



projektrådgivningen

GUIDE FOR THE FORMULATION OF NGO PROJECTS



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1. INTRODUCTION

When a Danish organisation takes on the planning of a development project together with a local partner, myriad concerns must be addressed throughout the preparation and actual formulation of the intervention.

This may, for instance, give rise to consider:

- The project's level of ambition. Are the objectives realistic? Have some good indicators or success criteria been drawn up?
- The project's target group. Has it been defined and is it reachable? Who is the primary and secondary target group?
- The project strategy. Why have we chosen to design the project in this fashion? Have other options been looked into?
- The context. Have factors external to the project, which are bound to influence it, been taken into account? What other organisations or persons are affected and/or involved?
- The resources. Is the project viable in view of the means available to the Danish organisation and its partner?

The above questions reflect some central and recurrent issues, when we at the "Project Advice and Training Centre – Platform for Danish CSOs" advise our member organisations regarding draft applications to the Project Fund or to Danida's facility for individual projects. They also point towards the issues raised at our introductory courses, when we discuss what a good development project is like.

Experience shows the need for auxiliary tools when thinking through and formulating a project. This guide is based on the so-called Logical Framework Approach, which has been in use in development work for many years, and which is good for mapping out an overview of the various processes and concerns related to a project. It comes with a series of tools that may be employed as the process unfolds.

LFA AS A METHOD

Logical Framework Approach (henceforth LFA) is used as the basis for filling in many of the application forms used by the various donor organisations, including the Project Fund, Danida's facility for individual projects, the EU's development funds, the World Bank, etc.

LFA has been created to underpin planning and implementation of development projects, i.e. activities designed to reach particular goals, within a defined budget and in the course of a given period. The approach has been criticised for being rigid and simplistic, and for focusing on problems rather than opportunities. It does have its limitations, and complementing it with other approaches is in order when it comes to partnership building, organisational development, future visions/scenarios and processes beyond the project. It is beyond the scope of this guide to examine supplementary or alternative approaches, although, towards the end, other tools and methods will be briefly mentioned, referencing various websites for further introduction or elaboration.

Clarity in the project

Crucially, a project must be formulated in a clear manner. This makes it easier for the donor to comprehend the intervention's relevance and justification. Furthermore, it is a major advantage for the partner organisation. The clearer the project has been phrased, the better the organisation will be able to carry out and evaluate it, both en route and at the end. For project formulation to meet this challenge, a range of aspects must be thor-

oughly considered. This guide aims to illustrate the necessary analyses and examine central features of the project formulation phase.

DYNAMIC USE OF LFA

It must be stressed that this guide does not amount to a 'standard recipe', but should be used as an aid to work systematically on project preparations. The guide may serve as a reference work, bringing inspiration to the various processes involved in the making of a project. During implementation, it is important that LFA be used dynamically, i.e. as a tool for continuous monitoring and required adjustment on the way. In project planning, as well as in implementation, the crux of the matter is to make conscious and carefully considered choices.

In the preparation of a project, it is important to include and reflect upon the priorities of the Danish organisation, the partner in the South, as well as the donor. Involving the counterpart from the developing country in all stages of the project formulation ensures that the partner's knowledge is utilised, and that the partner holds 'ownership' over the endeavour. In turn, considering the donor's demands and priorities increases the likelihood of having the project grant approved.

Civil society strategy as the framework

The official Danish 'civil society strategy' (Strategy for Danish Support to Civil Society in Developing Countries – including Cooperation with the Danish NGOs) presents a concrete example of donor prioritisation, in this case by Danida under the Danish Ministry of Foreign Affairs. Actively addressing concerns raised in this strategy throughout project planning ensures that the undertaking conforms to the eligibility criteria for support from, for instance, the Project Fund and Danida's facility for individual projects.

The fundamental premise of the said strategy is that Danish non-governmental organisations may support equivalent counterparts in the civil societies of developing countries. This is why cooperation – and partnership – with local organisations is crucial. When using methods such as LFA to plan a joint project, it is particularly incumbent upon the Danish organisation to involve and share responsibility with the local partner.

The civil society strategy sets store on development projects combining elements of service delivery, capacity building and advocacy. The precise balance of these aspects may vary. When cooperation between the Danish organisation and its local partner starts off, the focus will tend to be on service delivery and elements of capacity building. This serves to strengthen the partner, while laying a foundation for advocacy over time.



THREE KEY CONCEPTS OF THE CIVIL SOCIETY STRATEGY

1

Service delivery

This refers to those elements of a project that meet immediate needs by means of support for very tangible benefits, investments or activities, such as the purchase of agricultural tools, the digging of a well, supplies of medical equipment, school fees, etc. Since service delivery is rarely economically sustainable, it must always be linked to a wider strategic perspective.

2

Capacity-building

- Organisational, professional and administrative capacity.
- Ability to conduct lobbying and advocacy.
- Ability to combine service delivery with advocacy.
- Popular constituency and democratic set-ups.
- Capacity-building may be directed at local partners and/or other organisational expressions in the target group.

3

Advocacy

This could be about lobbying politicians to guarantee the rights of vulnerable groups, or campaigns aimed at combating the stigmatisation of people living with HIV/AIDS. Advocacy may be defined as: targeted interventions seeking to influence decision-makers and citizens locally, regionally, nationally and/or internationally. Advocacy aims to shape and affect political, economic, cultural and social processes and decision-making with a view to improving the living conditions of a considerable number of people.

Read more in the "Strategy for Danish Support to Civil Society in Developing Countries". The publication may be downloaded from www.amg.um.dk.



2. STRUCTURE OF THE GUIDE

Most of the tools introduced in this guide build upon the so-called Logical Framework Approach (LFA). This method is also known as LogFrame, Logical Framework, and Logical Framework Analysis.

Following the reasoning and methodology of LFA, the formulation of a project may be divided into three major stages:

Project analysis

+ **Project selection**

+ **Project planning (matrix)**

= **LFA**

In each of these three stages, a series of tools may help foster reflection. These are presented in Chapters 4-6.

Project analysis stage (Chapter 4)

This stage tends to be somewhat extensive. This is why it takes up considerable space in this guide, which will present six tools to analyse the background to a project:

- Discussion of the project concept
- Stakeholder analysis
- Political analysis
- Risk analysis
- Problem analysis
- Analysis of objectives

Project selection stage (Chapter 5)

As regards this stage, four tools will be demonstrated for comparison and selection of project options:

- Consideration of project options
- Resource analysis
- Selection of the project's areas of intervention
- Target-group analysis

Project planning stage (Chapter 6)

For this stage, the guide introduces five tools which are useful when drawing up the final project description:

- Formulation of the overall development objective
- Formulation of the project's immediate objectives
- Formulation of the project's expected outputs
- Formulation of the project's activities
- Formulation of the inputs to the project

The LFA project matrix constitutes a synthesis and systematic overview of the project, and is the last task to be dealt with in this guide. A more comprehensive description of each project element and of the various underlying analyses will normally be written in the project document or in the actual project application.

Before we set out to explain and work with the three stages of LFA, it is relevant to present the aspects that need to be thought through prior to launching the preparation of a project.



EXAMPLE: PROJECT OF THE DANISH CENTRAL AMERICAN COMMITTEE IN ALTA VERAPAZ IN GUATEMALA

September 2001: A new support group is established in Denmark, sowing the seeds for future project cooperation.

December 2001: The National Coordination of Indigenous Peoples and Campesinos, CONIC, is contacted. After discussing the matter, they report back that they are also interested in cooperation.

Boreal spring 2002: A project identification mission from Denmark is planned.

Mid-2002: Project identification is carried out in Guatemala alongside CONIC.

December 2002: Funding of appraisal to finalise project formulation is applied for through the Project Advice and Training Centre.

April 2003: Appraisal is carried out in Guatemala, finalising project formulation.

Mid-2003: Project is applied for through the Project Advice and Training Centre.

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November 2003: Drafting and signing of cooperation agreement..

December 2006: Completion reporting is submitted to the Project Advice and Training Centre.

EXAMPLE

In the Danish spring 2001, a local group of the Danish Central American Committee decides to attempt to make a new project with CONIC, the National Coordination of Indigenous Peoples and Campesinos, with whom they have previously conducted one major and several minor projects.

The group holds some introductory meetings in Denmark, discussing what kind of work might be envisaged. Meanwhile, they assess the opportunities for applying for funds for the project. They look into the eligibility criteria of Danida's facility for individual projects and of the Project Advice and Training Centre's Project Fund. The group determines that it does not have the capacity to apply for a project through the facility for individual projects, whose requirements are more demanding. Instead, it focuses on the Project Fund. They send an email to CONIC, in which they suggest starting a new project with CONIC as partner organisation, and they describe the scope for support under the Project Fund. CONIC gives a positive reply, adding some explanation of what they would like to do in coop-

eration with the Danish Central American Committee. CONIC already has great plans and high expectations of what can be achieved within the framework of the Project Fund. In order to approach common ground, in the middle of 2002, the Danish group sends three representatives on an identification mission, which is financed by the Danish Central American Committee.

The mission spends much time discussing the scale of the project. There is disagreement as to how many rural communities may realistically be included, and it is hard for CONIC to prioritise in which area the project should be implemented. The group from Denmark sticks to its pragmatic view of the number of participant communities. However, both parties move closer to each other, and at the end of the mission's three-week programme, they share an understanding of where the project should be located, what the two partners want to address and with whom (a preliminary project document and LFA matrix). The organisations agree to work with CONIC's members in the municipalities of Coban, Carcha and Chamelco, covering a total of 32 communities. They want to pursue the legal titling of land rights and capacity-building. With the findings of the identification mission in mind, the group in Denmark draws up an ap-

plication for an appraisal aimed at specifying the activities of the project. In December 2002, the application is submitted, and in April and May 2003, three representatives of the Danish Central American Committee travel to Guatemala to carry out the appraisal. During the visit, various levels of CONIC's organisation are involved. The organisation's political leadership, project division, local committees and farmers in the participant communities all contribute to finalising the project formulation. Participatory workshops are held (using a method known as 'appreciative inquiry') with the farmers, and the entire project is worked through in an LFA matrix in cooperation with CONIC's project personnel and political leadership.

At the end of the trip, the project has been defined in terms of budget, activities and outputs. Against the background of this data, the group in Denmark prepares an application to the Project Fund, and in the boreal autumn of 2003, project implementation begins. During the start-up, a representative of the Danish group joins in the work to draw up a cooperation agreement. They take the occasion to go through the project with CONIC yet again in order to ensure that its implementation is based upon an up-to-date assessment of the context prevailing.

3. BEFORE PREPARING THE PROJECT

Scale of the project

Formulating a good project is a major effort. Considerations regarding objectives, resources, strategies, activities, cooperation and each organisation's roles often need to be worked through several times, before the various strands of reflections and concerns can be taken into account.

During project development, it is important to focus on establishing clear objectives aimed at improving conditions for the target group. The objectives must be realistic in view of the organisations charged with pursuing them, as well as the resources available. Therefore, consideration should be made of what the participant organisations are capable, and what is feasible. This includes thinking about what the organisations may contribute to the project beyond the actual funding (their 'added value'). Accordingly, the first step in project formulation is to assess how the project suits the Danish organisation, the partner from the South, and the donor.

DOES THE PROJECT SUIT THE DANISH ORGANISATION?

A range of aspects must be reflected upon. As a minimum, this includes the match between the project concept and the Danish organisation's capacity to see it through, as well as its special qualifications, knowledge and experience of relevance to the intervention.

Is the project relevant to the Danish organisation?

Under this heading, it should be discussed whether the project concept contributes positively to solving the organisation's priority tasks, and matches the values and foundation present within the organisation.

Does the Danish organisation have the capacity to carry out the project?

The project analysis is only the first stage in long-term cooperation, which will make demands on both the Danish organisation and its partner in the South. Noticeably, in Denmark, substantial numbers of man-hours will be tied up in communication, administration, monitoring and evaluation. It is important to ask whether the necessary resources are available, and how the project may affect other activities within the organisation.

What special knowledge and experience does the Danish organisation have?

Most Danish organisations have experience and knowledge related to their project ideas. This expertise underpins the work to be undertaken, and it is important to become aware of what it consists of. At the same time, it is necessary to study and use other available experience and knowledge in the same specialist field. This may comprise, for instance, familiarity with the country or locality, technical skills, and a track record in the area of intervention.

DOES THE PROJECT SUIT THE PARTNER IN THE SOUTH?

Danish development projects are mostly carried out in close cooperation with a local partner, who takes on responsibility for implementation. The partner's capacity is frequently decisive in determining whether the project can be successfully completed. This calls for looking into a series of concerns.

Does the project concept match the local partner's priorities and knowledge?

In order to ensure the partner's commitment and sense of ownership, the project has to coincide with the partner organisation's priorities. The harmony between the project concept and the partner's background may be boosted by involving the partner in the preparations at the earliest possible stage.

Does the partner have the capacity to implement the project?

The realisation of a project will be demanding. Therefore, it must be considered whether the partner has the capacity to see the endeavour through, as well as in what areas and manners the partner can or should be strengthened to this effect. One option is to start off cooperating on a small project, thus gaining practical insights into the capacity of the partner (and of one's own organisation). It must be kept in mind that external funding and greater opportunities available to a partner has implications for how the organisation develops.

What special knowledge and experience does the partner have?

A vital input to a project is the local partner's familiarity with the area of intervention to be addressed (an example of added value). It is important to acknowledge that this constitutes part of the project's foundation. If it is estimated that the partner does not yet have the necessary knowledge, it

must be considered how it may be broadened, or whether another partner may be more relevant to work with.

DOES THE PROJECT SUIT THE DONOR?

Priorities vary from one donor to another, as do requirements regarding application procedures, project types, recipient countries and so forth. Before a project concept is fleshed out into a full-fledged project design, it is necessary to look into the chances of finding a donor ready to finance it, and whether the undertaking matches the donor's priorities.

On the one hand, the project should not be designed on the basis of the donor's demands, but ought to start from the needs and priorities of the chosen area of intervention. On the other, it serves no purpose to conduct massive preparations, involving a host of people in Denmark and the South in formulating a project that may be assessed beforehand as falling outside the donor's framework and priorities.

In practice, the formulation process tends to take place as continuous communication between the partner in the South and the Danish organisation, paying due attention to the donor's demands. This unleashes an exchange of knowledge, experiences and priorities between the two partners, which evolves into the creation of a project that both are able to defend, and which takes account of formal donor requirements for support.

CASE

CASE: LIVING CONDITIONS IN COMMUNITIES OF RUBADUNIA

To facilitate understanding of the tools presented and to illustrate how they might be used, the following is based on an example from the country of Rubadunia used throughout the explanations. Both the country and the activities are fictitious but they showcase how to work on and formulate a project using LFA.

Furthermore, the case in point demonstrates some typical issues that project developers might have to confront. After presenting the example, the project analysis stage will be embarked upon.

Since its foundation five years ago, the Danish NGO "Road to a Better Life" (RBL) has been involved in information work in Denmark, and by spending its own collected funds, it has financed a series of small-scale development activities in Rubadunia, mainly in cooperation with a local organisation called "Rubadunia Community Welfare" (RCW).

RCW was founded three years ago by people attached to the Catholic Church, and has thus far chiefly been carrying out minor projects related to the church in Rubadunia City. Now, RCW wishes to expand, and has talked to the chairwoman of RBL, Mette Knudsen, who used to work on a nutritional information project in Rubadunia. The two NGOs have agreed to cooperate on a project intended to benefit some of the country's rural communities.

The territory of Rubadunia is 100,000 km² (38,627 sq. miles) and the population is 500,000, of whom 50,000 live in Rubadunia City, while the rest inhabit small rural communities. Here, they make a living from subsistence farming and the staple crop is maize. The agriculture is characterised by limited productivity and there is usually no surplus to sell. The farmers have very little knowledge of different production methods and have no access to state subsidies, for instance, in terms of seeds or fertiliser.

The Ministry of Agriculture has few local agricultural advisors and no regular contact with the communities. The transport infrastructure is poor and it is difficult to reach the remotest parts of the countryside, particularly in the rainy season. Self-help groups were set up in the various villages some years ago with the aim of cooperating to improve agriculture. Furthermore, most of the communities have a women's group formed by an NGO, which – for a brief period – used to inform the locals about hygiene. There are no visible results, either of the attempt to improve farming or of the efforts to promote hygiene. The state of nutrition remains poor among the farmers while infant mortality is high. Both the self-help and the women's groups are disorganised and at present, there is limited interest and participation in both. At village meetings, the RCW has been told that people would like to take part in the groups if these offer genuine prospects of improving living conditions and if people are given cause to believe that they themselves can bring about some change.

The women have scant knowledge of nutrition and they rarely participate actively in meetings and decision-making processes that influence their community's development and prosperity. They tend to be stuck in traditional roles, which are rooted in the low priority given to girls' education and the disregard for women's voices.

Traditional structures and the original culture remain deep-seated and the village councils – composed of men – often exert great influence over decisions taken by the individual family clan and by the community as a whole. Accordingly, major initiatives, such as a new project, must be approved by the council.

Due to highly limited schooling, the communities generally have little knowledge of legislation, rights and public authorities. The farmers are unaccustomed to analysing problems and discerning possible solutions.

The Ministry of Health has primary health posts in 10% of the communities. These are staffed by health workers who have taken a basic course in immunisation campaigns but not in nutritional science. They do not receive the necessary in-service training due to the ministry's lack of resources and low priority given to rural districts. Consequently, there is only limited information on nutrition in the communities. RBL and RCW have agreed to prepare a project that may help raise the living standards among Rubadunia's rural dwellers. The two organisations have discussed whether vegetable gardens may be a starting point for a varied diet and a better life in the communities.

INFORMATION!

WHAT IS THE PROJECT FUND?

The Project Fund is a support facility for Danish popular organisations' cooperation with civil society in developing countries. The target group is small and medium-sized Danish organisations involved in development issues through their partner organisations in developing countries. The fund is specifically intended for projects of limited size, as the maximum grant is DKK 3 million (Euro 400,000). Larger interventions may be applied for directly to Danida's facility for individual projects. The Project Fund is administered by the Project Advice and Training Centre and is subject to Danida's general demand that all support be aimed at overcoming poverty.

The vision behind the Project Fund

- To take advantage of Danish NGOs' first-hand local knowledge and contacts
- To empower civil society in the South
- To promote North-South cooperation among equals
- To boost learning processes and generate new experiences
- To better inform the Danish population on development issues

What may be supported?

- Project: a development intervention carried out in cooperation with the local partner
- Appraisal: refining and finalising an application together with the local partner
- Partnership activities: with the aim of strengthening the local partner and/or civil society in the developing country in general
- The creation of professional mini-networks among organisations in Denmark

Read more in the Guidelines for the Project Fund, which may be found, alongside the relevant application forms, at the Project Advice and Training Centre's website www.prngo.dk, or be acquired in print by request to the Project Advice and Training Centre.

4. PROJECT ANALYSIS STAGE

DISCUSSION OF THE PROJECT CONCEPT

In the analysis stage, it is important to keep an open mind to possible project ideas. The partner in the South typically has useful knowledge and experience, and it is vital for ownership and outcome to take advantage of this during the analysis stage. The project concept should be worked out in genuine and close cooperation between the organisation in the North and its partner in the South.

- The discussion of the project concept could start from the formulation of a series of questions that hone in on the problems that might possibly be addressed. The example from Rubadunia, for instance, may give rise to ask the following:
- Why are the self-help groups and the women's groups not working?
- What are the women's roles compared to the men's?
- What local resources could be built upon?
- How can the nutritional standards of the communities be raised? What do the farmers know about a proper diet?

- What local set-ups exist and how might they be strengthened and used positively to raise the living standards of farmers in Rubadunia?
- Why are the Ministry of Agriculture and the Ministry of Health not doing more to improve the lot of the farmers? What might these entities do?
- Why is there such limited diversity of agricultural produce in Rubadunia?
- What do the farmers in Rubadunia know about rights and organisation?

After a broad and inclusive debate (which may well benefit from the use of other participatory methods, such as 'future workshop' or 'appreciative inquiry'), the project concept may begin to be fleshed out by looking at the crux of the arguments. What is the central problem around which the discussion has revolved?

In our example from Rubadunia, the initial conversation with the partner allows us to conclude that the most significant cause of problems in Rubadunia is poverty.

Along these lines, the fundamental project problem may be phrased as a question:

- Why is there such deep poverty and low living standards among the farmers of Rubadunia?

Having discussed and specified the fundamental problem, it is possible to focus on the people with an interest in the project. This is done by means of a stakeholder analysis.

Figure A

Primary stakeholders	Involvement in the project	Interest in project	Fear of project	Strengths	Weaknesses/risks
Women	Users/target group.	Better living conditions.	Challenges them in unaccustomed ways, changing the status quo.	Interest in changing their own and their children's and family's plight.	Weak organisation, low status and little knowledge.
Men	Users/target group.	Better living conditions.	Changes gender roles and traditional patterns of authority.	Interest in changing opportunities and plight.	Weak organisation and little knowledge.
Children and young people	Users/target group.	Better living conditions. Better prospects		Easy to access and open-minded to change.	Low status in the communities.
Village councils	Must give approval. Will work in favour or against. Could possibly be involved in project organisation.	Better living conditions for people in the community and less poverty for the future.	Undermining of its authority and power.	Highly influential in the community.	Traditional structure that resists change.
The local organisation "Rubadunia Community Welfare" (RCW)	Project implementation.	The organisation: helping farming families. The staff: helping and earning money to maintain their own families.	Poor performance and evaluation undermining the organisation.	Ardent activists driven by their ideals.	Limited organisational capacity. First experience of major project.
The Danish organisation "Road to a Better Life" (RBL)	Danish partner organisation.	Creating better living conditions in Rubadunia. Informing the Danish public about the situation in Rubadunia.	The project may drain RBL of strength, it might fail in the Rubadunian context and the partnership could be fraught with conflict.	In-depth knowledge of Rubadunia. Based on ardent activists and voluntary work. Familiarity with donors.	Organisation based on idealistic activists and voluntary work.
The Catholic Church	Potential partner.	Helping poor farmers spread the Catholic message.	The project may indirectly lead to challenging Catholic values.	Influential actor and potential partner in parts of the project. Possible influence on the authorities.	May have a problem with ideas that conflict with Catholic values.
Local government authorities	Must approve local organisations. Potential partner.	Creating dynamism in the local area.	The project may impose greater demands on local government.	May strengthen project implementation.	May obstruct implementation and outputs. Lack of financial resources.
Regional government authorities	Authority in the project area.	Drawing attention to the region.	Drawing attention to its own shortcomings.	May pressure national authorities to take action.	No impact at the national level. No interest in the project
Ministry of Agriculture	Possible support for local partner.	Improving the farmers' production.	Drawing attention to its own non-existent effort in the area of intervention.	Access to resources which it might choose to channel to the area of intervention.	Bureaucratic and corrupt.
Ministry of Health	Possible support for local partner.	Improving health in Rubadunia. Enhancing knowledge of nutrition through healthcare.	Drawing attention to its own non-existent effort in the area of intervention.	Access to resources which it might choose to channel to the area of intervention.	Bureaucratic and corrupt.
The press/media	Drawing attention to the project.	Telling an upbeat story.		May help influence decision-makers locally, regionally and nationally.	Critical or negative mention may lessen backing for the project.

STAKEHOLDER ANALYSIS

The purpose of the stakeholder analysis is to provide a description of the persons, organisations and institutions with a stake in the project. Stakeholders are mapped out on the basis of reflections as to who might be interested in the project issue to be addressed. Choices must be made as to the categories with which we want to operate, for instance, whether it is relevant to divide an overall group – such as farmers – into women and men, or into land-owners and landless.

The analysis focuses on the stakeholders' relation to the intervention, their interest (motivation), their fears regarding the project, as well as potential strengths and weaknesses. It is preferable to look at one stakeholder too many, finding it to be irrelevant, rather than discover later that a stakeholder of importance to the project has been overlooked.

It is important to include::

- The people intended to benefit from the project
- The people to be involved in implementing the project
- Decision-makers who indirectly exert significant influence on the project
- Organisations and institutions with direct or indirect influence on the project

The stakeholder analysis on page 16 (Figure A) has been drawn up in line with the example from Rubadunia. As can be seen, a great variety of levels are represented, ranging from the individual to local entities to national and international actors.

In some cases, a particular characteristic may constitute a strength as well as a weakness. This applies, for instance, to the voluntary activism of the organisation "Road to a Better Life".

RISK ANALYSIS

Project developers may also be so focused on getting their project concept approved that they overlook risks that jeopardise the success of the undertaking. On the basis of the findings of the stakeholder analysis and context analysis, it is important to assess whether some conditions point towards failure.

Rubadunia: examples of risky aspects

- Are the farmers willing to work with Rubadunia Community Welfare?
- Do the farmers have time and motivation to take part in project activities?
- Is there political or other forms of instability in the area?
- Do we have enough information, for instance about community structures, gender roles, nutrition, and agriculture?
- Are the village councils predisposed against the empowerment of local women?
- Will any stakeholders attempt to thwart the project? And if so, who and why?
- How about sustainability? Can the improved state of affairs be sustained after project completion? How can we increase the likelihood that the endeavour will prove sustainable?

CONTEXT ANALYSIS

After the stakeholder analysis has shed light on the persons, organisations and institutions with a stake in the project, we expand our outlook to contemplate the wider context in which the project must operate.

Project developers tend to be so absorbed in their idea that they overlook conditions external to the intervention that might have a bearing on whether the project will be approved in the first place, or whether it can achieve its aims. The context analysis paints a picture of the situation prevailing in the area in which the project is to be carried out.

It is important that project developers, already at the conceptual stage, map out which conditions in the wider context will influence the envisaged intervention. These may, for instance, be of a political, religious, economic, social or cultural nature.

Rubadunia: examples of context-related questions

- In Rubadunia, where a project may address agriculture, nutrition, organisation and rights, it is important to answer the following:
- Is there a historical reason why the rural inhabitants of Rubadunia are so poor and malnourished?
- What are the cultural obstacles and opportunities inherent in the farmers' view towards changing their own lot?
- How are the government's food and agricultural policies?
- Are the village councils keen or reluctant to bring about change in the communities?
- How does the project concept relate to ongoing activities in the communities? Is it pioneering, supplementary or overlapping?
- What are the experiences of other NGOs with previous involvement in Rubadunia?

PROBLEM ANALYSIS

It may be difficult to take in the myriad problems that exist in a given context, but it is important to get an overview of the problems, and of how they relate and interact.

Against the background of the fundamental question phrased previously – “Why is there such deep poverty and low living standards among the farmers of Rubadunia?” – an analysis of problems and objectives may be carried out.

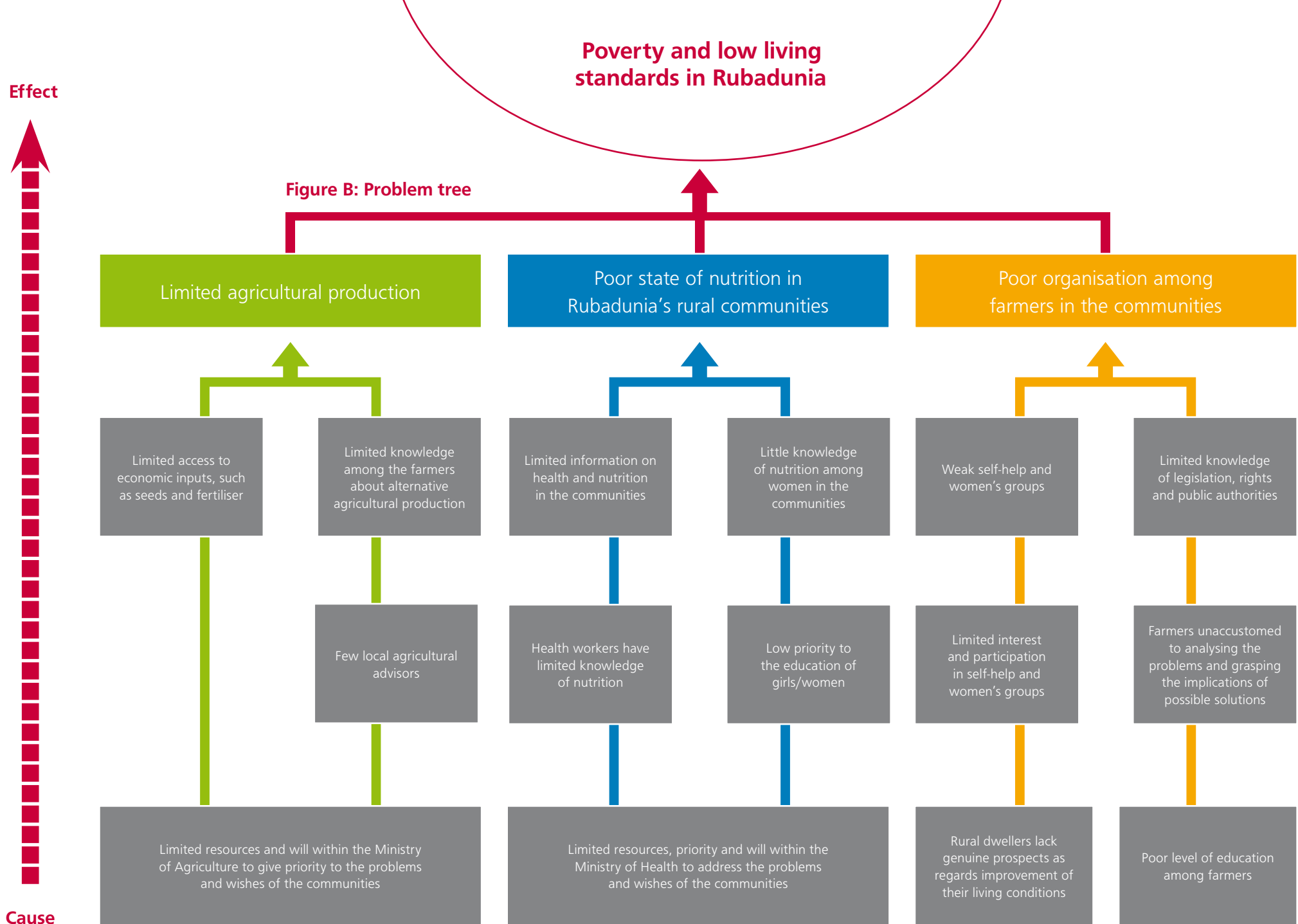
The problem analysis consists of the following steps:

- Formulate the problems associated with the fundamental question.
- Discuss each problem, clarifying what it means.
- Relate the problems to each other, drawing up a ‘problem tree’ that illustrates how they are interconnected.

The following should be adhered to when preparing a problem analysis:

- Phrase each problem in one brief sentence as an adverse situation.
- Avoid lumping together two or more problems into one.
- Seek to avoid phrasing problems merely as the absence of something in particular.





The problem tree

The problem analysis is finalised with the building of a problem tree. This is a graphic presentation of how the various problems are interrelated in terms of cause and effect. Problems indicated at the bottom are 'the roots' of the tree. The further down you move along the problem tree, the closer you get to the root causes.

The relationships between cause and effect are mapped out by looking at how each problem leads to others. In principle, it is desirable to establish the clearest possible connections between the various causes and effects. Sometimes, a cause may have several effects, just as an effect may stem from several causes. If it is possible to prioritise and select the most important interrelations, this is what you do. Otherwise, you look for other ways of building a meaningful problem tree.

It is often difficult to prepare the problem tree. Nor is there always agreement on how the problems are interrelated. Ideally, the parties reach a consensus. If this fails, it is possible to present a variety of alternatives which can then be discussed.

It must be kept in mind that the problem tree is a model. It should not be perceived as an exact depiction of reality but must serve to raise problems of relevance to the project's point of departure. A problem tree expresses a viewpoint and perhaps a compromise between those who have jointly prepared it. Accordingly, it is important to consider who should and who actually does take part in this exercise.

Problem tree for Rubadunia

The preparation of the problem tree starts with the question of the causes of such deep poverty and low living standards among the farmers of Rubadunia.

Below the box with this fundamental problem, we mention what we perceive as the causes of the problem. In the example from Rubadunia, the analysis performed together with the target group and the partner points to three possible causes:

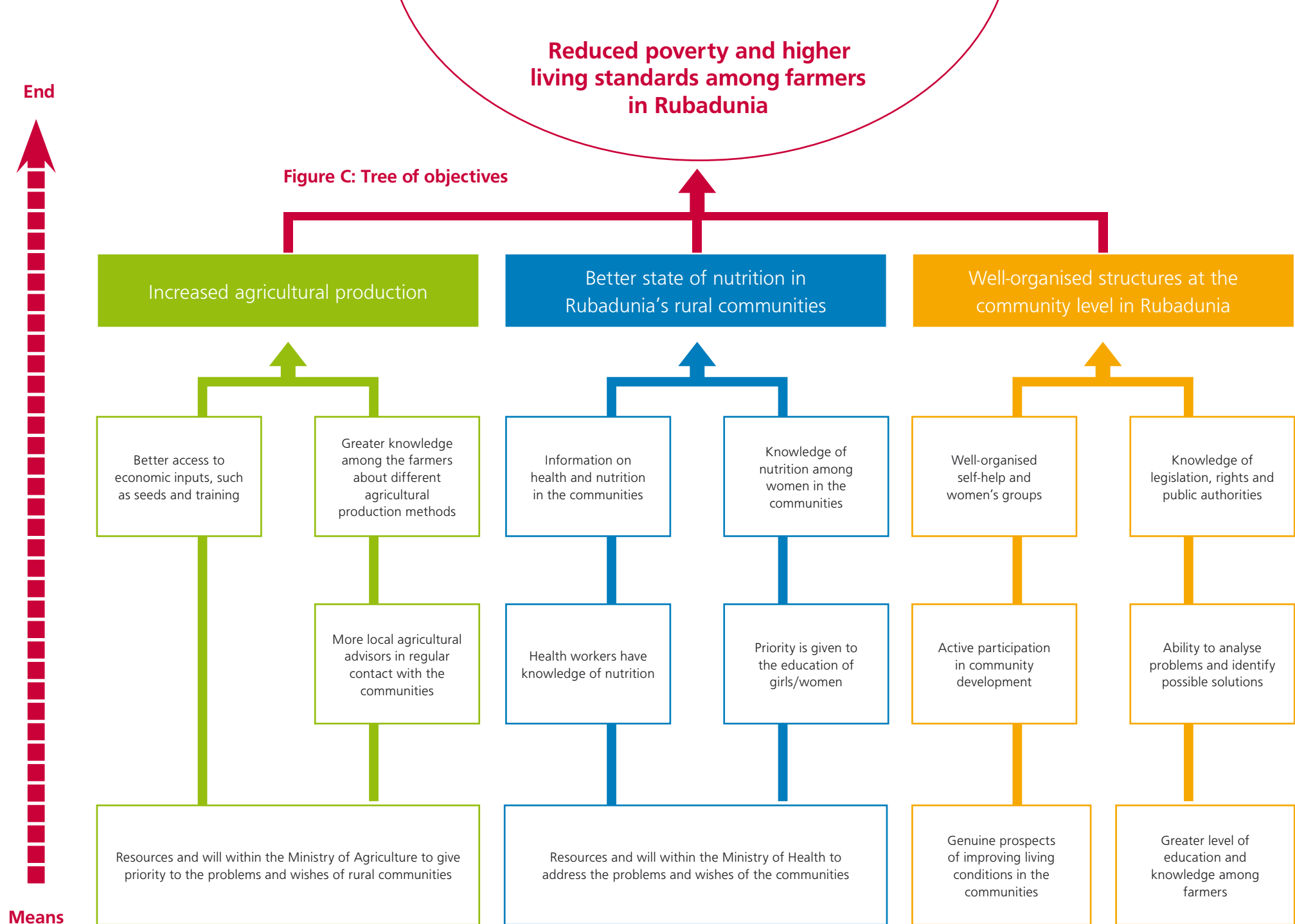
- "Limited agricultural production"
- "Poor state of nutrition in Rubadunia's rural communities"
- "Poor organisation among farmers in the communities"

In relation to the cause/problem "poor state of nutrition in Rubadunia's rural communities", we have, in turn, localised two possible causes:

- "Limited information on health and nutrition in the communities"
- "Little knowledge of nutrition among the women in the communities"

In this manner, the problem tree is built step by step, until reaching what are perceived as the underlying causes. Subsequently, the fundamental problem identified is to be solved by addressing one or several of the underlying causes and cause-effect chains.

Page 20 shows the problem tree for the example of Rubadunia.





ANALYSIS OF OBJECTIVES

Once the work on the problem tree has been completed, the next task is to carry out an analysis of objectives, which sets out the objectives associated with overcoming the identified problems. This will result in a tree of objectives based on the problem tree. The purpose of this exercise is to draw up an illustration of the future that we want.

There are two steps involved in the preparation of a tree of objectives.

- First, all problems in the problem tree must be rephrased as desirable objectives.
- Then, each objective must be assessed for its degree of realism.

In the case of Rubadunia, the problem of “limited agricultural production” is transformed into the objective of “increased agricultural production”. If the objective were formulated as “sufficient food production for own consumption and profitable commercial sale”, it would probably be unrealistic to achieve within the project period. This also applies to the indicators which will later be devised for the project, see Chapter 6.

Correspondingly, the rest of the problems are assessed and rephrased, thus ending up with a list of the goals worth pursuing in a tree of objectives. If it turns out to be difficult to find an objective to match a given problem, this may be because the problem was put into words in an imprecise or mistaken manner.

Coherence in the tree

The logic and coherence within the tree of objectives is controlled by checking whether the objectives are related as means to ends; that is, whether a given objective may also be seen as the instrument contributing to achieving objectives located at a higher level.

In the example, “better state of nutrition in Rubadunia’s rural communities” is seen as the objective of “knowledge of nutrition among women in the communities”. At the same time, “better state of nutrition in Rubadunia’s rural communities” is also a means of pursuing the objective of “reduced poverty and higher living standards among farmers in Rubadunia”.

Page 22 shows the tree of objectives for the example of Rubadunia.



5. PROJECT SELECTION STAGE

Starting from the fundamental problem of “poverty and low living standards in Rubadunia”, which underlies the project concept, the analysis stage has described and discussed the stakeholders, contextual aspects, risks, problems and objectives. It must be kept in mind, however, that the project is still neither conclusively delimited nor definitively formulated.

The project design is only finalised in this next phase, namely the project selection stage. Here, the project developers will assess the information from the project analysis stage and conclude what should be the project’s focus and approach.

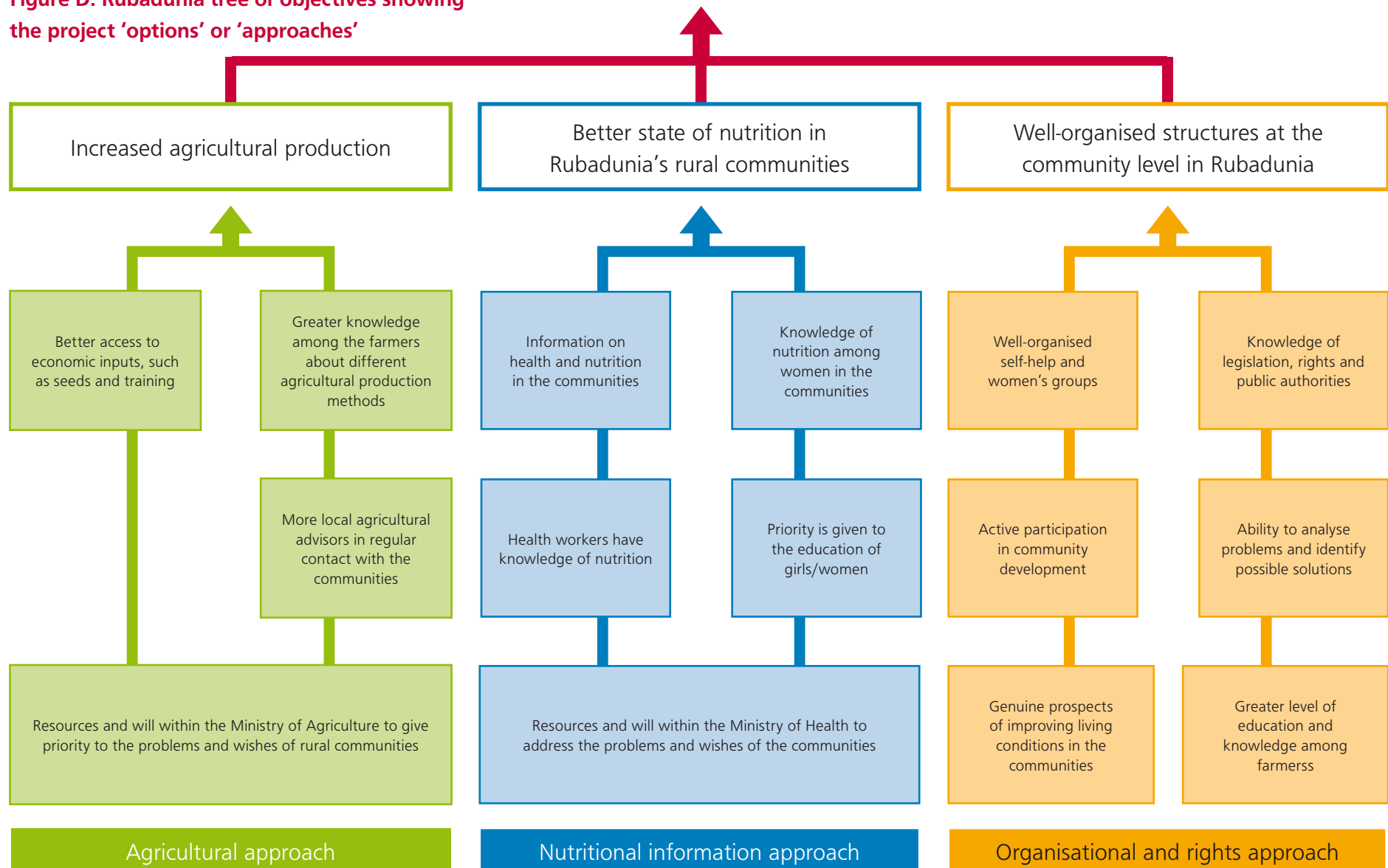
Project options

The tree of objectives lists a series of sub-objectives. A project will typically be unable to encompass all of these, which calls for delimitation of the project’s scope.

The tree of objectives outlines three ‘project options’ or ‘project approaches’ leading towards the overall project objective of “reduced poverty and higher standards of living among farmers in Rubadunia”. Starting from the left, there is an “agricultural approach”, then a “nutritional information approach” and finally, an “organisational and rights approach.”

Reduced poverty and higher living standards among farmers in Rubadunia

Figure D: Rubadunia tree of objectives showing the project 'options' or 'approaches'



End

Means

RESOURCE ANALYSIS

As the next step in the formulation process, an overall resource analysis is conducted, in which the project developers list the resources required to implement the project, as well as those that are or will become available. For each of the project approaches (in the example: the agricultural approach, the nutritional information approach, and the organisational and rights approach), the following should be assessed:

■ Financial resources

- ⊙ What are the financial costs of each of the various project approaches?
- ⊙ Which resources are available to a coming project?
- ⊙ Has a potential donor been identified?
- ⊙ What does the donor demand from applicant organisations and potential projects?
- ⊙ In the example from Rubadunia, does an agricultural approach (including delivery of production inputs) seem to cost more than a nutritional information approach?

■ Human resources

- ⊙ What human resources, both volunteers and paid staff, are to be used in each of the various project approaches?

- ⊙ Is it possible to find the relevant staff from the right professions?
- ⊙ What human resources in Denmark are required to carry out the project?

■ Organisational and institutional resources

- ⊙ Who should be involved in each of the various project approaches?
- ⊙ Which resources do they possess?
- ⊙ Which resources are necessary for each approach?
- ⊙ Are there any special possibilities or limitations in the cooperation with particular partners?
- ⊙ In the example from Rubadunia, if an agricultural approach is chosen, is it then realistic to have the public authorities involved and get them to prioritise the work?

COMPARISON AND SELECTION

The various project options listed are now compared as to how their realisation would be influenced by the factors pinpointed in the stakeholder and the resource analysis.

In the case of Rubadunia, we can either choose to focus on a single approach, such as the agricultural, or to combine several approaches. A pure

agricultural or nutritional approach both contain elements of local empowerment of the farmers as well as cooperation with the authorities.

Three factors should always be looked at when comparing between the various options:

- How high are the financial costs of the various approaches?
- How much local support will contribute to the various approaches?
- What degree of sustainability might be expected from the various approaches?

If, for instance, we look at the agricultural approach, on the face of it, the financial costs are high, as it requires many investments. Local support will be strong since especially the men will be interested in a higher yield. Sustainability is moderate, depending on how much training is involved and whether local competencies are successfully built. The uncertainties of the approach are pronounced, as the Ministry of Agriculture's interest or resources cannot be taken for granted.



INFORMATION!

SUSTAINABILITY

This is a broad concept. It may be perceived in myriad ways, and it may be applied to, for instance, organisation, knowledge, economy and environment.

Organisational sustainability is about how to strengthen the organisation of the target group and partner in the South. If the intervention adheres to the principles of sustainability, the partner or the target group should be able to carry on the activities after the project period. In Rubadunia, the women's organisation in women's groups is an example of sustainable organisational development.

Sustainability in relation to knowledge has to do with how capacity is built. The closer to the target group the knowledge is generated, the higher the sustainability. In Rubadunia, knowledge of nutrition is to be created within local women's groups. Thus, it will not disappear

along with the project personnel or government-employed health workers withdrawing from the area.

Economic sustainability means that an activity will be worth it in the long term and that a profit can be made from it; e.g., cultivation of maize or coffee. In the case of Rubadunia, the vegetable gardens may eventually become economically sustainable. For instance, if the women manage to sell what they and their families cannot eat themselves, thus earning money to buy new production inputs.

Environmental sustainability refers to activities that do not burden the environment further, or that contribute to improving it. In Rubadunia, one option that is environmentally sustainable is to use rainwater for irrigation of vegetable gardens to avoid using drinking water. In addition, organic fertiliser and natural pesticides may be applied to avoid environmental harm.

FIGURE E: SELECTION OF PROJECT APPROACH IN RUBADUNIA

Objective of project approach	Strategy	Project ownership	Primary target group
Increased agricultural production	Delivering agricultural inputs	Farmers (men), Ministry of Agriculture	Farmers (men) and their families
Greater knowledge of nutrition	Raising awareness of nutritional aspects	Women's groups, Ministry of Health	Women and their families
Improved organisation and knowledge of rights	Involving the locals, strengthening organisation and spreading knowledge of rights	Organised women (women's groups) and men in the communities	Women, men and their families

It is important that the partners in the South, including the target groups, participate in the selection of project approach, rather than just joining in during the prior exercises. This optimises the chances for local understanding of the intervention as well as motivation to take part and assume ownership of the project and of the improvements that it creates.

Figure E clearly demonstrates that the choice between the various approaches leads to consequences; for instance, regarding who will own the project and who will become the primary target group.

On the basis of Figure E and the aforementioned considerations underlying it, the parties involved are now equipped to discuss the options and define the project.

Rubadunia: comparison and selection

In our example from Rubadunia, many factors seem to favour a combination of the three approaches. In the following, we choose to continue working on a project with women as the primary target group, since they shoulder the main responsibility for cooking, and hence indirectly for the family's nutrition. The project contains financial and practical support to start vegetable gardens, hands-on training for women, and strengthening of women's groups through courses, for instance in group dynamics and conflict management. The approach combines service delivery with capacity building and the possibility of linking advocacy to the project. This choice stems from:

- Sympathy with the idea of project ownership belonging to women in the communities.
- Long-term organisational sustainability, since the women will undergo organisational strengthening.
- The project may lay the groundwork for raising other issues in the long term, such as those of agriculture and rights.
- The knowledge of nutrition may be passed on and the experience of vegetable gardens may be replicated.
- Strengthens the basis for advocacy, as the internal organisation is boosted.
- Involves relatively low costs due to limited technical assistance.
- Since the focus is on the communities, the approach does not depend on the goodwill and priority of the Ministry of Agriculture and/or the Ministry of Health.

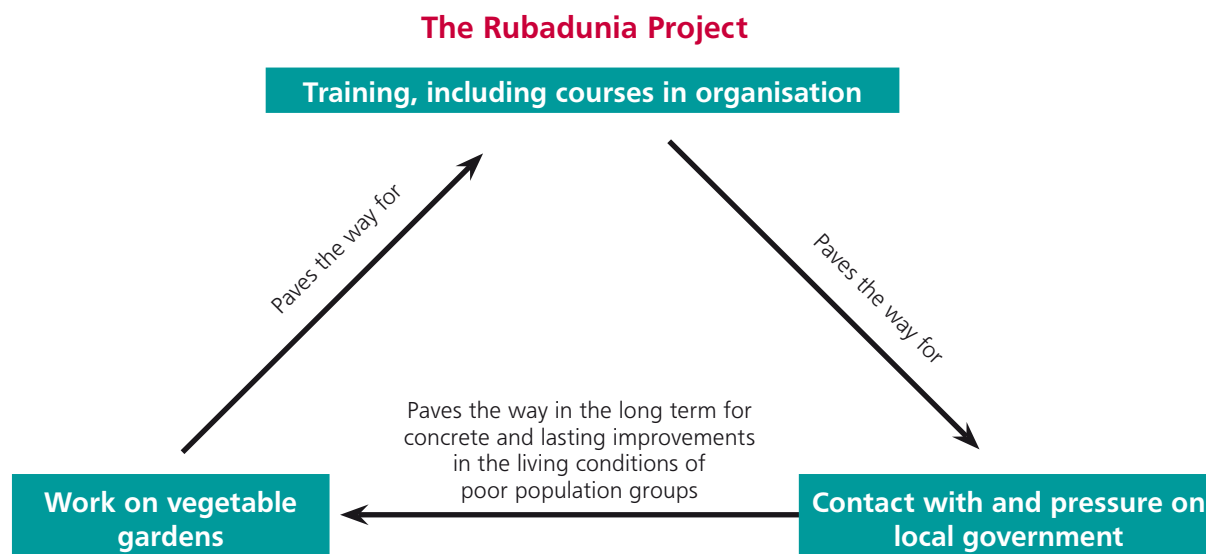
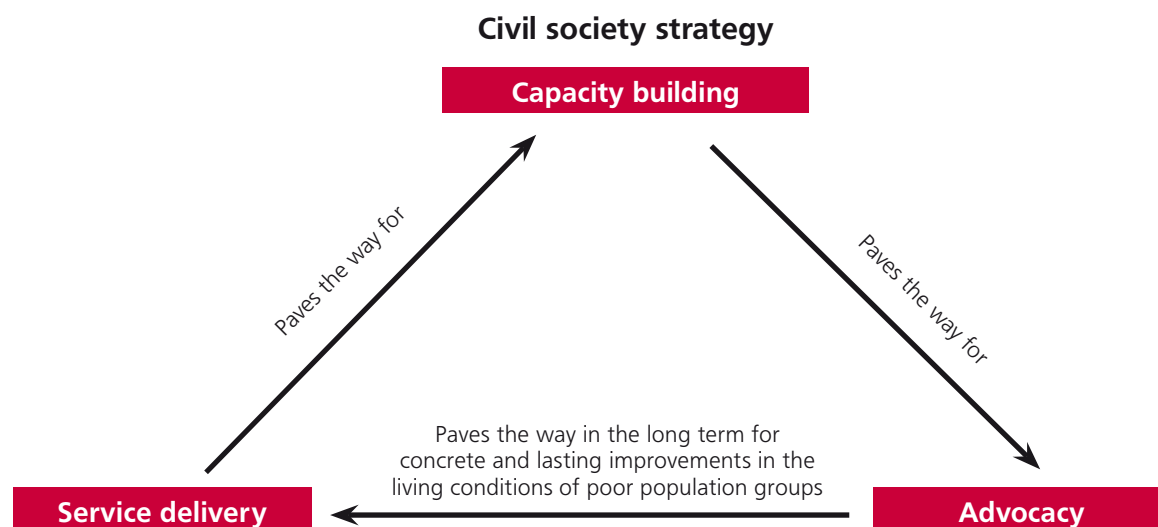
Given the analysis of the resources that will be available, working with all the objectives described in the tree of objectives (Figure C, page 22) is estimated to be impossible.

Figure F on page 31 shows the tree of objectives for Rubadunia with the three possible approaches. The chosen areas of intervention, or approaches, have been highlighted. Delimiting the project approach may facilitate the subsequent project planning.

Foundation for rights-based approach and advocacy

In the longer term, the project may lay the groundwork for advocacy, for example, if the women's groups, through contacts with local government authorities, manage to draw attention to the need for greater knowledge of nutrition, and hence, among other measures, for better educated health workers in higher numbers in the rural districts.

The three key concepts of the civil society strategy, here illustrated with a triangle to show how the various components may be interrelated..



INFORMATION!

The gender dimension

Gender is a so-called cross-cutting issue, which Danida and the Project Advice and Training Centre require to be considered in all projects.

Read more about gender in:

“Gender – one way or another. Guidelines for analysis of the gender dimension in development projects” (KULU Women and Development, May 1999, translated into English by the Project Advice and Training Centre in 2003). May be acquired from the Project Advice and Training Centre.



Reduced poverty and higher living standards among farmers in Rubadunia

Figure F: Rubadunia tree of objectives showing the delimited focus, i.e. the selected project approaches

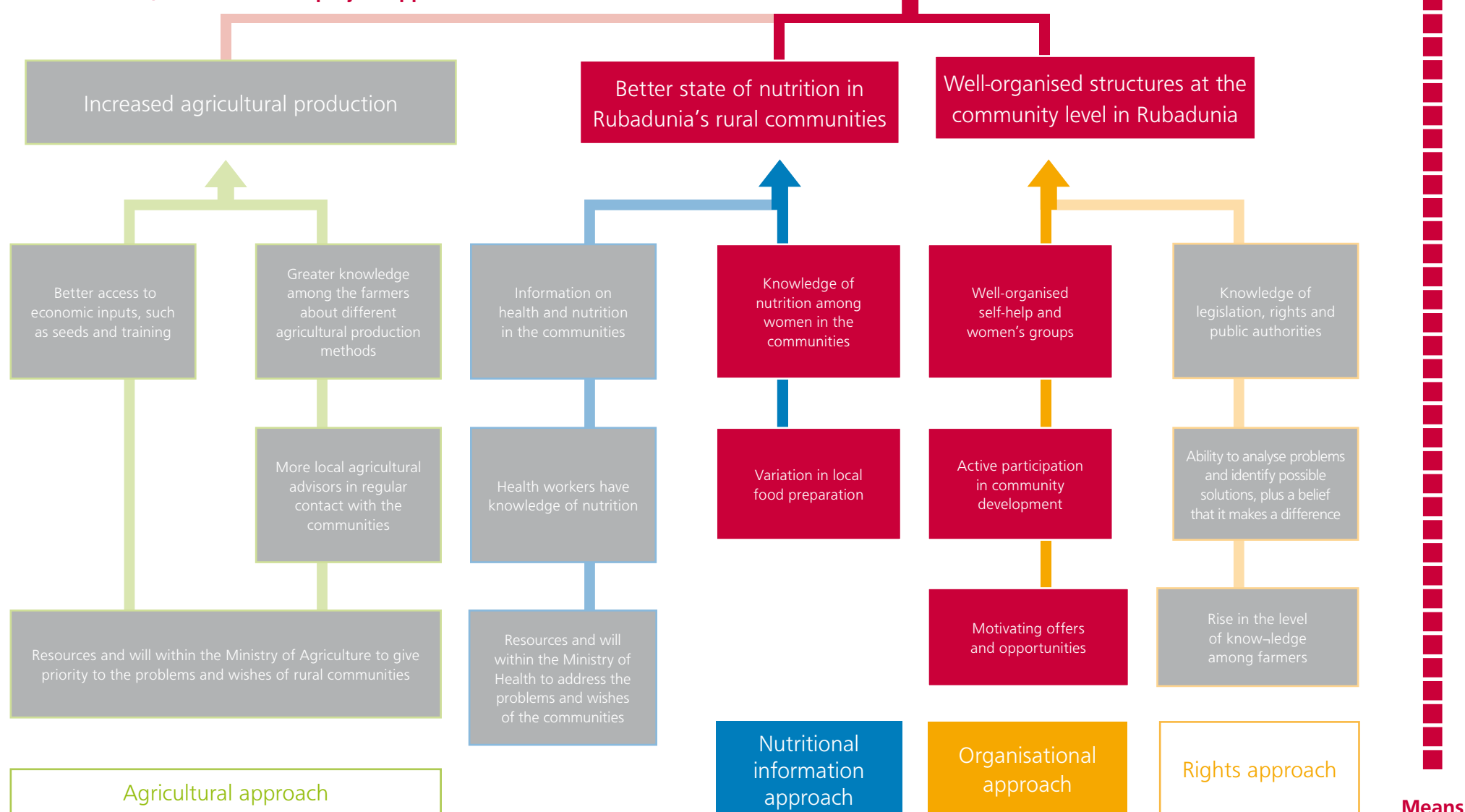


FIGURE G: TARGET-GROUP ANALYSIS

	Involvement in project	Interest in project	Fear of project	Strengths	Weaknesses/risks
Primary target group					
Formerly and recently established women's groups in communities of Rubadunia	Target group.	Better nutrition and state of health, as well as stronger organisation.	Challenges them in unaccustomed ways, including scepticism towards new cultivation and cooking practices.	Interested in better nourished family.	Recently acquired knowledge is not applied in practice. Vegetable gardens are not profitable.
Men in communities of Rubadunia	Target group.	Better nutrition and state of health	Women's empowerment as breadwinners and women's organisation threaten traditional gender-based power structures.	Interested in better nourished family.	Weak organisation. Do not support the women's work with vegetable gardens.
Children and young people in communities of Rubadunia	Target group.	Better nutrition and state of health, as well as prospects for the future.		Help out in the vegetable garden and learn about cultivation.	
Secondary target groups					
Village council	Will be involved in the project. Individuals from the primary target group may also be represented at this level.	Better nutrition benefits the whole community.	Undermining of its authority and power.	Highly influential in the community.	Traditional structure that resists change.
RCW, Rubadunia Community Welfare	Implements the project.	The organisation: helping farming families. The staff: helping and earning money to maintain their own families.	Poor performance and evaluation undermining the organisation.	Ardent activists driven by their ideals.	Limited organisational capacity. First experience of major project.
Local government authorities	Must approve local organisations. Is a potential partner.	Creating dynamism in the local area.	The project may impose greater demands on local government.	May strengthen project implementation.	May obstruct implementation and outputs. Lack of financial resources.
Regional government authorities	Exercises authority in the project area.	Drawing attention to the region.	Drawing attention to its own shortcomings.	May pressure national authorities to take action.	No impact at the national level. No interest in the project.

TARGET-GROUP ANALYSIS

Once the project approach has been selected, the target-group analysis may be embarked upon. This exercise builds upon the stakeholder analysis in form as well as content. The target-group analysis clarifies who might benefit from the project.

A project will typically encompass the following types of target group.

Primary target group

These are the people who will ultimately benefit from the intervention. In the example, the primary target group will be the women's groups, in addition to children, young people and other adults in the communities of Rubadunia.

Secondary target groups

This refers to those who join in the project implementation. In the example, it may comprise, for instance, village councils, local government authorities, partner organisations etc.

The target-group analysis may be completed using a table, as shown in Figure G regarding the case of Rubadunia.

SELECTION

The target group indicated in Figure G is concrete, yet still very broad. Rubadunia covers an area of 10,000 km², and the rural districts have 450,000 inhabitants. Given the realistic financial, human and organisational resources, it will be impossible to reach all women's groups in the country. Thus, the primary target group could be further defined by restricting its numbers in line with an estimate of the resources, timeframe and budget available.

A typical quandary arising in this situation is how to select and deselect people in the target group. A variety of criteria may be adhered to. These could be, for instance, geographical or economic (choosing the poorest of the poor), preferring areas where both the Danish and the local organisation have built knowledge of the context, have good contacts, or may find the most motivated farmers. The selection of locations may also be completely random, though this will rarely be convenient, since long distances – for example between the project's five different target communities – will be a severe hindrance.

It is important to apply carefully considered and transparent selection criteria. This will help ensure a clear framework for the final choice, facilitate the process and foster understanding of the outcome. In most cases it will also be relevant, perhaps even compulsory, to set out the selection criteria for a potential donor. The criteria should be devised in cooperation between the Danish and the local organisation.



6. PROJECT PLANNING STAGE

At the end of the project selection stage, both the approach and the target group have been defined, thus enabling the start of the actual project planning stage. At this point, it may facilitate the overview to draw up an LFA project matrix, whose structure is illustrated in Figure H.

As previously described, LFA is an aid to analyse and plan a (development) project. This procedure may help to ensure that:

- The elements in the project are logically structured, taking account of the context in which the intervention is set;
- The project is systematically thought through from beginning to end;
- There is a framework for the project that serves to plan, monitor and evaluate the effect.

The matrix help creating an overview and a shared understanding of the project in relation to:

- Which groups are to be involved in the project;
- The project's foundation and central problem to be addressed;
- The objectives that one wants to and is able to achieve;
- The strategic options available to reach the objective(s);
- The presentation of a framework for the project, where its elements appear in a concise and easy-to-grasp format.

The matrix thus promotes clear and unambiguous communication:

- Internally in the Danish NGO;
- In the relationship with the partner;
- In the relationship with any donor.

Below is a presentation and conceptual clarification of individual elements in an LFA matrix.

The case of Rubadunia is regularly included as an example, and at the end, an LFA matrix is drawn up for the project in Rubadunia.

FIGURE H: LFA PROJECT MATRIX

Project elements	Description	Indicator and means of verification	Assumptions
Development objective			
Immediate objective			
Outputs			
Activities			
Inputs			

The top two rows in the left-hand column of the matrix set out the goals of the project:

- Development objective
- Immediate objective

The subsequent three rows describe the **actual project**:

- The specific outputs, which our project is to deliver
- The concrete acts or activities, which are to produce those outputs
- The specific resources or inputs, which are necessary to carry out those activities.

The logic or coherence between the five rows may be set out as follows:

- The development objective will come closer to being achieved if the immediate objective is realised
- The realisation of the immediate objective depends on the production of the project's outputs.
- The outputs spring from the implementation of the activities.
- The activities can only be implemented, if the inputs are available.

Likewise, it is also possible to move from the bottom upwards, so that the donor can see, for instance, the logical coherence between the inputs requested for the project and the objectives laid down.

It may be difficult to take in the connections between the layers of the matrix. Consequently, the following will elaborate on each layer, using the project in Rubadunia as an example.

DEVELOPMENT OBJECTIVE

This is the long-term goal to be pursued and eventually achieved. Its realisation does not depend exclusively on our intervention, but also on other initiatives and on the general development. Our project is only to be perceived as part of the process that needs to take place in order to arrive at the development objective, i.e. as one of several 'contributors' to this end.

Put differently, the development objective is the overall vision for society that justifies project implementation. The development objective is phrased as the new or changed state of affairs towards which the project is intended to contribute.

Development objective of the Rubadunia project

Well-nourished inhabitants and strong organisation in rural communities of Rubadunia.

IMMEDIATE OBJECTIVE

This expresses what we would specifically like to attain by means of the project. In contrast to the development objective, the immediate objective is something whose fulfilment we may predict, with a high probability, as the outcome of this project in particular. In other words, this is the immediate effect which we expect, with a major degree of certainty, to be manifest once the project has been successfully completed.

There should only be a few (one, two or three) immediate objectives, and it/they should not be overly ambitious. The project's realisation should lead to the full attainment of the immediate objective, which is described as the new or changed state of affairs that is desired as the direct outcome of implementing the project.

Immediate objectives of the Rubadunia project

1. On 1 January 2010, 600 children, young people and adults in five communities of Rubadunia consume, on a daily basis, an improved and more nutritionally balanced diet.
2. On 1 January 2010, five communities have at least one women's group, which is organised around the tending of vegetable gardens and the exchange of experiences concerning diet and nutrition.
3. On 1 January 2010, women's groups in at least three of the communities have passed on their experiences of being organised to other women in the communities.

To the extent possible, the immediate objectives need to answer the following five questions, which may popularly be termed 'the five Ws'.

- When? (time)
- Who? (target group)
- Where? (location)
- What has happened? (the actual substance of the new situation, i.e. the qualitative change)
- How much has happened? (the amount, i.e. the quantitative change)

In the box below we control 2 immediate objectives:

THE RUBADUNIA PROJECT: IMMEDIATE OBJECTIVES

Immediate objective 1:

On 1 January 2010, 600 children, young people and adults in five communities of Rubadunia consume, on a daily basis, an improved and more nutritionally balanced diet



Immediate objective 3:

On 1 January 2010, women's groups in at least three of the communities have passed on their experiences of being organised to other women in the communities.



OUTPUTS

The outputs are what the project produces as the outcome of its activities. The outputs may be perceived as the products or events, whose realisation upon project completion may be 'guaranteed' by those responsible for the undertaking. The outputs are phrased as the new or changed situation to which the project activities will lead.

Here, 'the five Ws' may also be useful to ponder:

- When? (time)
- Who? (target group)
- Where? (location)
- What has happened? (the actual substance of the new situation, i.e. the qualitative change)
- How much has happened? (the amount, i.e. the quantitative change)

The Rubadunia project: outputs

- 1.1. By 1 July 2007, the RCW has produced teaching material and posters for training in nutrition, horticulture in vegetable gardens, cooking and organisation.
- 1.2. By 1 July 2008, the RCW has carried out training in nutrition, horticulture in vegetable gardens, cooking and organisation for women in five rural communities of Rubadunia.
- 1.3. By 1 July 2009, the members of the women's groups in the five communities are using their vegetables and their knowledge to cook nutritionally balanced meals for their families.
- 2.1. By 1 July 2008, RCW has, in cooperation with the women's groups, set up five demonstration vegetable gardens associated with five community schools.
- 2.2. By 1 July 2007, 50% of the women in five rural communities of Rubadunia are organised in women's groups, tending vegetable gardens.
- 2.3. By 1 July 2009, 85% of the members of the women's groups have established a vegetable garden pertaining to their household.
- 3.1. By 1 July 2009, representatives of existing women's groups in the five rural communities supported by RCW have held a workshop to exchange experiences of their organisation and vegetable-garden cultivation.
- 3.2. By 1 July 2009, members of five existing women's groups have organised at least three meetings for the women of their community where, among other topics, they have provided guidance in the cultivation of vegetables, sharing their own experiences of being organised in a women's group.
- 3.3. By 31 December 2009, women's groups supported by RCW have held an assembly attended by at least 50% of the local inhabitants to discuss how the women's organisation in groups, with their various initiatives, has influenced the development of the community.

Interrelation between outputs, immediate objective(s) and development objective

Here is a brief repetition of what characterises these three concepts:

An output is a product whose delivery our project is able to 'guarantee'.

An immediate objective is the changed situation which we expect, with great certainty, to be in place as a direct consequence of the project's outputs.

A development objective is the changed situation whose achievement we wish for some time in the future. The project contributes towards the development objective, which is also the prospect that justifies undertaking the endeavour in the first place.

Activities

These are the concrete actions carried out within the project in order to produce the outputs.

Normally, the categorisation or numbering of each activity will clarify its direct interrelation with a given output. Activities are phrased using verbs. In English we might use the gerund (-ing form).

The Rubadunia project: examples of activities

- Holding introductory meetings with each village council, the community as a whole, and existing women's groups.
- Preparing an overview of existing women's groups as part of a baseline study.
- Organising women who wish to set up new women's groups.
- Gathering knowledge to prepare and subsequently test teaching and information material.
- Training women in nutrition, varied diet, cooking, vegetable garden cultivation and organisation by means of courses.
- Establishing demonstration vegetable gardens in cooperation between RCW and the women's groups.
- Handing out seeds and plants to start up vegetable gardens pertaining to individual households.
- Following up courses and continuously advising women's groups about the maintenance of vegetable gardens, nutrition, organisation and rights.
- Supporting the women in systematising knowledge and exchanging experiences across communities.
- Supporting the women's groups in sharing their experiences with those women in the communities who have not tried to organise.

INPUTS

Inputs are human, material and financial resources required to carry out the activities. The inputs have also been considered in the resource analysis, but after defining the activities, it is possible to be more specific about this.

In addition to listing the various types of input, you also need to indicate the volume of funding necessary to pay for the associated expenses, as well as any other observations related to the inputs. Only overall figures are given. The breakdown will be presented in the budget of the project proposal.

Sometimes it is relevant to divide inputs into the following categories, describing from where each is expected to come:

Local inputs (possibly from the target group or local government authorities)

Regional inputs (for instance, from the state, regional or nationwide organisations)

International inputs (for example, from a foreign donor)

The Rubadunia project: General inputs

- Human resources:
 - ⦿ RCW volunteers/staff, RBL volunteers/staff, local women's groups and local women acting as contact persons.
- Equipment and materials:
 - ⦿ Teaching aids for courses in nutrition and organisation. Kitchen utensils and food for demonstration of nutritionally-balanced cooking. Tools, seeds, and plants to establish vegetable gardens for demonstration purposes and for each household.
- Financial resources to cover:
 - ⦿ Teaching materials, personnel, training activities, other materials, administration and transport.

INDICATORS OF THE MATRIX

Indicators are measurable criteria to assess whether the project achieves what it was designed for. They may also serve to continuously monitor whether project implementation is proceeding as planned.

Indicators should specify the minimum to be achieved at a given point in time in order to say that the project has reached the objectives set out. Thus, they are used to measure the degree of the project's immediate or long-term success. It is often necessary to prepare several indicators for each objective or output.

To be useful in the ongoing monitoring as well as in the final project evaluation, indicators must be:

- Relevant – as regards what is measured
- Specific – in terms of target group, quality, quantity, timeframe and geographical area, to the extent that this has not been laid down already in the description in the LFA matrix
- Measurable/verifiable

Usually, detailed indicators are drawn up only for the immediate objectives and the outputs, whereas reporting and accounting can be referred to as regards activities and inputs.

Thus, many of the indicators in the matrix for the Rubadunia project are of a so-called qualitative kind. Their verification will be based on conversations, visits and surveys rather than figures and statistics.

Below are some examples of indicators to measure attainment of the objectives of the intervention in Rubadunia.

Indicators of the Rubadunia project

Immediate objectives

1. On 1 January 2010, 600 children, young people and adults in five communities of Rubadunia consume, on a daily basis, an improved and more nutritionally balanced diet.

Indicators:

- ⊙ The day-to-day family diet is more varied and contains sufficient quantities of the four most important vitamins and minerals according to the standards of the World Health Organisation (WHO).
- ⊙ Reduction in the reported incidence of diseases related to nutritional deficiencies.

2. On 1 January 2010, five communities have at least one women's group, which is organised around the tending of vegetable gardens and the exchange of experiences concerning diet and nutrition.

Indicators:

- ⊙ Women's groups hold meetings at least once a month.
- ⊙ Diet, nutrition and vegetable gardens are discussed at the monthly meetings.

3. On 1 January 2010, women's groups in at least three of the communities have passed on their experiences of being organised to other women in the communities.

Indicators:

- ⊙ Meetings have been held in at least three communities, where it has been discussed which potential and advantages spring from being organised in groups.
- ⊙ Some women outside the existing groups express an interest in joining one.



To ensure that the list contains only indicators that will later be feasible to measure or compile information about, given the resources of the project, the matrix should also include a column with the means of verification to be used when assessing compliance with each indicator. In other words, the indicators must be measurable or verifiable. Examples are shown in the matrix for the project in Rubadunia (see Figure K on page 51).



How do we measure if the project has changed anything?

To have a basis for comparison, it is a good idea to conduct a so-called baseline study when the project starts, mapping out the local situation at this stage. Upon project completion, the study may be repeated. A comparison between the two will register the changes brought about during the project period.

See an example of a baseline study at the Project Advice and Training Centre's website www.prngo.dk



ASSUMPTIONS

Assumptions describe external conditions that are beyond the project's direct control, yet which have to materialise for the project to be completed successfully.

Information about these external conditions may be acquired, partly, from the analytical work (problem, risk and context analysis), partly from the involved parties' experience of similar projects.

There are certain golden rules concerning assumptions. They need to be identified at every level of the planning matrix, and all should be phrased as positive situations that need to hold true.

Compare the matrix for the Rubadunia project (Figure K, page 51) with the following

If the necessary inputs are available and the assumptions remain valid, we can expect the activities to be possible to implement.

The Rubadunia project: assumptions prior to activities

- ⊙ RCW is able to find professionals who can competently teach about diet, nutrition and organisation as well as establishment and maintenance of vegetable gardens.
- ⊙ Village councils will approve the training of women's groups in the communities.

If the activities are carried out and the assumptions hold true, we may rest assured that the outputs will be produced.

The Rubadunia project: assumptions for activities to lead to outputs

- ⊙ Women's groups will take part in training and organisation.
- ⊙ Women will establish vegetable gardens.

If the outputs are achieved and the assumptions remain valid, we can expect the immediate objectives to be fulfilled.

The Rubadunia project: assumptions for outputs to lead to immediate objectives

- ⊙ Nutritionally balanced food crops will be grown in the vegetable gardens.
- ⊙ The women will use new knowledge about diet, nutrition and cooking in their everyday lives.
- ⊙ The vegetable gardens will be maintained, including after project completion.
- ⊙ The members of the women's groups are interested in dedicating time and effort to sharing and passing on their experiences.

If the immediate objectives are met and the assumptions hold true, we have better reason to hope that the development objective will one day be achieved.

The Rubadunia project: assumptions for immediate objectives to contribute towards development objectives

- ⊙ Rubadunia is not hit by drought.
- ⊙ No major epidemics will attack the rural communities.
- ⊙ Experiences from the organisation of women's group are positive and will spread to the rest of the community's women.

Assessing the importance, relevance and likelihood of the assumptions

It is important to conduct an assessment of the assumptions suggested during the preparation of the project matrix so that insignificant assumptions are disregarded prior to the writing of the final version.

The assessment is conducted as set out in Figure I.

In this example, we want to assess the assumption that RCW can find competent staff to teach about diet, nutrition, vegetable gardens and organisation.

First question: Is the assumption important for the success of the project?
The answer is: YES.

Since the assumption is important, we proceed to the second question.

Second question: Will the assumption hold true?
This leaves us with three possible answers.

1. YES. If we know that RCW can find these professionals, we may delete the assumption. For our intense and purposes it would cease to be an assumption, when we are absolutely certain that the personnel can be found.

2. PERHAPS. If we merely presume that RCW will be able to find competent staff, we should keep the assumption in place, since there is some uncertainty as to whether such professionals can actually be put to the task.
3. NO. If we know for sure that RCW cannot find the right personnel, we move on to the third question.

Third question: Can the problem with the assumption be taken into account in the project design?

- If our project can be reshaped to make the RCW's staff competent in teaching about diet, nutrition, vegetable gardens and organisation, we should include this as an output.
- If we cannot include this in our project, we are faced with a killer assumption, which will thwart the realisation of the project, since the assumption is both important and very unlikely to hold true. In this case, we can do nothing but give up the project, since it is too uncertain to embark upon.

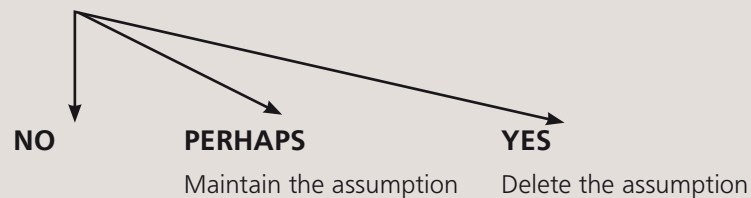


Figure I: Assessment of assumptions

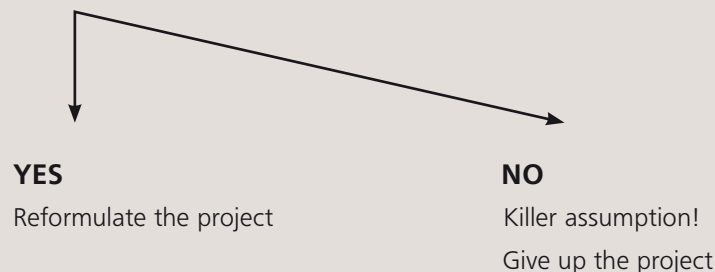
1. Is the assumption important for the success of the project?



2. Will the assumption hold true?



3. Can the problem with the assumption be taken into account in the project design?



Our work in planning the project has not been completed until all the assumptions have been assessed. We can still change our project by incorporating what we originally perceived as assumptions (important conditions beyond the project), designing an activity with a corresponding output, aimed at securing the critical requirement contained in the assumption.

To ensure the viability of the project, we must scrutinise every assumption. Some may possibly be discarded. Others may have to be embedded in the project design to avoid killer assumptions.

Conclusion for the example of an assumption regarding the hiring of competent staff:

We are certain that RCW is able to find qualified personnel to train the women's groups. Consequently, this assumption is dispensed with after the second question. Thus, the assumption has not been included in the final version of the project matrix, Figure K. After examining all the assumptions, several others are abandoned as well.

In the matrix for the Rubadunia project, eight different assumptions have been preserved, since we view these as important conditions beyond the project, which need to materialise for the project to succeed.

In the project document, or in the actual project application, we shall describe the assumptions in greater detail, explaining why we think there is a compelling probability that our assumptions will hold true.

7. FINALISATION IN LFA MATRIX FOR RUBADUNIA PROJECT

All information from the analytical, project selection and planning stages is now summed up in a matrix. In the case of the Rubadunia project, it may appear as shown in Figure K.

Once the matrix has been completed, the project concept can be considered to have been formulated. Now the task is to ensure that it meets the concerns raised in Chapter 2 as to whether the project suits:

- The Danish organisation;
- The partner(s) abroad;
- The potential donor.

Since the matrix distils the essence of the project with its objectives, outputs, activities, inputs, indicators and assumptions, it is important to go through it with the partner, ensuring that there is a common understanding of the matrix and of all the aspects of the project that cannot be expressed in a standard table.

An LFA matrix – summing up the entire undertaking in a few pages – can, of course, only be

drawn up provided that the project makers (the Danish organisation and the partner in the South) have previously carried through the various steps in the outlined LFA process, possibly complemented by other methods and tools.

When an application is submitted to the donor, it is almost always obligatory to include a filled-in form or project document, providing a more detailed description of the undertaking based on the various stages in the LFA process. An example of an application form/project document may be found at www.prngo.dk.

We have now examined the procedures and elements of LFA from the first step in a problem analysis to the finished matrix. In this chapter, we shall enter somewhat more into the discussion of strengths and weaknesses of LFA, and make a brief introduction to approaches and methods that may serve as an alternative or supplement.

Advantages and limitations of using LFA as planning tool or planning 'language'

As a *method*, LFA has some evident benefits:

- Clarifies the *objective and justification* of a project proposal.
- Identifies the *information needs*.
- Defines the *main elements* of the project.
- Necessitates an analysis of the *project's context* at an early stage.
- *Facilitates communication* between the parties involved.
- Lays down the project's *success criteria*.
- Obliges the project planners to think *realistically*.

At the same time, there are evident limitations that should be kept in mind when working with LFA. An uncritical and poorly thought-out use of LFA may lead to uninspired, inflexible project implementation.

Use the matrix and project document dynamically!

This advice expresses the utmost importance of not perceiving the matrix as a finished end product along with a donor's approval of the project. The matrix (and attendant project document) has been drawn up at a particular point in time against the background of current analyses and the subsequent carefully considered choices. Nevertheless, it is far from unthinkable that some conditions will change in the course of project implementation.

Consequently, the matrix must be reviewed continuously along with the local partner. A review may take place during the project period whenever considered necessary, but good occasions include the yearly or half-yearly monitoring visits, or the time when a progress report must be submitted to the donor.

It is important to avoid LFA turning into a straitjacket that restrains common sense from being exercised whenever reality drifts away from the intentions set out in a project description. If, for instance, one of the assumptions ceases to be

valid, steps must be taken to take account of the new situation within the project.

Minor adjustments, for instance in the activities, can usually be carried out by the partners without prior authorisation from the donor agency, which will be updated in the ensuing progress report. However, more far-reaching changes, for instance in the outputs, requires orientation and approval of the donor. Usually, the donor organisation will be cooperative and enter into a dialogue, as the donor is also opposed to rigid implementation that fails to bring about perceptible, sensible and durable development.

Hopefully, the tools in this guide will help you in the effort to analyse project concepts, select the right ideas and carry out coherent and logical project planning. All parts of the LFA outlined here must be used flexibly and in genuine interaction with partners and target groups in the South.

Alternative or supplementary project planning methods

Logical framework approach has frequently been criticised for starting from an excessive focus on the problems, rather than being based on strengths and opportunities. Furthermore, it has been argued that LFA is founded on a Western scientific approach to development, seeking to arrange everything in boxes and structures.

In response, LFA has been further developed over the years to arrive at a more flexible and participatory version, which is hopefully reflected in this guide. However, at the same time, particularly in the past decade, work has been underway to design supplementary or alternative tools to be used in connection with the formulation and implementation of development projects. The most prominent of these are briefly mentioned below, with indication of further reading. You may also follow our website www.prngo.dk, which will continuously publish links and references.

Alternative/supplementary project planning methods

Appreciative inquiry (AI)

"Appreciative inquiry is a methodology that builds on people's strengths and on what works. The assumption is that everyone has strengths, resources, knowledge and skills, and everyone has experience of things that go well. Everyone is also capable of dreaming of how things could be in the future."

Quote from introduction to Appreciative Inquiry:
www.bu-net.dk/projectmanual

Quote from introduction to Appreciative Inquiry:
www.bu-net.dk/projectmanual

Most Significant Change Technique

"The most significant change (MSC) technique is a form of participatory monitoring and evaluation. It is participatory because many project stakeholders are involved both in deciding the sorts of change to be recorded and in analysing the data. It is a form of monitoring because it occurs throughout the program cycle and provides information to help people manage the program. It contributes to evaluation because it provides data on impact and outcomes that can be used to help assess the performance of the program as a whole".

Quote from "The Most Significant Change (MSC) Technique – A Guide to Its Use", by Rick Davies and Jess Dart.

www.mande.co.uk/docs/MSCGuide.pdf

<http://groups.yahoo.com/group/mostsignificantchanges>

Participatory Learning and Action (PLA) - including Participatory Inquiry

"Participatory Learning and Action is the world's leading series on participatory learning and action approaches and methods. It provides a forum for all those engaged in participatory work – community workers, activists and researchers – to share their experiences, conceptual reflections and methodological innovations with others."

Quote from www.iied.org/NR/agbioliv/pla_notes/index.html

"Gender: One Way or Another – Guidelines for Analysis of the Gender Dimension in Development Projects"

This booklet, translated by the Project Advice and Training Centre into English, offers an introduction to gender analysis, and subsequently examines the various project phases from this

perspective. Thus, it steers the reader through concrete gender analysis of work procedures, access to and control over resources and processes, as well as the distinction between practical needs and strategic interests.

This booklet may be ordered from the Project Advice and Training Centre.

"Handbook on Income-Generating Activities – for the use of Danish NGOs and their partners in the South"

Experience shows that income-generating activities in a development project are often difficult to handle, whether they be the main pursuit or a minor part of the intervention. Therefore, this handbook, translated into English by the Project Advice and Training Centre, examines what an NGO and its partner in the South need to consider when planning and implementing income-generating activities. Annexed to the handbook is a series of tools and methods to be used during project preparations.

This booklet may be ordered from the Project Advice and Training Centre.

8. MATRIX OVERVIEW

FIGURE J: STRUCTURE OF AN LFA MATRIX

	Description	Indicator and means verification	Assumptions
Development objective	Development objective: The changed situation desired for the target group in the long term. This is the social aim that justifies the realisation of the project.	The criteria (often called success criteria) used to assess whether the project is contributing towards the development objective. At the same time, means of verification must specify how the necessary data can be collected when the assessment is to take place.	(Critical) conditions beyond the project's influence, which must materialise in order to have faith that the development objective can be achieved after attaining the immediate objective.
Immediate objective	Immediate objective: The manifest effect that is expected, with a high degree of certainty, to benefit the target group as a result of the project's successful completion.	Same as above. Except that here, indicators must measure the attainment of the immediate objective.	(Critical) conditions beyond the project's influence, which must materialise in order to have faith that the immediate objective will have been met upon project completion.
Outputs	Outputs: The concrete products or events that the project delivers or carries through as a result of the activities. It is usually said that the outputs are what those responsible for the project are able to 'guarantee'.	Same as above. Except that here, indicators must measure the delivery of the outputs.	(Critical) conditions beyond the project's influence, which must materialise in order to have faith that the project's activities will lead to the outputs listed.
Activities	Activities: Individual actions within the project that lead to the expected outputs.	In principle, the same as above, except that here, indicators must attest to the realisation of activities. (This box is often left empty, as it seems unnecessary to fill in)	Conditions beyond the project's influence, which must materialise in order to count on the listed inputs being available at the right time.
Inputs	Inputs: The resources necessary to carry out the activities. This may be personnel, equipment, money, etc.		

FIGURE K: LFA MATRIX FOR THE RUBADUNIA PROJECT

Development objective	Description	Indicator and means verification	Assumptions
Immediate objective	Well-nourished inhabitants and strong organisation in rural communities of Rubadunia.	<p>Reduction in the reported incidence of diseases related to nutritional deficiencies. Means of verification: The data of health posts, and the final evaluation compared to the initial baseline study.</p> <p>The women have knowledge of organisation, and see potential in strengthening their own organisation. Means of verification: Community survey and conversation with the women.</p>	<p>Rubadunia is not hit by drought. No major epidemics will attack the rural communities. Experiences from the organisation of women's group are positive, and will spread to the rest of the community's women.</p>
	<p>1) On 1 January 2010, 600 children, young people and adults in five communities of Rubadunia consume, on a daily basis, an improved and more nutritionally balanced diet.</p> <p>2) On 1 January 2010, women's groups in at least three of the communities have passed on their experiences of being organised to other women in the communities.</p> <p>3) On 1 January 2010, five communities have at least one women's group, which is organised around the tending of vegetable gardens and the exchange of experiences concerning diet and nutrition.</p>	<p>1) The day-to-day family diet is more varied and contains sufficient quantities of the four most important vitamins and minerals according to the standards of the World Health Organisation (WHO). Means of verification: community survey</p> <p>Reduction in the reported incidence of diseases related to nutritional deficiencies. Means of verification: The data of health posts, and the final evaluation compared to the initial baseline study.</p> <p>2) Women's groups hold meetings at least once a month. Means of verification: Lists of participants, conversation with women's groups and community survey</p> <p>Diet, nutrition and vegetable gardens are discussed at the monthly meetings. Means of verification: community survey.</p> <p>3) Meetings have been held in at least three communities, where it has been discussed which potential and advantages spring from being organised in groups. Means of verification: RCW has attended the meetings, and is in possession of the minutes.</p> <p>Some women outside the existing groups express an interest in joining one. Means of verification: community survey and conversations with unorganised women.</p>	<p>The women will use new knowledge about diet, nutrition and cooking in their everyday lives. The vegetable gardens will be maintained, including after project completion. The members of the women's groups are interested in dedicating time and effort to sharing and passing on their experiences.</p>

Continued on following page

Forsat fra forrige side - Projekt-matrix for Rubadunia projekt

Description	Indicator and means verification	Assumptions
<p>1.1. By 1 July 2007, the RCW has produced teaching material and posters for training in nutrition, horticulture in vegetable gardens, cooking and organisation.</p> <p>1.2. By 1 July 2008, the RCW has carried out training in nutrition, horticulture in vegetable gardens, cooking and organisation for women in five rural communities of Rubadunia.</p> <p>1.3. By 1 July 2009, the members of the women's groups in the five communities are using their vegetables and their knowledge to cook nutritionally balanced meals for their families.</p> <p>2.1 By 1 July 2008, RCW has, in cooperation with the women's groups, set up five demonstration vegetable gardens associated with five community schools.</p> <p>2.2 By 1 July 2007, 50% of the women in five rural communities of Rubadunia are organised in women's groups, tending vegetable gardens.</p> <p>2.3 By 1 July 2009, 85% of the members of the women's groups have established a vegetable garden pertaining to their household.</p> <p>3.1 By 1 July 2009, representatives of existing women's groups in the five rural communities supported by RCW have held a workshop to exchange experiences of their organisation and vegetable-garden cultivation.</p> <p>3.2 By 1 July 2009, members of five existing women's groups have organised at least three meetings for the women of their community, where, among other topics, they have provided guidance in the cultivation of vegetables, sharing their own experiences of being organised in a women's group.</p> <p>3.3 By 31 December 2009, women's groups supported by RCW have held an assembly attended by at least 50% of the local inhabitants to discuss how the women's organisation in groups, with their various initiatives, has influenced the development of the community.</p>	<p>1.1 Teaching materials and posters exist. Means of verification: quarterly reports and availability of teaching material.</p> <p>1.2 Lists of participants from courses in the five communities. Means of verification: lists of participants prepared by RCW staff.</p> <p>1.3 Sample surveys of 20% of the families, whose diet is recorded. Means of verification: report from household survey by RCW staff, to be compared with the baseline study.</p> <p>2.1 Five demonstration vegetable gardens have been established and are producing a yield, which forms part of the children's school meal. Means of verification: the demonstration vegetable gardens are visited and the school teachers are interviewed.</p> <p>2.2 Membership lists of the women's groups are compared to the total number of women in the five communities. Means of verification: lists of participants prepared by RCW staff.</p> <p>2.3 Sample surveys of 20% of the members of women's groups in the five communities. Means of verification: the household vegetable gardens.</p> <p>3.1 Workshops have been held with attendants from all existing women's groups. Means of verification: RCW's quarterly reports and lists of participants.</p> <p>3.2 Meetings have been held with the attendance of 70% of each community's women. Means of verification: lists of participants and RCW's minutes.</p> <p>3.3 Assemblies have been held in each of the five communities with the attendance of at least 50% of the local inhabitants. Means of verification: lists of participants and RCW's minutes</p>	<p>Women's groups will take part in training and organisation.</p> <p>The members of the women's groups are interested in dedicating time and effort to sharing and passing on their experiences.</p>

Outputs

Activities	Description	Indicator and means verification	Assumptions
	<ul style="list-style-type: none"> - Mapping out existing women's groups. - Planning the preparation of teaching materials. - Testing the teaching materials. - Planning courses in nutrition and capacity-building. - Putting together teams of students. - Informing village councils and men in the communities about the nutritional situation and the importance of measures in this field with the particular aim of educating and supporting the women. - Obtaining the village councils' authorisation to carry out training in nutrition and capacity-building for women's groups in the communities. - Planning the training of the women's groups. - Conducting the training of women's groups in diet, nutrition, cooking, vegetable gardening and organisation. - Facilitating the establishment of vegetable gardens for demonstration purposes and for each household. - Supporting possible initiatives to set up new women's groups. - Supporting the women's groups in systematising knowledge and exchanging experiences across the communities. - Supporting the women's groups in sharing their experiences with those women in the communities who have yet to organise. 	<p>Means of verification: for example quarterly reports, progress reports and monitoring visits by RBL from Denmark.</p>	<p>Village councils will approve of women being organised, receiving trained and establishing vegetable gardens.</p>
Inputs	<p>Goods and equipment delivered by RCW for teaching in nutrition, kitchen utensils for demonstration of nutritionally-balanced cooking, and seeds and plants for vegetable gardens.</p> <p>Personnel from: RCW, RBL. Plus local contact women.</p> <p>Funds to cover: Teaching materials, teachers, other project staff, equipment, transport and assorted training expenses.</p>	<p>Means of verification related to the delivery of inputs, such as quarterly reports, financial reporting and accounts.</p>	

GLOSSARY

Accountability: Responsibility for submitting reports and accounts, also on possible failure, i.e. the possibility of being 'held to account' by others, such as the project donors or, just as importantly, the target group.

Activity: Concrete actions carried out within the project in order to produce outputs. See page 40.

Advocacy: Can be defined as a targeted intervention aimed at influencing decision-makers, for instance regarding particular legislation, distribution of resources, etc. See page 4.

Assumption: A condition on which other considerations are based, and which has to hold true for the project to be implemented as planned, even though it is beyond the project's control.

Baseline: A study to map out the state of affairs in the geographically demarcated project area prior to the start of implementation, using collected data. See page 43.

Capacity-building: Could consist of, for instance, strengthening a partner's or a target group's organisational, professional and administrative ability to conduct lobbying, deliver services, etc. See page 5.

Cross-cutting issues/themes/concerns: Danida has defined particular topics and vulnerable target groups, which must be considered and/or reflected upon in the design of a project. These are gender, environment, human rights, disability and indigenous peoples.

Development objective: The long-term aspiration that is pursued by a development project, and towards which the project is expected to contribute. See page 37.

Effect/outcome: the manifest change, whether intended or unintended, which has been brought about by a project.

Evaluation: A systematic examination of a project's results and relevance.

Immediate objective: The goal laid down for the actual project, thus describing what the project makers can expect, with a high degree of certainty, to be in place after the project has been successfully implemented. See page 37.

Impact: The long-term change, or effect, brought about by a project.

Indicator: Criteria that serve to assess whether a project is achieving what it was designed for. See page 42.

Inputs: The human, material and financial resources that must be channelled to a project in order to carry out its activities. See page 41.

Monitoring: Continuous assessment of a project's progress on the ground, for instance, by comparing it with the indicators.

Outputs: The specific products created by the project's activities. See page 39.

Risk analysis: An analysis of what may prevent the project from being implemented or inhibit the achievement of its objectives. See page 17.

Service delivery: The elements in a project that meet tangible, immediate needs, whether they be materials, investments or activities. See page 5.

Stakeholder: A person, organisation or institution with a particular interest, whether favourable or adverse, in the project. See page 17.

Sustainability: This is a very broad concept and may thus be defined in a variety of ways. For instance, there is organisational, environmental and economic sustainability. Approval of a project grant often requires a project's achievements to be sustainable in the short or long term. See page 27.

Target group: A project may operate with several target groups. The primary target group is composed of those who should ultimately benefit from the project. The secondary target group may be, for example, the volunteers and staff who are to help implement the project, such as local government authorities, partner organisations, etc. See page 32.



Guide for the Formulation of NGO PROJECTS

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