination by the financing department; financing decision is taken; drafting and signing of the financing agreement

#### 4. Implementation and monitoring

This is the project execution phase in which one draws on the resources provided for in the financing agreement in order to achieve the desired results and the purpose of the project. In this phase the various reports are produced as agreed upon in the financing contract: plan of operations, annual working plans and monitoring reports. Monitoring is an important tool in the project management. During the implementation of a project the progress must regularly be checked to see whether everything is going as planned. When a project is carefully monitored, deviations can be identified in an early stage and corrected if necessary.

#### 5. Evaluation

In the evaluation phase the results and impact of the project are analysed. Evaluation can be started during the implementation in order to identify possibilities for remedial action. After implementation, evaluation is used to formulate recommendations for similar projects or follow-up projects.

### 2.5 Improving project implementation

Many years' worldwide experience of development cooperation has shown that it is necessary to recognize the many pitfalls that threaten the successful implementation of the project. Evaluation of past projects shows that the main weaknesses in project implementation can be divided into two categories:

1. One or more essential factors for successful results are neglected either during preparation or implementation,
2. or it turns out during project implementation that the necessary discipline and responsibility are lacking, thus hindering that the right decisions and actions are taken timely.

The planning method as presented in this handbook is designed to counteract the problems of the first category. Frequently occurring flaws in this category are:

- Failure to address the real problems of the people assisted and of the parties concerned;
- Unclear and non-realistic definition of the project's objectives;
- No distinction is made between those objectives and the means for achieving them;
- The technologies applied are not appropriate and no use is made of locally (renewable) resources;
- There is no clear definition of who "owns" the project;
- No attention is given to the socio-cultural values of the people assisted;
- No effort is made to strengthen management capacities of the organisations that are involved in the interventions;
- Risks are not anticipated and ways to avoid or limit them are not explored;
- There is a lack of sustainability – activities "die" when the external support is phased out.

As a response to the problems of the second category it is necessary to use an adequate planning approach and also to create other conditions for a successful project implementation, among which the following are considered to be equally important:

- Taking care that the project is economic and financially viable during and after the implementation;
- Embedding the project in a rational framework of supporting policies from the side of the field organisation responsible for its execution;
- Last, but certainly not least, it is also important to keep in mind that any externally funded activity, project or programme should be seen as only one of many possible ways to address a development problem. Thorough problem analysis will often disclose that certain problems are best solved - or that certain needs are best met - by other means.

## III LFA: Logical Framework Approach

### 3.1 Using LFA in project planning and management

The Logical Framework Approach is a tool for project planning, monitoring and evaluation. In project planning LFA is used as a participatory way to build up a project serving two principal objectives:

- To clarify and define in a more precise and logical way the project objectives, results and activities, which are necessary for achieving sustainable project benefits and impact by making apparent the mutual linkages as well as the assumptions outside the scope of the project that may influence its success;

*Are we addressing the correct problem and correct causes with the correct activities and inputs?  
In other words: Are we doing the right thing?*

- To improve project implementation, supervision & monitoring and consequent evaluation by providing clearly defined project objectives and establishing indicators that can be checked to determine if these objectives have been achieved (monitorable: indicators of success).

*How do we know that we are achieving success as the project progresses?  
In other words: Are we doing things right?*

LFA is most effective when used at all stages of the project cycle. During the phases of project identification, formulation and appraisal, the project is progressively designed in further details and developed into the final project plan. The core of the project strategy is formulated in terms of its intervention logic, which is summarised in a so-called project planning matrix. The project planning matrix provides a firm basis for project implementation, monitoring & supervision, and subsequent evaluation.

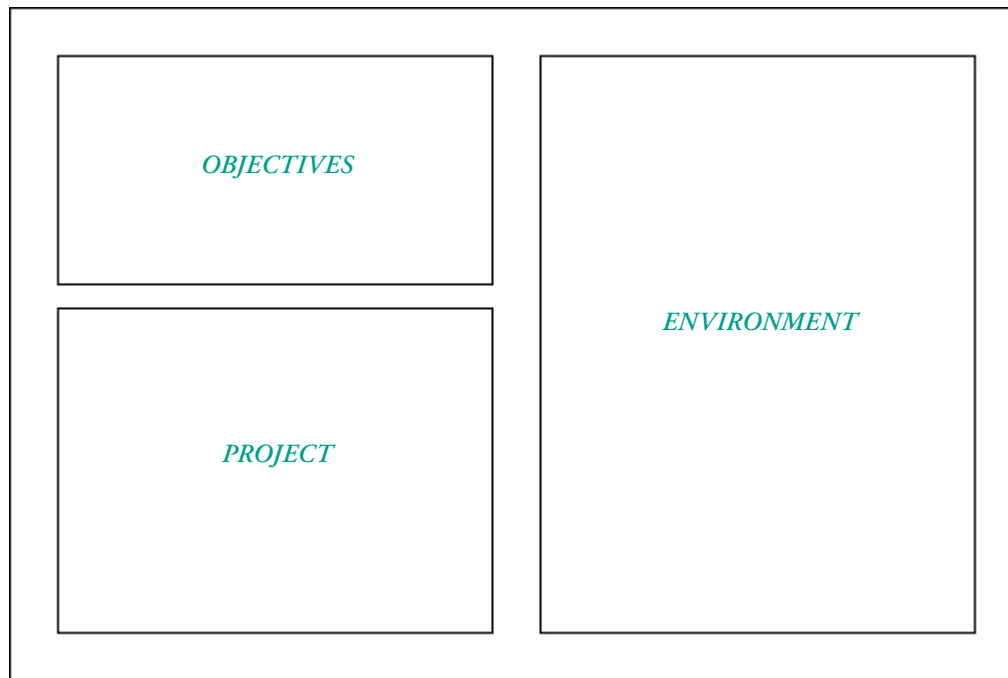
The strength of LFA is that at each stage in the project cycle all the relevant issues, including the assumptions on which the project is based, are examined and carried forward to the next stage. In this way it provides a strong basis for continuity and cohesion between the stages. This systematic approach helps to define the project concept and context in which it operates, and thus enables better planning, monitoring and evaluation. As a tool it contributes to improving transparency at all levels. Also it facilitates communication between the parties involved.

In particular, the logical framework approach reduces the scope for arbitrary changes or subjective decisions, by exposing all the assumptions underpinning the project, from the outset. It can be especially useful in setting the limits within which the project must function, by identifying those aspects that are beyond a trade union's control. It is also useful in creating the breakdown of work and assignment of responsibilities, the timetable for implementation and the detailing of the budget. Structured and systematic reporting is facilitated at each stage of the project cycle. This also increases the consistency and ease of reading of. LFA allows for the successive project cycle stages to remain consistent and integrated, even with different parties playing a role at the various stages.

### 3.2 Project Planning Matrix (PPM or log frame)

In LFA use is made of the Project Planning Matrix (PPM or log frame) to give an overview of the project's objectives and environment. This matrix is a standard format into which is fitted specific information on the project's intervention logic, based on an analysis of a situation to be improved. Figure 3 shows the basic features of this matrix.

Figure 3: Basic features of the Project Planning Matrix



Source: NORAD, 1999

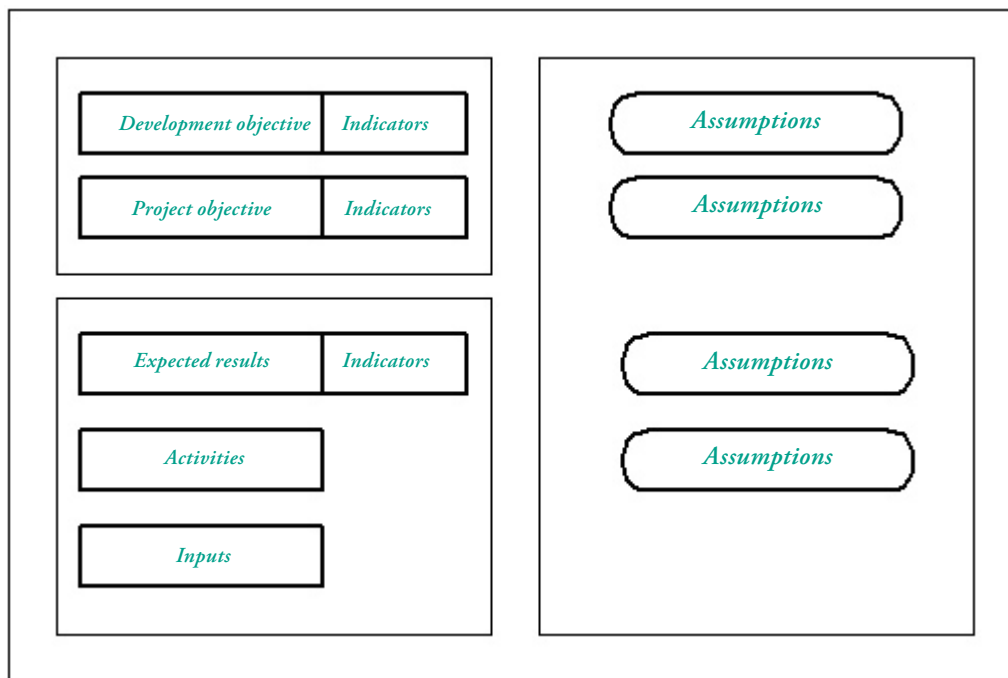
The basic features of the Project Planning Matrix consist of the 'objectives', the actual 'project' and the 'environment':

- The 'project' refers to what the project administration *should be able to guarantee*; this concerns elements *directly influenced* by the project administration.
- The 'objectives' are *out of the immediate reach of the project administration*. It is anticipated, that the project will significantly contribute to the realisation of the objective.
- The 'environment' refers to external factors *outside the control* of the project administration. These factors will significantly influence the success or failure of the project.

Identifying key external factors at an early stage will help in the selection of an appropriate project strategy. Monitoring both the fulfilment of the objectives and the external factors during the life of the project and acting on the information will increase the probability of success.

Different levels of the basic features can be distinguished in the Project Planning Matrix, as shown below.

Figure 4: Different levels of the Project Planning Matrix



Source: NORAD, 1999

In Figure 4, the basic features of the Project Planning Matrix (Figure 3) has been adapted by distinguishing the following levels:

- In ‘objectives’ (upper left box) two levels are distinguished. The development objective<sup>1</sup> is the higher level towards which the project is expected to proceed. The project objective<sup>2</sup> refers to the effect, which project is expected to achieve as a result at the end of the project intervention. To these levels is added a column of indicators; they specify how the achievement of the objectives should be measured.
- With regard to the actual ‘project’ three levels are distinguished. The expected results refer to the outputs which the project is expected to achieve within the timeframe of project duration. The activities indicate which tasks have to be performed within the project in order to produce the expected results. The inputs refer to the means and resources required to perform these tasks. In case of the expected results indicators are needed to specify how the achievement of results should be measured.
- With regard to the environment, explicit mention is made of the assumptions at each distinguished horizontal level stating those important events, conditions or decisions, which are necessary for sustaining the objectives in the long run.

In this way the Project Planning Matrix is a summary of project design, which identifies the key elements, external factors and expected consequences of completing the project successfully.

However, LFA not only provides methods for analysis but it also provides a way of presenting the results of these analyses. Before a project starts, the problems of the present situation are analysed. Based on these analyses, the objectives of the project can be formulated and translated in Logical Framework terms. The outcomes of the analyses are summarised in the Project Planning Matrix that is transformed as shown below:

<sup>1</sup> This objective level is also referred to as ‘long-term objective’, ‘overall objective’ or ‘goal’ in other documents

<sup>2</sup> Also referred to as ‘immediate objective’, ‘short-term objective’ or ‘purpose’

Figure 5: Presentation format of the Project Planning Matrix

	<i>Intervention logic</i>	<i>Indicators</i>	<i>Sources of verification</i>	<i>Assumptions</i>
<i>Development objective</i>				
<i>Project objective</i>				
<i>Expected results</i>				
<i>Activities</i>		<i>Input</i>	<i>Costs</i>	
				<i>Preconditions</i>

Source: NORAD, 1999

In this form the Project Planning Matrix has proven to be a good tool for structuring the aims and components of a project. It is, thus, helpful during the implementation purposes as well as for structuring the monitoring and evaluation. In addition, the matrix may be used as an efficient tool in communication, especially when project documentation is standardised in accordance with its logic.

The matrix is divided into three columns. The first column and the bottom cells of the second column spell out the direct concerns of the project. In logical framework terminology they are referred to as the project’s *intervention logic*, which is based on the so-called ‘hierarchy of objectives’:

- The *project objective* contributes to the *development objective*, as other interventions outside the project do.
- By achieving the *expected results* the project will contribute to the achievement of the project objective.
- In their turn these results can be achieved by a certain set of *activities*, which require a certain *input*.

The three upper cells of the second column contain *indicators* of the respective objectives and expected results. An indicator is a specific measure that is formulated in terms of finite quantity for evaluation purposes. Thus, it is necessary that these indicators are objectively verifiable. In this way an indication can be given, whether the project output meets the standard set by the indicators at the level of the development objective, project objectives, and expected results. Since the activities are defined as concrete actions, no indicators are formulated at this level.

Indicators make the intervention logic of the project operational and measurable. The use of indicators enables:

- Verification of the viability and sustainability of the project objective and expected results
- Result oriented planning of resources (physical, human and financial)
- Monitoring of the project objective, results and activities

Many projects, for example, aim to have equal participation of men and women. Project management needs to indicate how it is going to measure the participation of men and women in each of the project activities

In order to enable and facilitate monitoring and evaluation, the third column identifies the sources of verification. The sources of verification state how or where the information can be found to verify the realisation of the development objective, the project objective and the expected results, which were already made operational through the indicators.

The fourth and last column refers to the assumptions that project planners have about external factors. These external factors are important to acknowledge as they refer to such conditions, events and/or decisions outside the sphere of the project which need to exist or be fulfilled in order to ensure that the project factors at any level lead to the realisation of the intended achievements at the next higher level. Being outside the project's control, the external factors are variables over which the project has no or, at most, very limited influence.

Special attention has to be given to the incorporation of additional measures, possible killer assumptions and preconditions.

- **Additional measures:** In order to counteract the assumptions, additional measures have to be incorporated into the project design that minimise the accompanying risks,
- **Killer assumptions:** These are external factors, which would make a successful implementation of the project impossible. If a killer assumption is identified, the concerned part of the project design must be reviewed.
- **Preconditions:** These are external factors that have to be met before the start of the project.

There are grammatical rules that help in the formulation of the intervention logic. In this handbook objectives are formulated in terms of a process: they state the desired future situation as a process to be achieved. In this way it is acknowledged that the project is part of a larger process contributing to the situation that is desired for. The results are formulated in terms of a state that is to be achieved, while the activities are formulated in terms of action.

Furthermore the use of the so-called SMART-criteria is recommended to avoid that formulation terms remain vague. **SMART** is an abbreviation that stands for:

- **Specific:** pointed at a clearly limited area of competence
- **Measurable:** allowing for measurement of progress
- **Acceptable:** acceptable for the environment involved
- **Realistic:** pointing out what is achievable in a realistic way taking into account assumptions and preconditions
- **Time-bound:** pointing out the time limit of fulfilment

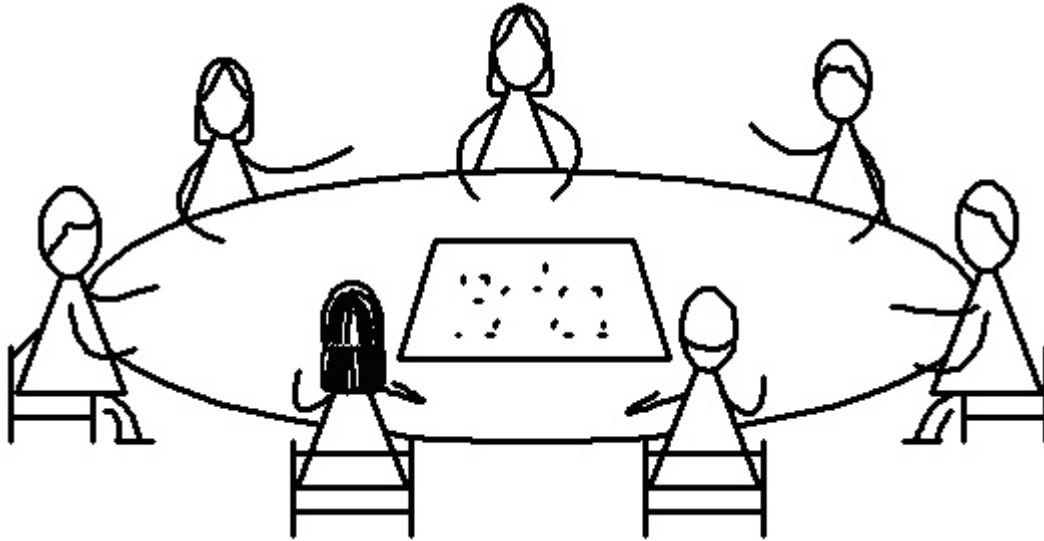
**Table 2: Formulation examples: objectives, results and activities**

<p><i><b>Development Objective</b></i>  <i>Contributing to the improved bargaining position of the transport unions in 6 regions of our country</i></p>
<p><i><b>Project Objective</b></i>  <i>Building a strong internal organisation of the transport unions in 6 regions of our country</i></p>
<p><i><b>Expected Results</b></i>  <i>1. Leadership formation. The supported transport unions are being led by a strong, capable and renewable leadership</i>  <i>2. Organisational capacity. The supported transport unions are capable of organising the necessary forces within the transport sector</i></p>
<p><i><b>Activities</b></i>  <i>Ad Result 1. Leadership formation 1.1 Training of current union's leaders in effective leadership skills</i>  <i>1.2 Formation of staff and would be-leaders in leadership skills</i>  <i>Ad Result 2. Organisational capacity 2.1 Improvement of organisation structures</i>  <i>2.2 Training of union staff in organisational skills and knowledge</i></p>

### 3.3 Participatory organisation of the planning process

For successful project implementation it is important to accomplish that all parties concerned have a common understanding of the problems and know which of these are to be addressed by the project. For that reason it is necessary to pay special attention to the participatory character of the planning process. This may be achieved by composing working groups, in which parties concerned are represented, and by participating in the project planning process in one or more workshops especially organised for that purpose.

Participation involves dialogue between parties concerned



There are, of course, many other ways to organise the project planning process. However, for LFA to be effective, all parties concerned should have a role in analysing the issues to be addressed. In this way the point of view of the different stakeholders (e.g., the trade union, its male and female members, people in the community) are being incorporated in the project design. It will also prove effective to involve them in different stages of the planning process.

In doing so, it is crucial to give special attention in creating the right atmosphere which allows the stakeholders to freely discuss the issues at stake on the basis of equality. Creating understanding and trust among the participants will prove to be a necessary condition in order to make these workshops to a success.

## ANNEX: Terminology

### Access

Access means that one can make use of a certain resource. However, access to a resource does not automatically mean the same thing as having control over it.

### Assumptions

Important events, conditions or decisions, which must prevail because they are necessary for sustaining the objectives in the long run.

### Benefits

Benefits are what people derive from using their resources, such as food, energy, income, and status.

Co-operating partners. Different organisations involved in the project execution, we distinguish here

- field organisation: the organisation with which the project is carried out in a developing country or a country in transition
- international organisation: the organisation responsible for the monitoring and final administration of multilateral projects
- requesting organisation: the organisation responsible for the implementation and administration of a project. For a bilateral project, it can be a Nordic-Dutch trade union organisation. Alternatively, the field organisation and the requesting organisation may be one and the same. For a multilateral project, the international organisation is the requesting organisation
- funding organisation: in the Nordic-Dutch countries, this can be LO/FTF, SASK, FNV, LO-Norway or LO/TCO. They are accountable to the federations, unions and government in their respective countries.

### Clustering

Grouping of objectives sharing the same nature (in means–end orientation) within the objectives tree

### Control

Control is decision-making power to determine who has access to resources, who will derive benefits, and what those benefits will be. For example the state, government departments, an ethnic group or a community leader can exercise control over resources. Control over resources is commonly gender based.

### Development objective

The overall broader objective to which the project is expected to contribute.

### Effectiveness

We define as effective those development efforts which achieve their objectives.

### Expected results

The concrete outputs envisaged to be achieved by the project. By achieving its expected results the project will contribute to the achievement of the project objective.

## Gender

Gender is a term that captures the socially defined differences between women and men. It refers to learned behaviour that is culturally based with wide variations within and between societies and that changes over time, according to location and across cultures.

## Gender equality

Gender equality is the desired situation in which all members of the target group, both men and women, have access to benefits and opportunities to participate.

## Gender-based division of labour

By this we refer to the socially defined differences in the division of labour between men and women, which is gender-based.

## Indicators of achievement

Measures (direct or indirect) to verify the achievement of the development objective, project objective or outputs.

## Inputs

The means and resources needed to carry out the planned project activities. These can be human resources, administrative capacity, infrastructural or financial means, etc.

## Killer assumptions

External factors, which would make a successful implementation of the project implementation impossible.

## Logical Framework Approach (LFA)

A planning instrument that facilitates the identification of problems and solutions and allows for planning the project in a systematic and logical way, grouping them in a framework.

## Preconditions

External factors that have to be met before the start of the project.

## Project objective

The effect which is to be achieved as a result of the project.

## Project Planning Matrix

A matrix is a standard format into which specific information is fitted to arrive at an analysis of a situation, in this case of a development situation, to arrive at a summary of project design, which identifies the key elements, external factors and expected consequences of completing the project successfully.

## Resources

Resources are what people use to carry out their activities, such as land, capital, technology, inputs, labour, services, and knowledge

## Sex

Sex is a biological attribute that is determined before we are born and is basically unchangeable.

## SMART

SMART is an abbreviation that refers to the rules for formulating objectives, results and indicators.

The abbreviation that stands for:

- **Specific:** pointed at a clearly limited area of competence
- **Measurable:** allowing for measurement of progress
- **Acceptable:** acceptable for the environment involved
- **Realistic:** pointing out what is achievable in a realistic way taking into account assumptions and preconditions
- **Time-bound:** pointing out the time limit of fulfilment

## Sustainability

We define as sustainable those development efforts which continue to benefit local people after the development agent has completed its support and departed from the area.

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