

2018

Project Management Manual

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Project Management Manual
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Acronyms

PCM	Project cycle management
LFA	Logical framework
MOVs	Means of verification
OVI s	Objectively verifiable indicators
OWP	Objective work -plane
TOR	Terms of Reference

1. Introduction:

This project management manual provides hands on practical advice on the phases of the cycle, it focus on project cycle management, and gives some principles for PCM.

The document provides detailed instruction and tools in producing sound project design and as well as guidance on ways to excel in proposal writing. It also clarifies the logical framework use

The LFA is a tool for planning and managing development projects. It aims to present information about the key components of a project in a clear, concise, logical and systematic way.

LFA can be a useful tool, both in the planning, monitoring and evaluation management of development projects. It also can provide a handy summary to inform project staff, donors, beneficiaries and other stakeholders, which can be referred to throughout the lifecycle of the project .but it is very important to remember that the log frame isn't intended to show every detail of the project . it is simply a convenient, logical summary of the key factors of the project.

The log frame can also provide a guide as to what information needs to be gathered through participatory process, and can be enhanced by combining the outcomes of other planning tools.

2. The Project Cycle Management

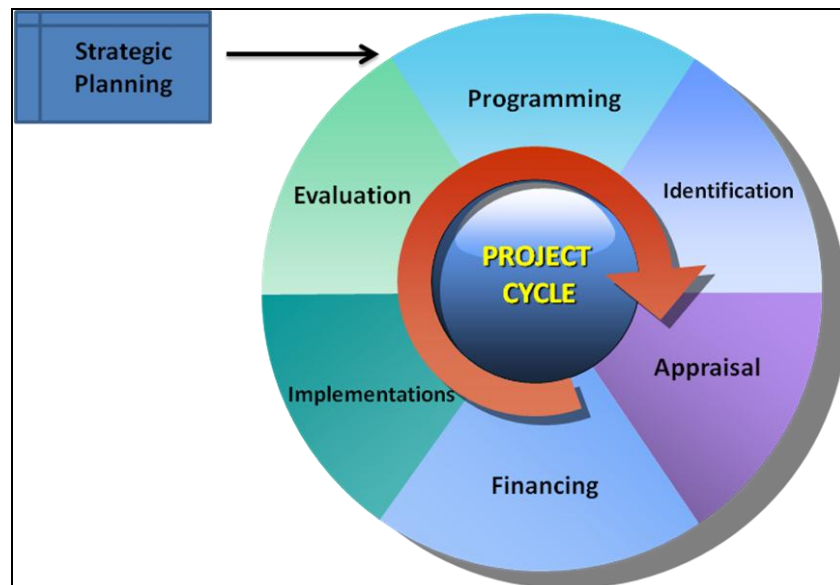


Figure 1: Project Cycle

The project cycle consists of the following components:

- Needs assessment and stakeholder analysis
- Problem analysis
- Project design and planning framework [log frame or results framework.
- Implementation of a baseline to measure key indicators.
- Development of a detailed implementation plan.
- Project implementation and monitoring.
- Follow up measurement of key indicators including a mid-term review of performance or impact (final survey).
- Final evaluation and lessons learned.
- Project close-out, renewal, extension.
- Development of new projects using lessons learned.

3. Introduction to Project Design

- **Project**

A series of activities with set objectives, designed to produce a specific outcome within time frame.

- **Program**

A series of projects whose objectives together contribute to a common overall objective(Goal) : at sector, country or even multi-country level.

- **Project management**

Project management is mainly organizing the process of change through the best utilization of available resources to achieve specific objectives in a certain period of time by implementing a group of planned interrelated activities.

- **Project design**

Project design is the systematic identification and prioritization of problems, their causes and consequences, and the planning of interventions that will address these issues



Figure 2: Relationship between project and strategic planning

3.1 Design and adaptation tasks during the project lifetime ¹

Moment in Project Life	Design Tasks
Initial design phase	<ul style="list-style-type: none"> - Assess feasibility, scope and rationale of project. - Determine the goal and objectives. - Outline main project outputs and key activities. - Outline project implementation process and structures. - Outline the M&E system. - Develop the budget and specify staffing levels.
Start-up phase	<ul style="list-style-type: none"> - Develop understanding of project goals and objectives with key stakeholders. - Review and revise the initial design. - Design and plan work in sufficient detail to allow for implementation. - Develop a detailed operational M&E system.
Annual review of the work plan and budget	<ul style="list-style-type: none"> - Check if the outputs, purpose-level objectives and goal remain relevant; adjust. - Decide what activities and tasks are necessary to deliver outputs.
Supervision (recurrent)	<ul style="list-style-type: none"> - Discuss overall progress of the project. - Decide on changes that should be made in the annual work plan. - Assess any potential changes in the overall design that require loan agreement negotiations.
End of the early implementation phase	<ul style="list-style-type: none"> - Review overall project strategy in light of early implementation experience. - Develop recommendations for the work plan in the next phase. - Negotiate any significant changes to project design for the next phase.
Mid-term review (or reviews between phases if the project has a flexible lending mechanism)	<ul style="list-style-type: none"> - Review achievement of outputs and progress towards the purpose(s) and goal. - Assess appropriateness of the overall strategy. - Redesign the project as necessary.
Beginning of the phase-out period	<ul style="list-style-type: none"> - Identify the priorities of final activities in order to maximise impact. - Review and adjust strategies with a view to sustained impact.

Table 1: Design and adaptation tasks at key moments during the project lifetime

¹ IFAD

3.2 Good Practices for Project Design

There are six good practices in any design process of a development intervention. They are critical during formulation and start-up and when any revision of the project is undertaken, such as during annual and mid-term reviews.

1. Involve all relevant stakeholders in participatory processes of project design.
2. Undertake a thorough situation analysis, together with primary stakeholders, to learn as much as possible about the project context as a basis for designing a project strategy and implementation processes that are relevant.
3. Develop a logical and feasible project strategy that clearly expresses what will be achieved (goal and purposes) and how it will be achieved (outputs and activities).
4. Agree and focus on cross-cutting issues of poverty, gender and participation.
5. Plan for long-term capacity development and sustainability to ensure that the project contributes to the empowerment and self-reliance of local people and institutions.
6. Build in opportunities and activities that support learning and enable adaptation of the project strategy during implementation.

3.3 What does PCM aim:

PCM tries to ensure that:

- projects respect and contribute to donor objectives such as respect
- projects are relevant to an agreed strategy and to the real problem of target groups
- Projects are feasible, meaning that objectives can be realistically achieved within the constraints of the operating environment and the capabilities of the implementing agencies.
- Benefits generated by projects are sustainable.

For that purpose PCM:

- uses the logical framework Approach to analyze the problems, workout suitable solutions;
- Requires the production of good-quality key documents in each phase, to ensure structured and well-informed decision-making.
- Requires consulting and involving key stakeholders as much as possible;
- Puts emphasis on a clear formulation and focus on one project purpose, in term of sustainable benefits for the intended target groups;
- Incorporates key quality issues into the design from the beginning.

4. Needs Assessment

Needs assessments provide insight into communities' real and perceived needs, they also provide insight into the infrastructure and institutions that may be required to support or participate in some aspects of the project. By obtaining this insight before the project starts, the design can potentially accommodate any imposed constraints or limitations.

5. Analysis stage

Which include the following stages:

5.1 Stakeholder Analysis

5.2 Problem analysis

5.3 Objectives analysis

5.4 Alternative analysis

5.1 Stakeholder\Participants' Analysis:

The participants' analysis is an analysis of the problems, fears, interests, expectations, restrictions and potentials of all:

- important groups
- organizations and institutions
- Implementing agencies
- Other projects and
- Individuals

Who may have an influence on a situation (intended) project or are themselves affected by it.

How to conduct stakeholders\ Participants Analysis?

- **Identify** all groups, organizations, persons related to and affected by the situation under consideration
- **Categorize** them (beneficiaries, functional groups, etc.)
- **Characterize** them briefly.
- **Analyze** their problems, needs and expectations or interest, weaknesses, constraints and potentials, what have they already tried and what do they actually do to overcome their constraints.
- **Identify Consequences** for a potential project for example (specific approaches required , conflict areas,)

5.2 Problem Analysis

What is Problem Analysis?

A systematic process used to determine causes and consequences of a problem and to link them in a cause-effect relationship.

Problem analysis is a technique to:

- Analyze the existing situation surrounding a given problem condition.
- Identify the major problem in this context.
- Define the core problem of a situation.
- Visualize the cause-effect relationship in a diagram (problem tree).

How to do the problem tree?

- Identify major problems existing within stated problem situation (brainstorming).
- Write up short statement of the core problem.
- Write up the cause of the core problem.
- Write up the effects caused by the core problem.
- From a diagram showing the cause and effect relationship in the form of a problem tree.
- Review diagram as a whole and verify its validity and completeness.

Problem Analysis: Example I (Bus Example)

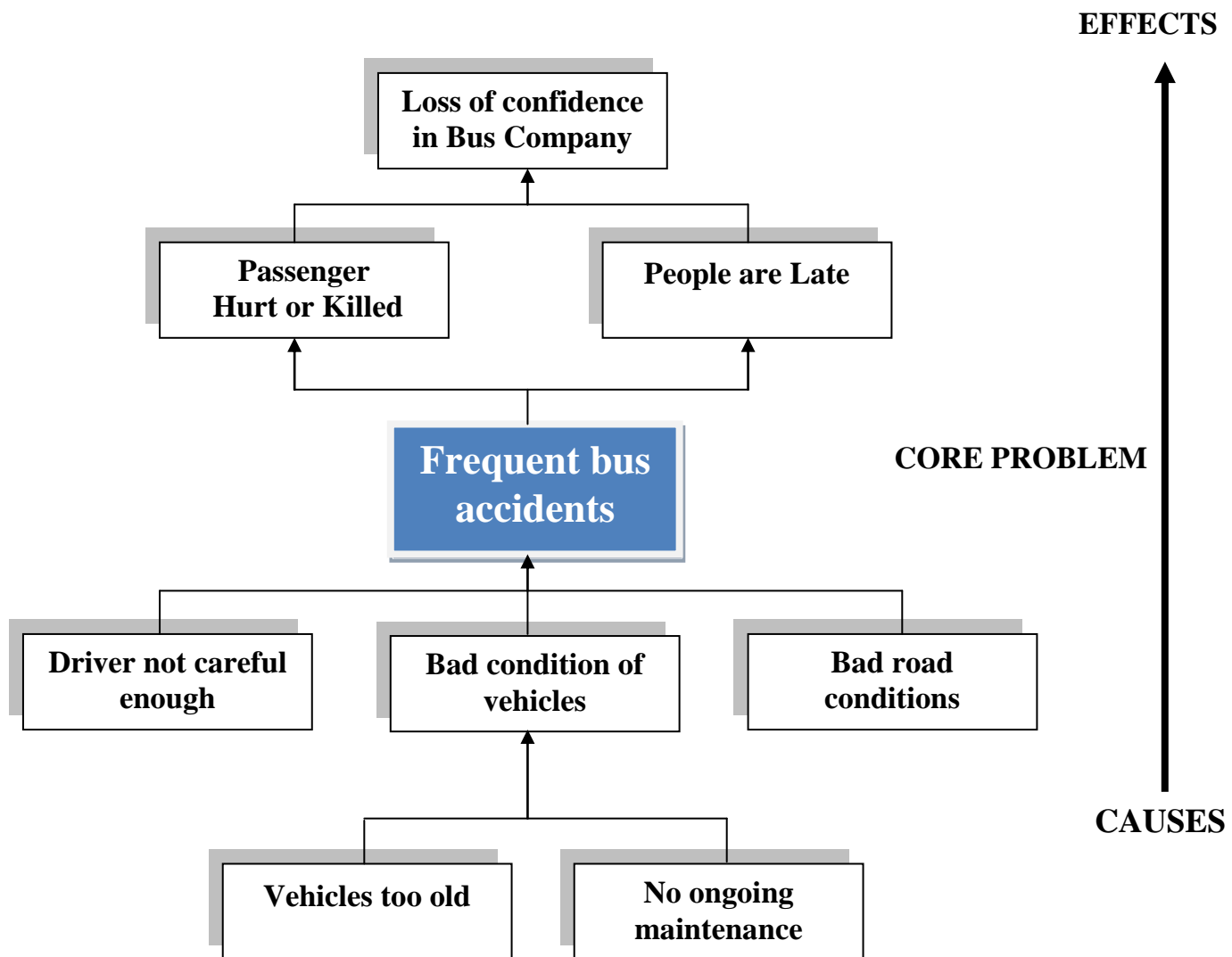


Figure 3: Problem Analysis Example I

The causes of the problem are the roots of the tree, the problem itself is the trunk of the tree, and the consequences of the problem are the branches and leaves of the tree.

Problem Analysis: Example II

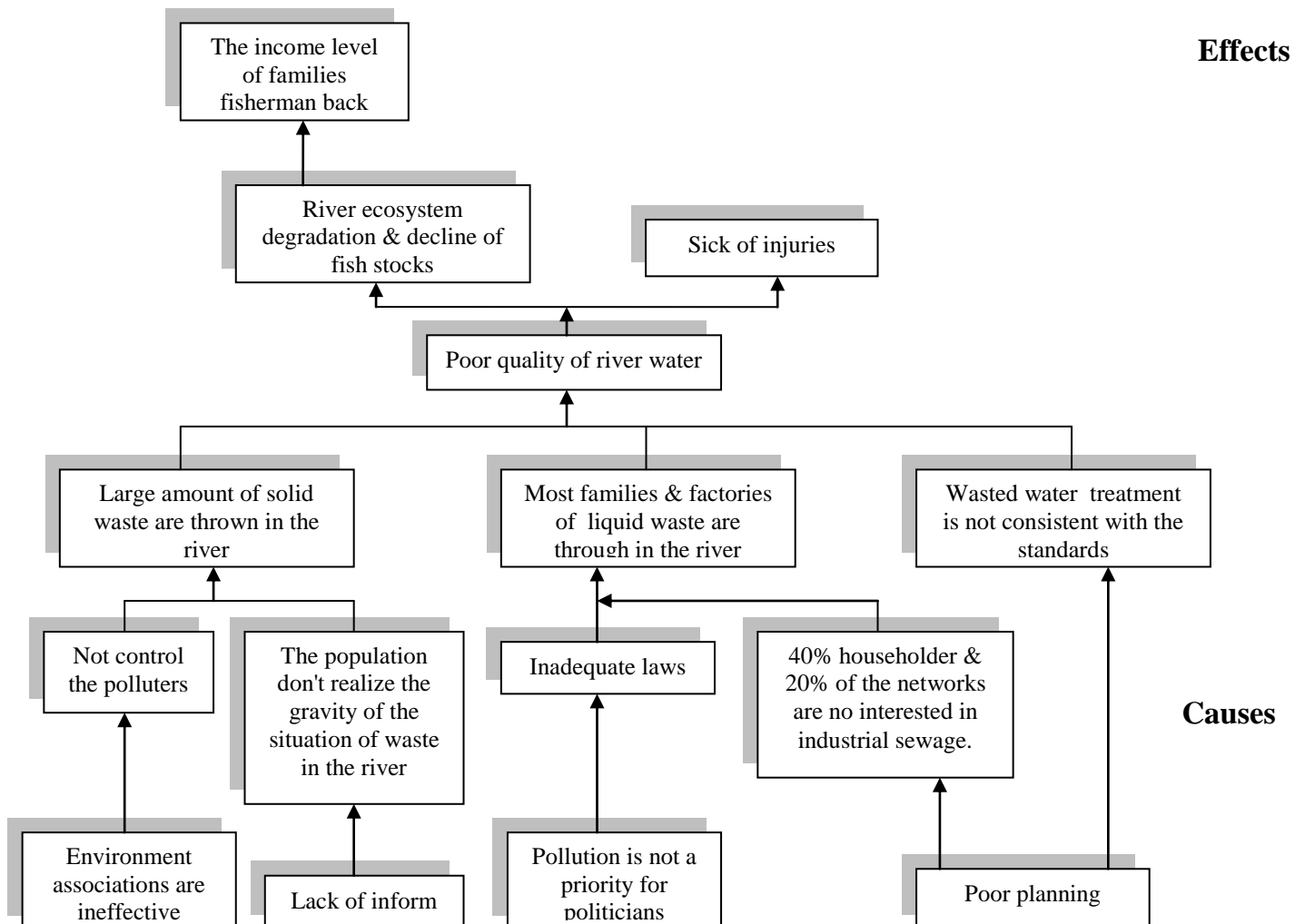


Figure 4: Problem Analysis Example II

5.3 OBJECTIVES ANALYSIS

Objectives represent the stepping stones to achieving the project goal. They reflect changes in the human condition, in behavior or practices that lead to achieving the goal. Unlike the project goal, objectives must be achieved and measured by the end of the project, and should also continue afterwards without additional external resources. This is what is meant by sustainability

Objectives:

- Reflect the intended changes in systemic conditions or behaviors that must be achieved to accomplish the goal/strategic objective
- Should have measurable indicators which show what, when, and how conditions, behaviors, and practices will change.
- Must be verifiable at some point during the execution of the project.
- Should continue to be met even after the project's end.

Objectives analysis is a set of techniques to:

- Describe the situation in the future once problems have been remedied, with the participation of representative parties;
- Verify the hierarchy of objectives:
- Illustrate the means-end relationship in a diagram.

How to do the Objectives Tree ?

- Restate all negative conditions of the problem tree into positive conditions that are: desirable and realistically achievable.
- Examine the means-ends relationships thus derived to assure validity and completeness of your diagram.
- If necessary: revise statements add new objectives if these appear to be relevant and necessary to achieve the stated objectives at the next higher level. Delete objectives which do not seem to be expedient or necessary

Objective Analysis: Example I (Bus Example)

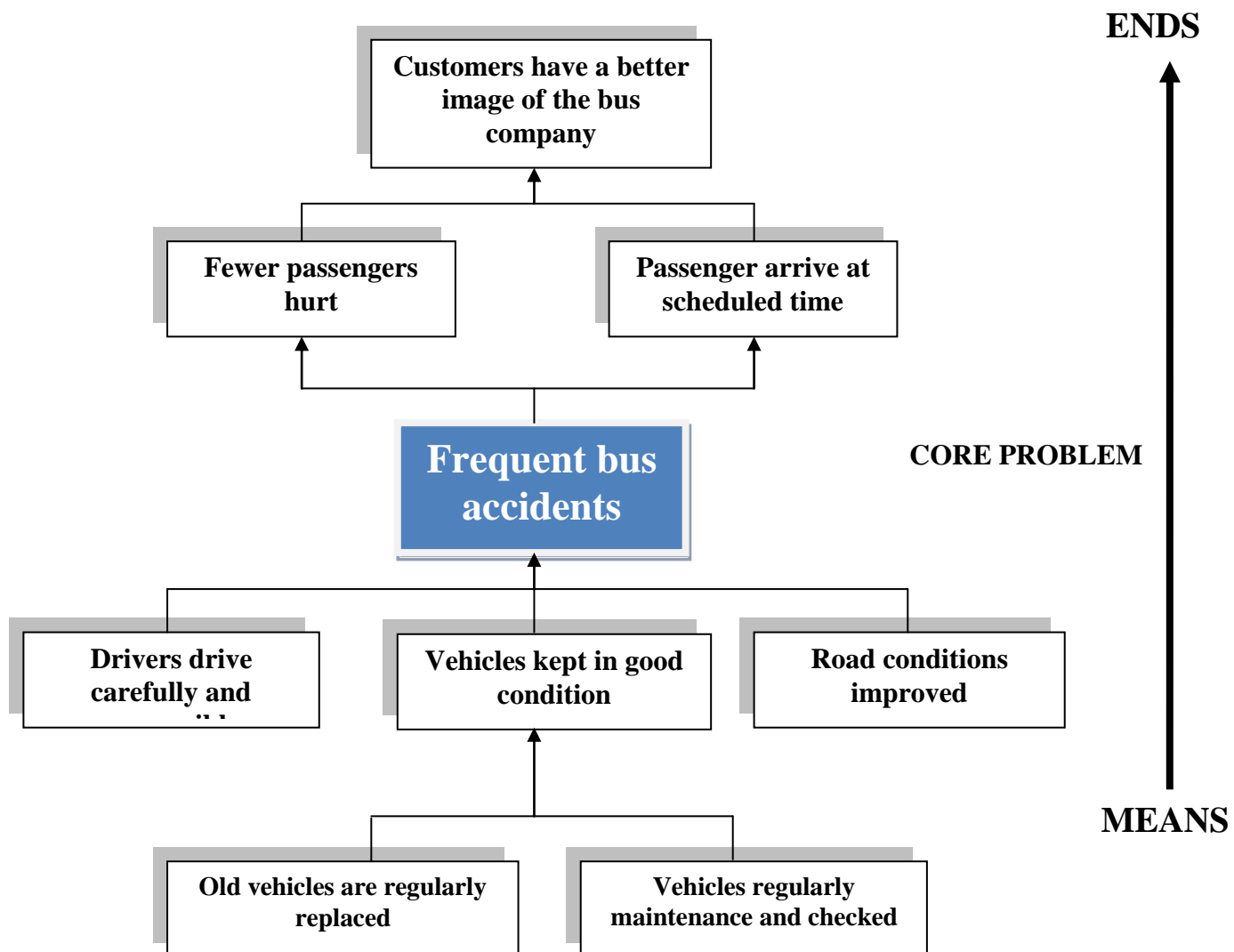


Figure 5: Objective Analysis Example

Objective Analysis: Example II

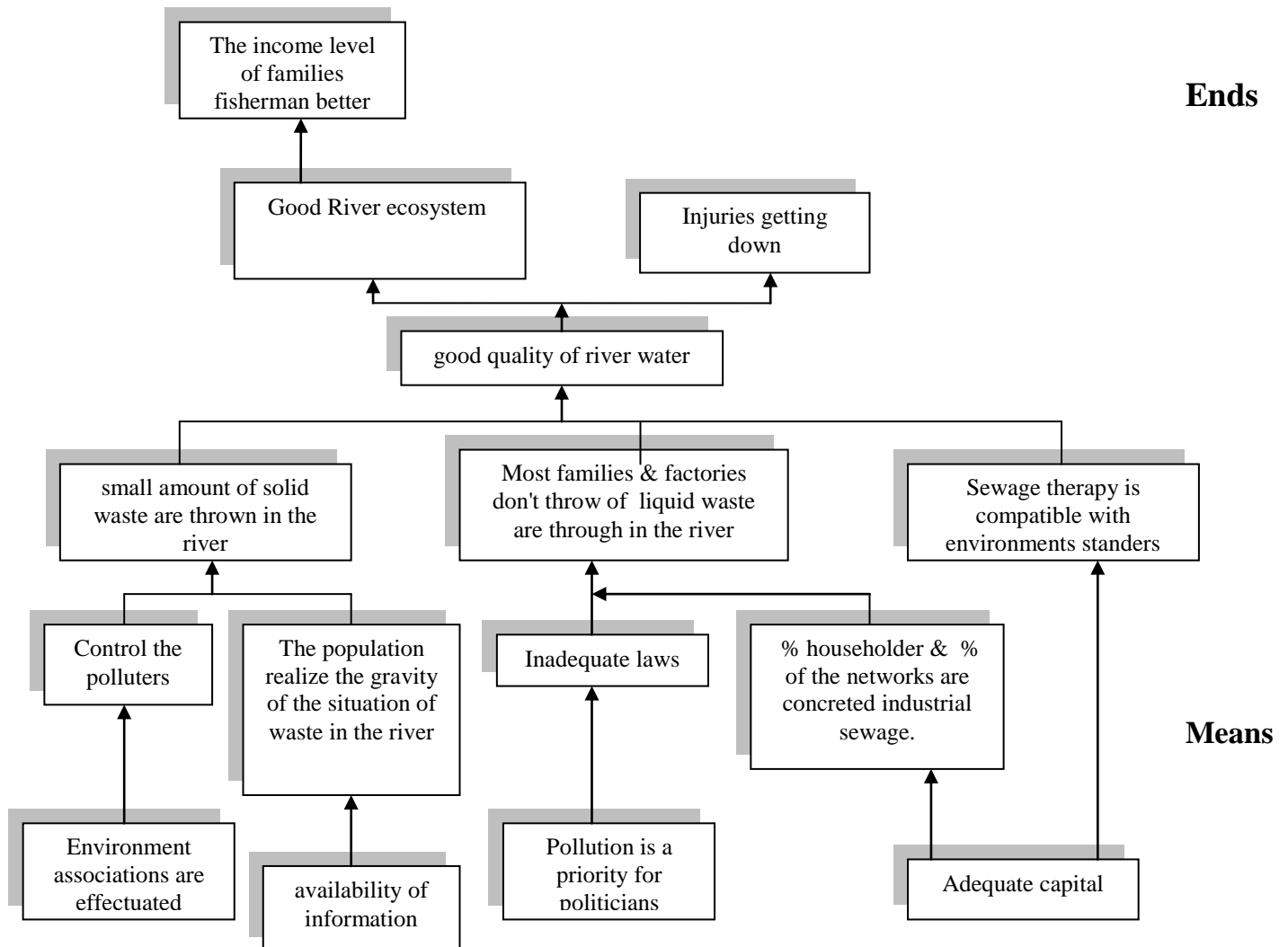


Figure 6: Objective Analysis Example

5.4 Alternative analysis

An alternatives analysis is a set of techniques to:

- identify alternative solutions which could be project strategies
- select one or more potential project strategy
- decide upon one strategy to be adopted by the project

How to Do Alternatives Analysis?

- Identify objectives you don't want to pursue (not desirable or achievable).
- Identify differing “means and ends” ladders, as possible alternative project strategies or project components.
- Assess which alternative in your opinion (criteria) represents an optimal project strategy by using criteria such as :
 - Resources available.
 - Probability of achieving objectives.
 - Political feasibility.
 - Cost-benefit ratio.
 - Social risks.
 - Time horizon.
 - Sustainability.

6. The Planning Stage

Building the log frame matrix

The logical framework is a way of presenting the substance of a project\ program in a comprehensive and commonly understandable form.

Objectives:

- Reflect the intended changes in systemic conditions or behaviors that must be achieved to accomplish the goal/strategic objective.
- Should have measurable indicators which show what, when, and how conditions, behaviors, and practices will change.
- Must be verifiable at some point during the execution of the project.
- Should continue to be met even after the project's end.

A log frame:

- Contains a summary of the project design and its indicators.
- Provides a formal structure for defining project components and their relationships for project management and M&E purposes.
- Provides the basis for defining the measurement of project implementation.

Project Hierarchy or Logframe Definitions

- **Goal:**
Main overall objective that project will achieve usually framed as a sustainable improvement in human conditions or well being. May go beyond what this individual program can achieve, reflecting a larger or longer term aim.
- **Objective:**
Major changes or results that need to be achieved to make an impact on the problem, these are often changes in conditions/utilization/behavior/practices or household resources.
- **Output:**
Needed in order to achieve objectives, these are often defined as results of project interventions or sets of activities.
Activities and inputs usually will be included in a workplan rather than in the planning framework (Logframe or results Framework).
- **Activity:**
Actions carried out as part of an intervention.
- **Input:**
Resources used to carry out an activity or series of activities

Logframe Format

OBJECTIVES	Measurable Inductors	Mean Of Verification	Important assumption
Goal <i>Wider problem the project will help to resolve</i>	<i>Quantitative ways of measuring or qualitative ways of judging timed achievement of goal</i>	<i>Cost-effective methods and sources to quantify or assess indicators</i>	(Goal to supergoal) <i>External factors necessary to sustain objectives in the long run</i>
Purpose <i>The immediate impact on the project area or target group i.e. the change or benefit to be achieved by the project</i>	<i>Quantitative ways o measuring or qualitative ways of judging timed achievement of purpose</i>	<i>Cost-effective methods and sources to quantify or assess indicators</i>	(Purpose to Goal) <i>External conditions necessary if achieved project purpose is to contribute to reaching project goal</i>
Outputs <i>These are the Specifically deliverable results expected from the project to attain the purpose</i>	<i>Quantitative ways of measuring or qualitative ways of judging timed production of outputs</i>	<i>Cost-effective methods and sources to quantify or assess indicators</i>	(Outputs to purpose) <i>Factors out of project control which, if present, could restrict progress from outputs to achieving project purpose.</i>
Activities <i>These are the tasks to be done to produce the outputs</i>	INPUTS: <i>This is a summary the project budget</i>	<i>Financial out-turn eport as agreed i grant agreement</i>	(Activity to output) <i>Factors out of project control which, if present, could restrict progress from activities to achieving outputs</i>

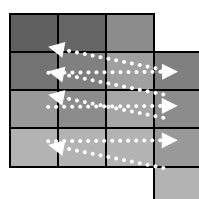
Table 2: Logicframe matrix

The log frame matrix

The main document of the LFA is the logical framework matrix. It is a way of presenting the substance of an intervention in a comprehensive form. The matrix has four columns and four rows:

- The vertical logic identifies what the project intends to do, clarifies the causal relationships and specifies the important assumptions and risks beyond the project manager's control.
- The horizontal logic relates to the measurements of the effects of ,and resources used by the project through the specification of key indicators, and the sources where they will be verified.

Vertical Logic



Horizontal Logic

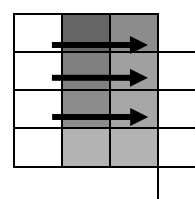


Figure 7: Logicframe matrix related

6.1 First column: intervention logic

The first column of the logical framework is called “intervention logic”. It sets out the basic strategy underlying the project:

- Means activities(2nd column, 4th row)-both physical and non –physical-allow to carry out activities;
- By carrying out these activities, the results are achieved:
- Results collectively achieve the purpose:
- The project purpose contributes to the overall objectives.

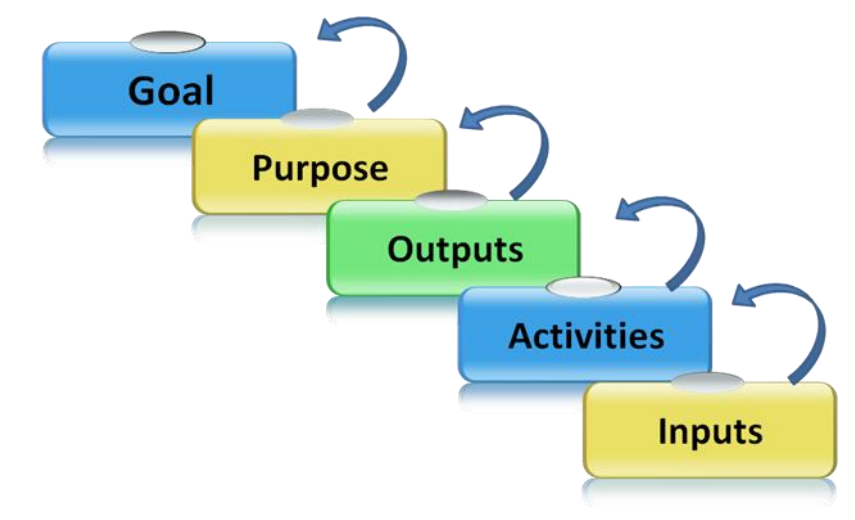


Figure 8: Objective Levels

The four levels of objectives are defined as follows:

- 6.1.1 The overall objectives of the project\programme explain why it is important to society in terms of the longer-term benefits to final beneficiaries and the wider benefits to other groups. They also help to show how the programme fits in to the regional\sectoral policies of the government \ organizations concerned. The overall objectives will not be achieved by the project alone , it will only provide a contribution to the achievement of the overall objectives.
- 6.1.2 The project purpose is the objective to be achieved by implementing the project. The purpose should be defined in terms of sustainable benefits for the target groups as part of the beneficiaries .there should be only one project purpose per project. having more than one project purpose could imply an excessively complex project,
- 6.1.3 Results are “products’ of the activities undertaken, the compensation of which achieve the purpose of the project. They should be numbered.
- 6.1.4 Activities – the action necessary to produce the results. They summaries what will be undertaken by the project. They should be related to the results by adequate numbering (activity 1.1, 1.2,...).

6.2 Second column: indicators

They are the detailed description of:

- the overall objectives
- the project purpose
- the results

The physical and non-physical means (inputs) necessary to carry out the planned activities are placed in the “bottom” row of the second column, i.e. there are no indicators for activities in the logical framework matrix.

❖ Indicators

What is an Indicator?

Indicators are the measurements that show how and by how much a project is achieving its intended results.

Indicators apply at different levels of the project hierarchy. Good ones are clear, direct, and can be unambiguously calculated. Indicators are often used to measure change over time,

- OVIs (objectively verifiable indicators) define the performance standard to be reached in order to achieve the objectives
- They specify what evidence will tell you if an overall goal , project purpose or results\ output is reached in terms of :

Quantity	How much?
Quality	how well?
Time	By when?
Location\Area	Where?

- They focus on important characteristics of an objective to be achieved
- They provide a basis for monitoring and evaluation.

Indicator should be SMART

S	Specific		
M	Measurable		
A	Appropriate	Area-Specific	Acceptable
R	Reasonable	Rational	Realistic
T	Time-bound		

Table 3: Technical Characteristics of Targeted Indicators (SMART)

- **Specific:** Is it clear in terms of what, how, when, where and who the situation will be changed?
- **Measurable:** Are the targets measurable (for example, how much of an increase for how many people, over what length of time)?

- **Area-Specific:** Does the statement delineate an area (village, province, agricultural zone) and/or a population group (sex, age, occupational group)?
- **Realistic:** Is the project able to obtain the level of involvement and change reflected in the statement?
- **Time-bound:** Does the statement reflect a time period in which it can reasonably be accomplished?

Example 1: Formulating indicators

Objectives: *agricultural production increased*

Step 1 *identify indicator:*

Smallholders increase olives yield

Step 2 *Quantity;*

300 male and female smallholders increase production by 50 %

Step 3 *set quality:*

Maintaining same quality of harvest as of year 2007

Step 4 *Specify location:*

Step 5 *Set location:*

Rafah caty

Combine: *300 male and female smallholders in Rafah city increase their olives yield by 50% between march 2008 and march 2009, maintaining the same quality of harvest as of 2007*

Example 2: Indicator & Verification Tools

Series result	Indicator	Means of Verification
Overall Objective: Contribute to improving the health of the ecosystem	The proportion of infection caused by water loss by 50%	Hospital and clinic document.
Purpose: Improving the quality of river water	The concentration of the gray water decreased by 25%	Report and studies
Expected result: Reduce the volume of water contaminated	80% of the contaminated water treated in purification units.	A representative sample of householders and factories are analyzed.
Activities: Preliminary study.		

Table 4: Indicator & Verification Example

6.3 Third column: sources (Means) of verification:

Sources of verification indicate where and in what form information on the achievement of the overall objectives, the project purpose and the results can be found (described by the objectively verifiable indicators).

MOV are documents, reports and other sources providing information that makes it possible to check the indicators.

Objectives	Possible indicators	Means of verification
To increase awareness of ,and community capacity to address, the local causes of environmental pollution	<ul style="list-style-type: none">• levels of awareness among different groups within the community about specific environmental health and pollution issues.• Establishment of community based environmental health and management committee.• Membership, meeting and number and type of activities initiated.	<ul style="list-style-type: none">• sample survey at schools, of women's group and of male household heads conducted at the beginning of the project and after two years. Conducted by environmental health offices using questionnaire to rank level of awareness of specific issues.• Records , of elected committee members , regularity of meetings and minutes of decisions made. Analyzed and scored against established criteria every six months by management committee members.• observation of how meetings are conducted and levels of participations. Undertaken by environmental health officers in line with planned schedule of meeting.

Table 5: Means of verification: an examples

6.4 Forth column: Assumption:

Assumption are external factors that influence or even determine the success of a project , but lie outside its control . they are the answer to the question : “ what external factors are not influenced by the project , but may affect its implementation and long-term sustainability ?

❖ Assumptions

Assumptions are conditions or factors over which the project does not exert control or does not HAVE control. Therefore, assumptions lie outside the accountability of the project, but are may affect the performance of the project. Determine the assumptions by asking the question: What conditions must exist to achieve each level of the project hierarchy? So, what external conditions around inputs MUST exist if activities are to be implemented as planned? What external conditions around activities MUST exist if outputs are to be implemented as planned?

Assumptions:

- Can be formulated as desirable, positive conditions,
- Should be linked to each project level
- Should be specific
- Can be monitored by the project, and
- Should only be the critical assumptions for the project

So we can surmise the assumption as

- External factors which could affect the progress or success of the project, but over which the project manager has no direct control.
- They are formulated in a positive statement for example (enough jobs available for graduates).
- They can be derived from the objective tree.
- They will be weighted according to importance and probability.

How to identify Assumption?

- Identify in the objective tree such objectives that are not covered by the selected strategy but important for the success of the project.
- Place them as external factors at the appropriate level of the log frame.
- Identify other external factors not included in the OT which must be fulfilled to achieve the overall objectives, project purpose and results.
- Identify necessary pre-conditions which have to be met in order to start with project activities.

- Assess the importance of the external factors by the assessment chart.
- Check the intervention logic and assumptions on completeness beginning with the pre-conditions, to see whether the intervention logic is indeed logical.

❖ Three Stages To Success:

Stage One - Top Down (objectives)

Stage Two - Work Across (measurable indicators and means of verification)

Stage Three - Bottom Up (assumptions)

☒ STAGE ONE - TOP DOWN (OBJECTIVES)

1. GOAL

Starting at the top and using the information from the Objective Tree consider the overall goal of the project. What issue or problem is the project trying to address? The goal may be beyond the reach of this project on its own. What ultimate objective is the project contributing to? This should be a brief statement or summary.

Example

To increase literacy among young people in the sub-Sahel region.

2. PURPOSE

What final result are you trying to achieve? This is the purpose of the project. This should be clear and brief.

Example

School attendance and literary skills of 6-14 year olds in (named region) of the sub-Sahel is increased.

3. OUTPUTS

What are the particular outputs needed to achieve the Purpose of the project? There may be several outputs.

Example

'Five new language teachers recruited and trained.' 'Classes running in all schools at times when children are not required to complete family duties.' 'Information sessions for families with school age children held in each village demonstrating benefits of literacy.'

4. ACTIVITIES

List the activities, which are needed to achieve these outputs. There may be several for each output. Statements should be brief and with an emphasis on action words.

Example

'Hold publicity campaign in (named region) to recruit language teachers by (date)'. 'Agree and arrange selection process & schedule for teacher recruitment involving existing teaching staff'. 'Hold training sessions for new teachers covering aims, approach, customs, potential problems holding information sessions, record-keeping, expenses'. 'Arrange appropriate accommodation for teachers in each village at least before arrival'. 'Plan and hold meetings in each village for families with school age children to demonstrate the benefits of literacy' etc.

5. INPUTS

When required to do so provide additional information, such as the inputs which are needed to carry out these activities. Again, there may be several for each activity and it will help to run through each individually, listing required inputs (resources, equipment, tools, people). Group the inputs and list each once rather than repeatedly. This may include a summary of the project budget.

Example

Budget, Training space, Accommodation, Support for existing teaching staff, Teaching materials, Transport to village, Project Coordinator / Fieldworker etc.

☒ STAGE TWO - WORK ACROSS (MEASURABLE INDICATORS AND MEANS OF VERIFICATION)

As you work down each step of your objectives, think:

- How the outputs and activities can be measured.
- What indicators can be used to measure achievement against?
- What information will be needed, and how it can be gathered?
- What problems, obstacles or barriers might arise to prevent the project from progressing as planned?
- How can their impact be minimized?

6. INDICATORS

Starting either from the top or the bottom of your hierarchy of objectives, begin to work across the logframe, identifying the indicators for measuring your progress. Indicators need to define 'QQT', Quality, Quantity and Timing:

Quality - The kind (or nature) of the change.

Quantity - The scope (extent) of the change i.e. by how much, how many.

Timing - By when the change should have taken place.

There are two kinds of indicators you will need to use

Process indicators

Which measure the extent to which you have achieved your stated objectives.

Example

How many children attending school by (specified) time.

Impact indicators

Which help to monitor the achievement and the impact of your work.

Example

How many children pass (specified) literacy test at (specified) time.

In addition, indicators can also be:

Direct

Example

The Number of children attending school.

Indirect (also known as soft or proxy).

Example

More books borrowed from the school library - suggesting more children reading, therefore wider literacy.

Examples

Using Indicators at the Purpose level:

School attendance of 6-14 year olds is increased by 200 per cent within 4 years. 90 per cent 6-14 years olds (in named region) of the sub-Sahel to have gained (particular level) of literacy skills within 4 years.

Using Indicators at the Outputs Level:

Five language teachers recruited and trained by (date).

At least two classes running in all schools at times when children are not required to complete family duties by (date). At least three information sessions for families with school-age children held in each village demonstrating benefits of literacy by (date).

7. INFORMATION SOURCES

Next, try and work out your means of verification for each indicator. **What Information will you need, and how and from where can it be gathered?**

Will project staff or others need to keep records, or can they get the information from somewhere else? Consider the cost implications, if any, and build this into the project budget.

Don't exclude anecdotal evidence (eg. views expressed by project beneficiaries, etc) if this is the most appropriate source of information, but remember that donors can be wary of this evidence, and it may later be necessary to demonstrate your claims!

Note:

If you are confused about indicators - don't panic! Identifying indicators requires some practice. Try to find a mentor with more experience who can advise you. Or move on to look at means of verification - thinking about what information you need, and how to get it, may help to define what the indicator should be. If you come up with a long list of possible indicators try to narrow it down to the essential ones.

☒ STAGE THREE - BOTTOM UP (ASSUMPTIONS)

8. EXTERNAL FACTORS

What external factors (outside your control) could affect the success of your project or prevent work from progressing? These may be climatic, political, economic, etc. but should be real (possible) risks rather than a list of everything that could go wrong.

Reflecting up from the bottom of your log frame, consider how, if each assumption holds, it will be possible to move to the next stage of the project.

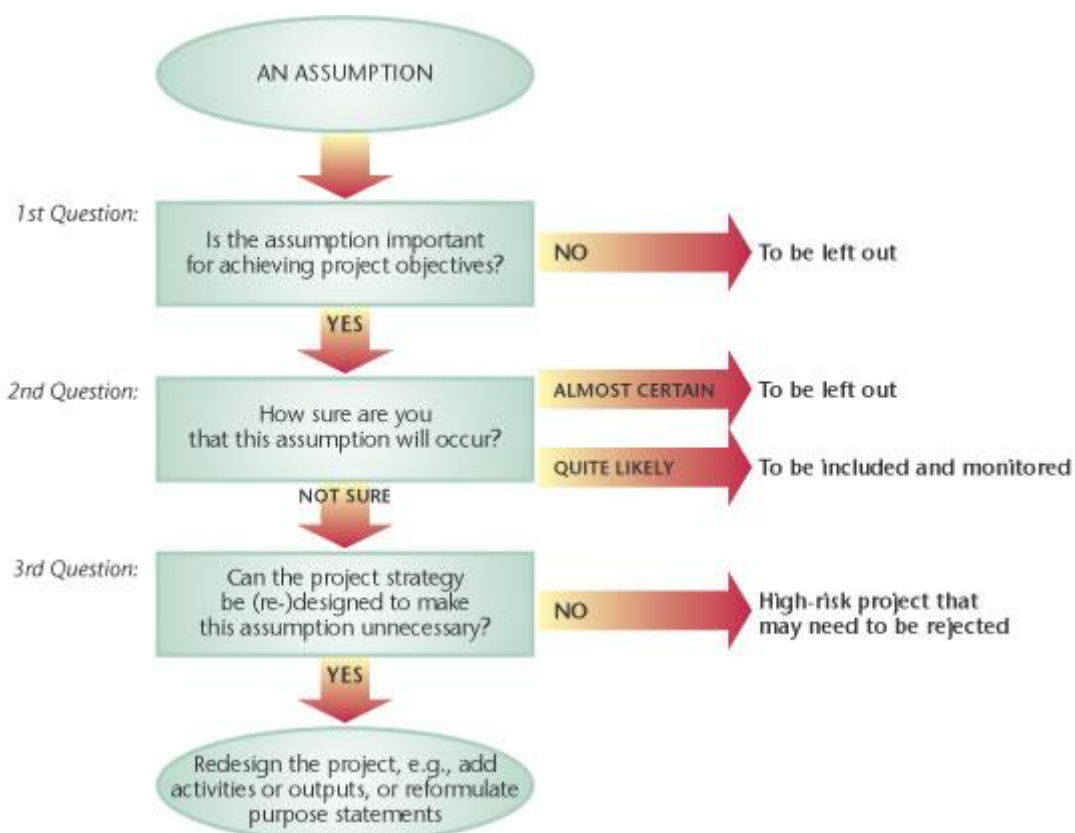


Figure 9: Deciding which assumptions are important to keep²

Example

There are sufficient rains to ensure that children are not required to replant crops and therefore unable to attend school. And/or, Sufficient teachers with knowledge of local dialect are recruited. And/or, Conflict from neighboring region doesn't spread into local area so that emergency needs take precedence over education.

² IFAD

9. DOUBLE CHECK

Following completion of your log frame, go over it, from bottom to top, to check the logic of it:

- Will the inputs and activities clearly lead to the outputs required to achieve the purpose and contribute to the goal?
- Will the indicators and means of verification effectively measure the progress of the project?
- Are the assumptions reasonable or do they indicate a level of risk, which suggests that the project is unlikely to get off the ground or be completed? (The killer assumption)
- Is the project staff committed to the objectives and indicators identified and see them as realistic and achievable?
- Are there any changes, which could be made which
- will make the project it more practical and workable?

10. WRITE IT UP

When the log frame has been checked (and rechecked) and it is truly logical, and representative of the project, type (or write) it up onto A4 sheets.

At this point all the relevant stakeholders should have had a chance to contribute to (and agree) the completed log frame.

11. STAYING INFORMED

And still you haven't finished; remember that LFA is a flexible tool for planning, managing, monitoring and reporting your project. **As the project progresses and situations change, return to the log frame and revise it accordingly.**

Agree these changes with the donor and other stakeholders and **keep everyone informed so that they are able to keep up to date with current progress of the project and its future direction.**

7. Implementation:

It consists three main periods:

7.1 inception period:

- Often covers a period of several months during which project organization including administrative, financial and technical responsibilities are set up.
- It consist of the following elements
 - Set-up of the project office and staff recruitment.
 - If required, implementation of a study to update baseline information.
 - Discussions with major stakeholders to complete the logical framework; overall work plan and activity and resources schedules.
 - Preparation and submission of the OWP incorporating the project's internal monitoring and evaluation plan.
- project's baseline information required to be updated before starting the project's internal monitoring and evaluation plan
- Project's baseline information required to be updated before starting the project, and the result will serve as an initial indicators. These indicators will be used later for the purpose of monitoring and evaluation.

7.2 Main implementation period:

In this period project management have the responsibility for:

- The preparation of work plans covering each year of the project.
- Planning and monitoring of implementation
- The preparation and submission of progress reports, usually quarterly.
- The preparation and submission of the annual report.
- The collaboration with external consultants responsible for evaluations and audits.

7.3 Final period

It involves carrying out all necessary steps to finalize the project. It consists of;

- Arranging the deployment of human resources and handling over goods procured under the project budget to those stipulated in the relevant agreement.
- Preparing the final report including recommendation, lessons learned, and sufficient information to be used for preparatory phase of other projects\programs.

8. Monitoring

Monitoring is the standardized, ongoing oversight of the implementation of project interventions. It is a systematic and continuous collecting, analyzing and using of information for the purpose of management control and decision-making.

Monitoring is a part of program evaluation, but evaluation goes beyond the output level of simply asking: Did we do what we were supposed to do? A good evaluation asks the questions: Did we do what we were supposed to do? What changed, improved, didn't improve, or got worse as a result of project interventions and activities?

❖ Monitoring of implementation

What is monitoring?

Project monitoring is an integral part of day-to-day management. It provides information by which management can identify and solve implementation problems and assess progress. The logical framework, the implementation schedule and the activity and resources schedules provide the basis. The following basic issues need to be regularly monitored:

- Which activities are underway and progress has been made (e.g. at weekly intervals)?
- At what rate are means being used and cost incurred in relation to progress in implementation (e.g. monthly)?
- Are the desired results being achieved (e.g. quarterly update)? (efficiency)
- To what extent are these results furthering the project purpose (e.g. half-yearly analysis)? (effectiveness)
- What changes in project environment occur? Do the assumptions hold true?

Project management checks how the objectives are met and analyzes the changes in the project environment including key stakeholder groups, local strategies and policies. If progress falls short, corrective action has to be taken.

8.1. Monitoring of implementation (Who needs the information)?

It is important to relate information needs to the different levels of the management structure. In reality, the level of details of information required and the frequency of reporting will vary according to the level of management.

8.2 Key M&E Tasks during the Project Cycle³ :

Considering M&E as a system helps in understanding the range of M&E tasks that different people will need to undertake during the project cycle. The list below looks formidable indeed. But look closely at it and you will probably recognise that you are already implementing many of the tasks as part of your M&E responsibilities. Furthermore, these tasks are specific for each stage of the project and most of them will be shared among a range of people.

Early design phase (formulation and appraisal)



- Establish the scope and purpose of the M&E system.
- Indicate key performance questions and indicators, plus associated monitoring mechanisms.
- Identify organisational arrangements for M&E.
- Develop terms of reference for M&E staff.
- Indicate the process for how M&E is to be established during start-up.
- Establish an indicative M&E budget.
- Document the above in the M&E framework.

Start-up prior to loan effectiveness (with the Special Operating Fund)



- Revise performance questions, indicators and monitoring mechanisms after reviewing the project strategy.
- Organise training with staff and partners likely to be involved in M&E.
- Initiate baseline studies, as appropriate.
- Prepare a project implementation manual with key staff.

Start-up after loan effectiveness



- Review project design in relation to M&E with key stakeholders.
- Develop a detailed M&E plan, taking into consideration existing mechanisms with partners.
- Put in place necessary conditions and capacities for M&E to be implemented.

Main implementation



- Ensure information needs for management are met.
- Coordinate information gathering and

³ IFAD

- management.
- Facilitate informal information gathering and communication.
- Support regular review meetings and processes with all implementers.
- Prepare for supervision missions.
- Prepare for and facilitate the annual project review.
- Conduct focused studies on emerging questions.
- Communicate results to stakeholders.
- Prepare annual progress reports.

Mid-term review (MTR)



- Collate information for the mid-term review.
- Facilitate the internal review process to prepare for the external review process.
- Help respond to MTR feedback.
- Adjust the M&E system, as necessary.

Phasing-out and completion



- Assess what the implementers can do to sustain impact and sustain M&E after closing down - and implement these ideas.
- Hold workshops and do field studies with key stakeholders to assess impacts.
- Identify lessons learned for the next phase and/or other projects.

Figure 10: Key M&E tasks

9. Evaluation

Evaluation is an assessment, as systematic and objective as possible, of an ongoing or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, developmental efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors.

An evaluation can be done during implementation (mid-term) at its end (final evaluation) or afterwards (ex post evaluation) either to help steer the project or to draw lessons for future projects and programming.

9.1 Types of evaluation:

Evaluations can take place;

- 1- when the project is still under way: such interim evaluation are usually undertaken at mid-term (mid-term evaluation), to review progress and propose alterations to project design during the remaining period of implementation;
- 2- at the end of a project(final or end-of-project evaluation), to document the resources used, results and progress towards objectives.
- 3- A number of years after completion (ex post evaluation), often focusing on impact.

Elements	Project That Manages for Impact	Project That Does Not Manage for Impact
A focus on poverty	The implementing partners, including primary stakeholders, collect data on impact and meet regularly to consider if impacts can be seen and whether they meet expectations	The project leaves impact assessment to outside organisations and only focuses on monitoring the implementation of activities.
A learning environment	Project and partner staff and primary stakeholders regularly and openly discuss progress and problems. Problems and mistakes are the basis for learning how to work better. People feel safe enough to share their ideas and observations with higher authorities and peers.	Staff focus only on implementing activities, without asking if they are relevant to local poverty needs. Project/Partner organisation staff feel that their ideas and observations are not valued and do not speak up when they see things going wrong. Primary stakeholders are rarely asked their opinions.
Effective operations	Clear systems exist for tracking staff performance, equipment use, etc. People are clear about their responsibilities and deadlines, and the resources they need to do their work are available. The managers allocate sufficient budget and are building capacity where needed.	People are often unclear about what they should be doing, when and where. Vehicles and other resources are poorly coordinated and often not available on time. Much time is wasted in inactivity. No efforts are made to fill capacity gaps.
A supportive	The project manager has quick and	The project manager has quick and

M&E system	<p>easy access to information about project progress. Staff and partners generate information about outcomes and impact achievements. Information about project progress is shared regularly with all stakeholders in a visually appropriate way. The walls of the project office show up-to-date information, graphs, time charts and pictures about project progress. Studies are undertaken to explain any emerging problems. Project reports make interesting reading, and tell both the good and bad and how improvements will be made.</p>	<p>easy access to information about project progress. Staff and partners generate information about outcomes and impact achievements. Information about project progress is shared regularly with all stakeholders in a visually appropriate way. The walls of the project office show up-to-date information, graphs, time charts and pictures about project progress. Studies are undertaken to explain any emerging problems. Project reports make interesting reading, and tell both the good and bad and how improvements will be made. Few people know what the project has achieved to date. There is little evidence about whether all the activities of the project are leading anywhere. M&E is seen largely as an external reporting function. Project reports are uninteresting, are not analytical, and exaggerate successes while not mentioning problems. Little information is shared with project stakeholders.</p>
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Table 6: Example of projects that do and that do not manage for impact

9.2 Evaluation Criteria:

9.2.1 Relevance

The extent to which a project stated objectives correctly address the identified problems or real needs. Relevance concerns the appropriateness of the project design to the problem to be resolved at two points in time: when the project was designed, and at the time of the evaluation.

9.2.2 Efficiency

How well the various activities transformed the availability resources into the intended results\outputs, in term of quantity, quality and timeliness.(where things done right?)

9.2.3 Effectiveness

How far the project's results\outputs were achieved the project purpose. (were the right things done?)

9.2.4 Impact

The extent to which the benefits received by the target beneficiaries had a wider overall effect on larger number of people in the sector or region or in the country as a whole.

9.2.5 Sustainability

Whether the positive outcomes of the project at purpose level are likely to continue after external funding ends.

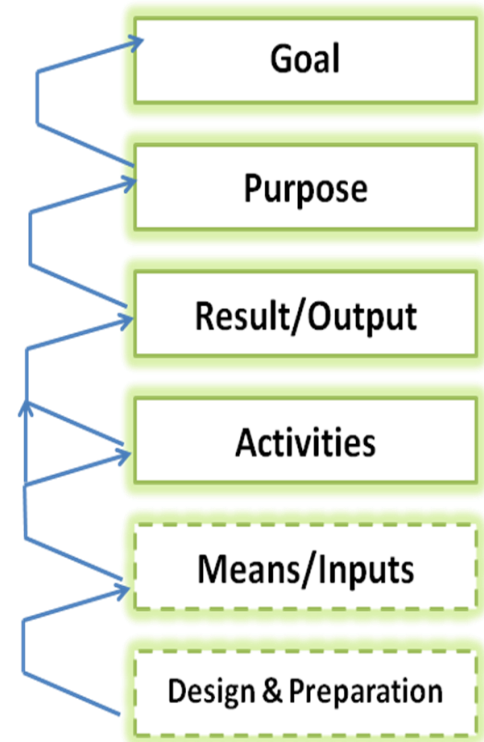


Figure 11: Evaluation Criteria

9.3 Managing the evaluation process:

Step one:

Preliminary Questions

The evaluation manager needs to ask some basic questions before moving to a precise description in formal terms of reference such as:

- Why is the evaluation being done?
- Who are the primary and secondary stakeholders of the evaluation?
- What are the major evaluation issues?
- Who will conduct the evaluation?
- Who will participate in the evaluation?
- When will the evaluation take place?
- How much will the evaluation cost?

Step two:

Term of reference (TOR)

- Project background
- Evaluation purpose
- Evaluation stakeholders
- Scope and focus
- Evaluation and methodology
- Evaluation schedule\time
- Reporting
- Evaluation team
- Evaluation products\results\outputs
- Cost

Step three:

Selecting evaluators

Profile of good evaluator

- Technical expertise
- Sectoral expertise
- Credibility
- Impartiality
- Communication
- Interpersonal skills
- Availability

Step four:

Evaluation work plane

Sample outline for the work plan

- project overview
- evaluation mandate
- Evaluation matrix

- Methodology
- Evaluation team
- Activity\effort analysis
- Schedule of activities
- Budget
- Evaluation report outline

Step five:

Evaluation report

It is the official record of what happened and records the judgments made.

9.4 Four Models of Impact Evaluation:

1. Randomized pre-test post-test evaluation.	Subjects (families, schools, communities etc) are randomly assigned to project and control groups. Questionnaires or other data collection instruments (anthropometric measures, school performance tests, etc) are applied to both groups before and after the project intervention. Additional observations may also be made during project implementation.	Water supply and sanitation or the provision of other services such as housing, community infrastructure etc where the demand exceeds supply and beneficiaries are selected by lottery. Example: Bolivia Social Fund.	1-5 years depending on time which must elapse before impacts can be observed. Cost can range from \$50,000-\$1million depending on the size and complexity of the program being studied
2. Quasi-experimental design with before and after comparisons of project and control populations.	Where randomization is not possible, a control group is selected which matches the characteristics of the project group as closely as possible. Sometimes the types of communities from which project participants were drawn will be selected. Where projects are implemented in several phases, participants selected for subsequent phases can be used as the control for the first phase project group.	These models have been applied in World Bank low-cost housing programs in El Salvador, Zambia, Senegal and the Philippines	Cost and timing similar to Model 1.
3. Ex-post comparison of project and nonequivalent control group.	Data are collected on project beneficiaries and a nonequivalent control group is selected as for Model 2. Data are only collected after the project has been implemented. Multivariate analysis is often used to statistically control for differences in the attributes of the two groups.	Assessing the impacts of micro-credit programs in Bangladesh. Villages where microcredit programs were operating were compared with similar villages without these credit programs.	\$50,000 upwards. The cost will usually be one third to one half of a comparable study using Models 1 or 2.
4. Rapid assessment ex-post impact evaluations.	Some evaluations only study groups affected by the project while others include matched control groups. Participatory methods can be used to allow groups to identify changes	Assessing community managed water supply projects in Indonesia.	\$25,000 upwards (the Indonesia study cost \$150,000). Some studies are completed in 1-2 months; others take a year or longer.

	<p>resulting from the project, who has benefited and who has not, and what were the project's strengths and weaknesses.</p> <p>Triangulation is used to compare the group information with the opinions of key informants and information available from secondary sources. Case studies on individuals or groups may be produced to provide more in-depth understanding of the processes of change.</p>		
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Table 10: 4 Models of Impact Evaluation⁴

⁴ www.worldbank.org

9.5 Suggested evaluation report

Title page:

- Title and nature of evaluation
- Title of program, phase ,duration
- Identification of author, data of submission, commissioning services

Table of contents:

- Main headings and sub-headings
- Index of tables of figures and graphs

Executive summary:

- An overview of the entire report in no more than five pages
- Discussion of the strengths and weaknesses of the chosen evaluation design

Introduction:

- Description of the program\project in terms of needs, objectives ,delivery systems etc
- The context in which the program\project operates
- Purpose of the evaluation in term, of scope and main evaluation questions
- Description of other similar studies which have been done

Research methodology

- Of data Design of research Implementation of research and collection of data Analysis.

Evaluation results:

- Findings.
- Conclusions.
- Recommendations.

Annexes

- Terms of reference of the evaluation.
- References and sources.
- Names of evaluators and their Cv.
- Methodology applied for the study.
- Logical framework matrices (original and improved\updated).
- List of persons and organizations consulted, literature and documentation other than technical annexes(for example. Statistical analysis)

10. Proposal Writing

A project design focuses on the assessment and analysis required to determine the most Efficient and effective means to achieve a desired change in a specific target group. However, a proposal must document and summarize the overall project rationale and design

Reference

- <http://www.aidsalliance.org/sw17257.asp>
- <http://www.worldbank.org/oed/ecd/>
- <http://www.ifad.org/>

**THE END
PROJECT MANAGEMENT MANUAL ,,,**

Dr. Wael Thabet