MAPA-Project: a practical guide to integrated project planning and evaluation

Schiefer, Ulrich; Döbel, Reinald

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A Practical Guide to Integrated Project Planning and Evaluation

Ulrich Schiefer
Reinald Döbel

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Contact: schiefer@iscte.pt

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MAPA-PROJECT
A Practical Guide to Integrated Project Planning and Evaluation

By Ulrich Schiefer

and Reinald Döbel

With contribution
from Lucinia Bal

MAPA stands for Método Aplicado de Planeamento e Avaliação (Method for Applied Planning and Assessment). It was developed by Ulrich Schiefer and António Batista. Leonor Gandra, Carla Batista and Marina P. Temudo contributed to the first manual developed for the Portuguese Co-operation Institute, ICP.

This version was adapted for the Instiute for Educational Policy by Ulrich Schiefer and Reinald Döbel. We encourage its free use and distribution by all workshop participants.

For translation into other languages, please contact:
schiefer@iscte.pt or *dobel@uni_muenster.de* or *lbal@osi.hu*

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Ulrich Schiefer
Reinald Döbel

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What Is MAPA?

Introduction

Purpose of the Handbook

This handbook is intended as an aide-mémoire and guide for workshop participants who have gathered experience in facilitation and in the MAPA-PROJECT process. It is intended as a book for ***use***, not as a book for ***reading***. The use of this handbook is explained in the third section of this introduction, *Structure of the Handbook*.

Experience has shown that proficiency in the participatory methodology used in the training workshops is a pre-condition for the success of the MAPA-PROJECT method described in this handbook, and we therefore start with a ***Disclaimer***:

Whoever tries to use the methods described in this handbook without having attended the training workshops is responsible for any undesirable results this may produce. This, of course, does not mean that those who have attended workshops are not also responsible for the results...

We think, however, that experienced facilitators who also have some knowledge of planning and evaluation procedures, and the logframe method in particular, can use this handbook as a resource for a particular sequence of the MAPA-PROJECT process (see the MAPA-PROJECT Overview) and for any of the particular methods employed. In this case, we highly recommend that they read Part I of this handbook (this introduction, *Integrated Participatory Project Planning and Evaluation in Perspective*, and the *MAPA-PROJECT Overview*) before experimenting with any of the specific techniques.

History of the Handbook

MAPA was originally developed in order to introduce a unified planning and evaluation method for the diverse institutions involved in Portuguese development cooperation. The authors are social scientists with different disciplinary backgrounds and varied professional experience. Beyond its original purpose, the method is now widely used in government and civil society institutions in Portugal. This additional experience has led to a further refinement and adaptation of the method. It has also shown that the MAPA process enables institutions with different organisational cultures and ways of working to cooperate and coordinate their efforts towards achieving a common goal.

Structure of the Handbook

For ease of use, the book has been divided into three parts: PART I (this part), which gives an overview of the book and the complete MAPA-PROJECT process; PART II, which acts as a step-by-step guide through the particular procedures of project planning and evaluation; and PART III, which contains all the specific techniques used in the "standard" and "fast-track" workshops for planning and evaluation, as well as the recommended formats for project and evaluation documents. Compiling all the techniques and document formats in Part III leaves the sequence of steps uncluttered by repetitive technical details and allows the user of the handbook to easily access the specific techniques whenever necessary.

Integrated Participatory Project Planning and Evaluation in Perspective

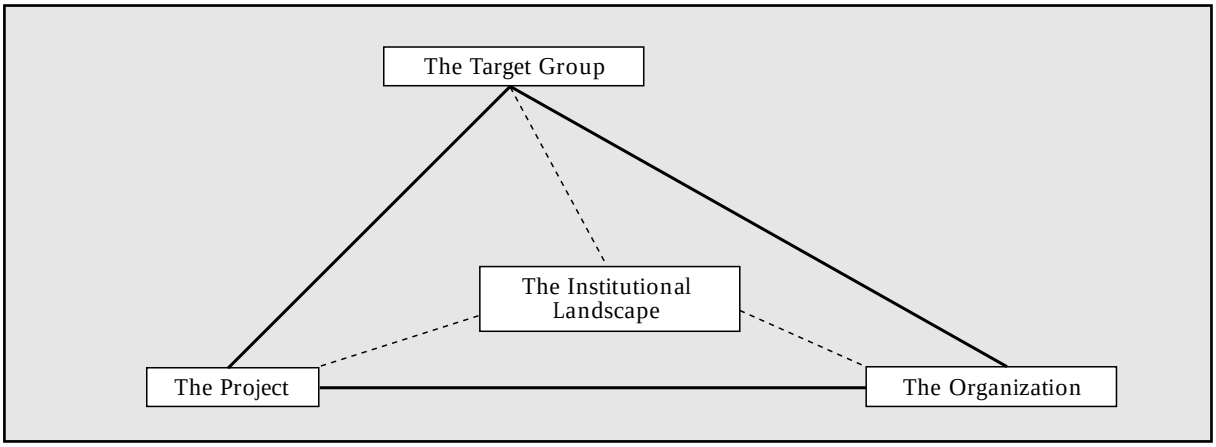
The user of this book should be aware from the start that this is not a comprehensive guide for all purposes: integrated participatory project planning and evaluation are but one aspect of all the various modern attempts to introduce change into social systems and institutions. All these attempts require some kind of intervention that is usually guided by a strategic vision. This vision provides the bigger picture, of which the individual project and the organisations running the project are particular parts. The overall picture also comprises other organisations, other projects, other target groups, and other social groups, and it works in much larger timeframes than a project can: while planned social change may be calculated in terms of decades, projects are usually firmly lodged within the budgeting constraints of a one to three-year timeframe.

Nonetheless, some of the techniques used for ***project planning*** (such as visualisation, facilitation, and some of the diagnostic tools) can also be used for ***strategic planning*** and ***organisational change***, provided the "bigger picture" aims at more openness, trust, and co-operation. In other words, they work if both democracy and efficiency (rather than the concentration of power and control) are part of the strategic vision. We will come back to this point later. The reader will probably agree that the strictly controlled hierarchies of many governments that aim to *control* rather than to *govern* the populations of the respective countries will find it difficult to accept even the idea of participatory project planning. If they do so because of the demonstrated value of the method with respect to project efficiency, they may find it difficult to integrate such a project into their normal administrative routines. Yet, it has happened that this attempt triggered further demand for changing some of these routines because they were beginning to feel inefficient themselves. Thus, the introduction of participatory project planning can induce a demand for participatory strategic planning and even for organisational change. MAPA can offer solutions for both of these demands, but these solutions are the object of separate training courses and their respective handbooks.

Players and Perspectives

Any project can be and is looked at from the perspectives of the different players: the perspective of the project itself, the perspective of the organisation that runs the project, the perspective of the target group (of which there may be more than one), and the perspective of all the other organisations that are affected by or have some influence over the project in one way or another. These four perspectives can be represented by a three-dimensional geometric figure, a tetragon. Using this image makes one aware that this "whole" (comprising the project, the organisation, the target group, and the organisational landscape) looks different when viewed from each of its four "corners."

Fig. 1: The MAPA "Crystal"



The participatory MAPA-PROJECT process allows for the integration of all these different views, to some extent, in both the planning and evaluation phases of a project. Integrating these views allows for a more comprehensive perspective, and provides one that is also more realistic because views from a perspective other than that of the project's can be accommodated from the very beginning. Having a perspective not taken into account usually means that a player has been overlooked, a player who may later put unforeseen obstacles in the project's way in an attempt to push forward interests previously not taken into account.

The project itself is situated within an organisation and looks at "the world" with the aim of enlisting resources in order to achieve a clearly stated goal. The resources come not only from within the organisation but also from other parts of the outside world, from other organisations, as well as from the target group itself. All the project's activities use these resources in order to achieve measurable results in one particular segment of the outside world. The most relevant aspect of this segment is called the **target group**. To the extent that the project provides a particular service, the target group is comprised of the people who should benefit directly from this service. They are the *users* of the project.

On the other hand, those people or organisations with whom the project has to deal with in order to get funding are the project's *clients.* It is important to be clear about this distinction: the interests of the one who gives the money can be quite different from the interests of those who should benefit directly from the services. The project needs to satisfy both interests without confounding them.

To some extent, the project also needs to take into account the interests of other players and organisations with whom some form of collaboration is necessary in order to satisfy the two primary sets of interests (the target group's and client's), including organisations that provide resources or contractual services, social groups interacting with the target group and affected by any change in the target group, and organisations and institutions active in the same field or competing with the project for the same financial or other resources. This reveals the importance of analysing the **organisational landscape** and how the project, its organisation, and the target groups are seen from the differ-

ent perspectives present within the organisational landscape. This landscape is composed of different organisations, institutions, and social groups, each of which has its own particular perspective. MAPA-PROJECT takes these perspectives into account during the planning workshops and evaluation meetings by inviting representatives of particularly important organisations to the workshops, by conducting specific studies when needed, and by using the participants' knowledge about these perspectives and interests. In this way it is possible to locate potential partners and potential opponents, with the intent of turning their possibly contradictory views into a valuable *resource* for the project.

The **organisation** looks at the project as one of its regular or extraordinary activities. Thus, the project is integrated into a bigger framework. This applies both to the goals of the project and to the resources committed to the project. At the same time, the organisation needs to leave enough manoeuvring room for the project to function according to the participatory mechanisms upon which MAPA-PROJECT is based. In concrete terms, this means that the organisation's responsibility is transferred to the project manager once the expected results have been defined and the budget for their achievement has been approved. The details of allocating these resources to specific activities within the framework of a project implementation plan are then the *sole* responsibility of the project's manager. For details, see the section on the 'logframe' and the 'project implementation plan' in Part III (See Appendix 6: Logical Framework and Appendix 7: The Project Implementation Plan).

The **target group** is comprised of the 'users' of the project's services. To some extent, all social intervention projects provide services (we are not dealing with investment projects in this handbook). Past experience with other services will have influenced the target group's expectations, as will rumours about this and other intended projects. Social intervention projects usually expect some kind of input from the target group, and the expectations of the target group will influence their willingness to provide these inputs. The participatory methods of MAPA-PROJECT are designed to provide a platform for negotiation between the target group's expectations, the initial project idea, and the interests of the other players mentioned above. If all players agree to this process and follow it through together, the final project plans, including the goals, will reflect the consensus reached through this process of negotiation. This increases the chances that all participants will honour their commitments as detailed in the logframe and the project implementation plan.

Participation

As already mentioned, the main reason for putting MAPA-PROJECT firmly on the foundation of a participatory methodology is the possibility of achieving a negotiated agreement between all parties concerned. In this way, different (and often conflicting) viewpoints can be integrated into a plan that displays greater logical coherence; by making possible disagreements transparent, they become resources for a negotiated agreement that incorporates them all. Thus, there will be less friction between the different groups once implementation of the project starts. Along with greater logical coherence, this also entails a more rational use of available resources, leading to greater overall productivity. For the providers of funds, this means "more bang for the buck.".

Because all the relevant stakeholders are present whenever decisions are taken, the process itself is transparent. This transparency increases trust in the decisions reached in this manner, both internally and externally. Internally, the trust created by the participation of all relevant stakeholders in the decision-making process increases their motivation to carry out the agreed-on commitments. As these commitments are all fixed in writing, the possibilities for non-compliance are reduced because a participant's non-compliance will at least become public. This becomes particularly important if the project is undertaken in a society that has a history of strictly hierarchical ways of organising things: such social and/or organisational contexts are usually characterised by a distrust of "intrinsic" motivation and therefore tend to emphasise strict methods of control. Externally, in an international climate that shows a tendency towards transparency and participation, the use of transparent and participatory methods for planning and evaluation increases the credibility of a project (and of the organisation that runs it) when it is submitted for funding.

In addition to logical coherence, transparency, and trust, MAPA-PROJECT provides a standardised format and a coherent language of project management, a language that is internationally understood by project planners, evaluators, and funding organisations. Therefore, both the intentions of the project and its results can be more easily communicated within the international network of organisations and individuals professionally engaged in social change projects. With such improved communication, successful experiences can be more easily shared for the benefit of other projects, both between professionals as well as between professionals and non-professionals belonging to target groups. Participation in MAPA-PROJECT process equips people with a "communication interface" that allows for the collaboration and co-operation of very different partners in the same project, including small NGOs and large foundations, private businesses and government departments, non-professionals and experts. Often, representatives of these different groups also belong to different cultures, and the MAPA-PROJECT is designed to facilitate cross-cultural communication and collaboration.

Of course, all this only works to the advantage of the participants if participation, transparency, and trust are what all the participants and stakeholders want. It is important to stress this point because there are many social situations and contexts where this is not the case. It is therefore also necessary to discuss the limitation of the process.

Limitations of the participatory method

The most important limitation has already been mentioned: if important stakeholders do not themselves want to participate or to admit the participation of others, then the MAPA-PROJECT, or any other participatory method for that matter, cannot be used. It is irrelevant whether this reluctance to participate is caused by the fear of transparency, the fear of loss of personal advantages, the fear of the unreliability of others, the insistence on privileged positions of wealth and power, or any other destructive attitude. Whenever important stakeholders cling to any of these or similar positions, it is impossible to use participatory methods. Participation can *only* mean *voluntary* participation, and it cannot be enforced.

Therefore, it is equally difficult to use MAPA-PROJECT, or similar methods, in social contexts that rely heavily on top-down decision-making, on command structures. An army represents an extreme case of such an organisation, but, more generally, strongly hierarchical organisations find it difficult to leave enough manoeuvring room for participatory processes. They may agree to send a representative to a MAPA-PROJECT meeting, but then "forget" to entrust him or her with enough responsibility to make binding commitments in the name of the organisation. If this occurs during the second planning workshop (see "Overview"), during which final decisions about the project's goals and project implementation plan are taken, the workshop may fail to achieve its purpose.

Other limitations to the use of MAPA-PROJECT and participatory processes in general are as follows:

- In highly volatile and risky environments, these processes are difficult to organise in the first place, and any decisions made through such processes may become outdated quickly due to rapid changes in the environment. In such environments, hierarchical forms of organisation may be more appropriate.
- In "low trust societies", those in which *homo hominis lupus est*, people are not willing to disclose what their real problems, feelings, and judgements are because all "public" statements are subject to tactical instrumental considerations. In such a situation, any consensus reached through a seemingly participatory process may not represent the true picture, and the decisions reached may therefore not be realistic.
- A similar situation can arise in groups or societies where people have a tendency towards "false consensus" (i.e., where people will almost invariably say "yes", even if they mean "no").
- Another possibility is that people are afraid or reluctant to make commitments. The reason could be, for example, that any commitment would restrict the participant's freedom to freely dispose of resources. This is a situation that is characteristic of "dissipative" economic structures , in which the flow of external funding is disproportionately higher than existing productive capacities.

- A limitation of the use of MAPA can also be created by group dynamics, when it develops in the direction of allowing the dominaiton of a set of ideas, or of individuals. The facilitation and visualisation techniques atempt to avoid this trap.
- The participatory processes need representation of all interested parties, while the group dynamics is rarely good with more than twenty participants. Alternative meetings with clusters of stakeholders are recommended in case groups are likely to be too large.
- More generally, participatory processes do not lead to binding commitments if the logic of appropriating resources for private use interferes with the intervention logic of the project (for an explanation of this term see the section on "logframe" in part III). In this case, the project will build a façade of seemingly logical activities that in reality serve another purpose, which is to allow people to participate in the sharing of the flow of resources.
- Finally, such facades are likely to be built whenever a second, "parallel" hierarchy exists side by side with the official one. One example is a government bureaucracy penetrated by members of a political party or secret society. This party or society's own hierarchical structure will secretly make all the real decisions, irrespective of any official decisions, perhaps even adapting official decisions to their secret ones.

Strategic Planning and Project Planning

Project Planning concerns efforts to achieve limited goals with limited resources in a limited period of time. This is the arena for the MAPA-PROJECT.

Strategic Planning concerns long term goals that cannot be planned in the same manner as projects. In a pragmatic sense, human, material, and financial resources cannot be calculated accurately over longer periods of time. And in a more fundamental sense, strategic planning requires a long-term vision that is flexible enough to accommodate tactical changes, changes that do not compromise the long-term goal embedded in the vision. This is the arena for MAPA - STRATEGIC PLANNING.

Thus, a "project" is a tactical manoeuvre within a long-term strategy. While it must fit into the bigger picture, it can be planned with much more precision because of its clear limits. These limits concern the definition of the goal, the time frame given to achieve this goal, and the resources and activities employed to reach that goal.

Any larger organisation, institution, or even social group usually has an explicit or implicit strategic vision, whether it has been planned or not. Organisations, institutions, and social groups also have internal "cultures," and characteristic methods of pursuing goals and of reacting to events in the outside world. These methods are the arena for MAPA - ORGANIZATIONAL DEVELOPMENT.

Thus, projects must be compatible with both the strategic planning and the culture of an organisation. This has several aspects:

- The *goals* of the projects must fit into the larger strategic goals of the organisation.
- The *methods* of the project must be compatible with the methods usually employed by that organisation (remember the incompatibility between hierarchical and participatory approaches).
- Similarly, the *organisational culture* and the management model of the project and the organisation must be compatible.
- The *target group(s)* of the organisation and of the project should at least be headed in the same direction: you cannot run a project for landless people within an organisation serving the interests of large landowners.
- The organisation's strategy and the project's goals need to address the same interests, needs, and problems.
- The partner organisations of the project should not be in conflict with the partner organisations of the host institution: a labour union cannot run a project for employers.

While there are no hard and fast rules about what is congruent and what is not, the application of common sense in the preparatory phase of a project will usually clarify if and how a certain project idea fits into an organisation. Alternatively, the inventors of a good project idea can (and should) carefully consider to which organisation or institution they want to attach the project.

MAPA-PROJECT and PROJECT CYCLE MANAGEMENT (PCM)

There are three main differences between the widely spread "project cycle management" and MAPA-PROJECT (fig. 2):

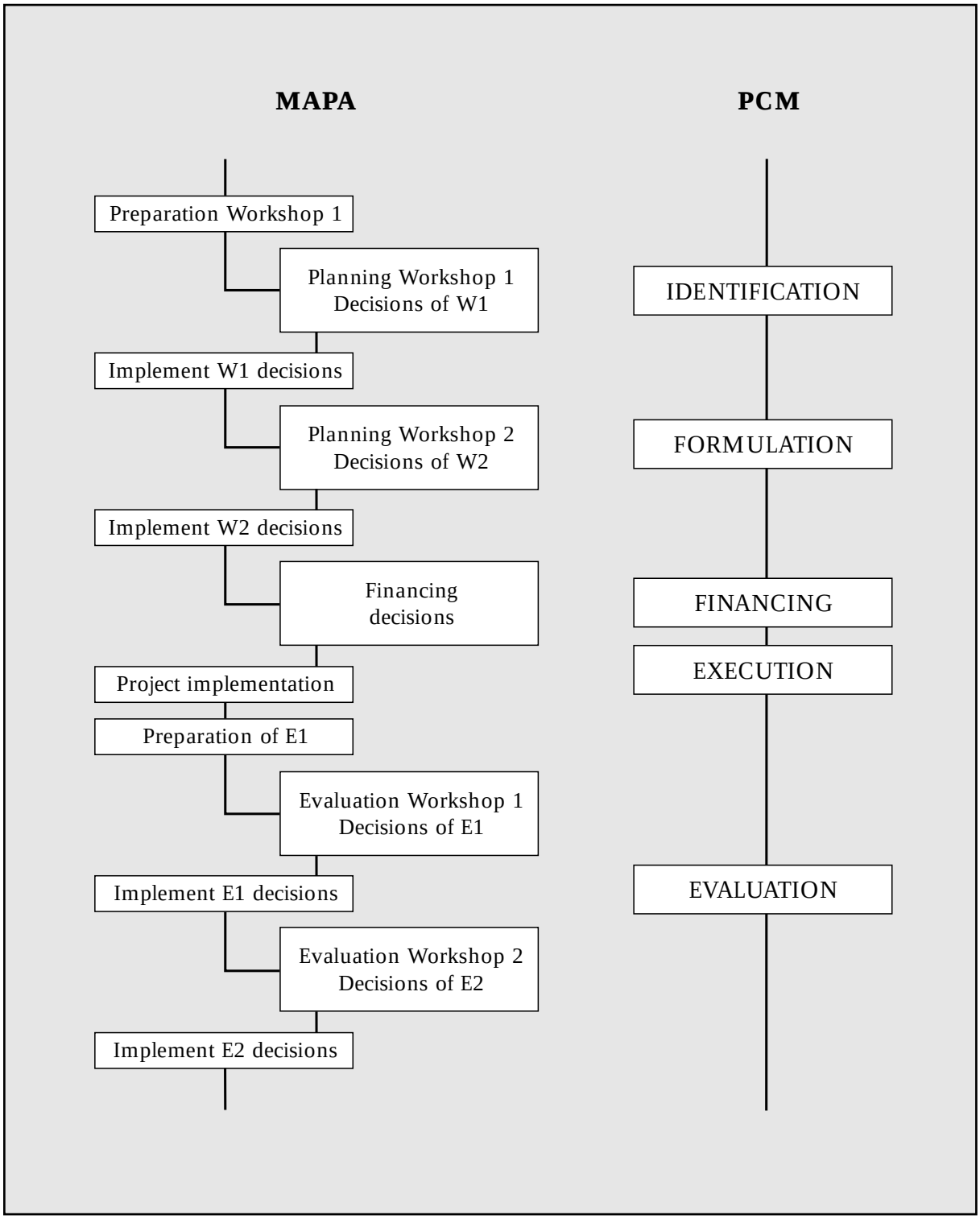
1) MAPA-PROJECT specifies which decisions are taken when, and it includes a method of reaching decisions based on consensus between stakeholders, providing the advantages described previously.
2) MAPA-PROJECT specifies a sequence of two workshops with definite aims, both for planning and evaluation, while PCM leaves the number of workshops open. In other words, MAPA-PROJECT is more strictly operationalised than PCM (the details of this operationalisation are the subject of part III of this handbook).
3) Perhaps the most important advantage of the MAPA-PROJECT system is the strict parallelism of the two Evaluation Meetings with the two Planning Workshops (see fig. 3 and the section "Overview"). This allows the use of MAPA-PROJECT evaluation as an exercise in re-planning the project. In this manner the advantages of increased transparency, consistency, and accountability can be built into projects that were originally conceived using a less stringent model.

For small and routine projects, even the "normal" two-workshop sequence of MAPA-PROJECT may be too clumsy. For such cases, there is a "fast-track" process in which all requirements can be met in the course of just one workshop (fig. 4). This is not intended as an excuse for sloppy work or for cutting short time and money; an organisation using the MAPA-PROJECT process should define strict criteria concerning the size and complexity of projects for which the "fast-track" option is appropriate.

There is one particular application of the "fast-track" process that needs to be mentioned here: its use as an instrument for making decisions about project proposals that are submitted to the organisation for funding. A "fast-track" evaluation of the application document allows for testing of the internal consistency of the project plan and its adequacy for the environment for which it is planned.

The following diagram shows how the "planning" stage of the PCM process is further divided into two workshops, with a phase for collecting information and conducting studies in between them:

Fig. 2. Comparing MAPA and PCM procedures



The "evaluation" phase of the project is similarly divided into two workshops, with a phase for collecting and analysing information in between them.

The next diagram shows the parallelism between the planning and the evaluation stages, which allows for the use of a MAPA-PROJECT evaluation as a re-planning exercise:

Fig. 3: Parallelism of MAPA planning and evaluation procedures

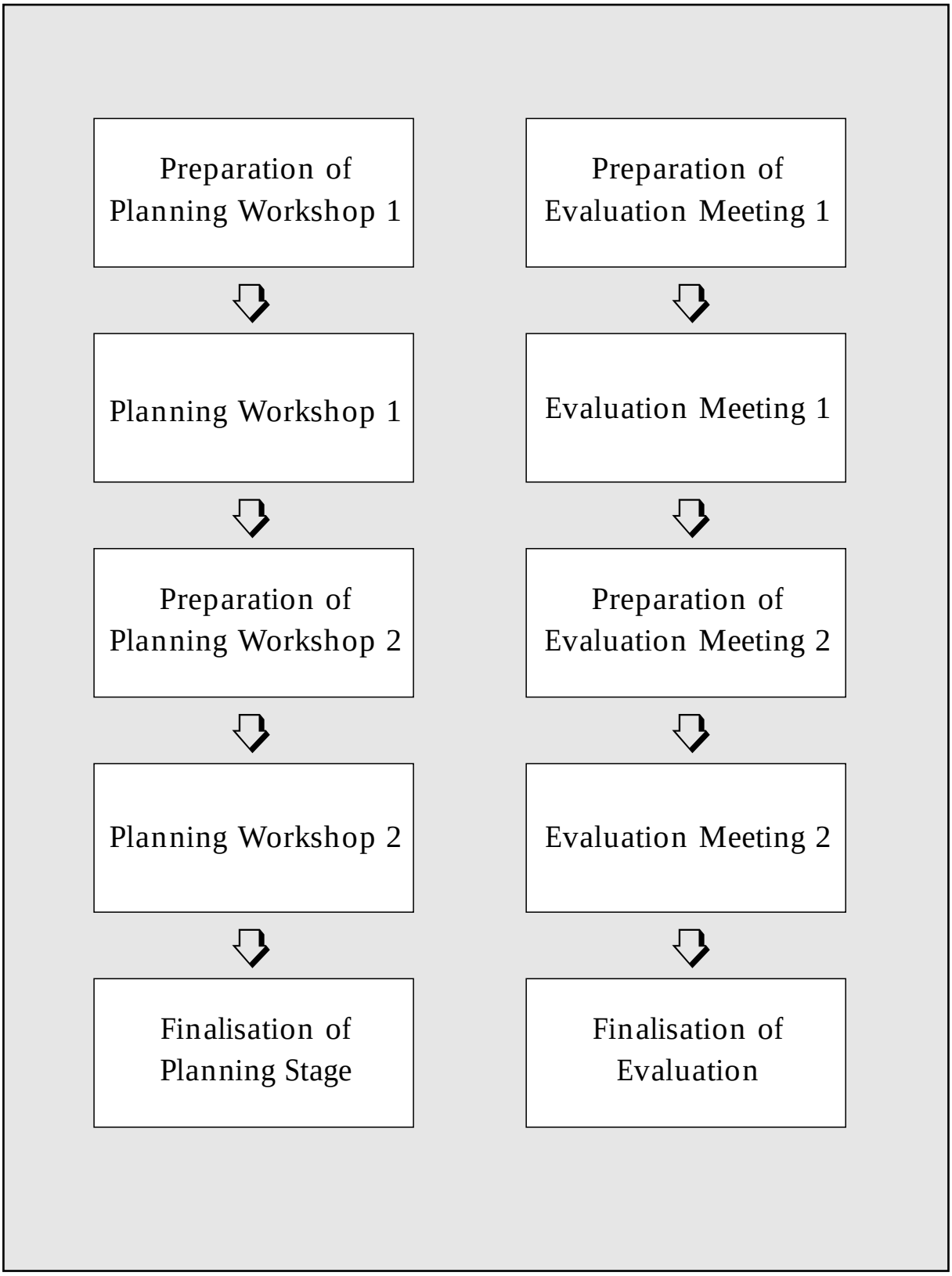
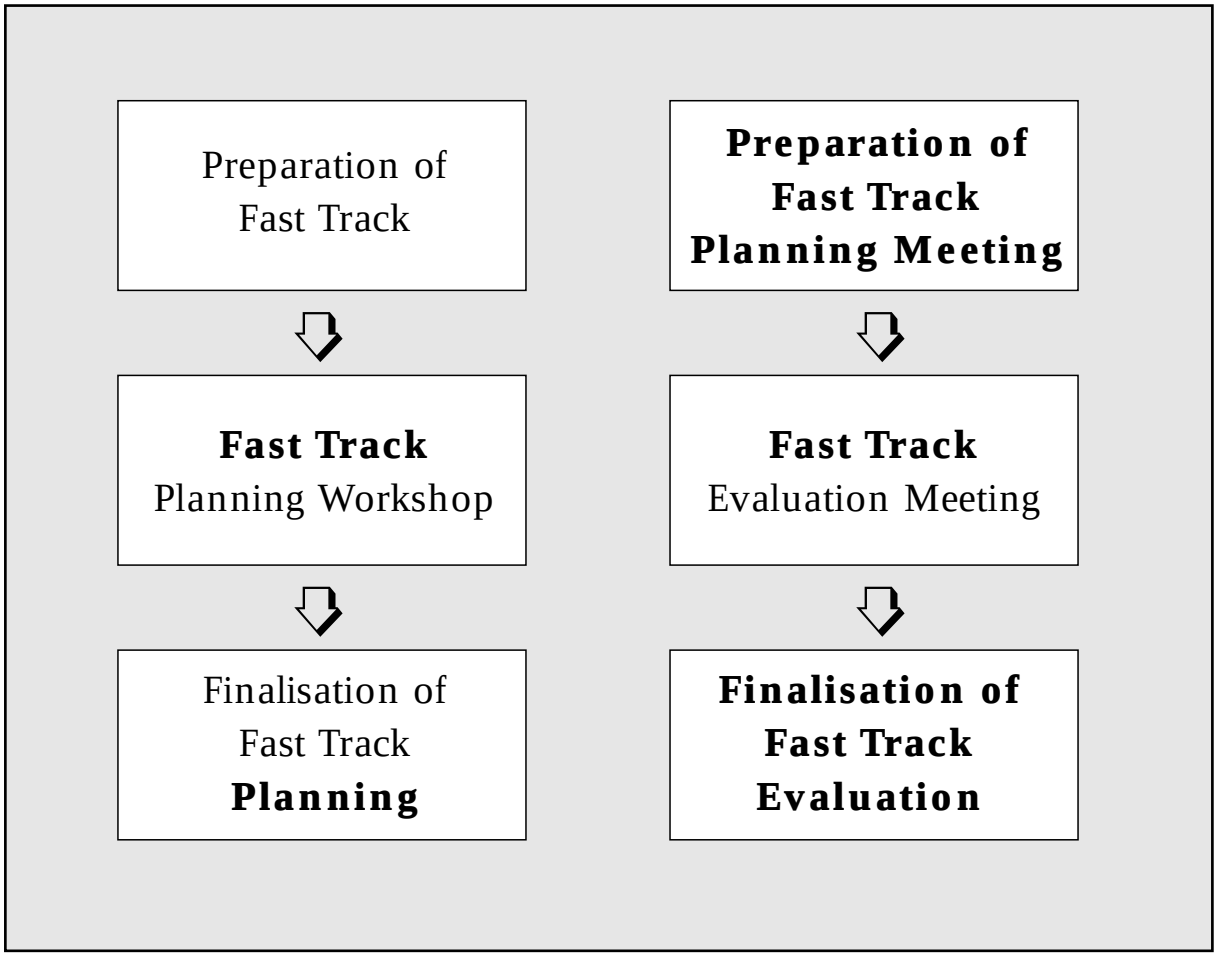


Fig. 4: The Parallel Steps for MAPA Fast Track Planning and Evaluation



MAPA-PROJECT Overview

This chapter gives a brief description of the meaning and purpose of the different phases of the MAPA-PROJECT process. It is an overview, and the operational details follow in part II. The overview follows the division into a planning and an evaluation stage, both in the "normal" process of two workshops for each phase and in the "fast-track" process (with only one participatory and facilitated workshop for each phase).

The most important point for all types of workshops is that the participation of the representatives of all relevant stakeholder groups is ensured. This goes beyond mere discussion: at some stage there is always the necessity to make *binding* decisions. At this point, the workshop participants must be empowered by their respective organisations and/or groups (constituencies) to make such binding decisions (commitments concerning the use of people, materials, equipment, time, and money).

A second important point for all types of workshops is the recommended use of a *team of two facilitators*. Years of experience in the context of organisations in the field of development have clearly demonstrated the advantage of having two facilitators rather than only one: a single facilitator simply cannot keep track of all the details of the group processes and, at the same time, keep the discussion focussed along the lines of the previously agreed agenda. Therefore, it is essential that the two facilitators compare their perceptions in the breaks between sessions and take turns in facilitating. Their perceptions thus gain in objectivity and their activity is less influenced by the emotional and cognitive strain that group processes invariably produce.

It should also be obvious that the less the facilitators are directly involved in the project under discussion, the more efficiently they will work. The more they are "outsiders," the more impartial they can be towards the expression of (sometimes diverging) interests in the processes of discussion and negotiation that are the essence of the MAPA-PROJECT workshops. This will not only increase the trust of all participants in the results of the workshop (i.e. the project plan), it will also enhance the credibility of this plan in the eyes of outside organisations, such as a funding organisation. For the same reason it is often advisable to conduct the workshop on "neutral grounds" (i.e., in a location different from that of the organisation which will be running the project).

One last word about the facilitators at this point: while the participants of the workshops do not need to know the MAPA-PROJECT method in any detail, the facilitators must be so familiar with it that they can respond to the particular case and people present with the flexibility characteristic of the MAPA-PROJECT. However, flexibility does not mean arbitrary adaptation of the method. Once the decision for a MAPA-PROJECT has been taken (and this should be taken well in advance of the workshop and fully cognisant of the implications of this decision), the process must be followed through completely in order to achieve the desired results. Thus, the facilitators bear full responsibility for adherence to the MAPA-PROJECT process by following the appropriate steps, while the organisation continues to carry the responsibility to act according to the results of the participatory negotiation process so followed.

Planning

The planning process moves from the diagnosis of a particular situation (conducting a needs assessment, for example) to clarifying goals for a project, and finally to the identification of the concrete activities that are expected to lead to the achievement of these goals.

The planning process does not start with Planning Workshop I. It starts when a preliminary project idea appears as an appropriate response to a situation, and when there is a person who can promote this idea in the institutional context of the situation.

Any kind of project can grow from this idea, provided the "promoter" has enough resources at his or her disposal. Once this person decides to follow the MAPA-PROJECT process, however, events follow a prescribed sequence of logical steps. The first of these steps is to collect and process the existing information (such as existing needs assessments), to identify the relevant stakeholders, and to invite them to Planning Workshop I, sending them the relevant information well in advance. During this workshop (which lasts from two to three days), the preliminary diagnosis is expanded and

the preliminary project idea is detailed and put into the formats of a preliminary logframe and a preliminary project implementation plan. The participation of stakeholders in this workshop may eventually reveal that the initial diagnosis of the situation rested on too little information, and also that not all relevant stakeholders are present.

The information gaps identified during the first workshop will be filled during the interim before the second workshop, which usually lasts at least two weeks. How the information will be gathered during this time and who else should take part in the second workshop is decided at the end of the first workshop. These decisions are transformed into a Gantt schedule for the preparation of Planning Workshop II, which follows a similar format as the project implementation plan.

This Gantt schedule details which studies (impact analysis, risk assessment, target group analysis, organisational analysis, financial assessment, environmental analysis, gender analysis, etc.) need to be undertaken by whom and who else needs to be contacted in addition to those present at the first workshop. The implementation of this schedule is the responsibility of a specific "project group" for the preparation of Planning Workshop II. Sometimes it is necessary to appoint specific working groups (which may also include or contract external consultants) to conduct particular studies and process the information for Planning Workshop II.

All the information gathered in the meantime must be distributed to all participants of Planning Workshop II, during which the project plan is finalised. This requires that care be taken to distribute the information well ahead of Planning Workshop II and to invite not just the representatives of all relevant stakeholders, but the real decision-makers. Alternatively, it must be ensured that the representatives are invested with the necessary decision-making authority by their organisations.

The participants of Planning Workshop II together arrive at a consensual decision about the project's goals, activities, and budget. This includes decisions about how the achievement of the project's goals can be objectively determined (the objectively verifiable indicators and the kinds of documents that will contain the needed information). Some of these may be routine documents of the project or other organisations; some may require specific data collection. The idea is to avoid a mistake that many projects have made in the past: that of collecting and documenting information, 90 per cent of which is not needed, while producing only 10 per cent of the information that is really needed to evaluate the success of a project. In sum, Planning Workshop II decides on a valid monitoring and evaluation system.

Thus, at the end of Planning Workshop II, it is clear what the project should achieve, how it should be achieved, and how this achievement can be measured. It is also clear what contribution is expected from each of the relevant stakeholders, and these commitments have been documented in the logframe and the project implementation plan.

How this result is achieved in detail is set out in the planning section of part III of the handbook.

Evaluation

A project evaluation is meant to investigate the effects and consequences of project activities against well-defined criteria: for instance, to determine to what extent a project has reached its explicitly formulated goals. Evaluation should be understood less as a "passing of a judgement" and more as a learning exercise. Determining the cause(s) for less than 100 percent achievement can enable an organisation or a project to avoid these mistakes in the future. If the evaluation is a midterm review, this learning can be integrated into the same project. If the evaluation is a final evaluation, it can benefit follow-up projects.

To run a MAPA-PROJECT evaluation does not require that a project has been planned according to this particular sequence and logic. It only requires that the organisation and the project agree to being evaluated according to this logic and with the participation of the relevant stakeholders.

Once this agreement is reached, any non-MAPA project can use an evaluation in order to be transformed into a properly planned MAPA project by re-planning. In this case, Evaluation Meeting II also becomes a planning workshop, at the end of which a logframe and a project implementation plan will have been agreed upon. The sequence is then slightly different from a normal evaluation, which we will describe first.

For a normal MAPA evaluation, it is not important whether we are dealing with a mid-term review, a final evaluation, or even an ex-post (impact) evaluation. All of them require a sequence of two workshops of two to three days each with an interim period of at least two weeks to collect additional information and conduct any additional studies needed. This sequence is strictly parallel to the sequence of the two planning workshops described above (see also the diagram in Fig. 3).

The MAPA-PROJECT procedure for evaluation then guarantees three types of consensus:

- consensus on the *method* (participatory stakeholder evaluation)
- consensus on the *indicators* employed to measure the project's success
- consensus on the degree of achievement reached by the project.

The evaluation goes faster if it only follows the internal logic of the project as planned. It is then reduced to a simple checking of existing indicators, provided these have been properly defined and agreed on previously, as in the standard MAPA-PROJECT procedure. In this case, Evaluation Meeting I may conclude that the existing information is sufficient to allow all relevant stakeholders to come to a consensual agreement on the degree of achievement shown by the indicators. If *all* participants agree that 1) the indicators defined during the planning stage cover all the relevant aspects of the project and 2) all the relevant information has been produced by the project, Evaluation Meeting I *may* achieve the aim of determining the degree of achievement of results and project purpose by interpreting existing information according to previously agreed procedures. The advantage of the MAPA-PROJECT still lies in getting all stakeholders to participate in this interpretation. In this way, the interpretation of success is a *shared* and transparent one, which therefore has more validity than a purely expert evaluation by an outside evaluator.

It is always advantageous to have an external evaluator, though. All internal evaluation suffers from the blind spots that involvement into particular routines always brings about. An external evaluator always brings a fresh and independent perception and judgement to the project, which can only enhance the learning effect intended by an evaluation.

Experience has shown, however, that it is better not to restrict the evaluation to the internal project logic in the manner just mentioned. Additional insights are always gained if the evaluation tries to look beyond the project's boundaries or "behind" the project. One always sees more if one tries to rethink the project from the start by seeing it as a response to a particular constellation of problems in its environment. In this way, an evaluation can be more than a simple check on the project's efficiency; it can also give a fresh view on the project's adequacy. Instead of only attempting to see if the project is still on track, the evaluation can attempt to find out if that track is still the right one.

During Evaluation Meeting I of a MAPA-PROJECT evaluation, the participating stakeholders agree on a list of indicators according to which the project can be evaluated. If the evaluation is run according to the second mode described in the previous paragraph (by looking "behind" the project), this list of indicators is generated through a participatory group exercise. Therefore, this list may be different from the list of indicators that were established in the project document arrived at during Planning Workshop II.

For the same reason, the interim period for data collection remains necessary, even if the project's employees have been careful about collecting and documenting the information as specified in the original plan.

It should be mentioned that an external evaluator may also bring his or her own list of indicators, and these may conform to a list of standardised indicators used by particular international funding organisations. These can simply be integrated into the overall list of indicators arrived at during Evaluation Meeting I. Existing lists of "standard" indicators (for education, for example) originating from international organisation may also be of use. But it is always better to rethink the "intervention logic" (for a detailed explanation see the section on "logframe" in part III, Appendix 6) of the project and derive the indicators directly from there.

All the information collected in the interim period must be distributed to all participants of Evaluation Meeting II *well in advance*, allowing participants time to study these materials before the workshop is convened. During Evaluation

Meeting II, this information is analysed by all stakeholders, who can now reach an agreement on the degree of goal achievement based on the objectively verifiable indicators agreed on earlier.

If the evaluation concerns a project not originally planned according to the MAPA-PROJECT method, the last part of the second workshop is also used to fill in a logframe and a project implementation plan in the same manner as in a regular planning workshop. On the basis of the general diagnosis and the indicators already agreed upon, this is not difficult to achieve. What is needed is a revision of existing goals and activities in order to incorporate additional insights gained during the evaluation. However, this can only be achieved if, as in Planning Workshop II, all the relevant decision makers are participating in Evaluation Meeting II.

To sum up, an evaluation should not be understood as an outsider's (hostile) assessment of the project's faults, but rather as a learning opportunity that allows for the following:

- Increasing the capacity for managing the project itself
- Correcting mistakes that may have been made during all stages of the project
- Increasing the technical capability of the partners
- Increasing the technical capability of all the institutions involved in the planning, implementation, and evaluation of the project
- Avoiding the repetition of mistakes other projects have already run into
- Stimulating sectorial, trans-sectorial and transnational learning
- Increasing the capacity to detect, manage, and minimise the risks of the project
- Redefining the objectives of the project when external changes have occurred or when this would increase the project's adequacy.

Fast-track Planning

Projects below a certain size and level of complexity, especially routine projects, do not justify the costs of the full MAPA-PROJECT sequence, with its two workshops of several days each. For these cases, the MAPA-PROJECT provides a shortcut through fast-track planning (and evaluation). To avoid sloppy planning, however, an organisation should be careful to establish clear criteria for the kind of project that is eligible for fast-track planning.

Unlike the normal planning process, *all* relevant information must be made available to *all* participants of the fast-track planning workshop. As in Planning Workshop II, the participants must be in a position to make binding decisions on behalf of the stakeholders they represent. Once these conditions have been met, the participants of a fast-track planning workshop can run a full-scale participatory stakeholder diagnosis, definitely determine the project's goals, and decide on a binding logframe and project implementation plan.

In the case of routine projects, the whole process may be rather quick, since there will already be both a logframe and a project implementation plan from previous cycles of the routine project. These only need to be updated in light of any changes in the environment that may have occurred in the meantime.

Fast-track Evaluation

Projects that qualify for fast-track planning may also qualify for fast-track evaluation. Fast-track evaluation may also be decided upon for other projects in order to provide a quick check on internal assessment.

As in the fast-track planning workshop, all relevant information must be distributed to all participants prior to the actual workshop. It is also important to get all relevant decision-makers to participate in the workshop, as its outcome is a final decision on the degree of achievement of a project. Decision-makers who have not had a chance to participate may later oppose the results of a fast-track evaluation. If, on the other hand, all relevant decision makers are present, a fast-track Evaluation Meeting may even come up with a preliminary evaluation report that will later be detailed by a project group.

MAPA "STEP BY STEP"

MAPA unites freedom of invention with an orderly sequence, leading to clearly structured results. To achieve the transformation of participatory decision-making into tangible results, the suggested sequence should always be followed. Therefore, this part of the handbook is intended as a guide through all the individual steps, in enough detail to enable any trained facilitator to guide participants through the process and to enable any decision-maker to organise the sequence of workshops and the production of the necessary documents.

The sequence always begins with preparing the workshop, clarifying what happens during the workshop, and setting out what has to be done after the workshop, either in preparation of the second workshop or to "finalise" the sequence.

For each of these well-defined segments, we clarify what "preconditions" must be met before it can be undertaken, what "guiding questions" must be answered in the process, which individual "concrete steps" must be taken, and, finally, what "results" will be achieved by this. A number of the "concrete steps" occur in more than one workshop or preparatory period and are therefore described in more detail in one or another of the appendices. The same applies to the document formats of some of the "results."

Part III of the book may therefore be considered the "toolbox", while this part of the book gives detailed instructions on how and why particular tools should be used in a particular order, providing the sequence of movements you must make with those tools in hand in order to achieve the results you want.

One of the results should always be the ability to answer the "guiding questions" in the respective sections. You will find that whenever there is a sequence of two workshops, some of the questions appear in both the first and the second workshop. This means that the first workshop tries to come up with preliminary answers, while the second workshop will have to find the definite answers. To do this usually requires additional information and expertise, or the participation of additional stakeholders and decision-makers. Which additions are needed, however, is always something for which the first workshop has to find a definite answer.

While we have tried to phrase the "guiding questions" in the most encompassing way we could think of, we cannot claim that other questions may not be relevant for particular cases. Just remember, these are "guiding" questions that define the minimum area to be covered. They may guide you to other questions in other areas that must also be answered for the particular project to which you try to apply the MAPA principles and methods.

NORMAL PLANNING

Preparation of Planning Workshop I

Preconditions

To begin with, only three preconditions must be met:

1) There must be a preliminary project idea.
2) A decision-maker within the organisation must decide to use the MAPA-PROJECT method for project planning and evaluation.
3) This decision-maker must control a budget that allows him to finance the MAPA planning process.

Guiding Questions

- Who will be responsible for the planning of the project?
- Who will assist in the planning of the project?
- What is the problem the project will try to solve? Or,
  Which is the area of intervention for the project?
- Which information about this problem / intervention area is available?
- Who are the likely target groups?
- Who are the potential partners?
- Who are, therefore, the relevant stakeholders to be invited as participants for Planning Workshop I?
- Who can facilitate the planning process? - This question takes into account that it is not advisable to hire different (teams of) facilitators for Planning Workshop I and Planning Workshop II. Just in case it is not obvious: knowing the problems and at least some of the participants and their communication styles makes facilitation easier for Planning Workshop II because the facilitators can concentrate on what is new and particularly relevant at this stage of the process, rather than having to familiarise themselves with the overall situation and with all the participants.
- What are the logistics for Planning Workshop I? (Location, materials, equipment, travel arrangements, accommodation)

Concrete Steps

1) Appointment of a "project promoter"
   The "project promoter" is the person responsible for the *planning process*. Proper project planning is a complex process that itself needs to be managed. This is the task of the project promoter. He or she may also be the source of the original project idea and/or the manager of the project itself, but this is by no means necessary. The director of an organisation may have a brilliant project idea but no time to follow it up, and he may be able to delegate the organisation of the planning process to one of his assistants, who also may have too many other tasks to be able to manage the project itself. Alternatively, the originator of an idea may know the ideal candidate for the position of project manager, who is also in a position to manage the planning process.
   What is important at this point in time is to clearly designate the person responsible for the planning process and to make sure that this person has enough resources to manage the planning process. By "resources" we mean *time*, *money*, and the *necessary support* for questions of logistics and information gathering. For more complex projects, it may therefore also be necessary to appoint/designate a "planning team".

2) Appointment of a "planning team" (if necessary)
   This team will help the project promoter gather all available information about the intended area of intervention, identify and contact possible stakeholders (target groups, partners, and opponents), and organise the logistics of the planning process. The team may be chosen together with the project promoter or by the project promoter, depending on the decision processes within the organisation. It may also include people from partner organisations.
3) Collection of information by the project promoter (and the planning team)
   Initial project ideas are often based more on hunches, on "intuitive insights", than on an objective analysis of a situation. At this stage of the planning, however, it is necessary to give this initial idea a more objective position by collecting existing information about the problem or the area of intervention that the project is intended to address. Analysing existing documents should make it possible to define the idea more clearly and to see how it relates to social groups, organisations, and institutions in the area of intervention. In more abstract forms of planning, this may appear sufficient to develop precise justifications for the project. In MAPA-PROJECT, it leads to the (preliminary) identification of stakeholders, who will then be invited to participate in the further planning. Therefore, the analysis of documents should be complemented by a more direct study of the *target group(s)*, the *possible partners*, and the *expertise* (i.e. "living knowledge") about the area of intervention, including but not restricted to acknowledged experts. The reviewed documents retain an important place however: the project promoter (and the planning team) are expected to synthesise this information into a document which will be distributed well in advance to all participants of Planning Workshop I.
   Some examples of such available information are as follows:
   - ❖ official statistics (population, health, education, environment, economic conditions, etc.)
   - ❖ published studies by relevant institutions
   - ❖ books and journal articles.
4) Analysis of the target group
   The project promoter (and the planning team) should at this stage conduct a target group analysis (for details see appendix 13). However preliminary this may be due to limited resources, it is essential for the identification of the participants of Planning Workshop I. Without direct input from the target group, no project can claim to be participatory, be it MAPA or not MAPA. And without documented participatory elements, it has become difficult to scout for the funding of social intervention projects (whether in the area of education, health, agriculture, the environment, minority rights, or any other) because participation, along with sustainability, are at the top of the priority lists of virtually all national and international funding organisations.
5) Identification of possible partner organisations
   Few, if any, projects stay within the borders of a single organisation: they can only be implemented in collaboration with one or more institutional partners. Since such collaboration cannot be planned by one partner alone while still expecting the other partners' compliance with this plan, such partners should be involved in the planning of the project as early as possible. During the preparatory phase of Planning Workshop I, they are identified, contacted, and invited to participate (for details of the analysis of partners see appendix 14).
6) (Preliminary) analysis of the organisational landscape
   Any social intervention project is but one player in a "landscape" of social groups, organisations, and institutions (for details of the analysis of the organisational landscape see appendix 15). Some of these can be viewed as partners, supporters, or, at least, sympathetic observers. Others may become obstacles or enemies if they perceive the project as an infringement on their terrain or interests. It is advisable to identify the latter in particular rather early. Including them in the planning process, by inviting them to participate in Planning Workshop I or at least by asking for their expertise, may make them feel less threatened and occasionally even turn them into supporters.
7) Identification of experts needed for the planning process
   On the basis of the preliminary analysis of existing information, it is almost always possible to immediately identify knowledge gaps and areas of expertise that will be needed for good and realistic planning. It is often advisable to include such experts in Planning Workshop I. At this stage it is necessary to prepare terms of reference for their participation, even before identifying particular individuals.

8) Identification of the participants for Planning Workshop I
   Completing steps four through seven will give the project promoter (and the planning team) a reasonably detailed list of all the stakeholders of the project (target group(s), possible partner organisations, possible opponents, etc.) and of the kind of experts needed. From this list the project promoter (and the planning team) draw the actual participants, depending on their importance and availability. It may sound easy, but securing a variety of people's participation in one event (getting all the *relevant* people into the same room at the same date under the guidance of a competent team of facilitators) requires considerable attention, flexibility, and communication skills.
9) Contracting the facilitators
   As mentioned before, it is advisable to contract a team of two facilitators who are proficient in the MAPA-PROJECT method and who are willing (and committed) to accompany the whole of the planning process (i.e. Planning Workshop I *and* Planning Workshop II). The facilitators should always be as neutral towards *all* stakeholders as possible, and they do not necessarily need to identify with the project idea either. In order to facilitate the participants' own thinking and communication in the planning process, they should be as non-partisan as possible (i.e., it is preferable that they be hired from outside the organisation intending to run the project).
10) Logistic preparation of and invitation to Planning Workshop I
   (see also appendix 1: Checklist for the preparation of workshops)
   Once the date has been set, possibly through negotiation with the relevant participants, the logistics for the workshop need to be tackled. This includes not only the identification of a proper location and the preparation of necessary materials (preliminary documents, paper, pens, etc.) and equipment (flipcharts, camera for documentation, etc.), but also the invitation of participants, their confirmation of participation, their travel arrangements (including visas, if necessary), and their accommodation. Two points need particular attention:
   10 a) The event should be held on as "neutral" ground as possible so that participants do not feel that the choice of location was designed to influence the outcome. Also, the room must be big enough and have at least one blank wall that can be used for attaching the cards. Finally, a good arrangement for coffee and meal breaks as close to the main workshop room as possible is advisable. This gives participants a chance for informal communication during breaks and avoids completely breaking up group cohesion while travelling to another location for meals.
   10b) All participants should be provided with a synthesis of the information reviewed by the project promoter (and the managing team) *well in advance* to give them a chance to familiarise themselves with this information and to reflect on their own opinions about this information and the direction the project should take.
11) A "project planning reporter" should be appointed. This person is responsible for documenting the process of Planning Workshop I, for gathering all the information and provisional plans produced during the workshop, and for collating all these data into a provisional project document for distribution to all participants.

Results

- ❖ All preliminary documents (terms of reference for experts, document containing a synthesis of existing information) are available.
- ❖ All participants have been invited, have confirmed their participation, and have received all preliminary documents.
- ❖ The facilitators have been contracted.
- ❖ The logistical preparation of Planning Workshop I has been completed (time and location have been set, room, materials and equipment have been prepared, travel arrangements have been made, and accommodation has been booked).
- ❖ The "project planning reporter" has been appointed.

Planning Workshop I

Preconditions

1) All the results of the previous phase have been achieved.
2) The financing has not been cut in the interim period.
3) The participants have studied the documents sent to them, have come, and are still willing to participate in and contribute to Planning Workshop I.
   This may seem trivial, but in particular, possible opponents (whom the project promoter invited in order to get them "on board") may have decided to come in order to sabotage the project rather than to assist its planning. But nothing is lost yet: remember that for MAPA *all* perspectives, even contradictory ones, are regarded as an asset. While intending saboteurs may make Planning Workshop I more difficult to facilitate, they will hardly be able to sabotage it completely, and their views will ultimately be part of the overall pool of ideas that the planning process has taken into account.
   A more serious handicap to the success of Planning Workshop I is the absence of one or more of the relevant stakeholders who earlier confirmed their participation, particularly representatives of the target group. The process can still go on, however; while the results of Planning Workshop I will be more tentative, missing views can be included during the preparation of Planning Workshop II and during Planning Workshop II itself.
4) One person has been designated to be responsible for documenting the process and the results of Planning Workshop I. This is very important because of the visual techniques used facilitate a rather complete documentation of *all* ideas during the workshop. These ideas represent the most important resource for the following stages of the planning process.

Guiding Questions

The Guiding Questions for Planning Workshop I fall in two groups:

1) Questions concerning the project and its intended effects. These questions will find only a preliminary answer during the workshop and will have to be asked again during Planning Workshop II, after additional studies have been undertaken and additional relevant stakeholders have been contacted. On this basis, Planning Workshop II will have to come up with definite answers to these questions. However, Planning Workshop II will not ask any fundamentally *new* questions.
2) Questions relating to the preparation of Planning Workshop II (such as the additional information needed, the additional partners, target groups, and experts to be contacted, etc.). If the overall planning process is to proceed smoothly, these questions must be answered definitively during the course of Planning Workshop I.

1) Questions about the project in general:

- What are the problems that the project will address?
- What are the goals that the project will try to achieve or contribute to?
- How can the achievement of these goals be measured?
- How and from where can the information about these measurements be obtained?
- How (through which activities) will the problems be addressed / the goals be achieved?
- What kinds of human and other resources will be needed for these activities?
- Who will fund the project?
- Who are the target groups of the project?
- Who are the relevant players in the institutional landscape?
- Who are the partner organisations for the project?
- Who will be responsible for which activities?
- Are there alternative ways of reaching the project's goals? (Are the suggested activities the most efficient ones?)

- ❖ What will be the project's impact on
  - the environment?
  - gender relationships?
  - the economic situation?
- ❖ How does the project fit into the environment?
- ❖ Is the project compatible with the organisation that will be responsible for it?
- ❖ Will the project's effects be sustainable?

2) Questions relating to the preparation of Planning Workshop II

- ❖ What additional information is needed about
  - other target groups?
  - additional partners?
  - the institutional landscape?
  - the cultural environment of the project?
  - the selection criteria of donor organisations?
- ❖ Which particular studies need to be conducted in the preparation phase of Planning Workshop II?
  - Viability studies?
  - Environmental Impact Studies?
  - Needs Assessments?
  - Gender Studies?
  - Risk Assessments?

Concrete Steps

1) The facilitators prepare the room (seating arrangement, materials, and equipment).
2) Participants are welcomed and introduce themselves (see appendix 2).
3) A problem diagnosis is conducted, to which all participants contribute (see appendix 4).
4) *All* the problems are displayed on a free wall in the room.
5) Participants prioritise the problems using a sticker technique (see appendix 3).
6) The problems are grouped into clusters of similar and/or related problems (see appendix 4).
7) For each cluster, a "problem tree" is constructed (see appendix 5a) to clarify the cause-and-effect relationships between problems.
8) For problems that are not amenable to the problem tree technique, alternative methods (like the Eisenhower model in appendix 5b) are used.
9) On the basis of the problem diagnosis, a hierarchy of goals is derived, which may take the form of a "tree" of goals (see appendix 5a). Thus, the relationship between these goals represents cause-and-effect relationships, which translate into an "intervention logic." (How does the achievement of one goal on a lower level contribute to the achievement of a goal on a higher level?)
10) A provisional logframe matrix (see appendix 6 for details) is constructed, which clarifies *both* the "intervention logic" *and* the measurement of goal achievement. It is important even at this stage of the planning process to construct a *complete* logframe matrix, even if it is only a provisional one. Goals for which no appropriate measurement and source of data can be found cannot be retained as project goals, however reasonable or noble they may appear to participants. Similarly, it is important to clarify the assumptions for all four levels of the logframe matrix. Participants may realise that certain goals need to be redefined because their achievement depends on rather unlikely external conditions.
11) Once the logframe matrix is complete, participants are guided through a "mopping up" exercise (see appendix 8), which alerts the group to any problem or idea that may have been overlooked. The group then has to decide whether these problem or ideas need to be taken care of right away, failing which they can be transferred to the "treasure box" (see appendix 3) for later.

12) A provisional risk analysis (for details see appendix 10) is conducted, which clarifies whether there is a need to redefine goals because of unrealistic assumptions.

13) The provisional logframe matrix is then subjected to another severe test: participants are asked to look at it with the eyes of a reluctant funding organisation in order to identify "holes" or "gaps." They should try to "kill the project" by attempting to "prove" any of the following:
- The goals are unrealistic.
- The intervention logic is not plausible.
- The goals cannot be measured.
- The data for the measurements cannot be found.
- The assumptions are highly unlikely to come true.

Participants usually dislike this exercise. It is only human to be proud of what one has just succeeded in building, and here people are asked to do the opposite, to humiliate the product of their collaborative effort by finding fault with it. Nonetheless, it sometimes proves useful for improving on provisional results by pre-empting criticism that other people may later direct at the project proposal. There are three possible outcomes of this exercise:

13a) Participants conclude that the result of their collaborative effort can withstand even severe criticisms with no or only slight modifications. In the latter case, these modifications to assumptions, goals, or indicators are incorporated into the logframe immediately. From here participants move on to step fourteen, the provisional project implementation plan.

13b) Participants conclude that the information available to date is so sketchy that many (or all) of the assumptions about the project's success are highly questionable, and even the goals may not be realistic. In this case, there is a clear need for further information before even a provisional project implementation plan can be drawn up. Therefore, participants are guided to proceed directly to the *definite* Gantt schedule for the Preparation of Planning Workshop II (Step 15). This plan must then ensure that during the preparation of Planning Workshop II all the information found missing at this stage will be collected to allow for more realistic assumptions and definition of goals.

13c) In rare cases, it may happen that participants conclude that, under the present circumstances, it is better to run a completely different project. The workshop then returns to the results of their problem analysis, which is not invalidated. Following the lead provided by the critical discussion, participants redefine the goals of the project and construct a new logframe that takes care of the new aspects that have surfaced at this stage.

14) A provisional project implementation plan (see appendix 7) is prepared:
This plan clarifies which activities the project will undertake, what the timeframes for these activities are, who will be responsible for their implementation, and which resources will be needed for their implementation. If the project can be defined well enough, it may also be possible to come up with a provisional budget.

15) A provisional Monitoring and Evaluation System is prepared:
On the basis of the provisional logframe and the provisional project implementation plan, it is possible to define a provisional monitoring and evaluation system (how should the project document its activities, and which additional information should be collected at what intervals?) and to define which methods should be used to collect the data for the measurement of the indicators defined in the logframe. While evaluations are planned in the manner of projects, the monitoring system follows the format of the project implementation plan. In place of "what should happen", the facts of "what has happened" are recorded (see appendix 7a for details).

16) The Definite Gantt Schedule for the Preparation of Planning Workshop II (see appendix 7b) is prepared:
In this schedule, the answers to the questions of group two of the "Guiding Questions" are set down and the responsibilities and time frames determined. These include who will conduct which studies (particularly feasibility studies, viability studies, target group analysis, environmental and gender impact studies, etc.), who the additional stakeholders to be contacted are and who will get in touch with them, and what draft-documents will have to prepared for Planning Workshop II (a budget, a more detailed project implementation plan, and terms of reference for project personnel and experts) and who will do this. The decisions about all these points should be made together at the end of Planning Workshop I, and *not* be left to the project promoter (and the planning team): not only should the stakeholders actually have a stake in these decisions, they may well be in a position to take up some of the responsibilities defined by these decisions. In past planning workshops, participants have formed working groups for particular tasks (conducting studies, drawing up of terms of reference, contacting of additional stakeholders, etc.) and actually performed these tasks in the preparation phase for Planning Workshop II, thus

reducing the dependency on external experts and making it possible for the project promoter and the planning team to concentrate on their *management task* of *co-ordinating* these activities.

Results

The process and its results are properly documented, including:

- A provisional logframe
- A provisional Monitoring and Evaluation System
- A provisional target group analysis
- A provisional project implementation plan
- A provisional budget
- A provisional institutional framework
- Provisional identification of a funding organisation (taking their criteria for eligibility into account)
- A definite Gantt schedule for the Preparation of Planning Workshop II (the next phase in the planning process, detailing studies to be undertaken, partners and stakeholders to be contacted, and the list of participants for Planning Workshop II).

All these documents will have to be worked out and synthesised into one document, which *all* participants of Planning Workshop I *and* of Planning Workshop II will receive *before* Planning Workshop II is actually convened. This is one of essential activities for the next phase, Preparation of Planning Workshop II.

Preparation of Planning Workshop II

Preconditions

1) The results of Planning Workshop I have been achieved.
2) Funding for the studies decided on during Planning Workshop I is available.

Guiding Questions

- Who will conduct the external studies?
- Who needs what kind of agreement to start the implementation phase of the project?
- What are the logistical preparations necessary for Planning Workshop II?

Concrete Steps

1) The written documentation of Planning Workshop I is prepared, including all the details mentioned above (most of which will be the task of the "project planning reporter").
2) The operational tasks for the Preparation of Planning Workshop II are implemented, i.e,:
   - external studies are contracted
   - contact is kept up with external experts and internal working groups (provided Planning Workshop I has resulted in the setting up of working groups for particular tasks, like conducting studies, conducting target group analysis, or detailing a project implementation plan and a budget for the project)
   - the results of Planning Workshop I (the documentation prepared in step 1) are immediately distributed to the participants
   - the results of additional studies are distributed as soon as they are available
   - the additional decision-makers and/or stakeholders who need to be present during Planning Workshop II in order to reach binding agreements are identified: Planning Workshop II can only be successful if *all* the responsibilities for the implementation of the project can assigned in a clear and binding way, documented by written agreements. Such binding agreements can only be signed by people who have enough authority within their respective organisations or institutions to definitely commit the resources necessary to fulfil them. This may concern rights, finances, the working time of employees of that organisation/institution, use of equipment, etc. The importance of inviting *all* the relevant decision-makers or properly mandated persons to Planning Workshop II cannot be overstated.
3) Logistical preparation of and invitation to Planning Workshop II (see also appendix 1: Checklist for the preparation of workshops) is carried out. Everything that has been said about the logistics for the preparation of Planning Workshop I also applies here (i.e. identifying a suitable date and location, preparing the location and the materials, inviting participants and receiving their confirmation, making travel and accommodation arrangements, etc.). Of particular importance is the inviting *and informing* of additional decision makers: their participation needs to be confirmed and it must be ensured that they have received all the relevant documents from Planning Workshop I *and* the studies and other documents prepared in the interim.

Results

- Documents of Planning Workshop I have been distributed to all old and new participants.
- The studies identified in Planning Workshop I have been conducted and their results are distributed to all old and new participants.
- Working groups (if any) have completed their tasks and the results have been distributed to all old and new participants.
- All participants have been invited and their confirmation has been received.
- The logistical preparation of Planning Workshop II is concluded.
- A "project planning reporter" for Planning Workshop II has been appointed, whose tasks are the same as those for Planning Workshop I.

Planning Workshop II

Preconditions

- ❖ All the results of the preparatory phase have been achieved. Of particular importance is that all old and new participants
  1) have been properly informed
  2) have been invited
  3) have confirmed their participation
  4) have been empowered by their respective organisations, institutions, target groups, partners or other stake-holder groups to make the commitments necessary for the implementation of the project.
- ❖ Participants and facilitators are present and the organisation's commitment to the project is still valid.

Guiding Questions

- ❖ What are the problems that the project will address?
- ❖ What are the goals that the project will try to achieve or contribute to?
- ❖ How can the achievement of these goals be measured?
- ❖ How and from where can the information about these measurements be obtained?
- ❖ How (through which activities) will the problems be addressed/the goals be achieved?
- ❖ What kinds of human and other resources will be needed for these activities?
- ❖ Who will fund the project?
- ❖ Who are the target groups of the project?
- ❖ Who are the relevant players in the institutional landscape?
- ❖ Who are the partner organisations for the project?
- ❖ Who will be responsible for which activities?
- ❖ Are there alternative ways of reaching the project's goals? (Are the activities suggested the most efficient ones?)
- ❖ What will the project's impact be on
  - the environment?
  - gender relationships?
  - the economic situation?
- ❖ How does the project fit into the environment?
- ❖ Is the project compatible with the organisation that will be responsible for it?
- ❖ Will the project's effects be sustainable?

All these questions were relevant for Planning Workshop I. But while Planning Workshop I only needed to find provisional answers to these questions, Planning Workshop II must provide conclusive answers, particularly to all questions about responsibilities (for finance, for activities, for expertise, etc.).

Concrete Steps

1) Before the participants arrive, all the materials produced during Planning Workshop I (i.e. problems, problem trees, solution trees, treasure box, logframe, provisional project implementation plan, budget etc.) must be displayed on the walls of the meeting room.
2) Participants are welcomed and introduce themselves.
3) If there are new participants, it is necessary to briefly revisit the diagnostic phase of Planning Workshop I. To remain faithful to the participatory approach, new participants must be given a chance to review the problem analysis, target group analysis, etc., and they also must have a chance to add to the collection of problems, target groups, partners, etc.

4) The next step is to review the provisional plans that were prepared during Planning Workshop I and were probably worked out in more detail in the interim period in order to transform the provisional schemes into final ones. This concerns the following:
   - The logframe
   - The institutional framework
   - The target group(s)
   - The project implementation plan (which must now include a definite list of responsibilities and a list of the financial, material, and manpower inputs needed, as well as a clear timeline).
5) On the basis of the finalised project implementation plan, the staff profiles for the project staff are discussed.
6) The Monitoring and Evaluation System of the project is drawn up, documenting what will be included in the continuous monitoring system, at what intervals there will be more detailed reviews/evaluations, and whether these will be conducted internally or by contracting an external evaluator.
7) The final budget must be discussed, decided on, and finalised.
8) A decision must be made on the funding organisations that will be approached with the finalised project proposal (if the project is not to financed internally by the proposing organisation).
9) The discussions and their results are recorded by the "project planning reporter."

Results

- ❖ All decisions for the final project document have been taken, by consensus among the participants of Planning Workshop II.
- ❖ The logframe has been finalised.
- ❖ The project implementation plan has been finalised.
- ❖ *All* project partners have been identified.
- ❖ Responsibilities for project activities have been agreed on and profiles for project staff have been decided on.
- ❖ The project budget has been finalised.
- ❖ The funding organisation for the project has been identified.

Finalisation of the Planning Phase

Preconditions

- All the results of Planning Workshop II have been achieved

Guiding Questions

- Will the project be funded?
- Who will fund the project?

Concrete Steps

1) The project planning reporter (with the help of support staff, if needed) transforms the decisions and agreements of Planning Workshop II into a final project document. The format of this project proposal follows the specifications of the funding organisation that was identified by the workshop.
2) The project proposal is distributed to all participants of Planning Workshop II.
3) The project proposal is submitted for funding.

Results

The project proposal has been
- finalised
- distributed
- submitted for funding.

EVALUATION

With MAPA, an evaluation, whether it is ex-ante, mid-term, final, or ex-post, is a participatory learning process that allows the project to do the following:

- Increase the capacity for managing the project itself
- Correct mistakes that may have been made during any stage of the project
- Increase the technical capability of its partners
- Increase the technical capability of all the institutions involved in the planning, implementation, and evaluation of the project
- Avoid repeating the same mistakes that other projects have already run into
- Stimulate sectorial, trans-sectorial, and transnational learning
- Increase the capacity to detect, manage, and minimise the risks of the project
- Redefine the objectives of the project when external changes have occurred or when this would increase the project's adequacy.

Procedures of the Evaluation

The process of evaluation itself is planned in the manner of a project, in accordance with the procedures and standards applied in the planning stage.
The evaluation procedures for a project comprise a first and a second session of evaluation, according to the needs and particulars of the project. The evaluation sessions follow from the logic of the planning of the project and apply this logic to the different potential evaluations that may occur during the course of the project.
The planning process led to certain decisions concerning norms and standards that now apply to the evaluation, including the indicators to be used, the means of verification, the participants involved, and the corresponding participatory methods of decision-making.

The difference between a "normal evaluation" and an "evaluation with re-planning"

As mentioned in the overview, the strict parallelism between the two planning workshops and two evaluation meetings allows for the use of the latter as re-planning workshops for projects that either have not been planned according to MAPA or PCM processes or have not been properly planned at all. The decision to use an evaluation for re-planning purposes must be taken in advance, as it has considerable consequences for the preparation of the evaluation sessions and for the procedures to be used within the evaluation meetings. For this reason, we treat the two separately in this handbook, starting with a "Normal Evaluation," and later proceeding to an "Evaluation with Re-planning."

Normal Evaluation

Preparation of Evaluation Meeting I

Preconditions

- The first, and most crucial, precondition for a MAPA evaluation is the willingness to conduct an evaluation in a participatory manner Experience has shown that very often one or another of the stakeholders and/or partners of the project are not prepared to be evaluated in this manner, which involves seeing oneself through the eyes of the other.
- The second precondition is the availability of a budget for conducting an evaluation in this manner, involving two workshops with considerable logistical preparation.
- Finally, just to repeat: a "normal" MAPA evaluation requires that the project has been planned according to MAPA specifications, or at least using planning procedures including the logframe format for the preparation of the project document and the building of a Monitoring and Evaluation System during the implementation phase.

Guiding Questions

- Who will be responsible for the evaluation? (Who will be the evaluation promoter, the evaluation team, and the expert?)
- Who will participate in the evaluation?
- What information is available for the evaluation?
- Who will facilitate the evaluation meetings/workshops?
- What are the logistical preparations to be completed before Evaluation Meeting I?
- Who will be the "evaluation reporter", with a similar function as the "project planning reporter" in the planning stage?

Concrete Steps

1) An Evaluation Promoter, similar to the Planning Promoter at the planning stage of the project, is nominated and, if necessary, complemented by the appointment of an evaluation team.
2) The Evaluation Promoter, together with the Evaluation Team, collects all available information and synthesises the data into a document for distribution to the participants of Evaluation Meeting I.
3) An external evaluator is contracted if this is considered appropriate by either the organisation itself or the funding organisation.
4) The facilitators for the Evaluation Meetings are contacted. As in the planning stage, it is advisable to have a team of two independent facilitators (i.e., neutral with respect to the outcome of the evaluation) who will conduct the meetings on as neutral ground as possible.
5) Participants are identified and invited. As with the planning workshops, all relevant stakeholders (particularly the project partners and representatives of the target group) should be present for the evaluation meetings.
6) The logistical preparation of Evaluation Meeting I is completed (identifying a suitable date and location, preparing the location and the materials, inviting the participants and receiving their confirmation, making travel and accommodation arrangements, etc. [see also appendix 1]).
7) The "evaluation reporter" is designated/appointed.

Results

- The Evaluation Document, which contains the information collected and synthesised by the Evaluation Promoter and the Evaluation Team, has been prepared and distributed to the participants.
- The external evaluator, if any, has been contracted and has agreed to work according to MAPA guidelines.
- The facilitators have been contracted.
- The participants have been identified and invited, and they have confirmed their participation.
- The logistical preparations have been completed.
- The "evaluation reporter" has been appointed.

Evaluation Meeting I

Preconditions

- All the results of the preparatory phase have been achieved.
- The participants are present, have studied the information provided by the Evaluation Team, and are still willing to participate in a participatory evaluation.

Guiding Questions

- To what degree have the activities been realised?
- To what degree have the results been achieved?
- To what degree has the project purpose been reached?
- To what degree has the project contributed to the overall goal?

These four questions simply ask for the degree of achievement on the four levels of the "intervention logic" of the logframe.

- Are all the assumptions still correct?
- What is the degree of sustainability of the project?
- What is the efficiency and efficacy of the project (is the project still on track)?
- What is the adequacy of the project (is the project's track still the right one)?
- Are there any other impacts of the project (non-intended side-effects, whether positive or negative)? (See appendix 18 for an impact evaluation matrix)

So far, the guiding questions are those which should be applied to *any* evaluation, whether MAPA or not. It is important to keep in mind that these same questions will also serve as guiding questions for Evaluation Meeting II, which is when definite answers for these questions will have toto be found.

- What information is readily available to provide answers to the above set of standard questions, whether planned for in the Monitoring and Evaluation System of the project or in other ways?
- Is this information sufficient to provide the answers, and, if it is not sufficient, what additional information is needed, and from where?
- Who else should participate in Evaluation Meeting II?

Concrete Steps

1) The facilitators prepare the room (seating arrangement, materials, and equipment).
2) The participants are welcomed and introduce themselves (see appendix 2).
3) The participants reach a consensual agreement concerning whether the evaluation will strictly follow the internal logic of the project as planned (as stated in the project documents, especially in the logframe and the monitoring and evaluation system) or it will also look "behind" the project. It should be made clear that the first course of action (restricting the evaluation to the internal logic of the project) will make it difficult to evaluate the project's responses to changes in the external environment. In other words, an evaluation restricting itself to the internal logic of the project can only provide answers to the question "is the project still on track?". The question "is the track still the right one" must be left largely unanswered. In that sense, any conscientious evaluation should try to look "behind" the project. Of course, there are cases where it is clear that the environment has not changed, and therefore that the additional effort of "looking behind the project" is not warranted. It should be kept in mind, though, that this is not the norm.

4) If the decision has been made to look "behind" the project, the next step is to conduct a proper problem diagnosis (see appendix 4). Ask participants to come up with a list of the problems the project tries to address and then have them derive indicators for measuring progress in the achievement of solutions of these problems. If there is an external evaluator, or if the final report of the evaluation has to be sent to an external organisation that requires specific indicators, the additional indicators are added onto the list of indicators. In no case should externally developed indicators (whether coming from external evaluators, from the requirements of external organisations, or from internationally accepted lists of indicators for certain types of interventions) replace the effort of thinking through the logic of the indicators as they apply to the specific problems the project has attempted to address in the specific environment where the project was situated.
5) All indicators are displayed on the wall of the meeting room, including indicators developed through the problem diagnosis, indicators already present in the logframe and the monitoring and evaluation system of the project, indicators required by an external evaluator, indicators required by an external (funding) organisation, and indicators from international standard lists that the meeting considers useful for the purpose of this particular evaluation. To be able to continue properly, it is necessary to have all the indicators in one single column, one below the other. If there is not enough space on one wall, a second column must be started on another wall.
6) One indicator after the other is now checked against two questions:
   - Is the information for this indicator already available?
   - If it is not, can the information be gathered before the next evaluation meeting?
   If both questions must be answered in the negative, the indicator cannot be used.
7) If the information is already present, participants discuss the degree of success for that particular indicator. The important point is to keep the discussion going until a consensus decision on the degree of success can be reached. If this proves impossible, the dissenting views also need to be recorded, not only by the "evaluation reporter", but also directly on the wall, represented by a statement on a card (see visualisation techniques, appendix 3).
8) **It may occur, under unusual circumstances, that participants agree that all the information needed is actually present and that a consensus decision on its interpretation can also be reached. In such a rare case, it is possible to discuss the conclusions and recommendations following from the evaluation immediately. The following step, and the preparation and conducting of Evaluation Meeting II, can then be skipped and the evaluation may proceed directly to the "finalisation" stage.**
9) If, as it usually happens, it is found that additional information is needed to derive relevant statements from the indicators, the meeting proceeds to draw up a plan for the gathering of that information. This takes the form of a table (see the Fig.13: *Collection of Information* in appendix 7c) that displays alongside each other the following:
   - The indicator
   - The location of the information for that indicator
   - The form of the information for that indicator
   - The method(s) of data collection for that indicator
   - The responsibility for the collection of these data (who, together with whom, will collect the data)
   - The method(s) and forms of presentation of these data
   - The time frame for the gathering of these data (by when can they be gathered and prepared for presentation?)

The meeting should also identify the additional stakeholders whose participation will be required for Evaluation Meeting II. Inviting them will be the responsibility of the evaluation team.

Results

❖ *All* indicators for the evaluation have been set, ***and either***

A) All decisions about the interpretation of the data for the indicators have been made. In this case, the evaluation proceeds directly to the finalisation stage (skipping the data collection phase and Evaluation Meeting II); ***or***

B) The schedule for the gathering of all necessary additional information has been drawn up, defining precisely *who* will gather *which* information *by when*, and *how* this information will be presented to the other participants of Evaluation Meeting II (see fig. 13, *Collection of Information* in appendix 7c).

Preparation of Evaluation Meeting II

Preconditions

- The Gantt schedule for the gathering of additional information has been drawn up by Evaluation Meeting I.
- The responsibilities for the gathering of the additional information have been clearly defined, including the responsibility for contracting one or more external experts, if necessary.
- The information needed is released/provided by those who have it.
- There is enough manpower to actually collect all the necessary information as agreed upon.

Guiding Questions

- Can all the information be collected?
- Is additional relevant information available?
  This is a very important question for *all* data collectors: very often people know more than they are asked for (if data collection is done through interviews), and often archives contain additional information, the existence of which was unknown to the participants of Evaluation Meeting I, but which is valuable for the evaluation.
- What will be the form of the presentation of the information (in what form will the information become a resource for the desired learning process)?
- How will the information be fed into a draft report to be prepared by the Evaluation Team? (For the general format of an evaluation report see appendix 20.) All reports should cover the following areas: a general description of the project and the project's environment, a summary, the individual findings, and any conclusions and recommendations.
- What is the supporting documentation?
- Who will receive the draft report?

Concrete Steps

1) The information is gathered from the sources identified. This is done by the people defined as responsible for it in the Gantt schedule for this phase.
2) The Evaluation Team synthesizes the information and writes a draft report.
3) The Evaluation Team decides whether there is a need for any additional participants in Evaluation Meeting II. This decision may have already been taken during Evaluation Meeting I if participants found that an important stakeholder was missing and that therefore no participatory consensus decision about the success of the project would be possible.
4) The draft report is distributed to all participants of Evaluation Meeting I and to any additional people whose participation in Evaluation Meeting II was found necessary.
5) The invitation and confirmation of participants and the logistical preparation of Evaluation Meeting II take place (setting an appropriate time and location, making travel and accommodation arrangements, etc.).

Results

- The draft report of the evaluation has been produced by the Evaluation Team.
- The draft report is distributed to all relevant people (the participants of Evaluation Meeting I and, if necessary, any stakeholders whose feedback on the draft report seems desirable for Evaluation Meeting II).
- The participants of Evaluation Meeting II are invited and have confirmed their participation.
- The logistical preparation of Evaluation Meeting II is completed.

Evaluation Meeting II

Preconditions

- ❖ The draft report has been distributed.
- ❖ The participants of Evaluation Meeting II have studied the draft report.
- ❖ Any additional feedback on the draft report has been received.

Guiding Questions

Evaluation Meeting II faces the same questions as Evaluation Meeting I, but it needs to find conclusive and consensual answers to all these questions. The guiding questions for Evaluation Meeting I were as follows:

- ❖ To what degree have the activities been realised?
- ❖ To what degree have the results been achieved?
- ❖ To what degree has the project purpose been reached?
- ❖ To what degree has the project contributed to the overall goal?
- ❖ Are all the assumptions still correct?
- ❖ What is the degree of sustainability of the project?
- ❖ What is the efficiency and efficacy of the project (is the project still on track)?
- ❖ What is the adequacy of the project (is the project's track still the right one)?
- ❖ Are there any other impacts of the project (non-intended side-effects, whether positive or negative)?

In addition to these "carry-over" guiding questions, Evaluation Meeting II also has to consider the following issues:

- ❖ Has the project had any other impacts?
- ❖ What is the evidence for these other impacts?
- ❖ What will be the format of the final report? (For a standard format, see appendix 20.)
- ❖ What are the conclusions and recommendations, based on the provisional report, the supporting documentation, and any additional evidence that the question concerning "other impacts" has brought forth?

Concrete Steps

1) The facilitators prepare the room.
2) The participants are welcomed and introduce themselves.
3) The participants as a group review the draft report by answering the following questions for each of the indicators (set during Evaluation Meeting I):
   - Is the information for the indicator correct?
   - Is/are the conclusion(s) drawn from the data correct?

   If additional feedback has been received on the draft report, this also needs to be considered.
4) In addition, the following questions need to be discussed together:
   - Are the recommendations plausible, and can they be defended against criticism? This refers to the recommendations at the beginning of each chapter of the draft report.
   - Are the overall conclusions and recommendations of the draft report correct?

   If additional feedback has been received from outside sources, this also needs to be taken into account.
5) The participants scan the available information for any other impacts the project may have had (see appendix 18 for an Impact Evaluation Matrix).
6) The participants discuss the project's efficiency, effectiveness, adequacy, and sustainability.
7) The participants reach a consensual decision on all these points in order to enable the Evaluation Team to write the final report.

Results

- ❖ A consensual decision on all points of the draft report has been reached.
- ❖ A conclusive decision on the form and content of the final report has been reached.

Finalisation of the Evaluation Phase

Preconditions

- ❖ Evaluation Meeting II has been successfully conducted.

Guiding Questions

- ❖ Who will get the final report?

Concrete Steps

1) The Evaluation Team produces the final report based on the decisions of Evaluation Workshop II.
2) The Evaluation Team distributes the final report to all relevant users.

Results

- ❖ The final report of the evaluation has been distributed.

Evaluation with Re-planning

Many projects in the real world have been launched without proper planning, by simply following an idea or an intuition. This does not mean that they are not valuable projects; the initial idea or intuition may in fact have been very good. But to sustain such a project in the real world is difficult. To take the step from a good idea to good practice requires continuous interaction with other players in this real world. Whether these are organisations or individuals, players in the modern world are used to following well-defined procedures and logically structured sequences of actions. If a project lacks such procedures and sequences, it is difficult to have effective interaction with people who expect the project to follow such well-structured plans, especially if these people are in a position to decide on the funding of projects. Therefore, even an apparently good project may require re-planning in order to recast its operation within a well-structured framework, such as the one provided by the logframe format.

There are projects, of course, that have been planned in an orderly fashion but have run into problems during the course of the implementation phase for a variety of reasons. This could happen because conditions in the environment have changed, because the ideas of the funders have changed, because the needs of the target group have changed, and so on.

In all these cases, a well-planned MAPA-PROJECT evaluation can provide the means for re-planning the project in such a fashion as to improve its internal consistency and to give its documents a widely accepted and understood format. For this reason, the following section sets out the full sequence of events for an evaluation with re-planning, rather than simply mentioning the differences between this process and that of a normal evaluation.

Preparation of Evaluation and Re-Planning Meeting I

Preconditions

- As for a "normal" MAPA-PROJECT evaluation, the first, and most crucial, precondition for a MAPA evaluation with re-planning is the willingness of those involved to conduct the evaluation in a participatory manner.
- The second precondition is the decision to use this evaluation as an opportunity for re-planning.
- The third precondition is the availability of a budget for conducting the two evaluation and re-planning workshops, including all the necessary logistical preparations.

Guiding Questions

- Who will be responsible for the evaluation and the re-planning? (Who will be the evaluation cum project promoter, the evaluation cum planning team, the expert?)
- Who will participate in the evaluation and the re-planning? This list may differ from the list for a pure evaluation because of the necessity to involve the decision-makers of stakeholder groups who can make commitments on behalf of their groups for the "new" project (i.e., the project after the re-planning).
- What information is available for the evaluation and the re-planning? Whenever an evaluation is intended to serve re-planning purposes, a need for more information can be anticipated. The analyses of the (institutional and social) environment of the project and of the generally prevailing conditions gain in importance, as compared to a "pure" or "normal" evaluation.
- Who will facilitate the evaluation and re-planning workshops?
- What are the logistical preparations to be completed before Evaluation cum Planning Workshop I?
- Who will be the " reporter," both for the evaluation report and the new project document?

Concrete Steps

1) An Evaluation and Project Promoter (who may or may not be the same person as the Project Promoter during the planning stage) is nominated, complemented by the appointment of an evaluation and re-planning team.
2) The Evaluation and Project Promoter, together with the evaluation and re-planning team, collects all available information and synthesises the data into a document for distribution to the participants of Evaluation cum Re-Planning Workshop I.
3) An external evaluator is contracted, if this is considered appropriate by either the organisation itself or the funding organisation.
4) The facilitators for the Evaluation cum Re-Planning Workshops are contacted. As usual, it is advisable to have a team of two independent (i.e., neutral) facilitators, who will conduct the workshops on as neutral ground as possible.
5) The participants are identified and invited. As with the other planning and evaluation workshops, all relevant stakeholders, particularly project partners and representatives of the target group(s), should be present for the evaluation cum re-planning workshops.
6) The logistical preparation of Evaluation cum Re-Planning Workshop I is completed, including identifying a suitable date and location, preparing the location and the materials, inviting the participants and receiving their confirmation, making travel and accommodation arrangements, etc. (see also appendix 1).
7) The "evaluation cum re-planning reporter" is designated/appointed.

Results

- The Evaluation cum Re-Planning Document, containing the information collected and synthesized by the Evaluation Promoter and the Evaluation Team, has been prepared and distributed to the participants.
- The external evaluator (if any) has been contracted and has agreed to work according to MAPA guidelines.
- The facilitators have been contracted.
- The participants have been identified and invited, and they have confirmed their participation.
- The logistical preparations have been completed.
- The "evaluation cum re-planning reporter" has been appointed.

Evaluation cum Re-Planning Workshop I

Preconditions

- All the results of the preparatory phase have been achieved.
- The participants are present, have studied the information provided by the Evaluation and Re-planning Team, and want to go ahead with both the evaluation and the re-planning.

Guiding Questions

- What problems was the project supposed to address?
- What are the goals that the project
  a) wanted to achieve in its present form?
  b) should achieve, considering the present situation?
- What indicators will allow measurement of the project's achievement of these goals?
- What data are needed to make these measurements?
- Where are these data to be found?
- What are the methods for obtaining these data?
- In what form can this information become most useful for the process of evaluation and re-planning (what will the format be for the reports containing this information)?
- What are other impacts of the project?
- Who else should participate in Evaluation cum Re-Planning Workshop II, with a view towards reaching consensual and definitive decisions for the re-planning?

Concrete Steps

1) The facilitators prepare the materials and the room.
2) The participants are welcomed and introduce themselves.
3) The facilitators guide the participants through a diagnostic exercise (see appendix 4) that looks "behind" the project, even if it appears to be running well. It is necessary to begin by collecting all the problems in the situation in order to properly define the goals that the project will work to achieve in the future. This is also necessary in order to find out what additional information will be needed for Evaluation cum Re-Planning Workshop II. The collection of this additional information is an important task for the preparatory phase of that workshop.
4) The participants derive both indicators and goals (purposes) from their collective diagnosis. A distinction needs to be made here between the indicators intended for measuring the success of the project so far and the indicators intended for measuring the success of the project after re-planning. Gathering data for the former belongs to the Gantt schedule for concluding the evaluation, while gathering data for the latter will become part of the monitoring and evaluation system of the project after re-planning.
5) The indicators for the evaluation are arranged on the wall and, one by one, challenged using the following questions:
   - Is the information for the indicator available?
   - Can this information be produced before Evaluation cum Re- Planning Workshop II?
   - Where can the information be found?
   - What are the methods for obtaining the required information?
   - Who will collect this information?
   - What will be the form of the presentation of this information?

   The result of this step will be a table preparing the conclusions of the evaluation part of Evaluation cum Re-Planning Workshop II (see fig. 13: *Collection of Information* in appendix 7c).
6) The participants together work out a provisional logframe for the re-planned project, taking care to define the additional information needed to produce the final logframe in Evaluation cum Re-Planning Workshop II.

Results

The following documents will be produced:

- A Gantt schedule for gathering the information needed to conclude the evaluation
- A Gantt schedule for gathering the additional information needed for the re-planning of the project
- A provisional logframe for the re-planned project.

Preparation of Evaluation cum Re-Planning Workshop II

Preconditions

- The results of Evaluation cum Re-Planning Workshop I have been achieved (i.e., there is a Gantt schedule for the gathering of information for evaluation purposes and a Gantt schedule for the gathering of information for re-planning purposes).
- The necessary information is provided by those who have it.
- There is enough manpower to collect all the necessary information as agreed on.

Guiding Questions

- Is the necessary information available?
- Is there any additional information, both for evaluation and for re-planning purposes?
- In what form will the information be introduced into the process?
- What will the form be for the draft report synthesising the information collected and prepared by the evaluation cum re-planning team?
- What is the supporting documentation?
- Who will receive the draft report of the evaluation?
- Who will receive the report containing the additional information for re-planning?
- Who will participate in Evaluation cum Re-Planning Workshop II? It is possible that during the process of gathering additional information the team realises the need for additional participants (participants not considered during Evaluation cum Re-Planning Workshop I).
- What are the logistical preparations to be completed before Evaluation cum Re-Planning Workshop II?

Concrete Steps

1) The information is collected by those who have taken responsibility for it in the Gantt schedule for evaluation and the Gantt schedule for the preparation of the re-planning.
2) The evaluation cum re-planning team prepares a draft report for the evaluation from the information gathered, according to the specifications set in Evaluation cum Re-Planning Workshop I (which were set out in the report about this workshop prepared by the "reporter"). The draft report is distributed to the participants of this workshop and any other people whose feedback is considered necessary.
3) The evaluation cum re-planning team prepares the provisional project document for the re-planned project, including the provisional logframe and the additional information collected during this phase. The document is distributed to all the participants of Evaluation cum Re-Planning Workshop II.
4) The participants for Evaluation cum Re-Planning Workshop II are invited, their confirmation is received, and the logistical preparation of Evaluation cum Re-Planning Workshop II is completed, including time, location, materials, travel, and accommodation arrangements (see appendix 1).

Results

- The draft report for the evaluation is prepared and distributed.
- The provisional document for the re-planned project is prepared and distributed.
- All participants for Evaluation cum Re-Planning Workshop II have been invited and have confirmed their participation.
- The logistical preparation of Evaluation cum Re-Planning Workshop II has been completed.

Evaluation cum Re-Planning Workshop II

Preconditions

- ❖ The results of the preparatory phase have been achieved.
- ❖ All relevant decision makers and/or representatives of stakeholders are present.

Guiding Questions

A) Guiding questions for the evaluation part of Evaluation cum Re-Planning Workshop II

- ❖ Which problems was the project supposed to solve?
- ❖ How did the project fare in this task, in light of the information collected (i.e., what degree of achievement do the data indicate)?
- ❖ To what degree has the project been successful?
- ❖ What are other impacts of the project?
- ❖ What should be the form of the evaluation report?

B) Guiding questions for the re-planning part of Evaluation cum Re-Planning Workshop II

- ❖ What are the goals and target group(s) of the project?
- ❖ What activities can help achieve these goals?
- ❖ Who will be the project partners?
- ❖ How can the activities be monitored and the achievement of goals be measured?
- ❖ What will the logframe of the re-planned project look like?
- ❖ What will the project implementation plan look like? This will include a statement of the activities, the responsibilities for the activities, the inputs needed, and the monitoring of the activities (see appendix 7).
- ❖ What will be the budget of the project?

Concrete Steps

1) The facilitators prepare the room, including the display of all the results of Evaluation cum Re-Planning Workshop I (the list of indicators, the Gantt schedule for the gathering of data, and the provisional logframe for the re-planned project).
2) The participants are welcomed and introduce themselves.
3) As a group, the participants review the draft report by answering the following questions for each of the indicators set during Evaluation Meeting I:
   - Is the information for the indicator correct?
   - Is the conclusion drawn from the data correct?

   If additional feedback has been received on the draft report, this also needs to be considered.
4) In addition, the following questions need to be discussed together:
   - Are the recommendations and conclusions for each chapter correct?
   - Do the recommendations provide strong arguments for the re-planning as it is being undertaken in Evaluation and Re-Planning Workshop II?
   - Has the project had any additional impacts (see appendix 18 for an impact evaluation matrix)?
5) The participants reach a consensual decision on all these points in order to enable the Evaluation and Re-Planning Team to write a definite evaluation report.
6) The participants then turn to the provisional logframe and check it in light of the additional information that was gathered in the meantime and distributed to them in the form of the provisional project document. All the points

concerning the logframe described earlier (see appendix 6) also apply here. Once agreement on the goals and assumptions has been reached, the participants make final decisions on the project's activities, the inputs needed to carry out these activities, the responsibilities and time frames for these activities, and the collection of data for the measurement of the indicators.

7) Based on these decisions, the participants draw up the project implementation plan, define staff profiles, decide on the monitoring and evaluation system, and finalise the budget.
8) Lastly, participants need to agree on the organisation that will receive the project proposal for funding.
9) The "reporter" makes sure that all these decisions are properly recorded.
10) In some cases it might be advisable to collect and destroy the draft copies at the end of the session.

Results

- All the decisions regarding the evaluation report have been made and recorded.
- The logframe for the re-planned project has been finalised.
- The implementation plan for the re-planned project has been drawn up.
- The budget for the re-planned project has been decided on.
- The format of the project document has been agreed on.
- The funding organisation for the re-planned project has been identified.

Finalisation of Evaluation and Re-Planning

Preconditions

- The results of Evaluation cum Re-Planning Workshop II have been achieved and properly recorded.
- The manpower for the finalisation of the evaluation report and the project document is available.

Guiding Questions

- Who will prepare the evaluation report?
- Who will receive the evaluation report?
- Who will prepare the project document for the re-planned project?
- Who will receive the project document?

Concrete Steps

1) The Evaluation and Re-Planning Team prepares an evaluation report on the basis of the decisions of Evaluation and Re-Planning Workshop II.
2) The evaluation report is sent to the participants of the workshop, the funding organisation, and any other party who needs to receive the report (the prospective funding organisation for the re-planned project, for example, if it will be different from the current funding organisation).
3) The Evaluation and Re-Planning Team prepares the project document for the re-planned project, using the documentation and decisions of Evaluation and Re-Planning Workshop II.
4) The project document is distributed to the participants of Evaluation and Re-Planning Workshop II, who are asked for final comments.
5) After any necessary corrections have been made, the project document is sent to the funding organisation identified in Evaluation and Re-Planning Workshop II.

Results

- The evaluation report has been completed and distributed.
- The project document has been completed, distributed, and submitted to the funding organisation as a project proposal.

Fast-Track Planning

There are projects for which the expenditure of time and resources for the full sequence of two MAPA-PROJECT planning workshops is not justified. This applies in particular to small or routine projects.

Routine projects are project that are run more often by an organisation and therefore only need minor adjustments to a "standard procedure" in any specific case. An example of a routine project would be the organisation of workshops in a training institution. And yet, even routine projects may need to be adapted in order to meet changes in the environment and/or the target group; therefore, they may merit a participatory planning meeting according to MAPA-PROJECT procedures. This does not, however, mean that the meeting has to be long.

A project can be considered "small" if the costs for a full-blown MAPA-PROJECT planning process would approximate or even exceed the budget for the whole project. Clearly, planning costs should remain within the limits of a reasonable proportion of the overall budget. The definition of this "reasonable proportion," however, is the responsibility of the organisation. Therefore, it is advisable that the organisation draw up clear guidelines and criteria for projects that can be "fast-tracked."

Preparation of a Fast-Track Planning Workshop

Preconditions

- The project meets the organisation's criteria for fast-track planning.
- The decision for a MAPA-PROJECT fast-track planning has been taken.
- The resources for a MAPA-PROJECT fast-track planning are available.
- A project promoter (and a project team, if necessary) is appointed by the management.

Guiding Questions

In contrast to the "normal" MAPA-PROJECT planning process, Fast-Track Planning does not allow for a second workshop. Therefore, *all* relevant stakeholders must be present for the Fast-Track Planning workshop and *all* relevant information must be available to them *before* that workshop.

The guiding questions are as follows:

- Who will be the project promoter / the promoting team?
- What problems will the project address?
- Who will be the participants of the Fast-Track Planning Workshop? This includes the following sub-questions:
  - Who are the stakeholders?
  - What is/are the target group(s)?
  - Who are the project partners?
  - What experts will be needed?
  - Who are the decision-makers in each of these groups?
  - Who will be the funding organisation? This question must be answered in order to account for this organisation's selection criteria for projects during the Fast-Track Planning Workshop.
- What information is needed for the Fast-Track Planning Workshop?
- How will this information be collected? In the case of routine projects, it is possible that all the necessary information is already available, including a logframe and a project implementation plan (which only need to be updated).
- Who will facilitate the Fast-Track Planning Workshop?

Concrete Steps

1) The project promoter (and the team) collects information about the relevant stakeholders and get in touch with them.
2) The project promoter (and the team) collects and synthesizes all the relevant information for the project.
3) The project promoter (and the team) contracts the facilitators for the Fast-Track Planning Workshop.
4) The project promoter (and the team) invites the participants, receives confirmation of their participation, distributes the information document prepared earlier, and makes all the necessary logistical preparations, including setting the time and location, making travel and accommodation arrangements, etc. (see appendix 1).

Results

- All relevant information is prepared and distributed.
- All relevant stakeholders have been invited and have confirmed their participation.
- The facilitators have been contracted.
- The logistical preparation for the Fast-Track Planning Workshop has been completed.
- The "reporter" for the Fast-Track Planning Workshop has been designated.

The Fast-Track Planning Workshop

Preconditions

- The results of the preparatory phase have been achieved.
- The participants are present, have read the information distributed, and want to proceed.

Guiding Questions

There are two possible cases:
a) the project is a routine project
b) the project is a "small" project that fulfils the organisation's criteria for fast-track planning.

In the case of a routine project, there is only one guiding question:

- What adjustments to the logframe and the implementation plan need to be made in order to go ahead with the project?

If the project is a "small" project, a whole range of guiding questions for MAPA-PROJECT planning applies:

- What problems will the project address?
- Which are the goals the project attempts to achieve?
- How can the achievement of these goals be measured? (What will be the indicators?)
- What is/are the target group(s)?
- Who are the project partners?
- Who are the other relevant stakeholders?
- What will be the logframe for the project? This includes all other questions that need to be answered in order to draw up a proper logframe (see appendix 6).
- Who will be responsible for the project's activities?
- What is the project implementation plan (See appendix 7)?
- What is the monitoring and evaluation system for the project (See appendix 17)?
- What is the budget for the project?
- Who will be the funding organisation?
- What is the appropriate format for the final project document/project proposal?

Concrete Steps

1) The facilitators prepare the room and the necessary materials.
2) The participants are welcomed and introduce themselves.
3) The "reporter" documents the workshop, whichever of the following two courses it takes:

If the project is a routine project, the participants together go through the logframe, the implementation plan, and the budget of the project and make final decisions about either keeping individual points or adapting them according to the present situation. These decisions allow the project promoter and the team to finalise the project document/project proposal for submission to the funding organisation also identified in the workshop.

If the project is a "small" non-routine project, the workshop proceeds in a similar fashion to Planning Workshop II of the "normal" sequence.

4) The participants go through the diagnostic stage by listing the problems characteristic of the situation (see appendix 4), if necessary constructing a "problem tree" (see appendix 5a) and conducting a target group analysis (see appendix 12).
5) The participants define the project goals intended to address the problems, if necessary by constructing an "objective tree" (see appendix 5a).
6) Participants draw up the logframe for the project (see appendix 6), including a discussion of the following:
   a) the indicators that allow for the measurement of the achievement of the goals
   b) the activities leading to the achievement of the goals
   c) the assumptions about the environment (the conditions that must be met if the project is to be successful).
7) The next step is a risk analysis for the project (see appendix 10).
8) The project implementation plan (see appendix 7) specifies the responsibilities and time frames for the activities, as well as the inputs (material and manpower) needed to carry them out. Part of the implementation plan involves setting up of the monitoring and evaluation system for the project.
9) Finally, the budget for the project is drawn up and the funding organisation identified.

Results

The following documents are prepared:

- The definite logframe for the project
- The project implementation plan
- The budget for the project.

Finalisation

Preconditions

- The results of the Fast-Track Planning Workshop have been achieved.

Guiding Questions

- What will be the format of the project document?
- Who will receive the project document?
- Who will be the funding organisation?

Concrete Steps

1) The project promoter and the team prepare the project document/project proposal, basing it on the documentation of the workshop's decisions provided by the "reporter."
2) The project proposal is distributed to the participants of the Fast-Track Planning Workshop and submitted to the funding organisation.

Results

- The project proposal is submitted to the funding organisation

Fast-Track Evaluation

Preparation of the Fast-Track Evaluation Meeting

Preconditions

- The project meets the organisation's criteria for fast-track evaluation, including a proper planning process resulting in both a logframe and an implementation plan specifying indicators and assumptions.
- The management has made the decision to use a MAPA fast-track evaluation.
- The resources for conducting a MAPA-PROJECT fast-track evaluation meeting are available.
- An evaluation promoter and an evaluation team have been appointed by the management.

Guiding Questions

- What information is available for conducting the evaluation?
- How can the information be collected (are experts needed)?
- What will be the format of the provisional evaluation report to be drawn up by the evaluation promoter and the evaluation team?
- Who will participate in the Fast-Track Evaluation Meeting?
  It should be kept in mind that there will only be one Fast-Track Evaluation Meeting; therefore, all relevant stakeholders must be present or represented in order to reach a consensual decision on the degree of achievement of the project.
- Who will facilitate the Fast-Track Evaluation Meeting?
- What logistical preparations need to be completed in order for the Fast-Track Evaluation Meeting to take place?

Concrete Steps

1) The evaluation promoter and the team gather the available information and prepare a draft report.
2) The evaluation promoter and the team identify the participants for the Fast-Track Evaluation Meeting.
3) The evaluation promoter and the team contract the facilitators for the Fast-Track Evaluation Meeting.
4) The project promoter and the team invite the participants, receive confirmation of their participation, distribute the report prepared earlier, and make all the necessary logistical preparations, including setting the time and location, making travel and accommodation arrangements, etc. (see appendix 1).

Results

- The available information has been collected and synthesised into a draft report.
- The participants have been invited and have confirmed their participation.
- The draft report has been distributed to the participants.
- The facilitators for the Fast-Track Evaluation Meeting have been contracted.
- The logistical preparation of the Fast-Track Evaluation Meeting has been completed.
- The "reporter" for the Fast-Track Evaluation Meeting has been appointed.

The Fast-Track Evaluation Meeting

Preconditions

- ❖ All the results of the preparatory phase have been achieved.
- ❖ The participants, including all relevant decision-makers or properly mandated representatives, are present and have studied the draft report.
- ❖ All the documentation supporting the draft report is present.

Guiding Questions

- ❖ When viewed in the light of the supporting documentation presented, is the draft report prepared by the evaluation promoter and the team correct?
  In detail this involves the following questions:
  - Which problems was the project expected to solve?
  - To what degree have the project's goals been reached?
  - Are the assumptions on which the project was based still valid?
  - What is the project's
    - efficiency?
    - efficacy?
    - adequacy?
    - sustainability?
- ❖ What are any other impacts of the project?

Concrete Steps

1) The facilitators prepare the room and the materials, and they display the indicators and the collected information on the walls.
2) The participants are welcomed and introduce themselves.
3) The participants check the indicators against the information provided and reach an agreement on the degree of achievement for each of them.
4) The participants decide whether the project's assumptions still hold true.
5) The participants discuss the project's efficiency, efficacy, adequacy, and sustainability, in light of the information provided.
6) The participants check the information provided and their own knowledge for other impacts the project may have had (see appendix 18 for an Impact Evaluation Matrix).
7) In light of the above, the participants evaluate the conclusions and recommendations of the draft report prepared by the evaluation promoter (and the team) and reach a consensus about the conclusions and recommendations.

Results

- ❖ The project is evaluated (i.e. all the decisions for the evaluation report to be prepared by the evaluation promoter and the team have been made and properly documented by the "reporter").

Finalisation

Preconditions

- ❖ The Fast-Track Evaluation Report has achieved its aims.

Guiding Questions

- ❖ Who will receive the evaluation report?
- ❖ What will be the format for the evaluation report?

Concrete Steps

1) The evaluation promoter, the "reporter", and the team prepare the final evaluation report according to the specifications required by the funding organisation (for a general format see appendix 20).
2) The evaluation report is sent to all participants and presented to the funding organisation.

Results

- ❖ The evaluation report has been distributed.

APPENDIXES

List of appendixes

APPENDIX 1: Checklist for the Preparation of Workshops

This checklist is intended to help you take into account all the items that must be in place *before* a workshop can have a successful start. It is divided into four sections. The first section deals with the people taking part in the workshop, the second with their physical well-being during the workshop (i.e. the catering arrangements), the third with the room, and the fourth with the materials needed to conduct a successful workshop.

Necessary arrangements for workshop participants

- ❖ All potential participants have been invited and have received all relevant information and materials.
- ❖ Facilitators and experts have received their terms of reference.
- ❖ All participants have confirmed their participation (including the facilitators' and any experts' agreement on their terms of reference).
- ❖ All travel arrangements have been taken care of (tickets *and* any necessary visa stipulations).
- ❖ Accommodation for all participants has been booked and confirmed.
- ❖ Transport from the place of accommodation to the venue of the workshop has been assured.
- ❖ A list of participants has been prepared.
- ❖ If refunds for expenses and/or payment of per-diems have been agreed upon, both the procedure and the money have been prepared.

The catering arrangements

- ❖ There is a convenient place both for coffee breaks and for meals during the workshop. It is preferable to have a separate room adjacent to the meeting room, but if the meeting room is big enough, meals can also be taken there.
- ❖ Arrangements for the delivery of meals, drinks, and snacks for coffee breaks have been made. It is important to ensure the participants' physical well-being during the whole workshop if good results are expected; people cannot focus their mental energies on the task at hand if their minds have to deal with signals of physical unease. Therefore, it is advisable to have not only coffee breaks, but also a permanent "fuel station" with coffee, other drinks, and possibly snacks available in the meeting room all the time.

The meeting room

- ❖ The room is big enough to comfortably seat all participants.
- ❖ The room is well lit.
- ❖ The temperature in the room is comfortable and the air is fresh.
- ❖ The room has either empty walls to be used for the visualisation of ideas and discussion results, or enough space to put up at least three big pin-boards.
- ❖ Enough chairs for all participants are available.
- ❖ The chairs are arranged in a semi-circle around the "display area" (the blank wall or the pin-boards) so that all participants can see both each other and all the information displayed.
- ❖ At least two tables (one for visualisation materials and one for the provision of drinks and snacks throughout the workshop) are available.

The materials

The following materials are available and in place:

- Two (or more) flipcharts
- Three (or more) pin-boards (if preferred to the use of the walls or if usable walls are not available)
- Large sheets of wrapping/packing paper to cover the walls or pin-boards
- Cards or paper of different colours and shades of colours (at least 20 per participant)
- Clear adhesive tape (Sellotape or Scotch tape)
- Board markers (Edding 33) of different colours (one per participant in black, blue, or green, plus at least one in the other colours for the facilitators) with water-soluble ink (accidental permanent stains on clothes and walls are an avoidable source of irritation)
- Pins (if pin boards are used, at least 100)
- Adhesive dots (at least 50 per participant), in clearly visible colours (no light tones!)
- Masking tape
- Name tags.

APPENDIX 2: Facilitation

As experienced people have written, "Facilitation is both an art and a craft." This means that there are some rules that can be clearly formulated and laid down, but their proper application requires skills in observation and interaction that can only be acquired through constant practice and through sharing of experiences with other facilitators.

The role of the facilitator is to make it easier for a group of people to work together to achieve a collaborative result, a result that draws on the experience, knowledge, reasoning capacity, and creativity of *all* participants. It is a result, therefore, that is the unique outcome of the process of collaborative group, work that could not have been obtained through any other method.

Both the outcome *and* the process are important: if the group dynamics do not lead to an open and trusting atmosphere, the *result* will most likely be a plan or report of a lower quality. Alternatively, if the outcome of this collaborative group endeavour is of low quality in the eyes of the participants, the value of even an enjoyable and lively *process* of discussion and exchange of views will be diminished. For the facilitator, it is good to keep in mind that very often the *process* itself produces an important additional outcome: it changes the participants' relationships to each other, and this may have a more lasting effect than the more visible result of a good plan or report. Theses changes in relationship concern both changes in perception and the mutual building of trust, two items that are otherwise difficult to obtain.

It appears obvious that both the quality of the process and the quality of the product of a facilitated workshop depend not only on the skills of the facilitator but also on the knowledge, skills, and willingness to engage in this process that the participants bring with them. But it is the job and the responsibility of the facilitator to assist the participants in bringing out and contributing the best (and not the worst) they have brought with them. As an aid for achieving this, some "rules" are given below. Again, the facilitator should not regard these as absolute "musts" but rather as guidelines to be applied flexibly and in accordance with both the situation and the personality of the facilitator.

With MAPA, the facilitator has an additional but more clear-cut responsibility: to keep participants focused on the MAPA procedure. As there are definite aims to be achieved (such as the production of a logframe, of an implementation plan, or of an evaluation report), the facilitator must be stricter in keeping to the time frame set in advance than in other participatory methods of meetings for planning or evaluation purposes.

The following paragraphs detail the guidelines already mentioned. They are all meant to assist the facilitator in his main role, which is to be a "helper," a "catalyst," a "midwife" to bring forward the ideas and knowledge that the participants bring to the group, and to help the group to bring these ideas together to form a consistent "whole." Therefore, any idea or suggestion is a valuable resource for the overall process and for the end product. So the first and most important point is to allow expression of all ideas and suggestions.

The second is to bring them together in a meaningful way, for *all* participants. As this involves the "quality of communication," sometimes the *attitude* of the facilitator is more important than his or her actual words or actions; people always have a "feel" for emotional undercurrents and act on it. And yet, sometimes simply following these professional suggestions helps to create situations and experiences that transform a mere guideline into a sincere attitude. The sum and substance of this set of attitudes and behavioural guidelines is that the facilitator is a *listener* and neither a *boss* nor a *judge*: the more you can genuinely value the participants' contributions and the less you try to "direct" them or "judge" how good or bad or appropriate or inappropriate they are, the easier you can make it for participants to actually think *together* instead of *against each other* in the process.

The professional attitudes of the facilitator

The facilitator:

- ❖ refrains from expressing his/her own opinions, aims, and values. She/he does not judge opinions or behaviour. Nothing is "right" or "wrong" for him/her during a facilitation session;
- ❖ is inquisitive, not assertive. He/she uses questions to activate the members of a group and to open them up to one another and the topic in question;
- ❖ is aware of her/his own attitude to people and topics and her/his own strengths and weaknesses, and assumes responsibility for his/her own actions. He/she also helps the participants in a group session to assume as great a sense of responsibility for their actions as possible;
- ❖ interprets all statements by the group as signals that can help her/him to understand the group process. She/he tries to make participants aware of their own behaviour so that obstructions and conflicts can be worked out, and she/he does so without making moral appeals;
- ❖ does not discuss the method; he/she uses it;
- ❖ does not justify his/her actions or statements. Rather, he/she brings to light the problems that lie behind attacks and provocative behaviour;
- ❖ carefully observes the process and the participants. If she/he senses that someone feels excluded from the process, it is her/his task to deal with this by individual discussion or by changing the group process;
- ❖ has trust in other people and their capacities;
- ❖ is patient and has good listening skills;
- ❖ respects the opinions of others and does not try to impose his/her own ideas;
- ❖ is able to create an atmosphere of trust and confidence in the group;
- ❖ arranges the space and materials to create an attractive physical arrangement for the participants;
- ❖ is flexible in the use of particular tools from the MAPA toolbox;
- ❖ must feel secure with the sequence of steps to be followed in the MAPA procedure;
- ❖ always works with another person because the techniques of facilitation and the relationships in a group make teamwork necessary. Only in exceptional cases (such as in spontaneous or brief facilitation sessions) can she/he work alone;
- ❖ always listens to the feedback of the co-facilitator in the breaks between individual sessions.

APPENDIX 3: Visualisation

General Remarks

Visualisation provides a direct focus for the attention of the whole group. The discussion always refers to one particular item represented by a written statement on the wall or pin board. Usually the relationship between this particular item and other topics is also visibly and graphically represented on the wall, including the relationships of problems and/or goals to each other, the relationship between goals and indicators, the relationships between indicators and "sources of verification", etc. (see Appendix 6: The Logical Framework Method).

At the same time, these written statements function as the group's memory device and consequently make reporting about the event easier. Furthermore, a group session can be used to prepare a report, the structure and items of which are already provided through this method of visualisation.

The additional advantage of this method of creating tangible memory devices is that no idea or contribution ever gets lost: the paper with the statement on it remains on the wall or pin board for all to see. This is the embodiment of the idea that *each and every* contribution from *any* participant is a valuable resource for the overall process and result. This particular point is strengthened by specific techniques such as the "treasure box" (see below), the "mopping up exercise" (see Appendix 8), and the "Wailing Wall" (see below).

Finally, this method of visualisation supports the participatory and democratic orientation of the whole process: all statements are made in a similar form, irrespective of the "author." It is the *content* of the idea which makes it valuable to the group, and not the status or position of its originator. And once the paper is on the wall, it is "owned" by the whole group and not by the originator. To support this feature of the group ownership of ideas, the facilitator(s) makes sure that papers are collected and displayed anonymously (see also Appendix 4: Problem Diagnostics for additional reasons).

Some Rules for Visualisation

- Each participant has a board marker (edding 33), all of the same colour.
- Each participant is provided with enough cards (if available) or A5 sheets of paper at all times (cut A4 sheets in half, if necessary).
- Only one idea is written per one card/sheet of paper. This allows for the easy rearrangement of these ideas on the display areas.
- Clear, concise statements are preferable to long sentences (not more than 8-10 words for one statement).
- They should be written in print and in a script size of about 2.5 centimetres. Statements should be legible from a distance of 8-10 meters.
- Additional stickers containing a question mark or an exclamation mark should be used to demarcate statements for which no clarity (question mark) or consensus can be reached (an exclamation mark denotes the existence of a strong minority objection to the majority opinion).
- For the matrix of the logical framework, it is advisable to have four different colours in four different shades (from light to dark) to distinguish clearly between fields of the matrix.
- When needed, the participants are provided with different-coloured adhesive dots for ranking or prioritisation.
- All statements on display are recorded and kept for use in later workshops, in the order and including the relationships that resulted from the group process.
- Whenever an idea or statement cannot be clarified or seems out of place at the given stage of the group process, it is transferred to the "treasure box".

The "treasure box"

Whenever it is impossible to deal with any one of the written statements properly at any given stage of the process, that statement is transferred to the "treasure box." The name signifies that the placement does *not* mean that the idea is not valid or unimportant. Rather, it may need additional thought, it may already be clear that it will become important at a later stage, or it may at the present stage provoke too much conflict to be resolved immediately. And even if it looks stupid at first glance, it may provoke a brilliant idea later. As we stated earlier, each and every idea is a valuable resource, and the "treasure box" is the site for all ideas whose place or value in the overall context is not immediately clear.

To make sure that none of the ideas is forgotten, the "mopping up exercise" (see Appendix 8) specifically asks if *all* the ideas displayed have been taken care of, before the event is concluded and the output accepted as valid.

The "Wailing Wall"

This is a display area that is accessible to all participants at all times during the workshop. It gives everyone an opportunity to comment or, particularly, to register any complaints or dissatisfactions. In this manner, nobody is forced to step too much into the open with a negative remark, but nobody is forced to swallow such negativity either. Both could be disruptive for the overall group process.

The facilitators check the "Wailing Wall" regularly and bring up the issues displayed there once the need arises. Therefore, no specific times for taking care of these comments and complaints is set, but the facilitators can regularly remind participants of this opportunity.

APPENDIX 4: Problem Diagnosis: Problem "Clouds"

Projects usually start out as a vague idea rather than as an explicit plan. By the time a MAPA project planning workshop is convened, this idea has already been elaborated on, and the possible stakeholders have been identified and are present. The "planning team" may also have decided that the presence of experts may be necessary for an effective planning process.

This group of people is now present in the room prepared by the facilitators, and, after the introduction, the participants have a rough idea about each other. These are the resources for the thorough participatory diagnosis of the situation that the project will address.

The problem diagnostics have several clear stages:

- Presentation of the project's situation
- Identification of (all) individual problems
- Display of *all* problems
- "Validation" or "Ranking" of the displayed problems
- Identification of (all) additional problems
- Display of the additional set of problems
- A second "validation" or "ranking" of problems
- Organisation of problems into clusters or "clouds."

Presentation of the project's situation

The problem diagnosis begins with focussing the group's attention around a core question derived from the original project idea, a question that will usually start with "What are the problems people/you encounter when..." or "What are the problems with respect to...," followed by the original project idea.

In a well-prepared workshop, the project team or one of the experts may also brief participants about the situation that the project is going to address. This presentation should only be a brief reminder of information that all participants will have received along with or after their invitations and will therefore not take much time. Its value lies in providing a common ground for the group's effort to analyse the situation and to design a well-structured project to address this situation. It should *not* restrict the participants' thinking. The essence of the problem identification is its *openness*: an idea that at first looks like a trivial, minor, or peripheral problem may later reveal itself as a core problem.

Identification of (all) individual problems

After this presentation (if it is part of the planning workshop), the core question is repeated and the participants are asked to write down the problems they see individually. Each participant is provided with a marker and at least ten cards or A5 sheets of paper and is asked to write down all problems he or she can think of, one idea per one sheet of paper, written in print and in landscape format (see Appendix 3: Visualisation). The timing depends on the participants, of course, but they should not be rushed into finishing quickly. On the contrary, the quality of the planning process depends very much on the clarity of the formulation of the problems that the project is designed to address (see "Visualisation", problems should be stated in short phrases of roughly eight to ten words, not in single words). For the same reason, there should be no limitation on the number of problems an individual participant submits to the group; the one problem not mentioned because of rush, a seeming lack of paper, or undue shyness might turn out to be crucial for the success of the project at a later stage.

Display of all problems

All the papers are collected by the facilitator with the writing facing the floor. Nobody, not even the facilitator, should be able to read the problem formulation, because everyone has the right to name any problem deemed relevant, irrespective of their rank and position, and irrespective of whether any of the other participants may feel flattered or hurt by this particular problem statement. Participants may not trust that they have this right unless the strict anonymity of the problem statements is respected. At the same time, it must be ensured that no problem is given prominence simply because it has been forwarded by a high-ranking participant. Problems should be considered solely according to their intrinsic value and logic, and the facilitator's task is to ensure this by guaranteeing anonymity.

Therefore, after the collection of all individual papers, the facilitator mixes these papers (still face down) before he/she and the co-facilitator read out each problem statement to the whole group and pin it to the pin-board or the wall. At this stage, the order of the problems is not important, and it is not important if the same statement comes up more than once. Each individual statement is treated equally, and all are given equal prominence on the display area.

"Validation" or "Ranking" of the displayed problems

Once all the problem statements have become a common resource displayed on the wall (or the pin-boards), the analysis must proceed by determining the importance of each individual problem, by grouping the problems into problem *areas* (building "problem clouds", see below), and by finding the cause-and-effect relationships between these problems (building "problem trees," see Appendix 5a). The first step is to let the participants rank or "validate" the problems already displayed. This is done by distributing adhesive dots to them and then asking them to mark the problems they find particularly important with these dots.

The appropriate number of dots per participant depends on the number of participants, as well as on the number of problems. It is usually sufficient if participants can mark 10 per cent of the problems as "important", but even if the number of problems is low, participants should not have less than four or five dots in order to let them feel they still have choice.

Participants simply stand in front of the display area, familiarise themselves with the problem statements, and distribute their adhesive dots. They are explicitly allowed to put all their validation points on the same problem if they wish.

The result of the validation process is a clearly visible ranking of the problems, as important problem statements stand out by the number of coloured dots attached to them.

Identification of (all) additional problems

During this exercise in familiarisation and ranking, participants went through a thinking process that is likely to have led to additional ideas about problems. Therefore, participants are asked to go through a second round of writing down these additional problem statements, which is conducted in the same fashion as in the first round. They are collected in the same manner (i.e., as anonymously as possible), although this can be more difficult the second time, as there may be few additional contributions.

Display of the additional set of problems

The additional problems are then displayed in a similar manner: they are mixed, read out loud, and added to the problem statements that are already there. They are not distinguished from the first set of problems, except that none of them yet have colourful dots indicating their importance.

Second "validation" or "ranking" of problems

At this point, participants are given a second set of adhesive dots (half as many as in the first round should be sufficient) and asked to rank problem statements for a second time. They are not restricted to ranking the additional problems, as the increased familiarisation with all the problems and the results of the previous ranking may have led them to rethink the validation of the first set of problems. They are explicitly invited to use the second set of validation points for the problems first displayed if they feel this is necessary.

This completes the first major phase, resulting in a complete listing of all relevant problems and their visible prioritisation, which is graphically represented by the number of dots attached to each. The group can now move to the second major phase, the grouping of problems into "clouds."

Organisation of problems into clusters or "clouds"

Ultimately, the purpose of the problem diagnosis is to define a clear hierarchy of goals and objectives (see Appendix 5). Yet, these goals and objectives should address problems that are present in the situation. These problems have simply been identified and displayed (and ranked) in the previous stage of the problem diagnostics. They have not yet been related to each other. This is the purpose of the "problem clouds", which are delineated at this stage of the problem diagnosis. These clouds organise *all* individual problems into (more or less) appropriate groups with specific titles.

As the participants have already familiarised themselves with the problems, they can be expected to have formed some idea of possible groupings of problems. The facilitator therefore prepares papers that will contain the headings of the "clouds" identified by participants, and then initiates a discussion aimed at identifying these "clouds."

This gives the participants an opportunity to briefly think through the relationships between the problems already displayed. At this stage, the facilitator should not allow to group to get into deep and fundamental discussions about these relationships, however. Such discussion will occur at a later stage anyway (see Appendix 5a: "Problem Trees"). Instead, the facilitator should encourage participants to take both the headings for the problem clouds and the problem statements at face value (not what *may* be the meaning *behind* the visible wording is important, but the wording itself).

The facilitator should also take care not to allow too many problem clouds to develop. And he/she should remember that long discussions can be shortened by making use of the "treasure box" (see Appendix 3: Visualisation). This is *not* advice to cut short *all* discussions: one of the important advantages of this procedure is that it gets the participants to briefly discuss *all* the problems from various angles, which will be good preparation for constructing "problem trees" (see Appendix 5a) later.

The procedure starts with the problems of highest importance, as indicated by the number of dots attached to them. The facilitator then turns to the problem statements with fewer dots. The exercise continues until *all* problem statements have been sorted either into one of the problem clouds or into the "treasure box." When the exercise appears to be getting tedious, it may be better to call for a coffee break rather than to push forward at all costs, because the value of the whole process depends on the level of alertness of the whole group. The facilitator always has to find a balance between taking care of the quality of the process (which depends on the level of alertness of the participants) and following the demands of the time schedule, which may necessitate some "pushing." To repeat, problems can still be rearranged at a later stage (when entire "clouds" may merge or be separated from other clouds), when their relationship is discussed explicitly (during the construction of "problem trees").

APPENDIX 5: Defining Goals and Objectives

The very definition of "project" is "to achieve a specified objective in a specified time, and with a specified amount of resources." Therefore, constraints of time and resources do not really belong to the field of "problems", which was clarified and structured during the diagnostic phase of the MAPA-PROJECT planning workshop. Rather, they are part of the framework for any project. This point is worth explicit mention, however, because inexperienced groups often label "lack of resources" or "lack of time" as "problems" during the diagnostic phase. In this case, it is the facilitator's task to clarify the difference between the framework of conditions within which a project has to function and the problems the project is designed to address.

Usually, projects are indeed designed to solve specific problems identified in particular situations or contexts. To analyse this situation in more detail was the aim of the diagnostic stage of the planning workshop. Even if the original project idea was born in a more "visionary" manner (i.e., without explicit reference to existing problems), the diagnostic stage is necessary to clarify those problems that the implementation of this visionary idea is likely to be up against or bring about. Even if these problems are treated as "challenges to be met" rather than as "faults to be fixed," planners and implementers still have to take them into account when defining which kinds of activities they want to undertake and in what manner and sequence, which is specified in the *implementation plan* (see Appendix 7).

At this stage, the planning workshop has to deal with the relationship between goals/objectives and problems (i.e. it must either turn specified "problems" into "objectives" or elaborate on predefined objectives, taking the specified problems into account). The aim is to design a clear hierarchy of goals that will represent the *intervention logic* of the logical framework matrix (see Appendix 6). This hierarchy requires a clear relationship between an activity and its result, or the achievement of specific results leading to particular objectives. It requires specified *cause-and-effect relationships.*

Therefore, the most common method of turning the problems already identified and structured into goals and objectives is to first specify the cause-and-effect relationships between these problems by constructing one or more "problem tree(s)", which are then transformed into one or more "objective tree(s)." This procedure is explained in more detail in Appendix 5a.

There are, however, problems and situations for which clear cause-and-effect relationships cannot be defined. In this case, alternative methods for changing problems into goals have to be used. One of these is the Eisenhower method (see Appendix 5b).

Whatever method is used, it is important that the participants clearly formulate goals and objectives in the form of concise positive phrases. It is also important that the goals are defined clearly enough to allow for some kind of measurement of their achievement. As explained in Appendix 7 (The Logical Framework Method), an objective for which no measurable indicator can be identified is not a valid goal, because its achievement can neither be monitored nor evaluated.

The general rule at this stage is, therefore, that the participants write one goal (or objective) per card or sheet of paper. Each of these is expressed in a single positive phrase that also indicates a time frame for its achievement (by *when* should this objective be achieved?).

APPENDIX 5a: Problem "Trees" and Objective "Trees"

Once the group has decided on the feasibility of constructing problem trees from the existing "clouds," the first step is to identify the central or "core" problem for each of the clouds (only in exceptional cases will it be possible to find a "core problem" that is present in all problem clouds and thus construct only one problem tree). This problem is considered to be the "trunk" of the problem tree. The group is then invited to discuss all the other problems in their relationship to this core problem. In other words, is a particular problem a *cause* or an *effect* of the core problem? Continuing with the graphical representation of a tree, is a particular problem one of the "roots" leading to the trunk, or is it rather one of the branches growing out of that trunk?

Fig. 5: A Problem Tree

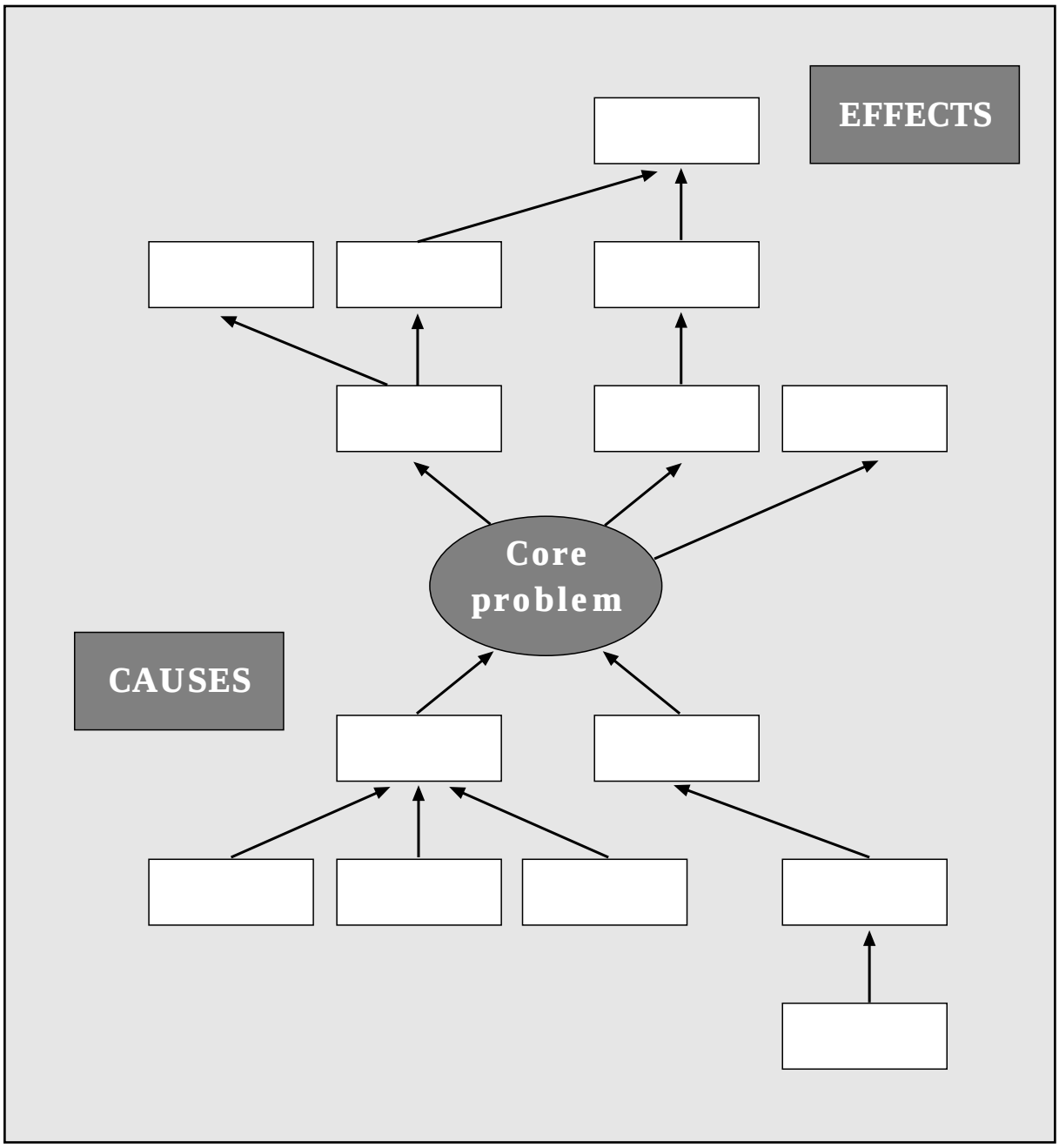


Fig. 5 shows how such a problem tree *might* look: neither the number of levels above or below the core problem, nor the number of forks should be taken as a guide, as this strictly represents the field of problems as already visualised in the problem "cloud." It is the relationships between these problems that determine the necessary number of layers and forks. The "tree" is intended to represent as complete as possible a representation of all cause-and-effect relationships present within this field of problems, as complete as the participants present can produce on the basis of the information and perspectives available.

The tree is physically constructed from the problem statements already displayed on the wall. The papers are taken from their present place in one of the clouds and rearranged according to the logic of the tree on a blank area of the wall or pin board.

Participants should not, however, be discouraged if they find it difficult to design a "complete" problem tree. It is often discovered that there are good arguments for considering a specific problem a "cause" (and thus a "root") of another problem, while there are equally good arguments for considering it an "effect" (and thus a "branch"). In such a case, the facilitator might remind the participants that bringing to light these differing perspectives and the reasons for them is more important than satisfying the formal requirement of constructing a consistent problem tree, since the essence of a MAPA-PROJECT planning workshop is to create an atmosphere for collectively considering the varying perspectives of different stakeholders *before* the project actually starts. If the dispute continues into the definition of goals and objectives, it could be useful to ask if any of these divergent views are linked to explicit or implicit interests of one or more of the stakeholder groups.

This may lead to the uncovering of a real conflict of interests, something that only too naturally develops whenever different groups with different interests participate in a single project or process. Again, it is always preferable for a project to be aware of such conflicting interests from the start, rather than be surprised, and possibly be ruined, by them later. If it is known in advance that such conflicts are likely to erupt, the managing team should take care to find facilitators who are also skilled in conflict resolution.

Many conflicts can, however, be solved by the participants themselves, who can negotiate to what extent conflicting interests will be taken care of explicitly in the formulation of the goals and objectives.

The "objectives tree"

The transformation of the *cause-and-effect* relationships of the problem tree into a *means-ends* relationship should not be a mechanical exercise. While it is possible to mechanically transform the "problem tree" into an "objectives tree," this rarely does justice to the complexity of situations or to the collective intelligence of the group of stakeholders present during a planning workshop. Neither is this kind of mechanical exercise helpful for the later stage of defining the four-level hierarchy (*activities, results, project purpose*, and *overall goal*) required by the logframe matrix, unless the problem tree itself already fits the four levels.

It is important, though, to find clear objectives that address each of the "core problems" in the previous exercise. These objectives should describe in a clear one-sentence statement a situation in which the respective core problem is no longer present or at least considerably reduced (see also the general remarks about goal formulation in Appendix 5). Under normal circumstances, these objectives will become *results* in the logframe matrix, unless the group decides that one of these objectives is important enough to merit a complete project and therefore translates into a *project purpose*. Alternatively, it may turn out that the solution to the core problem necessitates the achievement of several objectives.

It is equally important to find enough common ground to be able to define a unifying *project purpose*, one towards the achievement of which all the project's energies are geared and which therefore provides the major yardstick for measuring its success when it comes to evaluating the project. The group must take care to see a clear *means-ends* relationship between the *results* defined earlier and the *project purpose*, the logic being that once the *results* are delivered, the *project purpose* will be achieved.

The existing problem tree is useful for thinking about the preconditions for achieving both the *project purpose* and the *results*. Once the "root problems" have been tackled successfully in reality, the problems caused by them which appear higher up in the problem tree) should also have been resolved.

This always requires thinking about how these problems can be tackled. In other words, the group must specify the kinds of *activities* a project can undertake either to address one of the stated problems explicitly or to contribute to the achievement of the stated objectives in a more indirect fashion. At later stages of the project, in the implementation phase, it is through these *activities* that the project interacts with the outside world. At the planning stage, during the present phase of it, the *choice* of particular activities is discussed in a participatory fashion and the *reasons* for this particular choice are formalised in the *intervention logic* of the logframe format (see Appendix 6). The attempt to construct an "objectives tree" is but one of the possible tools to achieve this.

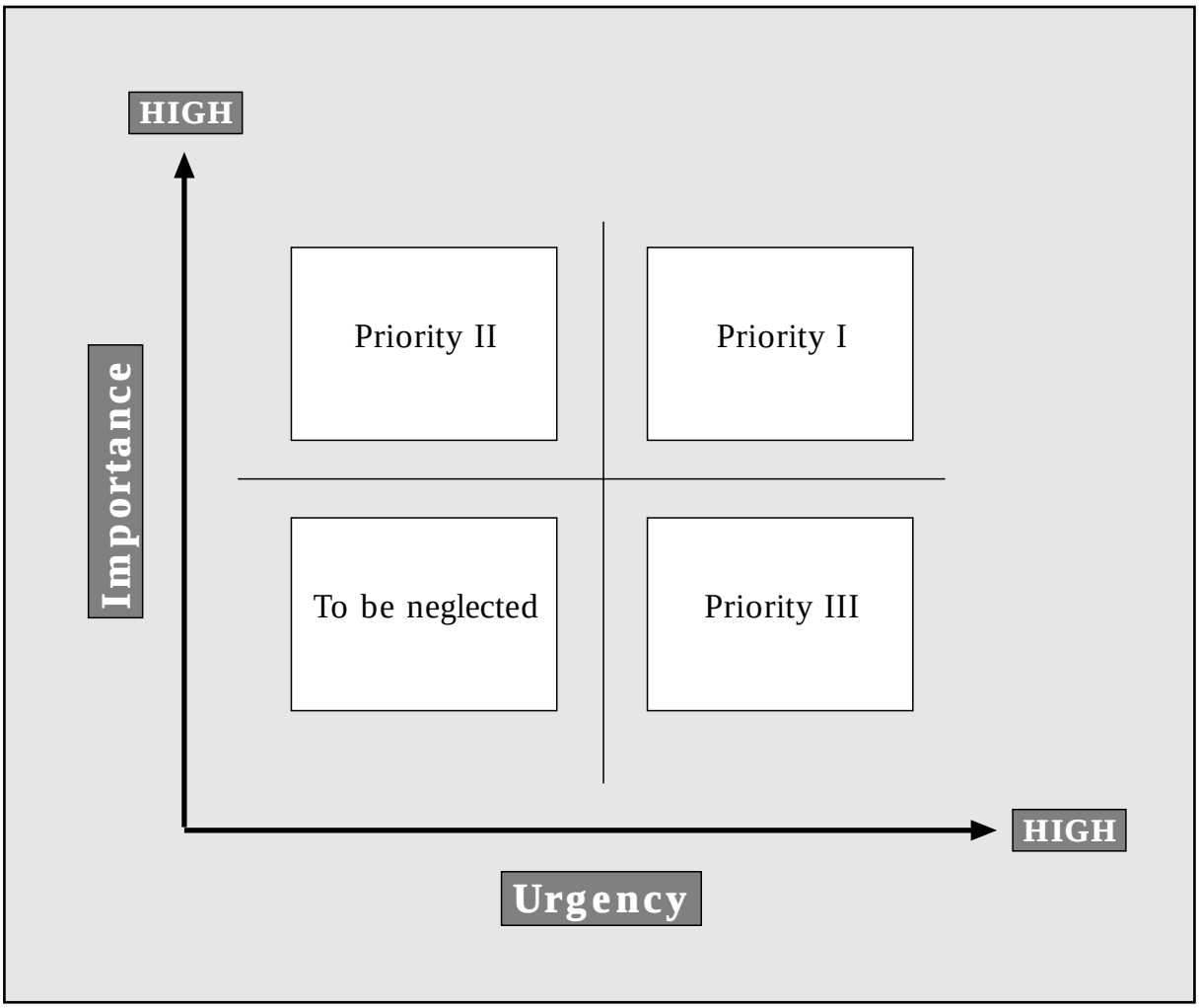
Later, the planning workshop also decides on an implementation plan, which sets out the timeframes for these activities, the material, human, and financial resources needed to carry out these activities, and the responsibilities for managing these activities. (This is described in more detail in Appendix 7, The Project Implementation Plan.)

Presently, the planning group must also define a more general (but still "measurable") *overall objective*, one that indicates to which broader social, educational, political, or other goals the project (with its limited resources) will only make a contribution. Under normal circumstances, the problems in the upper ("effects") half of the problem tree will help the participants to identify such a goal. It is this *overall goal* that provides the link between the more general strategy of the organisation running the present project and this particular project (for the link between project planning and strategic planning see MAPA STRATEGY, in preparation).

APPENDIX 5b: Eisenhower Model

The Eisenhower model is a possible alternative to the Problem Tree when it comes to transforming problems into objectives. The problems are arranged according to two criteria: their importance to the overall question and their urgency. Thus, a grid with four quadrants is constructed, which makes it easier to decide which problems should be tackled first.

Fig. 6: The Eisenhower Model



Problems that merit immediate attention are those in the upper right quadrant. Here we find problems that are both important *and* urgent. They burn on the skin *and* threaten to infect the whole body, so to speak.

The upper left quadrant contains the problems that are important but are not very urgent. They are accorded second priority, but they should also be dealt with. What is important, but not urgent, may easily become urgent.

The lower right quadrant will contain the problems that appear urgent but are of low importance. They are accorded the lowest priority in the formulation of objectives (priority III in the diagram).

Problems that are neither very important nor particularly urgent will be found in the remaining quadrant (the lower left). These problems can be put aside during the definition of aims and objectives.

APPENDIX 6: The Logical Framework (Logframe) Method

Originally developed for military planning, the "logframe" format has become an international standard planning tool for developmental and other projects. Once the diagnostic stage has successfully concluded with the development of goals and objectives, the use of the logframe matrix, together with the implementation plan (see Appendix 7), ensures a coherent and transparent plan that already incorporates indicators for monitoring and evaluating, and takes the external environment of the project into account as well. The matrix itself can be seen as a convenient visualisation of the internal structure of the project.

The logframe matrix (see Fig. 7) is comprised of four lines and four columns. These four columns present the *intervention logic*, the *objectively verifiable indicators*, the *sources of verification*, and the *assumptions behind the intervention logic* on all four levels of the hierarchy of aims, as defined in the vertical axis.

Fig. 7: The Logframe Matrix

	Intervention Logic	Objectively Verifiable Indicators	Sources of Verification	Assumptions
Overall Goal				
Project Purpose				
Results				
Activities	Activity 1 Activity 2 ... Activity N	Means	Costs	

The first column contains the ***intervention logic*** of the project. It shows a hierarchy of aims and how they follow clear cause-and-effect relationships: the project undertakes specific *activities* that should lead to clearly defined *results*. The activities are what the project *does*, while the results represent the *output* of these activities and, therefore, of the project. The *results* of the project, taken together, should allow the project to achieve its overall *project purpose*. It has become an international standard that a specific project should have only *one* "project purpose." This makes both project planning and project evaluation easier, because it is easier to plan for the achievement of a single objective than for two or more parallel objectives, and it is easier to measure the success of a project against a single stated purpose rather than against two or more, which may even be in unrecognised conflict with each other.

This is not as restrictive as it sounds. As will be explained below, the logframe format allows for the "cascading" of projects. This simply means that a complex situation may require a complex set of interrelated projects, each of which has a single stated *project purpose*. The relationships between these different purposes will be as strictly logical as the relationship between activities, results, and project purpose in an individual project. The overall structure of interrelated projects will then follow the "objectives tree" developed during the diagnostic phase of the planning procedure. A structured set of projects is also easier to manage than a very complex individual project because it remains clear which project manager will be responsible, and therefore accountable, for which project purpose.

At the top of the hierarchy of objectives (in the top line of the logframe matrix) we find the *overall goal(s)* of the project. This or these are usually more general development or policy goal(s) to which the project can only *contribute*, but which the project itself cannot achieve. To give an example, providing schools with computers to enable them to access web-based information will contribute to the goal of a "well-informed general public," but it will not achieve it on its own, even if the project is one hundred per cent successful in providing all schools with a specified number of computers with Internet access each.

The second column of the logframe matrix presents the ***objectively verifiable indicators*** at all levels of the hierarchy of objectives (i.e. the intervention logic). It is important to have *objectively verifiable indicators* for the overall goal(s) and the *project purpose*, as well as for the *results* in order to be able to achieve a consensus between all stakeholders about *how successful* the project was. Only if the degree of success can be measured by indicators on which everyone can agree is there any hope for achieving a consensus opinion on the project's achievements, or otherwise. It is important that indicators are identified, which reflect several levels of project effects: output indicators, which describe the immediate services/goods created by the project, outcome indicators, which describe the expected changes within the target group, impact indicators, which point to the expected sustainable influence of the project on the wider environment. In addition, indicators which describe the process (the way in which the project attempts to achieve change), and the input (the resources used by the project) need to be devised. We recommend attentive choice of indicators from all the categories described above: while the impact indicators give us the information on whether any lasting effect exists, that is, 'what' the project achieved, the other indicators give information on 'how' and 'why' the impact was achieved.

While there exist standard sets of indicators for various fields of intervention, it is advisable to take the measurement question very seriously and think it through for each and every goal, purpose, and result (note: the indicators for *activities* are whether they have actually been *done* or not). It has become a standard convention not to allow any objective to remain in the logframe matrix unless a reasonably convenient indicator can be found. An objective whose achievement cannot be measured is not a valid objective. In that sense, the above-mentioned "generally well-informed public" might not survive as a valid overall goal.

Often it is possible, however, to develop proxy indicators that make it feasible to preserve objectives aiming for seemingly immeasurable qualities, as was the case in the "generally well-informed public" example. One might suggest that the "general public" is well informed if topics of national or international interest (as reflected in the newspapers, for example) become the object of lively conversations in pubs (or in coffee houses if we are dealing with a different culture) within two days. This, of course, opens the question of "how do we know this".

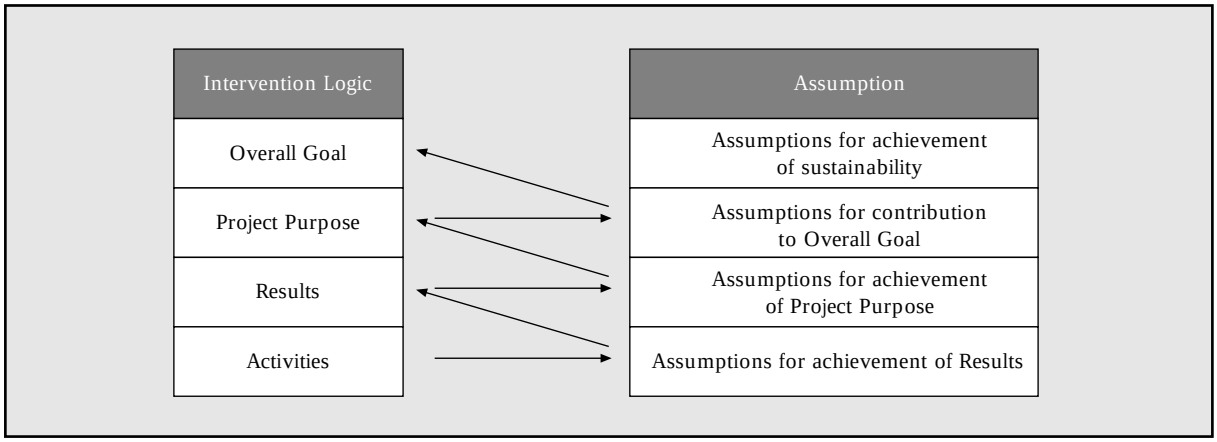
That is the object of the third column, which specifies the ***sources of verification*** for each of the *objectively verifiable indicators*. For some indicators there are either project documents or publicly accessible records that contain the necessary data. For others, the method and timing of data collection has to be specified. These will then become part of the project's system of Monitoring & Evaluation (see Appendix 17). At this point it is important to keep in mind that the use of existing sources of information is cheaper and more convenient than a specific research effort or the establishment of an additional system of documentation (on top of the system of documentation that any project must establish and maintain for purposes of internal control and accountability).

The fourth column deals with the ***assumptions*** about the external environment that are made in the formation of the *intervention logic*. In any social intervention project, the cause-and-effect relationships and the means-end relationships are not as clear cut and unchangeable as in the mechanical system of a machine. In social systems these relationships always depend on a constellation of external factors beyond the control of the project. Thus, accessing information through the Internet using computers at schools depends on additional factors beyond the control of that project. For example, the availability of telephone lines and of electric power may be the most prominent factors in many countries where the necessary infrastructures are still in the process of being built. In addition, even "connected" computers will only contribute to the increased knowledge of their users if these users actually look for information instead of simply playing some of the now-available interactive games. The *assumption* in this case would be that students use the computers for the purpose intended.

It is a generally recognised danger that the *assumptions* column gets neglected in planning workshops, to the detriment of those projects that do not pay enough attention to their external environment and to their *preconditions for success.* Facilitators should be well aware of this danger, which is usually exacerbated by time constraints, and plan ahead by reserving enough time for dealing with the assumptions.

The importance of the assumptions becomes clear when considering the relationship between the intervention logic and the assumptions, as in Fig. 8:

Fig. 8: The relationship between Assumptions and Objectives



The *intervention logic* follows a straight path: *activities* lead to *results*, *results* allow the project to achieve its *project purpose*, and the achieved purpose contributes to the *overall goal.* This straightforward reasoning does not take into account the external environment.

In reality, *activities* will only lead to the envisaged *results* if certain external conditions allow this to happen. The existence of these external conditions is specified as one or more *assumptions.* The overall logic then becomes slightly more complicated:

Activities plus fulfilled assumptions lead to *results.*

The same is true on the other levels of the logframe matrix. Thus:
Results plus fulfilled assumptions lead to the achievement of the *project purpose*, and *Project Purpose plus fulfilled assumptions* contribute to the *overall goal.* And this contribution is *sustainable* if the assumptions at the topmost level come true.

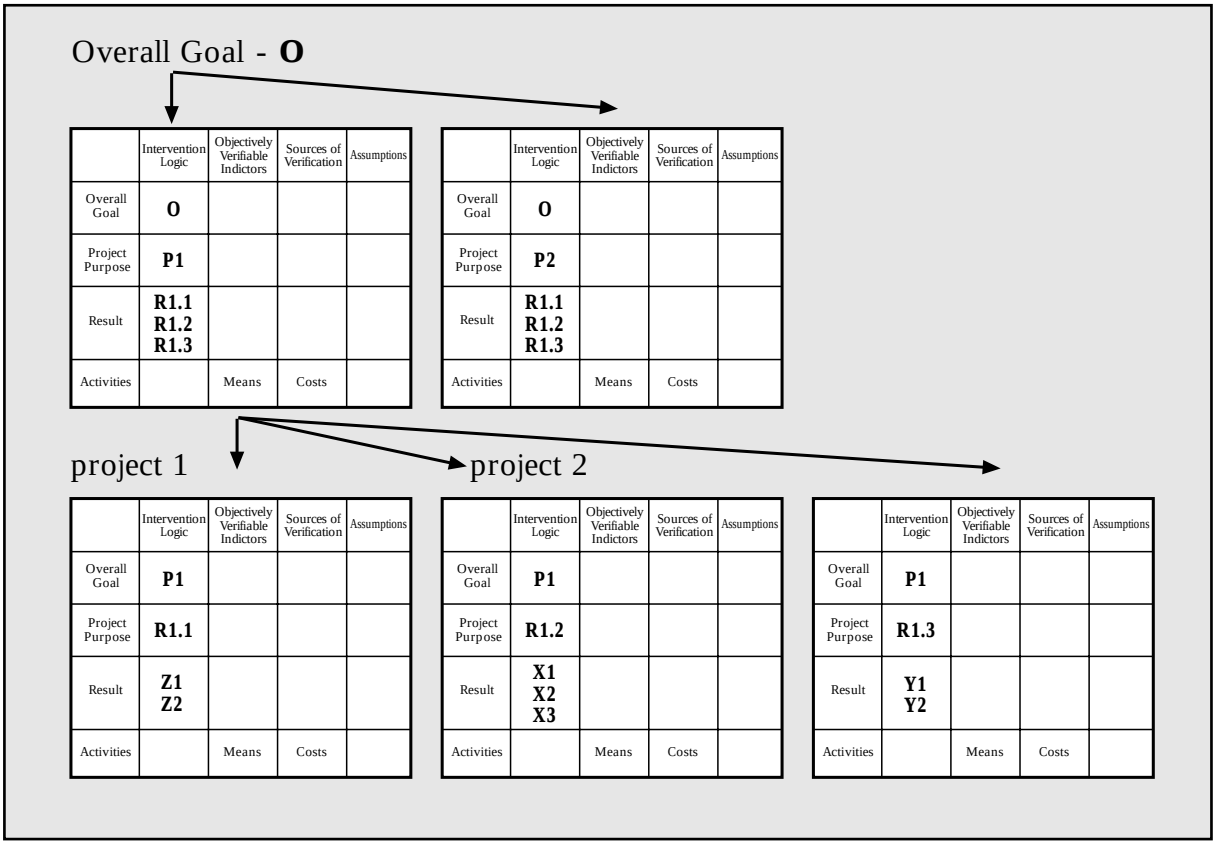
The assumptions leading to a project's sustainability are particularly important if the overall strategy of the organisation managing the project or the organisation funding the project has a strategy that emphasises sustainability directly or in formulations ("systemic impact", "long-term impact", etc.).

Cascading of projects

Often, the problem analysis reveals a situation that is too complex to be dealt with in a single project. The first option is to design a series of parallel projects with the same *overall goal* but different *project purposes.* It may turn out, though, that the achievement of some of these *project purposes* requires quite different *results.* If, on top of this, very different activities (done by very different people) lead to these results, it can be easier to break down this project into a number of sub-projects. Each of the different *results* then becomes the *project purpose* for one of the sub-projects, for which one project manager or management team can be held accountable. In this case, the original project's *project purpose* becomes the *overall goal* for each of the sub-projects. An overall structure of parallel and hierarchically arranged projects is usually called a *programme.*

The series of parallel sub-projects looks exactly like the series of parallel projects conceived to take care of a very complex *overall goal*, at a lower hierarchical level **(see fig. 9)**.

Fig. 9: Cascading of projects



It is even possible that the manager of a sub-project finds it difficult to produce a certain *result* with the available project staff and therefore decides to outsource the activities leading to it as a sub-sub-project, which can be requested to follow the same logical framework format as the overall project.

The advantages of cascading projects instead of designing very complex individual projects are the following:

- each individual project and sub-project has a clearly defined project purpose
- for each project purpose there are clear responsibilities
- each project or sub-project has a clearly defined intervention logic
- each project or sub-project produces its own indicators for monitoring and evaluation purposes
- each individual project and sub-project takes into account the external conditions necessary for its success (which, in a complex overall structure, may be the completion of other sub-projects).

APPENDIX 7: The Project Implementation Plan

For project implementation, the "Gantt" technique is normally used. The Gantt operational (implementation) plan is an effective and commonly used means to gain an overview of the timing of, the relationships between, the responsibilities for, and the resources required for any number of activities. The activities are simply listed on a table, with each activity heading one line. For each activity, the rest of the table specifies the time during which the activity is going to be performed (listing both its beginning and end), the human resources needed to perform it (the type of expertise and the amount of time in man days necessary), the materials and equipment needed, the costs involved (with respect to both manpower and material resources), the organisation that will be responsible for this particular activity, and, last, but not least, the person in that organisation responsible for the activity. In the case of more complex project activities that involve more than one organisation or more than one department within one organisation, additional columns might be added, such as "partner organisation," "counterpart (department and/or person)," and even "cost sharing." It is also normally advisable to add a blank column for "comments" or "remarks." An example of the format is given below:

Fig. 10: The Project Implementation Plan

Activities	**Time Schedule (Months, Weeks, Days)**											**Human Resources**	**Material Resources**	**Costs**	**Organisation responsible**	**Person responsible**	**Comments**
Activity 1																	
Activity 1.1																	
Activity 1.2																	
Activity 1.n																	
Activity 2.1																	
Activity 2.n																	
Activity 3.1																	
Activity 3.n																	
...																	
Activity N.n																	

Using this table, possible conflicts between different activities can be detected easily, such as the same person or the same piece of equipment being needed at the same time for different activities. This type of planning also makes it easier to take into account relationships between activities: if the beginning of activity two requires the completion of activity one, and the beginning of activity three the completion of activity two, then they need to be timed sequentially, possibly using "buffers" (i.e., leaving a gap between the end of activity one and the beginning of activity two) to take care of the delays normally encountered in the implementation of any activity.

The overall cost planning of the project or of groups of activities is also facilitated by this type of implementation plan, which can provide a quick overview of the total requirements for manpower, materials, and equipment.

Finally, supervision of the project becomes easier, because responsibilities (and partners, if any) are also clearly defined (this is explained in more detail in Appendix 7a: Monitoring of Activities).

The implementation plan fits quite naturally into the logframe method, even though the "Gantt" format was originally developed for the coordination of complex industrial processes. It represents an expanded, more detailed version of the lowest level of the logframe matrix, leaving out the "assumptions" of the last column, as the following diagram shows:

Activities	Activity 1 Activity 2 .... Activity N	Means	Costs	

In a simple manner, the Gantt table lists all the activities and expands on them. While the logframe matrix mentions only one activity, the implementation plan splits this up into all the sub-activities that are grouped under that one overall activity. "Providing schools with computers Internet access" could be broken down into "establishing the number of schools," "ensuring telephone lines in all schools," "ensuring acquisition and delivery of computers," and "providing Internet programmes and training in their use." The level of detail really depends on the complexity of the project.

Seen from the other end, the lowest level of the logframe matrix is a condensed version of the Gantt project implementation plan, stating only the activity, the "means" (the human and material resources needed), and the costs involved (which are needed for budgeting purposes). In addition to the implementation plan, the logframe also takes into account the external environment. The "assumptions" column specifies the external conditions that must be present for the activities to be carried out and for their purpose to be achieved (the *results*, as defined in the intervention logic of the project).

The Gantt format for the project implementation plan has an important additional advantage: the same format can be used for reporting purposes (see Appendix 7a: Monitoring Activities) and for the overall Monitoring and Evaluation System (see Appendix 17). Comparing the planned activities with the actual activities allows for a precise measurement of the degree of achievement at the activities level. "Success" can be measured by simply comparing if the real activities and the real use of resources of the project are in line with what has been planned.

This same format can (and should) also be used for the preparation of planning and evaluation workshops (see Appendix 7b and 7c).

APPENDIX 7a: Monitoring of Activities

From its inception, a project needs to design a Monitoring and Evaluation system (see Appendix 17) for its own learning process, for reasons of accountability to both donors and target groups, and for reasons of transparency and credibility with the groups already mentioned, as well as for partner organisations and, sometimes, also for the general public.

Monitoring simply means keeping track of and recording what actually happens in a project. Therefore, keeping a record of the project's activities is an essential part of the Monitoring and Evaluation system. Using the Gantt format makes it easy to get a quick overview of the contents of the project's daily, weekly, or monthly reports. The data are summarised for each of the activities and entered into the Gantt table. It then becomes easy to compare what has been achieved with what has been planned, line by line, activity by activity, and item by item, including the beginning and end of activities, human resources used, and materials and equipment used.

Condensing the original implementation plan and the actual achievements into one table might look like this:

Activities	Time Schedule (Months, Weeks, Days)	Human Resources	Material Resources	Costs	Organisation responsible	Person responsible	Comments
Activity 1		3 man-months	1 vehicle	5000			
Actual A1		8 man-months	2 vehicles	6000			
Activity 2		4 man-months	Print. press	400			
Actual A2		4 man-months	Print. press	600			
Activity 3		15 man-months		3000			
Actual A3		10 man-months		2000			
Activity 4		10 man-months		10000			
Actual A4		16 man-months		17600			
Activity 5		3 man-months		1000	EvaLtd		
Actual A5		3 man-months		5000	PoliTd		

From this table it is easy to see the following results:

- Completion of the first activity took four instead of three months and employed two people instead of only one person. And while this also required two vehicles instead of only one, the costs reflected only a fraction of this increased use of resources.
- The second activity (presumably because it depended on completion of the first) started one month later than planned, but used precisely the same resources planned for, except that in the meantime the costs had risen by one third.
- The third activity was delayed by one month and used only two instead of the envisaged three people (we can only speculate if the consequent drop in salaries was actually intended to make up for increased costs in other activities).
- Activity Four started one month ahead of schedule and lasted one month less than planned for. This was most likely due to a doubling of the personnel for that activity. The costs reflect both of these changes, and an (assumed for the purpose of this fictitious example) additional salary increase of 10 per cent.
- Activity Five was actually a final evaluation, which was contracted out to a different company than the one originally envisaged (obviously, "PoliTd" is a more expensive firm than "EvaLtd").
- The overall budget for the project increased from 19,400 fictitious currency units to 31,200 units, which clearly shows that this is a completely fictitious example. The one thing projects in real life *cannot* change is the overall budget, because the budget normally depends on a donor organisation and has been fixed and agreed upon before the start of the project.

APPENDIX 7b: The Gantt Schedule for the Preparation of a Planning Workshop

The Gantt plan is also a good tool for organising and managing the preparation of a MAPA-PROJECT planning workshop (or evaluation session) effectively. This concerns both the preparation of the first workshop by the project promoter (or team) and the preparation of the second workshop, which is likely to include additional tasks of data collection and invitation of additional stakeholders. In general, the Gantt plan allows for the implementation of the tasks indicated in the "Checklist for the preparation of workshops" (see Appendix 1) *and* the additional tasks defined by the first workshop concerning the second one. As explained in PART II of this handbook (MAPA Step by Step), the responsibilities for these additional tasks must also be clearly defined during the workshop itself. Thus, while the Gantt schedule for a first workshop is simply a management tool for the project team, the schedule for the second workshop contains an additional part that is the direct result of the workshop itself and needs to be at least drafted during the workshop by the stakeholders participating in the event. The necessity for this procedure can be explained to the participants: the completion of some of these additional tasks (like the provision of information about the organisations of stakeholders present, the preparation of agreements of cooperation, or the identification of relevant decision-makers) will be the responsibility of certain participants, who need to agree to this responsibility in the presence of the whole group.

The hypothetical example of a Gantt schedule for the preparation of a planning workshop on the following page contains three parts:

- The topmost part lists the substantial activities the project team must complete before a workshop can be convened, such as the identification of the potential participants, the collection of preliminary information, and so on.
- The second part contains the logistical preparation of the workshop. To *some* extent, this part can be standardised for all workshops with respect to the *kinds* of tasks that have to be completed every time. To the extent that the participants, the dates, and the venues are different each time, the Gantt schedule must be carefully worked through each time nevertheless.
- The third section deals with the specific demands and tasks posed by the first workshop itself. It contains the activities for which participants themselves may be responsible or for the completion of which external experts are needed (for viability studies or a needs analysis, for example).

Fig. 11: A Gantt schedule for the Preparation of a Planning Workshop

Activities	Time Schedule (Months, Weeks, Days)	Human Resources	Material Resources	Costs	Organisation responsible	Person responsible	Comments
Identification of stakeholders							
Identification of possible partner orgs.							
Collection of information about target group(s)							
Distribution of information to potential participants							
Contracting of facilitators							
Confirmation of participation							
Completion of travel arrangements							
Hotel arrangements							
Visa arrangements							
Confirmation of meeting room							
Catering arrangements finalised							
Workshop materials ready							
Clarification of decisions, Org. A					Organisation A		
Gathering of information, Org. A					Organisation A		
Terms of cooperation, Org. A					Organisation A		
Needs Analysis Target Grp. A					Representative and Org. A		
Decisions, Target Grp. A					Representative and Org. A		
Needs Analysis Target Grp. B					Representative and Org. B		
Decisions, Target Grp. B					Representative and Org. B		

It should be noted that an additional section is missing in the above graphics (due to lack of space in this draft): the logistical preparation of the second workshop, which to some extent doubles the logistic preparation of the first workshop, but takes into account changes in the participants, the dates, and the venue.

More generally, if the preparation of MAPA-PROJECT planning workshops (and evaluation meetings) is one of the regular responsibilities of an organisation, an internal planning workshop for the development of a "standard Gantt schedule" for the logistical preparation of a workshop (which also defines the responsibilities for the individual tasks) might be a good idea.

APPENDIX 7c: The Gantt Schedule for the Preparation of an Evaluation Meeting

The Gantt schedule for the preparation of an evaluation meeting deals with similar considerations as the Gantt schedule for the preparation of a planning meeting: there are tasks that the evaluation team must complete before the logistic preparation can start, there is the logistical preparation of the evaluation meeting, there are tasks that are defined by the first evaluation meeting (and which must be completed before the second meeting can be convened), and there is the logistical preparation of the second evaluation meeting (which follows a similar pattern as the preparation of the first meeting). It is also worth mentioning that the "finalisation" phase of both the planning and the evaluation stages of the overall MAPA-PROJECT process can, and should, also be managed by way of a Gantt schedule.

The general framework presented in fig. 11 on the following page takes into consideration that an evaluation requires an external evaluator. Only an external observer can bring an "unbiased eye" to the evaluation, and thus provide a "fresh look" at what has happened so far. The "outside perspective" not only adds credibility to the evaluation (with respect to donors and other interested external parties), but also adds to the learning capacity of the project (and the managing organisation) itself.

As in the Gantt schedule for the preparation of a planning workshop, the table has been divided into three parts:

- the "groundwork" that the managing team must complete before convening an evaluation meeting (including the identification of an external evaluator)
- the "logistics" for the preparation of the meeting
- the gathering of data to find answers to the questions *any* evaluation must ask. It must be kept in mind that an actual evaluation plan will have to break these general questions down into more specific tasks. It must also be remembered that the gathering of data is the responsibility of both the external evaluators and the participants themselves. An easy reference for the participants of the Evaluation Meeting is presented in the table in fig. 12.

Finally, as in Appendix 7b, the logistical preparation of evaluation meeting II has been left out due to a lack of space. Readers should also keep in mind that the first and the third section of the Gantt schedule will be condensed into one, both for planning and for evaluation purposes, if the meeting is planned according to the specifications of "Fast-Track" Evaluation (or Planning).

Fig. 12: A Gantt schedule for the Preparation of an Evaluation Meeting

Activities	**Time Schedule (Months, Weeks, Days)**	**Human Resources**	**Material Resources**	**Costs**	**Organisation responsible**	**Person responsible**	**Comments**
Identification of participants							
Identification of external evaluator							
Synthesis of existing project information							
Distribution of information to participants							
Contracting of facilitators							
Confirmation of participation							
Completion of travel arrangements							
Hotel arrangements							
Visa arrangements							
Confirmation of meeting room							
Catering arrangements finalised							
Workshop materials ready							
Project activities?							
Partner activities?							
Achievement of *Results?*							
Achievement of *Project Purpose*?							
Efficiency of Project?							
Effectiveness of Project?							
Sustainability of Results?							

Fig. 13: Collection of Information

Indicator	Location of Information	Form of information	Method of Data Collection	Responsibility for Collecting Data	Method & Form of Presentation of Data	Collected by When?	Prepared for Presentation by When?	Comments
Indicator 1								
Indicator 2								
Indicator 3								
Indicator 4								
Indicator 5								
Indicator 6								
Indicator 7								
...								
...								
Indicator N								

In the Evaluation meeting, this table helps focus the participants' attention on the essential items necessary for the collection of information and for the processing of this information so that it can be usefully included in the evaluation report. Thus, for each of the indicators already agreed on, participants will clarify where the information is located ("Location of information"): in which institution, organisation, group, or individual. They will mention in which form it is available: as an already printed report, as a document, as pictures, maps, graphs, as ideas and opinions in people's minds. Once the location and the form of the information have been specified, the "how" of its actual collection needs to be discussed: can reports simply be accessed, are there negotiations with certain people necessary, is it necessary to consult several different sources, or is a separate study required (maybe including interviews or questionnaires).

Next, the responsibility for proceeding according to the agreed method is recorded in the table. This responsibility extends also to processing the raw data into a form which can allows for easy presentation of the information to the participants of the following (second) evaluation meeting. This could be in the form of tables, maps, lists of items, pictures, films, recorded verbatim statements or even "witness accounts" (particularly with respect to views from the target groups).

Finally, the table documents on the decisions as to by what date a) the collection of the information should be completed and b) by what date the processing of the data into a presentable format should be achieved (remember that the processed information should form part of the material the participants of evaluation meeting II receive *in advance* of that meeting).

An additional column for "comments" leaves room for any specific remarks or qualifications with respect to the indicators, the forms of information etc. Some of this could refer to particular difficulties participants are aware of with respect to collecting specific types of information, such as "difficult" people or "guarded" documents.

APPENDIX 8: The "Mopping Up Exercise"

The "Mopping Up" Exercise is a necessary step before any important phase of a workshop or the workshop itself can be concluded. During this exercise the whole group looks at each of the contributions on the walls or pin boards in order to ask the one important question:
"Has this item been taken care of?"
This is particularly important after the problems that surfaced have been transformed into a logframe matrix or an evaluation plan. In the course of the workshop, statements may have been condensed, discovered to be duplicated or changed, or relegated to the "treasure box" (see Appendix 3: Visualisation). Once a provisional result has been achieved and is clearly displayed on the wall, the group asks itself, "Does this result do justice to all the ideas that have led to it?"

Therefore the whole group goes through all the papers that have not been transferred to the logframe matrix or evaluation plan, one by one, to ask the above question:
"Has this item been taken care of?"

Only if the answer to this question is "Yes" can it be taken off the wall or pin board and added to the records. Alternatively, the group may decide that it has not been taken care of, and does not need to be taken care of in light of later discussion. Or the group may discover that it is an important item that discussion did not take into account sufficiently. In this case, the group needs to make an additional "last minute" effort to incorporate the matter into the logframe matrix or evaluation plan.

This exercise is particularly important with respect to the items in the "treasure box." If the items placed there are not taken into consideration before the conclusion of an important result, critical participants will begin to doubt the name "treasure box."

APPENDIX 9: The "Kill the Project!" Exercise

The purpose of this exercise is to allow participants to gain a certain distance from the project they have just created in the course of the planning workshop. It is natural that participants identify with the product of their collaborative (and usually intense) efforts. They therefore tend to dislike this exercise at first.

It is the facilitator's task to explain that identification always causes a certain amount of blindness. The consensus achieved by the group normally and naturally excludes certain views or topics, even after intense work. "Outsiders" like decision-makers in funding organisations will not share the group's consensus, and they will find it easy to criticise the project precisely for these "blind spots."

It can only help the project if the group attempts to look at its own product with the cool and critical eyes of a potential funder, to detect and correct the "flaws" caused by such blind spots before a real funder does. This "view from the outside" allows for the incorporation of critical points into the project design itself and thus increases considerably likelihood of a successful application for funds.

"Outside views" also incorporate the views of potential enemies of the project. Anticipating their likely attempts to block the project can help to formulate the project plans in a manner that can pre-empt such attacks.

Therefore, the facilitator attempts to stimulate the group into a more critical and aggressive mood in order to answer the following questions:

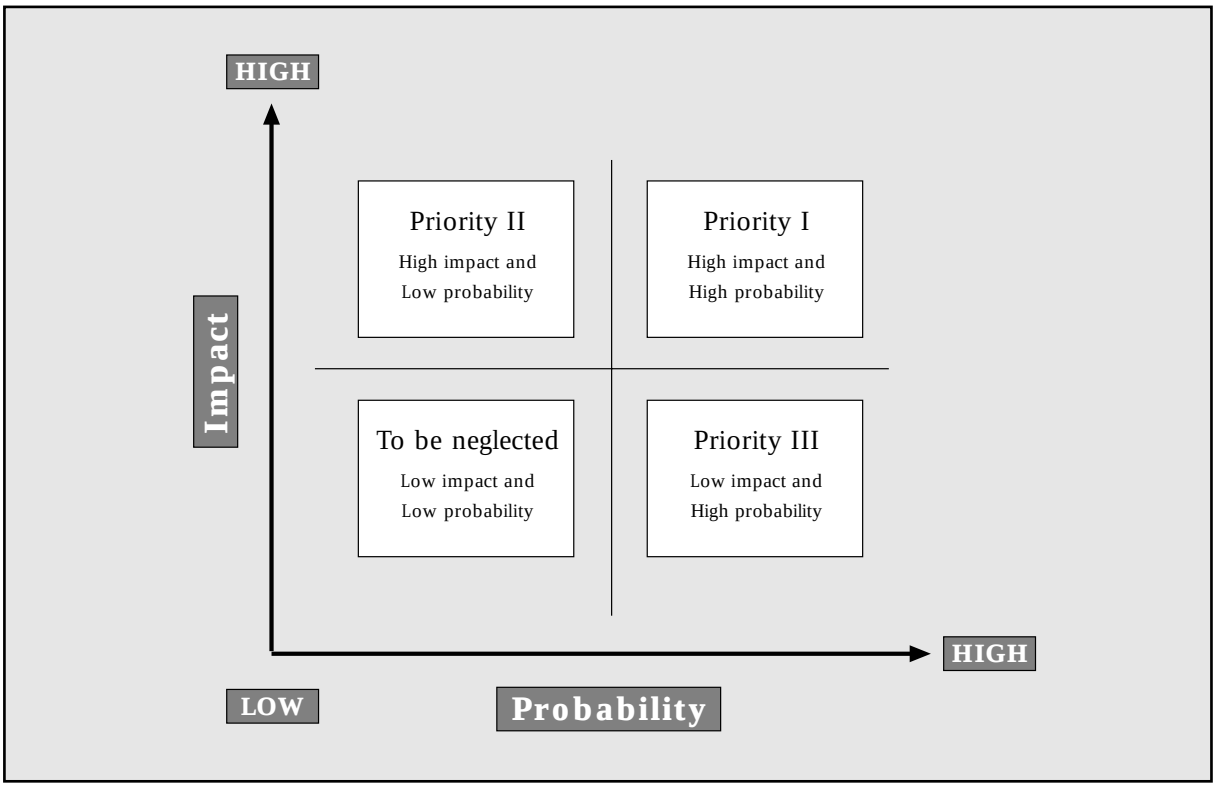
- Is the internal logic of the project consistent? (The facilitator may be more provocative and mockingly insist on saying, "The reasoning of the project is faulty. Your intervention logic (see Appendix 6: The Logical Framework Method) has obvious flaws!")
- Do the indicators really measure what they are supposed to measure?
- Are the sources of verification for the indicators valid and available?
- Are the assumptions of the project realistic?
- Is the project relevant?
- Do the project's purpose and goal fit into the funder's overall policy?
- Does the project have enemies? How would they argue against the project?

While the participants may at first dislike this exercise, it will enable them to use the energies of their critical opinions, which they may not have exploited fully at an earlier stage when they were more interested in the collaborative building of a consensus than in entering conflicts. At this stage of the workshop, however, such critical opinions can considerably improve the overall project design. They can help anticipate the aggressive criticisms that sceptics or enemies of the project are likely to put forward once the project proposal is submitted for funding.

APPENDIX 10: Risk Analysis

- Risk analysis is done to see how realistic a project is, and thus how likely to succeed. Risk analysis is applied to the assumptions of the logframe matrix (see Appendix 6: The Logical Framework Method). For each assumption the participants estimate two parameters:
- How much damage will it do to the project if the assumption does not come true (i.e., "high impact" in the following illustration)?
- How likely is it that this assumption will fail to come true (i.e., "high probability" in the following illustration)?

Fig. 14: The Risk Analysis Grid



This risk analysis provides an estimation of the importance of the assumptions listed in the fourth column of the logframe matrix. The higher the probability that this assumption may fail and the higher the impact of such failure for the project's success, the more important it is to think about possible alternatives.

Assumptions that are both "high impact" and "high probability" always merit spending time thinking about alternatives. If such an assumption appears at the level of the *project purpose* or *overall goal*, it may be time to think of an alternative project altogether. In international project parlance, such assumptions are called "killer assumptions" because they can completely kill a project. Thinking of an alternative project does not mean abandoning the project altogether; an assumption is still an assumption, and despite high impact and high probability, all may go well. But in this case, it is more than simply prudent to have a "Plan B" (or even a "Plan C") in the drawer *just in case* the worst-case scenario comes true. Needless to say, these alternative plans should be of a similar quality (with respect to the logical framework matrix at least, if not also the implementation plan) as the original plan, and this certainly needs to be considered when calculating the time requirements for the workshop.
In the workshop the facilitator runs with the participants through all the assumptions displayed and marks them first with one to three dots for the impact they might cause to the project, and then in the second run uses one to three dots of a different color to mark the probability of the assumptions failing.

APPENDIX 11: Stakeholder Analysis

A *Stakeholder* of a project is any person or group who has either direct relations with the project or is in some way affected by the project, whether directly or indirectly, positively or negatively. All these people or groups have a stake in the project in that they have something to gain or to lose by the project's activities, results, and/or impacts.

At the most general level, therefore, a "stakeholder analysis" is an assessment of who will be affected by the project and in what way. If a project is meant to be planned, implemented, and evaluated in a participatory manner, the first stakeholder analysis has to be conducted as an ex-ante assessment by the project promoter and the planning team: this preliminary stakeholder analysis determines who will be invited for the first planning workshop. This is an important decision because it determines whose views will be taken into account during the initial problem diagnosis and the initial setting of objectives during that workshop. At the same time, it is not a final decision. The participants of the first planning workshop will take up the question again and ask, "Are all relevant stakeholders represented? Are there additional stakeholders who should be invited for the second workshop?"

There are some obvious groups of stakeholders that need to be considered:

- target group(s) (see Appendix 12)
- partner organisation(s) (see Appendix 13)
- donor(s).

These groups must be taken into account, not only with respect to their proper representation on the list of participants, but also with respect to the documentation and information distributed to these participants. And whatever is already known about their respective views (or can be brought to light during the preparatory phase) should be carefully considered in the preliminary formulation of the *project purpose*. If the invited representatives do not feel that they actually have a "stake" in the outcome of the project, why should they contribute to its planning or develop the attitude of "ownership" of the project that is generally considered an important precondition for the success of participatory development projects?

A general and important distinction is made between the *clients* of a project and the *target group(s)* of a project. The *clients* of the project are those who pay for the project, the donor(s). It is their intentions in providing funding that the project needs to take into account. The *target group(s)* are those whom the project directly works with in order to effect a change of some sort, either in accordance with their own needs or in accordance with the needs of the environment they are part of. Hence also the importance of a *needs analysis*, which can be done in a participatory fashion or by professionals (see, for example McKillip 1987 or Reviere 1996).

The *beneficiaries* of a project are those individuals or groups that directly benefit from the services of a project. They are often, but not necessarily, identical to the *target group(s)*.

The result of a stakeholder analysis should be, for each of the stakeholders identified, a summary of the following:
- the likely interest in (or adversity towards) the project
- the likely contribution (positive or negative) to the project
- the likely effect of the project.

In addition, it is useful to know something about the decision-making processes within the stakeholder organisation or group. The MAPA-PROJECT process requires at certain stages that binding decisions be taken in the planning workshops or evaluation meetings.

A specific technique for stakeholder analysis can be found at: http://www.scu.edu.au/schools/gcm/ar/arp/stake.html

APPENDIX 12: Target Group Analysis

The target group analysis has become a standard tool of social intervention projects, especially in the area of development co-operation, where it is used:

- to learn about how potential target groups perceive their problems, which changes they desire, and what their scope of action is
- to assess whether the planned project strategy corresponds to the felt needs and potentials of the target groups
- to understand the social differences within the population (according to gender, social stratum, age, ethnic identity, etc.) and the varying extent to which different social groups are able to participate
- to recognise the target groups' perceptions of and attitudes towards other stakeholders and institutions in the field, and to develop a realistic strategy for participation
- to assess the risks and impact of a project idea or strategy.

(Reiner Forster, Juliane Osterhaus: *Target Group Analysis: What for, When, What and HOW?*, GTZ 1996, p.2)

In the context of a MAPA project, it is necessary to have some understanding of the target group before the first planning workshop, whether the target group is part of the general population or a specific organisation or institution. There should be a reasonably clear understanding of the decision-making processes and power structures within the target group in order to determine the appropriate representation of the target group for the planning workshop. For this purpose, at least a preliminary target group analysis is needed.

At a later stage, during the preparation of Planning Workshop II, a more complete target group analysis is needed in order to determine how the project's goal and activities fit into the everyday life and activities of the target group and their perceived needs. This is needed to assess both the extent of potential resistance to the change proposed by the project and the potential for "ownership" of the project, which is an important precondition for sustainability.

While MAPA-PROJECT is a participatory process, it is possible that the target group is represented only indirectly in the planning workshops (for example, if the target group is comprised of children, mentally handicapped people, etc.). In this case, a thorough target group analysis during the preparation of Planning Workshop II is even more important, in order to fine-tune the project's activities to the characteristics of the target group.

The time and expertise needed for a target group analysis depends on the size and ambitions of the project, as well as on the budget available for this type of specialist study. A target group analysis uses qualitative methods of inquiry (such as semi-structured or open narrative interviews, focus group discussions, participant observation, and participatory appraisal methods) to gain insights into the thoughts, opinions, feelings, values, and concepts of the target group.

More openly participatory methods should only be used if there is already reasonable commitment to implementing the project, because these methods regularly raise expectations on the part of the participants in such events. This is an advantage when it comes to the "ownership" of the project, but it can seriously undermine the reputation of the organisation if the raised expectations are disappointed. To the extent that building trust is an explicit goal of participatory methods in general and MAPA-PROJECT in particular, such an outcome appears counterproductive.

The case is different if the target group itself (the group the project works with and tries to influence directly) is an organisation. Under these circumstances, the form and intensity of the target group analysis depend on the relationship between the "target group" organisation and the project organisation. It is possible that the target group organisation is a rather big institution (through which the project attempts to achieve a better service for the *beneficiaries*) that may not tolerate direct investigations by a group of outsiders. The project then has to rely on existing information and informal channels of communication.

If the target group is an organisation, an analysis following the SWOT ("Strengths, Weaknesses, Opportunities, and Threats" [see also Appendix 13: Partner Analysis]) approach may be useful. This analysis can be conducted by project staff, by the organisation's staff, or jointly by both groups.

APPENDIX 13: Partner Analysis

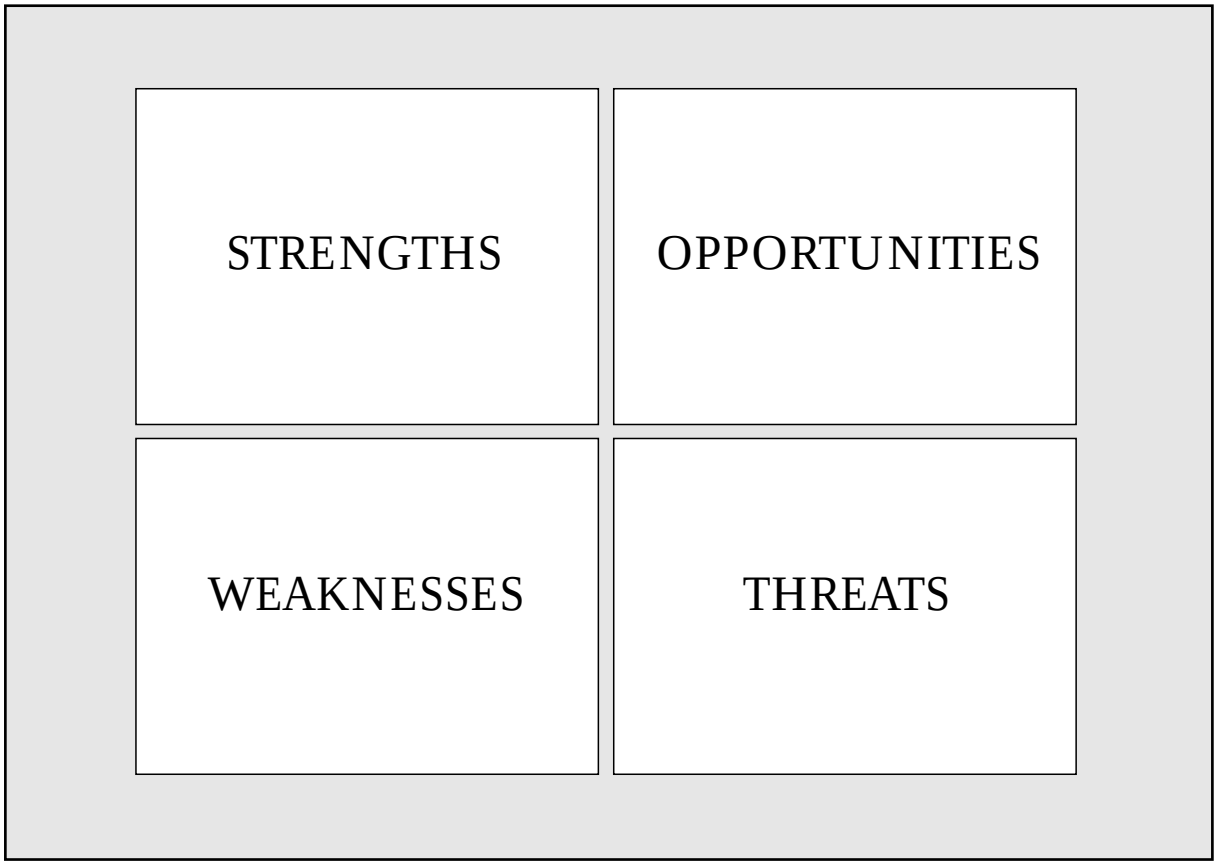
Partner analysis is important if the project is run jointly by more than one organisation. As with stakeholder analysis in general, a preliminary analysis is a precondition for identifying suitable participants for Planning Workshop I, and therefore it must be conducted in the preparatory phase of the MAPA-PROJECT process. This analysis aims at elucidating the power structure and decision-making processes within the partner organisation in order to ensure, as far as possible, the participation of the *relevant decision makers* of the partner organisation. Unfortunately, there is no way of stopping an invited director from sending an insignificant staff member as a representative (or substitute).

Similarly, there must have been at least a preliminary analysis or knowledge of the partner organisation's area of knowledge and expertise, as well as a rough estimate of the compatibility of approaches. If the organisational cultures are too far apart (as, say, between a civil rights NGO and a conservative government department), collaboration can become extremely difficult.

Therefore, a more detailed partner analysis should be a regular feature of the preparatory phase of Planning Workshop II. At this stage, the project idea has been clarified, and a preliminary distribution of responsibilities has also been decided on. In order to refine the distribution of responsibilities in particular, the current knowledge and expertise, training needs, details about the decision-making and reporting procedures, and other features of the organisational culture of the partner organisation should be investigated in more detail.

One useful tool for such an analysis is the SWOT ("Strengths, Weaknesses, Opportunities, and Threats") approach. It looks at both the organisation itself and its relationship to the external environment, at the present time and in the (likely) future. The characteristics of the organisation are listed in a four-quadrant table, as shown in fig. 15.

Fig. 15: The SWOT Analysis



This widely used instrument can be adapted to the specific purpose of partner analysis by particularly investigating the organisation's characteristics concerning the following factors:

- their organisational culture
- their decision-making processes
- their areas of expertise and knowledge
- their relationship to the target group(s) and other organisations.

Particular attention should be paid to relating these characteristics to the project purpose and the activities the organisation in question will be responsible for.

The same type of analysis can be used for *all* partner organisations. It can also be applied to the project's own organisation, and even to the project itself. This allows for establishing where there are overlaps, where one organisation can complement another, where they might compete, or where they are vulnerable to the same threats.

The instrument can then be used to incorporate elements of organisational change into the project design, if there is a need because of shared vulnerabilities, for example. This is particularly relevant where such threats relate to one or more of the assumptions specified in the logframe matrix (see Appendix 6). In this case, the organisations involved will have to think about how "Weaknesses" can be turned into "Strengths," and how "Threats" can be turned into "Opportunities," for the organisations as much as for the project as a whole. This is not an easy task, and it cannot be achieved during the course of a planning workshop. If, however, the preliminary analysis of stakeholders, target group(s), partner(s), and the institutional landscape show a need for such a concerted effort at organisational change, an appropriate workshop may become part of the preparatory phase for Planning Workshop II.

There are other, more detailed methods for the analysis of organisations that can also be used.

APPENDIX 14: Analysis of Institutional Framework

No project works in isolation. There are always other groups, organisations, and institutions that work in the same area of intervention, have an impact on the project, or are affected by the project's work. Project planning can take such future interactions into account by using the "rainbow" model of the institutional landscape (adapted from Rolf-Dieter Reineke and Rolf Sülzer (eds), *Organisationsberatung in Entwicklungsl‰ndern: Konzepte und Fallstudien*, Betriebswirtschaftlicher Verlag Dr. Th. Gabler, Wiesbaden, 1995).

The "rainbow" consists of a number of concentric semi-circles, starting with the smallest unit of analysis at the centre (the individual, family, household, group-whatever is *needed* as the smallest unit for the purposes of this analysis) and then encompassing the next larger geographic unit in the following semi-circle (see the example on the following page). There will be as many semi-circles as are needed for the analysis.

In addition to geographical proximity, the model shows the organisation's position in relation to state institutions and the private sector (the market): an increasing market orientation leads to placement more to the right, an increasing state orientation/influence is shown by placing organisations and institutions towards the left.

All other groups, organisations, and institutions that are in any way relevant to the project and its area of intervention are then placed in their appropriate segment (i.e., placed in the appropriate semi-circle to show their geographic proximity to the target group, and between the two poles of "state" [left side] and "market/private sector" [right side]). As the tool is easy to understand, it can be used in a participatory workshop like a MAPA planning workshop (or evaluation session). This will give reasonable certainty that no organisation has been forgotten.

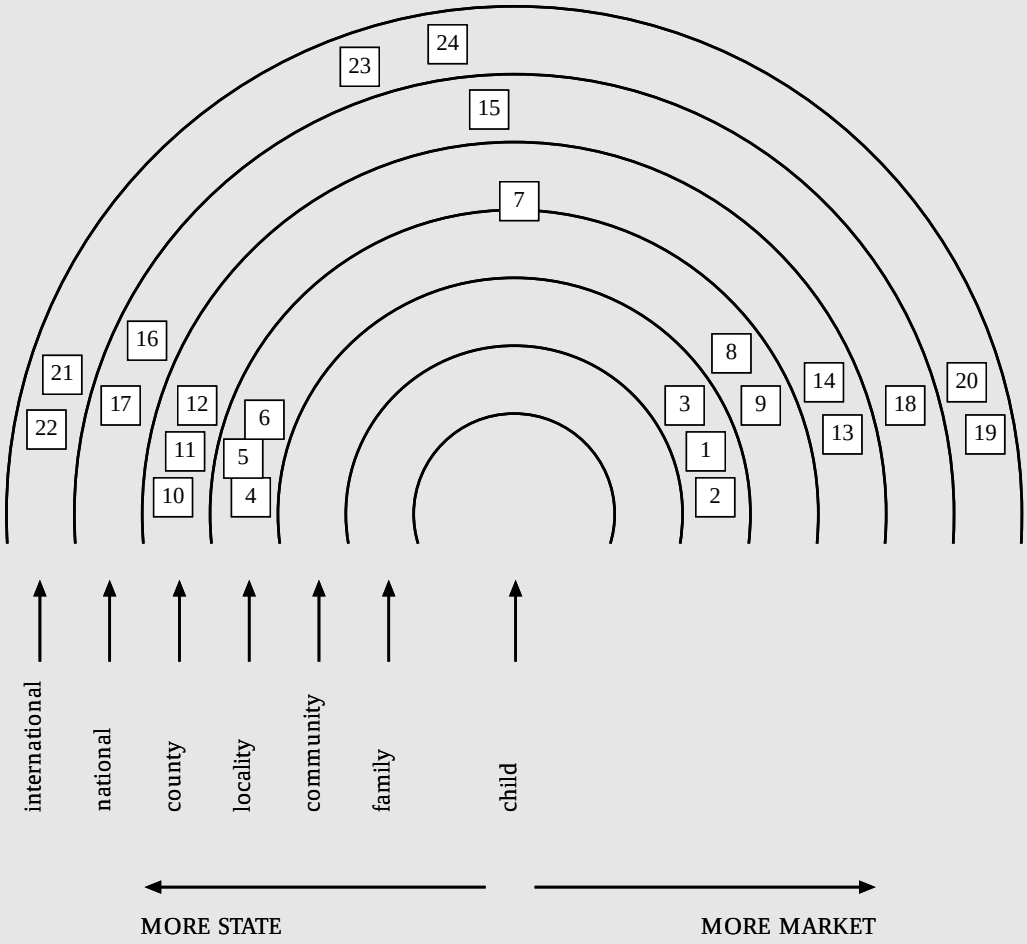
After placement, the organisations links can be analysed in the following ways:

- Who communicates with whom?
- Who exchanges information with whom?
- Who can give directions (orders) to whom?
- Who gives/receives resources (material, financial) from whom?

The flow of resources, information, and authority can be marked by lines of different colour, depending on the needs of the analysis. This allows for the answering of a number of important questions:

- What is the position of the project organisation in relation to the other players?
- Which are the other organisations that together form the institutional environment of the project?
- With whom does the project have direct relations (and of which kind)?
- With whom would it be profitable to have relationships?
- Which organisation could be a partner for cooperation?
- Are there areas in the organisational landscape where organisations are missing?

Fig.16: The Institutional Landscape for an Early Education Project



1 = parent associations
2 = community groups, including church groups
3 = grassroots associations
4 = local administration (local government, education, health)
5 = school
6 = kindergarten
7 = EARLY EDUCATION PROJECT
8 = private kindergarten
9 = private companies
10= school inspectorate
11= regional authority
12= teacher training (in-service)
13= alternative teacher training programmes
14= NGOs
15= universities
16= teacher training (pre-service)
17= education research institutions, experts
18= large NGOs, working at national level
19= international NGOs (acting either as partners or donors)
20= donors (private, non-government)
21= aid agencies
22= international experts
23= research institutions abroad
24= universities abroad

APPENDIX 15: Gender Analysis

The consideration of the potentially different effects of any project on men and women, or of the extent to which the project takes into account existing inequalities between gender groups among beneficiaries, is called "consideration of gender aspects" and plays an important part in the assessment of project proposals by national and international donors. As an example, we quote from the "Guidelines for Drawing up Terms of Reference" of the European Commission (SCR/F/5 D(98), February 1999 -p.13):

"All development actions touch male and female beneficiaries, and most often these two groups as well as other sub-groups of beneficiaries will have different needs and responsibilities, and different possibilities to benefit from the project. In order for any project to be as efficient and effective as possible, it is important that any such differences are taken into consideration in all stages of the project cycle.
The "gender" approach is not concerned with women per se, but with the social construction of gender and the assignment of specific roles, responsibilities, and expectations to women and to men. ... The gender approach does not focus solely on the productive or reproductive aspects of women's and men's lives; rather, it analyses the nature of the contribution of every member of society both inside and outside the household and emphasises the right of everyone to participate in the development process and to benefit from the results of the process."

What the European Commission's "Guidelines" say about "development actions" applies to all social intervention projects; wherever men and women have beliefs about what is "right" (or "wrong") for women and what is "right" (or "wrong") for men (and this applies just about everywhere), any action or input will have a different effect on men than on women, and it will influence the balance between these two groups. It is therefore imperative for any social intervention project to be aware of the effects that the project's planned interventions will have on men (or boys) on one side and on women (or girls) on the other side.

Any assessment of a project's gender effects therefore requires an analysis of the present situation with respect to the distribution of tasks and activities among men and women, to the decision-making responsibilities of men and women respectively, and to their respective access to resources (income, property, information, etc.). Once the present situation has been analysed, the effects of the planned interventions on the future situation can be assessed with reasonable accuracy. The importance of these considerations lies in the fact that, in many situations, men can claim greater rights to both resources and the decision-making process, giving them a head start in appropriating the additional benefits accruing from a project's activities or inputs. At the same time, there is an international understanding that social intervention projects should influence the gender balance in the direction of greater equity between men and women.

The tools that can be used for gender analysis are basically "profiles" of 1) activities and tasks, 2) access to and control over resources, and 3) quantitative and qualitative participation in decision-making (in both families and in institutions). Such profiles clearly state, for each activity, resource, or decision considered, whether it is a (predominantly) "male" or (predominantly) "female" one. Based on direct observation, analysis of published data, and interviews, such profiles provide a picture of the areas where men's and women's activities and decision-making responsibilities are separated, of the areas where they overlap, and of the ways that the decisions of one group influence those of the other. How detailed these profiles have to be will depend on the area of intervention of the project and on its goals and purposes: the broader a project's goals and purposes, the greater the number of areas that will have to be considered for their potential impact on gender relationships.
Below we give examples of what such profiles might look like. It is important to remember that these profiles are best completed with assistance from the target group (or other involved people), whether in a participatory workshop or not.

Fig. 17: Profile of Activities

Activity / Task	Performed by				Time required	Benefits / Income	Benefits accruing to			
	Women	Girls	Men	Boys			Women	Girls	Men	Boys
Activity 1										
Activity 2										
...										
Activity n										

The number of activities / tasks that need to be documented depends very much on the nature of the project. In international work, it has proven beneficial to place activities in four groups:
1) Productive work
2) Reproductive work (work required for the maintenance of human resources, such as household work)
3) Social and cultural activities
4) Recreation and leisure time
The table takes into account the fact that, especially in household and social activities (but sometimes also in productive work, as in agriculture), children are given tasks, often without receiving any special benefits. The table also makes it possible to distinguish between the work done and the benefits derived from it, and who actually enjoys these benefits. If necessary, another category could be added: who makes the decisions about the work to be performed.

Fig. 18: Access to and control of resources

Resources	**Access**		**Control**	
	Men	Women	Men	Women
Resource 1				
...				
Resource n				

It is necessary to keep the following definitions in mind:
Access means having the opportunity to use resources without having the authority to decide about the production/output and the methods of exploitation
Control means having full authority to decide about the use and the output of resources
Resources cover natural resources, economic resources, material resources (tools, etc.), labour, markets, information, education, public services, and so on.

When filling in this table, which needs to be adapted to the resources relevant for the project, it is advisable to qualify both access and control with (at least) ratings of "high" versus "low".

Participation Profile

The participation profile has two parts: the first (Quantitative Participation) covers only formal membership in groups and organisations, as well as who fills important positions within these organisations; the second (Qualitative Participation) takes into account who actually participates in discussions and who actually makes decisions. Both profiles need to be adapted to the local situation, depending on the number and type of organisation existing and on the positions available in these organisations.

In addition to the two tables given, it may sometimes be necessary to construct a profile for decision-making within the family.

Fig. 19: Quantitative Participation

Group / Organisation	Member		Chairperson		Manager		Staff		Member of Supervisory Board	
	f	m	f	m	f	m	f	m	f	m
Group 1										
Group 2										
...										
Group n										

Fig. 20: Qualitative Participation

Participation	**Women**			**Men**		
	always	sometimes	never	always	sometimes	never
Take part in discussions						
Make suggestions						
Chair meetings						
Elect leaders						
Make decisions						
Give lectures						
Etc.						

(the gender analysis diagrams above have been adapted from GTZ (2000): Gender and Project Management. A Contribition to the Quality Management of GTZ)

APPENDIX 16: Viability Studies

The inclusion of stakeholders and decision-makers in the planning process for a project will usually result in a viable project, especially if the use of external experts is also provided for. An external donor organisation, however, requires an independent expert study of the viability (or feasibility) of the project: Is it technically sound (is it likely to achieve the intended results)? Will it produce economic benefits? Will it produce social benefits? Will it be accepted by the target group(s)? Will the gender impact be desirable?

These are questions to which a funding organisation will want to see a positive answer provided by an independent expert and substantiated by evidence. Depending on the donor that the project has in mind, Planning Workshop I can plan for the contracting of external experts to conduct viability (feasibility) studies and ex-ante studies of social impact, environmental impact, and gender impact, or studies in the economic realm, such as a cost-benefit analysis. These will then be undertaken and completed during the preparatory phase of Planning Workshop II, so that the completed studies can be included in the information package sent to the participants of Planning Workshop II. These studies will also become part of the final project document: they will be part of the appendices of the project proposal submitted for funding.

The important points which team the project team needs to keep in mind are as follows:

- The costs for viability (and other) studies must be included in the budget for the *planning process* of the project, unless these are borne by the donor who requires any of these studies (which will normally be the case).
- Suitable experts must be identified. This is not only a question of expertise, but also of timing. The time frame for the preparatory phase of Planning Workshop II and for conducting these studies must be synchronised.
- The experts must be provided with the proper terms of reference (see also Appendix 22).

APPENDIX 17: The Monitoring and Evaluation System

Both monitoring and evaluation are regular management tools that are normally placed under the "controlling" function of management. To the extent that people often dislike being "controlled" (particularly when they know that, without controls, their performance would remain below their potential), both monitoring and evaluation have to reckon with more or less subtle forms of resistance. Often this resistance is also a direct result of prior experiences with systems of monitoring and evaluation that were restricted to more or less rigid measurements of "performance" and their comparison with equally rigid "standards." This represents a purely output-oriented view that has been recognised as counterproductive by most modern approaches to management, which increasingly incorporate elements of participation.

And yet, even participatory approaches cannot forsake taking care of output. Besides the donor, all stakeholders involved in the participatory planning (and evaluation) process want to know if and to what degree a project achieved what it set out to achieve. The project team will want to know during the implementation phase if it is still "on course" towards achieving the targets set. Since all social intervention projects act in a field of social relationships that keeps changing, they aim at "moving targets", so to speak, and are therefore also concerned with asking, "Is the *course* still the right one? Is the target itself still the right one?"

To successfully pursue the objectives determined during the original planning, any project must engage in a continuous learning process, about its own activities as well as about its relationship to the external environment.

This requires that the project has a continuous *Monitoring System* that simply records what happens (both in the project and in that part of the outside world relevant to the project), and that the project *evaluates* these records. It should compare them to the original plan and try to find out why the actual present situation either conforms to or digresses from the projections of the original plan.

When using the MAPA-PROJECT methodology, this learning process is structured and assisted, by the logframe matrix (see Appendix 6). The matrix already clearly states the measurements (the *objectively verifiable indicators*) that need to be taken into account. It also states which of these measurements the project must undertake itself and which of these measurements are to be undertaken by other organisations or institutions (as stated in the *sources of verification*). The former (those measurements the project needs to undertake itself) become part of the regular *Monitoring System* of the project. Monitoring is itself an *activity* of the project that must be accounted for in the Project Implementation Plan (see Appendix 7) and in the project budget. At the planning stage, care should be taken that the project does not measure things already measured by other organisations and institutions.

As has been remarked (half) jokingly concerning development projects, "projects normally produce 20 per cent of the data they need, and 80 per cent of the data they produce are *not* needed."

When designing a project's monitoring system, it must be remembered that both the continuous learning process of the project itself and the periodically conducted *evaluations* need measurements *on all four levels of the logframe matrix*, including the topmost level of the *overall goal*. The easiest part is the recording of the project's *activities* (see Appendix 7a), which consists of simply recording what has been done at what time, using which resources, and which is part of the normal working routine. To produce the measurements for the indicators at the other three layers of the logframe matrix (the *results*, the *project purpose*, and the *overall goal*) additional activities by the project or by other institutions are needed, as already mentioned. Some of these measurements, however, may only be undertaken during one of the periodic *evaluations* of the project. In general, the lower in the hierarchy of the intervention logic a particular indicator is located, the less frequently it is measured.

While *monitoring* refers to a (more or less) *continuous* activity of the project, *evaluations* are conducted at specific intervals in order to compare the monitored results and processes of the project with the projected results and processes contained in the original plans (and thus in the original logframe matrix). Normally there are at least three evalua-

tions in the life of a project: an "ex-ante evaluation" (an evaluation of the proposal to decide on the funding), a "mid-term review" (which is an on-going evaluation in the implementation phase of the project), and a "final evaluation" at the end of the project. Longer projects are usually evaluated once a year, and often there is an additional "impact evaluation" conducted one or more years after the project has ended. Only the last type allows a reliable evaluation of the project's sustainability.

While monitoring is entirely the responsibility of the project itself, evaluation normally involves one or more external evaluators and also takes care of the concerns of external groups and organisations. For donors, evaluations are their regular instruments for decisions on funding (and thus on continuing, discontinuing, or changing) projects. While this engenders the fear and resentment mentioned at the beginning of this appendix, it should be kept in mind that the project itself *needs* an occasional unbiased perception of the project's activities and results for its own learning process. It should also be mentioned that good projects increasingly use instruments of self-evaluation (see, for example *Mirror, Mirror on the Wall - Self-Evaluation in Development Cooperation* [Swiss Directorate for Development Cooperation and Humanitarian Aid, August 1991] and *Manual on self-evaluation* [SDC, Evaluation Service, February 1996]). Using the techniques of self-evaluation considerably decreases the fear of external evaluators, and the comparison of the outcomes of self-evaluation and external evaluation produces interesting results for all parties involved.

The project's implementation plan will specify the timing and type of evaluation. While a MAPA project is best evaluated according to MAPA techniques, this necessitates getting the agreement of all stakeholders, in particular the donor's, who may insist on a completely external evaluation using other methods. In that case, the donor will also pay for the evaluation, and the "control" aspect mentioned will come in to a greater degree.

A MAPA project, on the other hand, has already taken care of being evaluated according to MAPA procedures during the planning stage, and MAPA offers techniques for evaluation with the participation of all stakeholders. We can therefore refer the reader to the section on evaluation in Part II of the handbook. At this point, however, it is useful to emphasise that the use of an external evaluator necessitates the consideration of a number of additional points:

- The external evaluator must be provided with the *Terms of Reference* (see also Appendix 22).
- For the evaluation there should be a specific Gantt schedule (see Appendix 7c).
- The report for an evaluation follows a specific format (see Appendix 20).

To summarize the essential points, any evaluation must check if the following are true:

- The project activities have followed the plan.
- The results have been achieved.
- The project purpose has been reached.
- The project has contributed to the goal.
- The assumptions have been realistic, and, therefore, the project purpose and the overall goal are still valid.
- The project's results and achievement of purpose are sustainable.

It has become internationally accepted practice to expect *any* evaluation to provide answers to the following five questions, not all of which are directly related to the logic of the logframe matrix:

1. Is the project *efficient*? (Does the project's use of resources lead to the highest possible output?)
2. Is the project *effective*? (Do the project's activities and outputs have the desired effect? Do they lead to the intended *results*?)
3. What is the *impact* of the project? This asks not only for the intended impact, which will be related to (but not necessarily identical to) the *project purpose* and the *overall goal*, but also for the *unintended* effects of the project in the arena of intervention.
4. Is the project *relevant*? (Do the achieved results of the project meet the expectations of the stakeholders, most importantly those of the target group and the donor?)
5. Is the project *sustainable*? (Will the project's effects continue after the project is completed?)

APPENDIX 18: Impact Evaluation Matrix

The effects of a project on the target group(s), the larger society, the economy, and the physical environment are called *impacts*. They are assessed before a project starts, as well as in every *impact evaluation* (see also Appendix 17: Monitoring and Evaluation System). To provide an easy overview of the different forms of impact (as investigated in special studies or as part of evaluations), the ***Impact Evaluation Matrix*** is presented on the following pages.

The first page gives an overview over the commonly used forms of impact (*financial, economic, social, cultural, gender*, and *environmental*, with a blank for specific impacts the project wants to know about), while the following pages contain a more detailed matrix for each of these different impacts. An additional blank matrix is provided at the end of this appendix to take care of "additional" impacts.

Impact Evaluation Matrix

Fig. 21: Overview

Time	Impact on	**Financial**	**Economic**	**Social**	**Cultural**	**Gender**	**Environmental**	**..... (other)**
+Short Term +Long Term	Society (as a whole)							
+Short Term +Long Term	Organisations Institutions							
+Short Term +Long Term	Beneficiaries Stakeholders							
+Short Term +Long Term	Target Group (Community)							
+Short Term +Long Term	Target Group (Individuals / Groups)							

Impact Evaluation Matrix

Fig. 22: Financial Impact

Time	Impact on	**Financial Impact**	Indicators	Sources of Verification
+Short Term +Long Term	Society (as a whole)			
+Short Term +Long Term	Organisations Institutions			
+Short Term +Long Term	Beneficiaries Stakeholders			
+Short Term +Long Term	Target Group (Community)			
+Short Term +Long Term	Target Group (Individuals / Groups)			

Impact Evaluation Matrix

Fig. 23: Economic Impact

Time	Impact on	**Economic Impact**	Indicators	Sources of Verification
+Short Term +Long Term	Society (as a whole)			
+Short Term +Long Term	Organisations Institutions			
+Short Term +Long Term	Beneficiaries Stakeholders			
+Short Term +Long Term	Target Group (Community)			
+Short Term +Long Term	Target Group (Individuals / Groups)			

Impact Evaluation Matrix

Fig. 24: Social Impact

Time	Impact on	**Social Impact**	Indicators	Sources of Verification
+Short Term +Long Term	Society (as a whole)			
+Short Term +Long Term	Organisations Institutions			
+Short Term +Long Term	Beneficiaries Stakeholders			
+Short Term +Long Term	Target Group (Community)			
+Short Term +Long Term	Target Group (Individuals / Groups)			

Impact Evaluation Matrix

Fig. 25: Cultural Impact

Time	Impact on	**Cultural Impact**	Indicators	Sources of Verification
+Short Term +Long Term	Society (as a whole)			
+Short Term +Long Term	Organisations Institutions			
+Short Term +Long Term	Beneficiaries Stakeholders			
+Short Term +Long Term	Target Group (Community)			
+Short Term +Long Term	Target Group (Individuals / Groups)			

Impact Evaluation Matrix

Fig. 26: Gender Impact

Time	Impact on	**Gender Impact**	Indicators	Sources of Verification
+Short Term +Long Term	Society (as a whole)			
+Short Term +Long Term	Organisations Institutions			
+Short Term +Long Term	Beneficiaries Stakeholders			
+Short Term +Long Term	Target Group (Community)			
+Short Term +Long Term	Target Group (Individuals / Groups)			

Impact Evaluation Matrix

Fig. 27: Environmental Impact

Time	Impact on	**Environmental Impact**	Indicators	Sources of Verification
+Short Term +Long Term	Society (as a whole)			
+Short Term +Long Term	Organisations Institutions			
+Short Term +Long Term	Beneficiaries Stakeholders			
+Short Term +Long Term	Target Group (Community)			
+Short Term +Long Term	Target Group (Individuals / Groups)			

Impact Evaluation Matrix

Fig. 28: Additional Impact

Time	Impact on	..... **Impact**	Indicators	Sources of Verification
+Short Term +Long Term	Society (as a whole)			
+Short Term +Long Term	Organisations Institutions			
+Short Term +Long Term	Beneficiaries Stakeholders			
+Short Term +Long Term	Target Group (Community)			
+Short Term +Long Term	Target Group (Individuals / Groups)			

APPENDIX 19: Format of the Project Document

Cover

Should state the title and number of the project, the funding agencies, the implementing organisations, the date, and the location

First Page

Repeats the information from the cover and adds additional detail, such as the contact information for the proponents, etc.

Table of Contents

Executive Summary (in English)

Executive Summary (in proposal language)

Should be written with utmost care, as it will be the only part read by many decision-makers

Logical Framework

Short description of the intervention area

Short history of earlier interventions and projects

Descriptions of the institutional landscape

Needs Assessment

Objectives of the Project

Overall goal

Purpose

Results

Methodology

Implementing Organizations

Gantt Operational Plan

Terms of Reference for the Project Team and Staff Profiles

Complete List of Partner Organisations, including their characteristics

Feasibility Studies

This section holds the additional specific studies that may be requested by the funding agency:

- Institutional Impact Study
- Social Impact Study
- Environmental Impact Assessment
- Economic Impact Study - Cost/Benefit Analysis
- Financial Report
- Etc.

Bibliography

Contains, in a standardized format, the documents and literature consulted during the elaboration of the proposal and additional literature about the area of intervention of the proposed project.

This format attempts to be comprehensive. Of course, you will want to skip the parts you do not need or add additional parts, if necessary.

If the funding organisations has its own project proposal format you should apply it.

APPENDIX 20: Format of the Evaluation Report

Cover Page

Should state the name of the authors, the title and number of the project, the funding agencies, the implementing organisations, the date, the location, and the type of evaluation (in curso, final, ex post)

First Page

Repeats the information from the cover and adds additional detail, such as the contact information for the proponents, etc.

Acknowledgements

Table of Contents

Abstract and Keywords (in English)

Used for databases, this enables future researchers to trace the report

Executive Summary (in English)

Executive Summary (in report language)

Should be written with utmost care, as it will be, along with the General Recommendations and Conclusions, the only part read by many decision-makers

General Conclusions and Recommendations

Impact Evaluation Matrix

Gives a general overview of the project's impact in a concise manner

Methodology

Explains how the evaluation was conducted, and adds credibility to the report

Short Description of the Project

Short History of Project

Chapter 1

Specific Conclusions and Recommendations for the first area of intervention of the project

Results for the first area of intervention

The results are presented according to the specific indicators for each area of intervention

Chapter 2

Specific Conclusions and Recommendations for the second area of intervention of the project

Results for the second area of intervention

The results are presented according to the specific indicators for each area of intervention

Chapter 3

Specific Conclusions and Recommendations for the third area of intervention of the project

Results for the third area of intervention

The results are presented according to the specific indicators for each area of intervention

Chapter N

Specific Conclusions and Recommendations for the nth. area of interventions of the project

Results for the nth area of intervention

The results are presented according to the specific indicators for each area of intervention

Appendixes

Terms of Reference

Evaluation Team

Evaluation Time Table

List of the Participants of Evaluation Sessions

List of the People contacted during Evaluation

Additional Specific Reports

This section includes specific additional studies that may have been requested:

- Institutional Impact Report
- Social Impact Report
- Environmental Impact Report

- ❖ Economic Impact Report
- ❖ Financial Report
- ❖ Etc.

Specific (Personal) Conclusions and Recommendations of the Evaluators

This section contains the additional insights and opinions of the evaluators that have not been defined by the terms of reference or by the first evaluation session

Bibliography

Contains, in a standardized format, the documents and literature consulted during the evaluation process.

APPENDIX 21: Staff Profiles

The profile of the staff that is needed to carry out the project's activities is a question Planning Workshop II is well advised to consider. Only if the skills and expertise needed by the project staff have been discussed in advance can the proper recruiting procedures be instituted later. Even if no outside recruitment is planned for, staff profiles help define the training needs for the members of staff of the project's own organisation or of partner organisations. Written staff profiles can also be used to refuse recruitment of unsuitable persons who come with political backing or to get such people to agree to additional training if such political pressure must be honoured in order to ensure the survival of the project (an unfortunate situation which may arise in many projects).

Staff profiles should include:

- A general job description
- A detailed list of individual tasks
- The requisite skills and knowledge the job holder should possess
- The formal qualifications required
- The professional experience desired
- Personal characteristics (if applicable): social intervention projects working with target groups may sometimes require specific traits like a certain mother tongue when working with particularly sensitive minorities; likewise, when the members of the target group are all women, an all-male project team may not be advisable.

APPENDIX 22: Terms of Reference (TOR)

Terms of Reference (TOR) are needed whenever the project contracts external experts (consultants, researchers, evaluators, trainers, etc.).

TOR spell out what is expected from an expert. This could include the kind of output (workshop, report, facilitation, moderation, etc), the kind of methods to be used, and who should be consulted, informed, collaborated with. The terms of reference also define the time frame for the work contract (by what time a report should be delivered and to whom, when and for how long a workshop should be conducted, when and for how long facilitation or moderation is required, etc.).

Hiring a consultant may seem to be a straightforward transaction. The organisation has some work to do but not enough capacity to perform it with the available staff; therefore, an outsider is contracted to do it. In many cases, however, the external consultant is hired because the organisation itself is, in a way, "at a loss" because it does not have the requisite knowledge and expertise even to define the task with enough precision. Terms of reference must therefore balance a clear enough expression of these expectations (so as to be able to hold the external expert accountable for the results) with enough freedom for the external expert to exercise his or her professional judgement. Too little precision in the formulation of the expected outcomes may allow the expert to interpret the goals of the engagement differently from the contracting organisation, while too much definition, especially with respect to methods, can constrain the expert in using the range of different methods at his or her professional disposal.

It may happen that the expectations of the contracting organisation seem professionally inadequate in the expert's eyes, or the expert's view may seem inappropriate to the contracting organisation. Therefore, it is advisable to discuss the terms of reference with the consultant before finalising them. Both parties then know what can be expected from the other and in what time frame. The more complex and important the task for which the external expert is contracted, the more important such a discussion and the resulting clear terms of reference become.

Terms of reference should always be put in writing. Both parties can then go back to this record of the expectations if later there are differences of opinion about their interpretation.

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TERM	DEFINITION
Accountability	Refers to the process of holding actors responsible for actions [1]; is generally interpreted as the means by which individuals and organisations report to a recognised authority and are held responsible for their actions; reflected in the obligation to share the information about activities and inputs, and to take responsibility for the results. NGOs have functional accountability (for resources, resource use, immediate impact), and strategic accountability (impact over actions of other organisations and the wider environment) [2].
Achievement	The degree to which a certain objective has been reached [3].
Activity	What the project does (in order to produce results); a combination of human, material and financial resources.
Actor	Any person (or group) whose actions influence the project
Adequacy	The degree of "fit" of the project to the reality: how well it addresses existing conditions in the project's environment, and the interests and needs of the various actors [3]. Refers to the degree to which inputs and processes used in a programme, project or activity are sufficient to meet a defined need. [5]
Administration	a) The conducting of any office or employment; direction; management. b) A method of tending to (especially business) matters. [7]
Agreement	A shared view of what should happen and how - shared between more than one party and usually recorded in a written form
Analysis	A thorough investigation of a situation, attempting to find cause-effect relationships between different aspects of that situation
Appropriate	Refers to the consistency of inputs, processes or outputs with the technical, cultural or situational context of a program, project or activity. [5]
Assessment	Something like an evaluation: a reasoned judgment of various aspects of a project (there are environmental assessments, needs assessments, impact assessments, viability assessments); in contrast to evaluations (which can be participatory), an assessment is usually an expert activity and conducted before the project starts or once a project is over.
Assumption	A hypothesis about the environment of a project, about factors outside of the control of a project which have a direct influence on the project; a hypothesis which must come true if the project (or parts thereof) are to be successful
Authority	Having the right to make certain decisions and to make certain requests
Beneficiary	Whoever benefits from a project directly or indirectly
Bottom-Up	A reversal of the normal organisational processes of decision-making (which are "top-down"): decisions begin at the lowest level and are endorsed at higher levels.[3] This term refers to participatory development involving beneficiaries in the design and implementation of development activities from the very inception of the process. [6]
Budget	A detailed plan of the expenditures of a project (specified for the planned activities)
(Technical) Capability	The ability to undertake certain activities in manner which is likely to lead to the intended results

Cause	(Oxford Concise Dictionary :) ´ What produces an effect [a]
Cause-Effect Relationship	An association between two variables in which a change in one variable, the presumed cause, produces a change in the other variable, the effect. Three criteria must be met to establish a cause-effect relationship between two variables: 1) the presumed cause should precede the effect (in time); 2) a change in the presumed cause should be associated with a proportional change in the effect; and 3) other possible causes of the effect must be ruled out. [5]
Change	Any variation or alteration; a passing from one state or form to another; as, a change of countenance; a change of habits or principles. [7]
Client	In the context of project planning and implementation, the "client" is the person or organisation which provides the funding
Closed-Ended Question	A question for which there is a pre-defined and limited number of responses.
Clustering	Grouping
Coherence	The degree to which different parts of a project plan are logically linked to each other - and to the situation the project is going to address
Collaboration	Working together with another person or organisation towards a common goal
Co-operation	Working together with another person or organisation towards synergic goals
Commitment	A feeling of (voluntary) obligation to do something in a certain way - usually in order to honour an agreement reached with other people or organisations
Communication	a) The exchange of thoughts, messages, or information, as by speech, signals, writing, or behavior. b) Interpersonal rapport. [7]
Conciliation	The process by which two sides in a dispute agree to a compromise. The agreement has to be voluntary: the process of conciliation does not compel the disputants to accept the proposed solution [6].
Conclusion	The result of the analysis of information in an evaluation.
Conflict	1) The struggle over values or claims to status, power, and scarce resources, in which the aims of the groups or individuals involved are to neutralise, injure or eliminate rivals. [6] 2) Two or more parties with incompatible interests through actions that damage other(s). [6] Clashing of (opposed) interests and / or intentions.
Consensus	The agreement of (all) participants on a certain view or a certain cause of action; thus a shared interpretation of a situation or a shared intention for action
Content Analysis	Procedures for analysing qualitative data, usually collected from interviews, observations and document reviews. Content analysis is conducted to organise and simplify complex data into meaningful themes, trends or patterns. Data are first grouped according to recurring observations or statements. Then the groupings are examined for patterns, themes and trends. [5]
Context	The situation (physical, geographical, social, economic, political, cultural) in which a project has to operate but which is outside of the control of the project
Control	Power of directing, command
Co-ordination	To link the activities of different actors in a manner which will make them supportive of each other rather than conflicting
Credibility	The extent to which the public announcement of a person or organisation is believed to be true, i.e. trustworthy and reliable
Criterion	A characteristic, concept or property that is examined when making a judgement about a performance, activity, programme or project. Once criteria are established, a standard defining an acceptable level or range of performance or quality must be set for each criterion. [5]
Cross-Cultural	Involving more than one culture
Culture	The system of values, customs, beliefs, myths and historical, philosophical, legal, and religious heritage by and through which a society defines itself and is able to function as a relatively self-contained entity. Culture is rarely factored explicitly into development models and strategies. Some believe that the neglect of culture has been an important reason for development failure and also for the emergence of violent conflict. [6]

Data	A set of recorded observations made during needs-assessments, evaluations or other research activities. data must be analysed and interpreted to yield useful information. [5]
Decision	To settle for a definite course of action
Decision-maker	In an organisation: the person who is entitled to decide on definite courses of action (within the area of authority / responsibility assigned to that person)
Delegate / Delegation	To hand over the authority to make certain decisions to another person (not normally entitled to make such a decision)
Development	a) gradual advancement or growth through a series of progressive changes; b) a process in which something passes by degrees to a more advanced or mature stage; c) a state in which things are improving. [7]
Dialogue	a) An exchange of ideas and opinions. [7]. b) Exchange of ideas and opinions in the sense of mutual enrichment. [3] A response to destructive conflict between groups, dialogue is primarily directed toward increasing understanding and trust among participants. [6]
Diagnostic	In the MAPA sequence : the process of analysing the situation which the project will address during the implementation phase.
Diversity	A situation that includes representation of multiple (ideally all) groups within a prescribed environment. This word most commonly refers to differences between cultural groups, although it is also used to describe differences within cultural groups. An emphasis on accepting and respecting cultural differences by recognising that no one culture is intrinsically superior to another underlies the current usage of the term. [6]
Effect	The immediate or short-terms changes or consequences produced by a project or activity. [5] Something that is caused by something else.
Effectiveness	The relationship between input and objectives (in the logframe matrix: the relationship between input and purpose) [3]. A measure of the extent to which objectives are met. Project effectiveness refers to the extent to which the project solved the identified problem or met the identified needs of the target population or organisation as expressed in the project objectives. [5]
Efficiency	The relationship between input and result (also in the logframe matrix). [3]
Empowerment	An enabling condition manifested by individual self-assertion, collective mobilisation, resistance and/or protest challenging existing power relations. It entails a process aimed at changing the nature and consequently the distribution of power. [6]
Evaluation	a) A process of analysing a project and arriving at a reasoned judgment about a project's success. There are four basic types (among many others) of evaluations: ex-ante (before the project starts); in-curso (during the implementation phase, also called mid-term-review; final (at the end of the project); ex-post (some time after the end of the project, in order to gauge the long term impacts of the project). In education and training the terms formative and summative evaluation are also used as synonyms for in-curso and final evaluation. b) In order to reflect and support development, evaluations should not restrict the scope of objectives, should refrain from accessing only tangible things, should count not only direct, but also indirect benefits, should not isolate activities from the environment. [2]
Evaluation Plan	A proposed set of activities for the evaluation of a project or activity. A project-level evaluation often specifies: 1) the objectives, processes and/or outcomes to be evaluated; 2) the evaluation activities, persons responsible and schedule of activities; 3) the financial and human resources necessary to carry out evaluation activities (2) and 3) represent the operational plan); 4) the uses to which the evaluation results will be put; 5) the means for disseminating results; 6) any special terms of reference. [5]
Evaluator	A person who conducts an evaluation
Expert	A person with a specific knowledge about a certain field
Expertise	The specific knowledge about a certain field
Facilitation	A method to assist group discussion and decision making processes in order to achieve tangible results without being directive
Fast Track Evaluation	In the MAPA Process: a participatory evaluation process needing only one meeting of stakeholders

Fast Track Planning	In the MAPA Process: a participatory planning process needing only one meeting of stakeholders
Feed-back (feed-back loop)	Information on the effects of a certain activity, delivered by the "targets" of that activity to the actors - and hopefully leading to the improvement of that activity by incorporating suggestions
Finalisation	In the MAPA process: The activities leading to the final product of a definite project proposal or a final evaluation report
Flow diagram	A diagram showing how various activities or are linked to each other
Formative Evaluation	(also in-curso evaluation): Evaluation conducted during the course of an activity or project, and used in order to make decisions about possible changes in the activity or project.
Gantt Schedule	A table containing all relevant activities and indicating their planned time frames, inputs, and responsibilities in the form of a bar diagram
Gender	Sexual identity, especially in relation to society or culture.
Gender Analysis	An analysis of the different inputs of male and female actors, and of the different effects of a project on male and female actors / beneficiaries
Goal	(logframe definition) A desired, long-term, general condition which a project can help attain. Reaching a goal is facilitated by achieving project objectives. [5]
Good Governance	1) efficient, accountable management of the public sector and a predictable and transparent policy framework critical to efficiency of markets and governments, hence to economic development; 2) technical competence and expertise, organisational effectiveness; accountability; rule of law; transparency and open information systems. [6]
Governance	The totality of functions that are required to be carried out in relation to the external relations of NGOs. It is not the same as NGO management; it focusses on issues of policy and identity, rather than issues of day-to-day implementation of programmes. Governance implies addressing the issue of NGO vision, mission and strategy, focusses on future directions and long-term strategic considerations; it addresses the issue of policy in relation to internal programming, staffing and resources; it defines norms and values that are the basis of institutional functioning.
Guiding Questions	In the MAPA sequence: The questions which guide the activities in each of the various phases
Graph	A visual representation of data and relationships between variables.
Grassroots	people or society at a local level rather than at the centre of major political activity. [6]
Hierarchy	A layered structure of decision making where a higher level has the power to direct the lower level(s)
Human Capital	A general term for the practical knowledge, acquired skills and learned abilities that make an individual potentially productive. [6]
Human Resources	People and their abilities - particularly with respect to their usefulness for achieving project objectives
Impact	The (intended and unintended) long-term effects of a project (an intervention) on its environment (social system, natural environment, etc)
Implementation Plan	A detailed plan (using a Gantt framework) of the timing of, the responsibilities for, and the resources needed for a project's activities
Indicators	"pointers" to specific aspects of the environment, objects or activities, which describe them in an "objective" manner (that is, precise, clear, based on data obtained through measurement): these indicators allow to judge a project's (or a project component's) success (in the logframe matrix used for measuring achievement of results, purpose, goals and sustainability).
Input	Resources (financial, human, material, time) that a project uses in order to achieve its results and objectives.
Institutional landscape	All the institutions and organisations (on various levels) relevant for a project
Interest	(the meaning used in analysing projects): What would benefit a person or group
Intervention	Some planned activity or activities aimed at achieving or contributing to change in a social system
Logical Framework Matrix (logframe)	An essential planning tool visualising the relevant aspects of a project in a single matrix

Logistics	The arrangements of time, places, materials and other resources needed to produce a certain result; in the context of MAPA: the preparations needed to make a MAPA planning workshop or evaluation session take place
Management	The process of "getting things done"; the person or group within an organisation who has the authority to make the decisions for this process
Mandate	The authority to make certain (limited) decisions on behalf of another person or group
Mandated	The state of a person who has been given the (limited) authority to make certain decisions on behalf of another person or group
MAPA	Method of Applied Planning and Assessment: is an operationalised method for participatory planning and evaluation.
Material Resources	All the materials and equipment needed for an activity
Matrix	A graphic representation of relationships between "objects" or "variables" which has the form of a table
Means	Whatever is used to achieve something
Measurement	The process of classifying or assigning values (usually numerical) to the observations according to an agreed-upon procedure. The product of measurement is a quantifiable or precisely-defined result. [5]
Mediation	A problem-solving negotiation process in which an outside, impartial, neutral party works with disputants to assist them in reaching a satisfactory negotiated agreement. [6]
Method	A clearly defined way of doing things which can be reproduced by others.
Midterm Review	An on-going evaluation (usually conducted in the middle of the life-cycle of a project)
Monitoring	a) The recording of what happens in a project (in the logframe matrix used on the four different levels: activities, results, purpose, goal). b) At the level of a project or of an activity, the systematic and periodic measurement of selected indicators. [5]
Monitoring and Evaluation System	The set of data routinely collected and recorded by a project and the sequence of activities around the data-collection process (how, who, integration in the decision-making process).
Need(s)	What a target groups needs (according to their own views and according to a more objective assessment of their interests)
Needs assessment	A systematic study of individuals, groups or organisations to identify strengths and weaknesses, and gaps between existing and optimal conditions. [5] A tool to determine the needs of a target group, needs the project will address.
Negotiation	a) A (non-conflicting) process of reaching agreement over goals and / or courses of action between different actors - who may have had conflicting views and / or interests at the start of the negotiation. b) The act or process of conferring with another in order to come to terms or reach an agreement. [6]
NGO (non-governmental oragnisation)	Intermediary organisation engaged in funding or offering other forms of support to communities and other organisations; not the same with GROs (grassroots organisations, which are also non-government, but represent membership organisations of various kinds). Many authors use the term NGO for both types. [2]
Objective (noun)	An expected accomplishment which a person, group, or organisation wants to reach, and which can be described by way of objectively-verifiable indicators. (meaning in the logframe matrix)
Objective (adj)	Which is not influenced by subjectivity, and reflects facts.
Objectively Verifiable Indicator	A measurable fact which allows to make a judgment on a certain aspect of the success of a project.
Open-Ended Question	A question with no predefined answers.
Operational plan	A structured plan for the activities of a project and the use of resources by the project (see also: Implementation Plan)
Organisation	A group of people who work together in well-defined ways set down in documents; also: an activity of co-ordinating and directing people and resources
Organisational Culture	The (unwritten) ways of doing things and dealing with people in an organisation
Organisational Landscape	All the organisations and institutions relevant for a project (same as institutional landscape)

Organisational Structure	The clearly defined relationships between different parts of an organisation, particularly with respect to the distribution of responsibilities for decisions; "who does what" and "who has the power to make which decisions"
Outputs	a)The immediate (in time) consequence of a project or activity. b) The types and quantities of items produced by a project or activity. [5]
Ownership (of a project)	The feeling of a group of people that they "own" a project, i.e. that they can determine what happens (to some degree) and that they are also responsible (to some degree) that it will really happen.
Participation (in projects)	A method for allowing all relevant stakeholders an input in the planning, implementation and evaluation of projects through an organised process of negotiation
Participatory democracy	A system of government in which individuals and interest groups are involved directly in decision-making. [6]
Partner Organisation	An organisation with which the project's organisation co-operates for the sake of the project.
PCM (Project Cycle Management)	A management technique which integrates project planning, project implementation, and project evaluation in a cycle.
Performance	a) The act of performing; the carrying into execution or action; execution; achievement; accomplishment; representation by action. [7]The execution of a task: components of performance include the knowledge and skills required to execute the task and the application of these skills required to execute the task and the application of these skills and knowledge in performing the task. [5]
Plan	An outline of what one (a project) wants to do, combining human, material and financial inputs in a timeframe to achieve measurable objectives.
Planning	All the activities, meetings and decisions which are necessary to get a project going - a project which has a proper implementation plan, i.e. a clear goal, a defined set of activities with clear responsibilities, and using a predetermined amount of resources
Policy	A set of high-level guidelines the following of which is expected to achieve a set of highly valued goals
Preparatory Phase	In the MAPA sequence: The phase leading towards a Planning Workshop or an Evaluation Session; during this phase a number of important activities of information gathering, processing and distribution have to be undertaken, as well as logistical preparations
Priority	The level of importance (and sometimes urgency) assigned to an activity, problem or project
Priority List	A list of the most important activities, problems, or projects ordered according to their priority; sometimes a list of the criteria which an activity, problem or project must meet in order to be considered a "priority" (i.e. important)
Problem	A question to be considered, solved, or answered. [7]
Problem Cloud(s)	A grouping (sets) of (already identified) problems which belong to a common area.
Problem Tree(s)	An ordering of a problem cloud into a cause-effect structure (a structured set)
Process	A series of actions, changes, or functions bringing about a result. [7]
Project	A set of activities, conducted over a defined period of time (i.e. with a definite beginning and end), using limited and specified financial, material, and human resources, with the aim of achieving a clearly defined purpose (which contributes to a wider goal). [3]
Project Group	In the MAPA process: The group working with the Project Promoter to ensure the smooth running of the planning process for a project. [3]
Project Planning	The process of arriving at a clear outline (plan) of what a project wants to do and why and in what sequence and with whom. [3]
Project Promoter	In the MAPA sequence: The person who is responsible for the planning process of a project
Purpose	(in the logframe matrix) The main objective the project is focussed on and wants to achieve (in order to contribute to the goal).
Questionnaire	A structured set of questions in writing, used as data-collection instrument; it is designed so that the written answers will allow the testing of one or more hypotheses.

Recommendation	A suggestion for a certain course of action arising from the findings of an evaluation
Relevance	The degree to which a project addresses real needs. [3]
Re-Planning	The process of planning a project anew even after it has run for some time; usually this is the result of an evaluation
Responsibility	The state of being held accountable for the outcomes of a certain activity or project
Result	What the project produces (in order to achieve the purpose)
Risk	Something that may happen (with a certain likelihood) but is not desirable
Risk Analysis	An analysis (assessment and judgement) of the risks entailed by a certain activity, or presented by the environment (in the course of a planning workshop, a risk analysis is carried out for all assumptions: how great is the risk that they will not come true and to what extent would that endanger the project's success ?)
Service	Something an organisation or project offers and for which there is a demand (need) in the target population
Social Intervention	An activity (or set of activities) intended to have an influence / impact on the relationships and / or activities within a certain social group or system
Source of Indicator	The documents or areas of life where the data for an indicator can be obtained (either through new measurement or by looking at existing collections of the results of previous measurements - which may be data produced by other organisations)
Staff Profiles	A list of the skills and qualifications required by project staff.
Stakeholder	Any group or person who is (directly or indirectly, imagined or really) affected by a project: anyone who "has a stake" in the project
Strategic Planning	Planning for the long-term orientation of an organisation.
Success	A state of having reached a predetermined goal
Supervision	Having a more experienced person guide a less experienced person through a learning process in order to improve the performance of an activity
Survey	An ordered process of gathering information through structured questionnaires which are designed to allow statistical validation of hypotheses
Sustainability	a) The capacity of a (social) system to continue a project's activities or maintain its effects after the project itself has ended. b) Long-term development efforts aimed at bringing improvements in economic, political and social status and the quality of life of all segments of the population as well as environmental sustainability. [6]
Target Group	The group at which the project's intervention / activities are aimed and where the project wants to achieve an impact
Target Group Analysis	An analysis of the internal structure and decision-making processes of the target group
Task	A clearly defined activity with a specific aim for which a specific person or group will be held responsible
Task analysis	the process of identifying the activities involved in a job, breaking these down into specific tasks and determining the skills and knowledge necessary to accomplish each task. This information is often used in preparing training needs assessment or performance evaluation instruments in development of a training curriculum. [5]
Terms of Reference	The specifications according to which external experts are expected to work for the project.
Time schedule	A (written) plan of what will happen when.
Top-Down	Processes (like decision making and information sharing) which start from the top of the hierarchy of an organisation and then flow "downwards" to the lower levels of the hierarchy.
Transparency	The clarity of the decision-making processes and information flows in an organisation; the ease with which decision-making processes and information flows can be understood by someone outside of the organisation
Treasure box	A space on the wall where already visualised ideas can be temporarily "parked" if there is uncertainty on how to deal with them at the present stage of the group process
Tree (ex: decision tree)	A graph structure which contains no cycles

Trust	The ability to rely on someone else's words: that the spoken words match the thoughts behind, that the expressed intentions match the felt ones
User	Someone who uses the project's services
Validation	In the MAPA process: The ranking of displayed ideas according to participant's perception of their importance (with the help of coloured stickers)
(Strategic) Vision	A (more or less) clear notion or image of the long-term goals of an organisation or social grouping
Visualisation	In the MAPA process: The visual display of expressed ideas of the participants in workshops (meetings, etc) in a form which is accessible to all and which also serves as a "memory" of the group process
Wailing Wall	In the MAPA process: A free space on a wall where participants of a workshop or meeting can register any complaints (or suggestions) whenever they feel like it
Workshop	A meeting in which something is worked out by all participants (in the case of MAPA: a project plan or an evaluation)

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