

PRO-AL-781/CC

REPORT

PROJECT DESIGN & EVALUATION SEMINAR  
MAY 1979 TO SEPTEMBER 1981

PREPARED UNDER  
-c-  
CONTRACT No. AID/OTR-1703

BY

**DIMPEX ASSOCIATES INC.**

MANAGEMENT CONSULTING/ECONOMICS & SOCIAL RESEARCH/TRAINING

60 EAST 42ND STREET  
NEW YORK, N.Y. 10017  
(212) 986-7967

1629K STREET, N.W.  
WASHINGTON, D.C. 20006  
(202) 785-0826

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## 1. INTRODUCTION

The ability to identify and design development projects which merit funding is one of the more critically needed skills for successful development planning. Donors and recipients of development assistance require carefully organized and documented justification of goals, strategies, resources, benefits and achievements associated with specific project or program expenditures.

It is widely held that the inability to articulate discrete activities and define them as development projects is one of the major obstacles to the flow of assistance to developing countries. The United States Agency for International Development, the largest bilateral donor, approaches this problem by requiring that all professional staff and select individuals engaged in program/project design and evaluation should be fully cognizant and capable of using the logical framework methodology as a key element in project planning and evaluation. This purpose is achieved through a five day seminar entitled, "Project Design and Evaluation " (PD&E) which provides AID and AID associated personnel with the required conceptual base and skill level.

DIMPEX ASSOCIATES INC., which has been rendering training design and evaluation services and technical assistance in several countries in a variety of program areas (agriculture, rural development, health and human resource development) was engaged by the U.S. Agency for International Development, under contract AID/otr-C-1703 to provide the PD&E training in the United States and in developing countries.

This report summarizes the activities since the initiation of the contract in May 1979 through September 1981. It outlines: course content, number of courses held, training locations and number of participants; highlights major course modifications and improvements in instructional materials, methods, and instructional staff.

## 2. SUMMARY OF ACCOMPLISHMENTS

Since May 1979, DIMPEX ASSOCIATES INC. has managed the planning, implementation and conduct of the Project Design and Evaluation Training Seminar in Washington, D.C. and overseas, with the consistent focus of:

- presenting an overview of the system used by USAID to formulate and evaluate social and economic development projects in various countries;
- presenting Agency-specific procedures for designing and evaluating projects; and
- teaching methodologies necessary to plan projects, e.g., means-ends analysis, log-frame, scheduling, and evaluating projects, evaluation planning, statistical concepts in data collection and analysis, etc.

During the period from May 1979 to September 1981 we trained 662 persons, of which 255 were AID direct hires. The other trainees comprised: 161 foreign nationals, 173 university and private voluntary organization personnel, 40 persons from other U.S. federal agencies, 23 private contractors and 10 others from international organizations or foreign government institutions.

Most of the participants, a total of 460, were trained in Washington, D.C. and the rest, 202, were trained overseas. The overseas seminars have been presented in Bangladesh, India, Sri Lanka, the Philippines, Egypt and Haiti.

Through rigorous standards of review, taking careful notice of comments from participants and involving AID staffers with recent evaluation experience, we have instituted many incremental but significant improvements to the course. In this way, we have made certain that the course is kept in accord with current AID policies and regulations and

that the requisite skills are imparted.

Of particular note has been the production of a "Handbook on Teaching Project Design and Evaluation Seminars (PD&E)" which DIMPEX produced under this contract. Also, the editing and consolidation of some course materials with agency handbooks, guidelines, project papers and special studies into one text, "Design & Evaluation of AID-Assisted Projects" by the Training and Development Division, Office of Personnel Management has been a major contribution to improving course materials.

In addition to improvements in the instructional material and training delivery, DIMPEX has expanded the number of trained trainers/facilitators from 4 persons initially to 17. Two of the initial trainer/facilitators have been replaced by 8 others who have been involved in the seminars in Washington, D.C. and overseas and 9 foreign nationals who were trained as trainers for the Sri Lanka Institute for Development Administration.

While significant modifications to the course have been made, major redesign was not expected to be accomplished within the budget and scope of the existing contract.

After having the opportunity to observe the course, Mrs. Devaki Jain (India's Institute of Social Planning) wrote the following:

"I liked the concentration of the faculty on getting the participants to move their minds into action. Most of the training courses that I have seen including those run by some of our best institutions like the IIMs have tended to expose participants to many items of knowledge, but not necessarily 'ground' them into a course of action."

However, the ultimate test of success or goal achievement may be measured by future performance of trainees. However, using pre- and

post-seminar skills questionnaires and by assessing trainee involvement in the workshops and discussions, there are clear indications that trainees become conversant with the concepts of project design and evaluation as presented by the seminar.

### 3. COURSE DESCRIPTION

#### 3.1 Overall Objective

The objectives of the Program Design and Evaluation seminar are to:

1. Facilitate communication in development administration by establishing a common vocabulary for project design and evaluation.
2. Sharpen analytical skills through use of the Logical Framework as the key element in AID's system of project design and evaluation.
3. Heighten awareness of AID's administrative procedures for designing and evaluating development projects.

It outlines the system used by the United States Agency for International Development (AID) to formulate, and subsequently evaluate its projects for economic and social development in various developing countries.

In addition to Agency-specific administrative procedures, participants are taught generalized methodologies for project planning, such as Means-Ends Analysis, the Logical Framework, and Networking; and introduced to statistical concepts and experimental design for project evaluation. They are then given the opportunity to exercise their knowledge and practice these skills through the case studies and role playing, as members of small working groups.<sup>1</sup>

#### 3.2 The Logical Framework (Logframe)

The logical framework is a key element in project planning and evaluation. Basically, it is summarized in a matrix which is used as

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<sup>1</sup>DESIGN & EVALUATION OF AID-ASSISTED PROJECTS; Training and Development Division, The U.S. Agency for International Development, Wash. D.C., 1980.

a design tool. It is made up of four horizontal rows (Goal, Purpose, Outputs and Inputs), and four columns (Narrative Summary, Objectively Verifiable Indicators, Data Sources and Assumptions). The matrix can be expanded to include additional rows and columns to further clarify a project's design, the review and subsequent evaluation (see accompanying chart: Project Design Summary, Logical Framework).

AID's Project Assistance Handbook No. 3 describes the logical framework:

1. Defines project inputs, outputs, purpose, and higher goal in measurable or objectively verifiable terms.
2. Hypothesizes the causal (means-end) linkage between inputs, outputs, purpose and goal.
3. Articulates the assumptions (external influences and factors) which will affect the causal linkages.
4. Defines the indicators which will permit subsequent measurement or verification of achievement of the defined outputs, purpose and goal.

When presented as a matrix, the logical framework demonstrates both vertical and horizontal logic. It also is used for re-examination of a project's original design. As such, it sets the standards against which the project will be subsequently evaluated. A more extensive description of the Logical Framework Method is presented in Annex I.

### 3.3 Program Design and Evaluation (PD&E) Course Topics

Learning and refining design and evaluation skills occupy an increasingly important position in the development strategies in donor countries and also in developing countries. With the curtailment of funding now available for development projects of all sorts, the demand for experienced and well trained project managers has become acute.

PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK

Project Title & Number: \_\_\_\_\_

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Program or Sector Goal: The broader objective to which this project contributes:	Measures of Goal Achievement:		Assumptions for achieving goal targets:
Project Purpose:	Conditions that will indicate purpose has been achieved: End of project status.		Assumptions for achieving purpose:
Outputs:	Magnitude of Outputs:		Assumptions for achieving outputs:
Inputs:	Implementation Target (Type and Quantity)		Assumptions for providing inputs:

DIMPEX, in attempting to strengthen the PD&E training seminar, found it was important to review the skills which project managers in the field actually require, the effectiveness of existing training materials in imparting these skills, and the ways in which the gaps identified could best be filled. Accordingly, lecture objectives and skill expectations for each course covered during the seminar were developed and are listed below:

1. Pre-Seminar Skill Exercise

Exercise Objective:

- To alert participants to concepts to be covered.
- To introduce principle of establishing a baseline from which changes can be measured.
- To learn the approximate starting capability of participants.

2. Design and Evaluation in the AID-Programming Context

Course Objectives:

- To call attention to the fact that host and donor country policies and priorities determine selection of projects.
- To highlight many of the activities which precede the design of projects.
- To highlight important sections of U.S. Law on Foreign Assistance.
- To define some of the effective design and evaluation concepts and emphasize their application.

3. Means/Ends Analysis

Course Objectives:

- To demonstrate thinking re: cause/effect.
- To relate concept of Means/Ends to the "Narrative Summary" column in the loggrame; Goals, Purpose, Outputs, Inputs (GPOI).

- To show how to make and use Means/Ends charts.
- To participate in brainstorming and group problem solving exercises.

Skill Expectations:

- Chart a means/ends analysis which lists problem statements and identifies alternative steps to problem solutions.

4. Logical Approach to Design

Course Objectives:

- To introduce concepts underlying the logical framework, i.e., causative sequences, hypotheses, End of Project Status (EOPS), assumptions.
- To reinforce GPOI definition.

Skill Expectations:

- List and explain the vertical and horizontal components of the logical framework.
- List descriptive statements for the narrative and assumptions columns which indicate a causal sequence.

5. Workshop on Project Design

Workshop Objectives

- To apply concepts from preceding lectures to preparation of realistic and coherent project design.
- To emphasize problem identification.
- To change problem statement into solutions.

6. Building Evaluation Elements into Design

Course Objectives:

- To call attention to the purpose and importance of evaluations.
- To highlight the need for good indicators, e.g., a) clear targets (what, how much, when, where, who); b) methods of measuring progress toward targets; c) developing behavior and proxy indicators; d) identifying data sources and collection methods.

Skill Expectations:

- Design and explain evaluation elements which describe the quantitative and qualitative concepts of the components in the narrative column (GPOI).

7. Planning for Data Collection

Course Objectives:

- To understand purpose and importance of evaluation and necessity to arrange for data collection and processing.
- To highlight methods of data collection.
- To develop skill in identifying reliable data sources.

Skill Expectations:

- Describe the methodologies and sources used for gathering data which support and verify the indicators of the (GPOI) narrative.

8. Workshop on Indicators and Data Collection

Workshop Objectives:

- To develop skill in devising indicators for the logframe's narrative column (GPOI).
- To develop skills in planning for data acquisition, e.g.,
  - a) how and where to get data for verifying indicators
  - b) determining if data sources are feasible.

9. Logical Framework Critique

Critique Objectives:

- To reinforce principles of good project design techniques.
- To compare different design approaches.

10. Workshop on Clarifying the Logframe

Workshop Objectives:

- To reinforce understanding about indicators and data, e.g.,
  - a) formulate "If-Then" hypothesis about linkages within narrative column of logframe.

- b) improve indicators and means of verification developed in workshop based on review from "Standard Solutions" and logframe critique session.
- c) direct participants to focus on principles, rather than substance.

11. Project Scheduling/Networking

Course Objectives:

- To understand the principles of scheduling and charting the project's life cycle before implementation.
- To understand the need to add time dimensions to logframe design elements and list other critical events which keep track of a project's performance.
- To highlight importance of scheduling for monitoring, evaluation, reporting, communication.
- To understand relationship between design elements and implementation planning.
- To introduce principles of charting/networking, e.g., defining events, identifying critical paths, etc.

Skill Expectations:

- Chart the schedule of activities and indicate the time-frame designed for project implementation.

12. Workshop on Scheduling/Networking

Workshop Objectives:

- To develop skills in preparing a schedule which embodies the time schedule and sequence of all activities and events developed during the design stage of the project.
- To make note of the manner in which the systematic development of the logframe helps select events which are critical to its success.

13. Scheduling/Networking Critique

Critique Objectives:

- To reinforce the principles and techniques of scheduling/networking.

- To compare different scheduling techniques developed in the workshops.

14. Evaluation Planning

Course Objectives:

- To highlight the importance and use of baseline data.
- To understand the data collection needs for monitoring and evaluation, as the project progresses.
- To introduce principles used in identifying and collecting critical data.
- To become aware of the use of control areas and quasi-experiments.
- To understand elements of evaluation plans.

Skill Expectations:

- Design an evaluation plan for the life of a project which describes the number, reasons, methodologies, personnel, and cost of the evaluation.

15. Workshop on Evaluation Planning

Workshop Objectives:

- To develop skills in formulating the elements of an evaluation plan for the life of a project.
- To develop skills in selection of issues and timetables for evaluation, based in important items in logframe and schedule.
- To review several evaluation issues, e.g., How many evaluations? When? What to measure? Why? By Whom? Methodology? Where? What are the costs?

16. Evaluation Process

Course Objectives:

- To understand six of the important steps of evaluation:
  - a) Review project setting and country priorities.
  - b) Clarify project design.

- c) Measure progress (from data collected and indicators).
  - d) Assess unplanned change.
  - e) Search for causes (statistical tests of significance).
  - f) Make decisions on actions to be taken.
- To review issues required to prepare a scope of work for an evaluation.

Skill Expectations:

- Develop a scope of work for a project which utilizes the evaluation plan, process and additional information which has resulted from implementation of the project.

17. Workshop on Preparing a Scope of Work for an Evaluation

Workshop Objectives:

- To develop skills in applying the elements of a scope of work.

18. Data Collection and Analysis

Course Objectives:

- To understand the necessity of collecting relevant data to test a project's design hypothesis.
- To illustrate how simple data may be used as indicators in logframe, e.g.,
  - a) measure progress as recorded in sources of verification.
  - b) assess unplanned change.
  - c) search for causes regarding what happened.

Skill Expectations:

- Gather data, perform calculations and make appropriate analysis to provide answers to specific project questions.

19. Workshop on Data Collection and Analysis

Workshop Objectives:

- To develop skills in gathering and analyzing data to test project hypotheses.

- To demonstrate how simple and complex data may be used to test indicators in the logframe.

20. Project Review: Role Playing & Discussion

Exercise Objectives:

- To introduce the different roles played by different parties with different interests at a project review.
- To understand the importance of the collaborative approach.
- To demonstrate "follow-up" assignments after the review, e.g., delegation of responsibilities for specific tasks and establishment of timetables.

Skill Expectations:

- Discuss and explain the procedures, protocol, "do's and don'ts", when participating in a project review.

21. Survey Planning and Design

Course Objectives:

- To introduce and discuss survey methodologies appropriate to perform a survey.
- To understand survey techniques, e.g., designing a questionnaire, interviewing, data collection and analysis.

Skill Expectations:

- Develop skills in designing questionnaires, conducting interviews which are focused on specific project outcomes.
- Develop skills in implementing a survey.

22. Workshop on Designing and Implementing a Survey

Workshop Objectives:

- To reinforce understanding in survey design methodology and techniques.
- To develop a questionnaire, conduct interviews and assess results.

23. Evaluation Reporting

Course Objectives:

- To distinguish between Evaluation and Reporting.

- To understand the essential contents of an evaluation report, e.g.
  - a) What was done
  - b) How it was done
  - c) Why and when it was done
  - d) Who did it
  - e) For Whom
- To understand and illustrate the use of the logframe as a tool for reporting.
- To emphasize topics to be included in an evaluation report.
- To highlight key items in a report: discussions for future actions and lessons learned.

Skill Expectations:

- Complete a project evaluation summary report and explain the elements of the report.
- List and describe the differences between evaluations and reporting.

24. AID's Development and Information System

Course Objectives:

- To call attention to availability and possible use of resources and data at AID/W.
- To inform participants that much data is available through AID/W for planning new projects.

Skill Expectations:

- Identify, request and use resources available through AID/W for gathering information to support project efforts.

25. Post-Seminar Skill Exercise

Exercise Objectives:

- To reinforce the concept of a baseline, point from which change can be measured.

- To illustrate and compare Beginning of Project Status (BOPS) and End of Project Status (EOPS).
- To demonstrate reliability check.
- To learn the approximate skill capability of participants at the end of the course.

## 26. Post-Seminar Evaluation

### Exercise Objectives:

- To provide an opportunity for participants to critique the course content, seminar presentation and trainers, and make suggestions for improvements.

These learning objectives of the course are usually accomplished in a five-day training period. When the course is delivered overseas, it is sometimes delivered in less than five days. Annex 2, Model Agenda, illustrates the typical five day training format.

## 3.4 Seminar Materials

DIMPEX and AID's PM/DT share the belief that the basic design and evaluation principles are applicable to a variety of project situations. They are generally applicable to projects in rural development, health, agriculture, and others. Since 1979, DIMPEX has taken the basic course content and made modifications which have enhanced its scope and quality. This approach has been first to establish the applicability of relevant concepts and techniques through appropriate research and faculty experiences to ensure the most effective training delivery.

The contract did not provide the resources for substantial modification of the course content. However, DIMPEX recognized that those who take the course must see the contextual relevance of the faculty's presentations as concerns for their work and environment. Therefore, DIMPEX

has emphasized experience-based teaching methods whenever possible, including the case method, for use in its training effort.

Preparation of appropriate teaching material and faculty, therefore, has been an integral part of DIMPEX's approach to the management and presentation of PD&E. DIMPEX has identified research areas which, with sufficient leadtime and resources, could add substantive course modifications that would address weaknesses in the course. This establishment of relevance is not of a once-over nature. Even when a course like PD&E has been offered many times over a number of years and its design has been fairly stabilized, periodic review is necessary in order to improve the design and course content further. This is achieved by an inclusion of themes currently relevant or likely to be so in the near future. These planning exercises are undertaken prior to each seminar for the purpose of updating the facts in the materials we use. Thus the exercise of relevant research and preparation must be continued throughout the lifecycle of the seminar. Participant feedback from earlier seminars and informal communication must be acknowledged as main sources of assistance.

To enable the participants and trainers to work most effectively, the seminar is usually organized in a special place where the following facilities are available:

- a conference room with table and chairs large enough for at least 30 people;
- three or more additional classrooms, each large enough for 10 people;
- other support facilities.

The following teaching aids have been used during the seminar:

- Design and Evaluation of AID-Assisted Projects, prepared by the Training and Development Division, Office of Personnel Management, consolidates agency handbooks, guidelines, project papers and special studies into one text;
- Handbook on Teaching Project Design and Evaluation Seminar PD&E, prepared by DIMPEX, explains the pedagogical elements of the seminar for potential trainers. While the handbook has broad application, it was prepared primarily to assist in the training of trainers at the Sri Lanka Management Institute, Colombo, Sri Lanka.
  - Slides
  - Flip charts
  - Prepared handouts

These materials have been used in a variety of ways in order to produce positive participant results.

### 3.5 Training Method

A major objective of the PD&E Seminar has been broader than merely training participants in a few discrete areas. The participants are "educated" to the extent that they can rely on their own design and evaluation skills more than they did before having taken the course.

At the outset of each seminar, course objectives and skill expectations are presented and clarified because participants are being equipped to fulfill design and evaluation tasks in a real project environment. It also has allowed for the clarification and resolution of those situations where participants' learning interests and the course objectives are at variance. Whether they are broadly experienced or not, middle or upper-level managers, they will be faced with problems to solve in the workshops. The small groups in the workshops are given case situations which are designed to reinforce the theoretical concepts

introduced in the lectures. Exercises are also worked through in conjunction with the lectures in order to reinforce important concepts in a larger forum.

Classroom lectures and workshops complement each other and have enormous utility. We have found that the greater the number of practical situations introduced in these sessions, the better. In this process, general concepts are sharpened and the logic underlying them are internalized. With the premise of rational and intelligent participants, one can expect them to be able to apply these concepts to a multitude of situations they may encounter.

Dialogue is emphasized in the workshops and not discouraged in the lectures. Workshops stress teamwork, problem analysis and resolution. The task-oriented small groups are not limited to the particular problem at hand; rather, the discussion forces the process through which the solution was achieved. If the process was internalized by the participant, other similar situations could be tackled at a later date. The definitions, concepts, techniques, tools, and theories covered are reinforced through the illustration of their application to actual project situations.

Additional points regarding this method are to be noted. Firstly, such an approach could be considered to lead to lateral, rather than vertical, learning experiences; insights, points of view and even prejudices can be pooled and discussed. This approach has led to composite rather than structural learning. The objective of this process is the ability to apply the principles and not their mere absorption. The approach has succeeded to the extent that participants have been

observant, engaged, and have oriented their thinking to the tasks at hand, rather than think and speak in broad generalities.

### 3.6 Staffing

Eleven DIMPEX trainers/facilitators have assisted in the PD&E seminar delivery since 1979. They are:

Edward Dowdy, Project Manager  
Mrs. Vivian Derryck  
Dr. Charles Dove  
Dr. James Hackshaw  
Ms. Robbie Hayes  
Mr. Leyland Hazlewood  
Mr. Robert Hubbell  
Dr. Galen Hull  
Dr. Roy Ibbott  
Dr. Philip Sperling  
Dr. Louise Taylor

The USAID/PM/DT project manager, Mr. Ken Smith, has also participated in the delivery of the course and has been resourceful and supportive in the overall administrative tasks.

DIMPEX has also provided the initial orientation to other trainer/facilitators who are capable of assisting in the training seminar in the future.

#### 4. LOCATION OF COURSES AND NUMBER OF PARTICIPANTS

Since May 1979, DIMPEX has conducted 22 Project Design and Evaluation Seminars for the United States Agency for International Development. Fifteen (15) of these seminars were held in Washington, D.C. and seven (7) seminars were presented in six countries of Africa, Asia and the Caribbean.

There have been 662 individuals who have been trained by DIMPEX under this project. Most of these individuals, 460, were trained in Washington and 202 overseas.

Usually more than half of each group of trainees are AID direct hires. Private voluntary organizations (PVO's) and university personnel are usually the next largest group. The remaining trainees usually comprise persons from other U.S. federal agencies, contractors, foreign government and multilateral donor representatives. Among the 662 trained participants, there were 255 AID direct hire, 173 from private and voluntary organizations (PVO's), 161 foreign nationals, 40 from other U.S. federal agencies, 23 private contractors, and 10 others from international organizations or foreign government institutions.

In June 1979, at the request of AID/LAC, a special 4-day Project Design and Evaluation Seminar was delivered to selected private voluntary organizations with a demonstrated interest in Latin America and the Caribbean. AID policy suggests that PVO's attach a logframe or something similar to proposals made to AID for operational program grants. The seminar was part of a program which would include trips to various

countries in Central and South America. The usual format was modified.

Colombo, Sri Lanka was the site of the first PD&E presentation by DIMPEX overseas under this contract. It was held from January 28 to February 8, 1980. This was a two-week course designed to teach members of the Sri Lanka Institute for Development Administration the basic course, during the first week. During the second week, 9 of the 41 participants (Institute faculty) were trained in the pedagogical aspects for delivering the course. DIMPEX prepared "The Handbook on Teaching Project Design and Evaluation Seminar", January 1980, specifically for this purpose. The seminar has also been presented in Dacca, Bangladesh; Manila, the Philippines; Delhi, India; Port-au-Prince, Haiti; and Cairo, Egypt.

The tables which follow provide more detailed information on the number of courses, the location and number of participants in each seminar.

PD&E SEMINARS  
MANAGED BY DIMPEX IN WASHINGTON, D.C.

Date	Number of Participants					
	Total	Direct Hires	Other Federal Agencies	University & PVO's	Private Contractors	Others
May 21-25, 1979	35	21		10	4	
June 4-7, 1979	19					
July 23-27, 1979	29	20				
September 17-21, 1979	34	12	4	9	6	3
November 26-30, 1979	32	20	2	10		
March 24-28, 1980	33	11	5	8	4	5
May 19-23, 1980	30	16		14		
July 21-25, 1980	38	20	9	9		
September 29-October 3, 1980	29	11	3	15		
November 3-7, 1980	33	27	5	1		
January 19-23, 1981	33	28		5		
March 23-27, 1981	32	16		14		2
June 15-19, 1981	24	12	2	9	1	
July 13-17, 1981	28	4	2	17	5	
September 14-18, 1981	31	11	8	9	3	
15	460	229	40	158	23	10

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PD&E SEMINARS  
MANAGED BY DIMPEX OVERSEAS

Date	Country	Number of Participants			PVO's
		Total	Foreign Nationals	Direct Hires	
January 28 - February 1, 1980	Sri Lanka	41	36	5	
February 4-8, 1980	Sri Lanka	9	9		
November 10-14, 1980	Bangladesh	36	34	2	
November 17-21, 1980	Philippines	32	26	6	
February 23-27, 1980	India	25	17	5	3
April 20-24, 1981	Haiti	37	25	4	8
May 25-29, 1981	Egypt	22	14	4	4
		202	161	26	15

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## 5. COURSE MODIFICATIONS AND IMPROVEMENTS

The PD&E has been changed considerably since the beginning of the contract. DIMPEX has developed and implemented several content, methodological and presentation changes. These changes have resulted primarily from our experience in managing and presenting the course.

Because a good instructional system requires constant analysis and evaluation, the program content is continually being revised and refined so it will meet the program objectives. Feedback from participants, consultation among trainers/facilitators and with professional staff members of PM/TD have resulted in many improvements in the training program. Below are descriptions of selected improvements:

1. The focus and design of the PD&E emphasizes increased knowledge and skill development in AID's design and evaluation process; specific course objectives and skill expectations have been developed and are presented to participants at the beginning of the seminar. This now provides them with a better perspective of specific learning benefits they can expect to acquire during the seminar.

2. Handouts have been reduced to an absolute minimum. Handouts were provided to trainees as supplements to lectures and slide presentations were often of uneven sizes and duplicative. Valuable time was lost in their distribution. These handouts created distractions as trainees would try to read them simultaneously as lectures were being delivered. The rustling of papers was disruptive and the mere volume of uneven sized papers created difficulties in having them fit into binders. First, we reduced them all to 8 1/2" x 11" without sacrificing legibility; next we eliminated duplication; then we keycoded them

to lectures and workshops. A major contribution was made when the text "Design and Evaluation of AID-Assisted Projects" was prepared by Kenneth F. Smith, PD&E Course Project Manager, PM/TD/MD. This publication was "designed to serve the course as a resource during the workshop, and subsequently as a ready reference when the need for actual project design or evaluation arises in the 'real world'."

3. It was customary to use two separate case studies of development projects. They were Lothar and Heptar, both names representing mythical countries. These case studies were designed to engage trainees in a logical, coherent and realistic planning project. The Lothar case was used in the two initial workshops, Project Design and Indicators and Means of Verification. After the "standard solutions" to the problems posed by the case were compared with those of the participating trainees, Lothar was then replaced by Heptar for the remaining workshops.

At first we made modifications to both the Lothar and Heptar cases. Then we decided to scrap the former altogether. We redesigned the Heptar case and have been using it throughout the course. We felt that trainees would gain a greater understanding and feel for design and evaluation concepts by gaining practice on the same case from beginning to the end. We found that some participants to the exercise develop an investment in their own solutions and preferred to work with them through all of the design and evaluation tasks.

The use of Heptar from the beginning has strengthened the course. Earlier, when Lothar was used, Heptar was introduced in the Workshop on Clarifying a Logframe with an objective to reinforce participants' understanding about indicators and means of verification. In one workshop,

the participants were given the Heptar background statement, a draft logframe with instructions to accept column 1, Narrative Summary and column 4, Important Assumptions. They were then required to improve on column 2, Objectively Verifiable Indicators and column 3, Means of Verification and finally, to accept the "Standard Solution" for the remainder of the workshops.

The new approach gives participants more flexibility: they may use their own solutions, accept the "Standard Solution", or combine the two, as many workshop groups have done.

4. Changes in the Data Collection and Analysis workshop constitute another major innovation in the course. Previously, the workshop on Data Collection was simply an effort to have participants search file records from USAID/HEPTAR, Meteorological Institute (HMI), Ministry of Agriculture, Heptar Fertilizer Corporation (HFC). There was no emphasis on analysis. The objective had been to demonstrate how data may be used to verify the End of Project Status (EOPS), other indicators and to collect relevant data required to validate the project's hypothesis.

Several pieces of data from various sources are now given to participants to organize and analyze in search of solutions to five (5) questions. The questions are primarily focused on testing purpose, sub-goal, and goal indicators.

5. The Evaluation Planning and Scope of Work workshops have been combined. Through trial and error, a solution has been worked out to help participants grasp the concept of planning an evaluation for a project during the design stage and subsequently, preparing a scope of work

for an evaluation two and a half years later. This workshop emphasizes the difference between monitoring and evaluation and that evaluation plans made during the design stage are tentative--subject to change as operational conditions indicate.

6. After opening remarks by a PM/TD representative, the introductions have been expanded to include all participants, their agency affiliations, job responsibilities, and locations. This augments the introductions of Seminar staff and facilitates workshop exchange. Participants are also asked to indicate briefly in writing their anticipated learning objectives before the training begins. This has contributed to a more focused training involvement.

7. We have instituted an introductory overview of the course to help participants put into focus AID's role within the universe of donors, the philosophical basis of project formulation and evaluation, course objectives, and expectations.

8. A new lecture and workshop on planning, developing and implementing surveys is included in the course. It is designed to provide participants with skills in conducting surveys as an effective data gathering tool.

9. Since November 1979, the lecture on Design and Evaluation in the AID Programming Context has been delivered by Robert Berg PPC/E or Mollie Hageboeck PPC/E. Originally presented before retirement by Herbert Turner, ex-PPC/E/PDES, the lecture has been expanded to include a more extensive discussion of the Foreign Aid Bill, its amendments, current policy considerations and the impact on future AID programming.

10. Project scheduling had not, until recently, effectively integrated the lecture/exercise in the design and evaluation context in a meaningful way. Modification in the subject matter and methodology now assists participants to see the value of developing implementation plans. Moreover, since scheduling/networking can be related to objectively verifiable indicators, participants get a clearer picture of the planned sequential relationships integrating inputs, outputs and purpose achievements. The issues highlight the management implications for a variety of project design and evaluation tasks.

11. Mission Directors, Deputy Directors, Evaluation Officers and Project Managers, all with considerable field experience and valuable insights, frequently attend PD&E. The DIMPEX faculty has made a conscious note of their presence in the seminar and have opened the format in order to elicit their contributions. The result has been a significantly enhanced learning experience.

These modifications and others have been made to acquaint and update participants' familiarity with the logical framework methodology and its uses in project design and evaluation and to increase the understanding of evaluation concepts.

ANNEX

ANNEX I  
LOGICAL FRAMEWORK

## THE LOGICAL FRAMEWORK

### A. The Logical Framework

1. A key element in project planning and evaluation is the establishment of a logical framework for the project design which:

a. Defines project inputs, outputs, purpose, and higher goal in measurable or objectively verifiable terms.

b. Hypothesizes the causal (means-end) linkage between inputs, outputs, purpose, and goal.

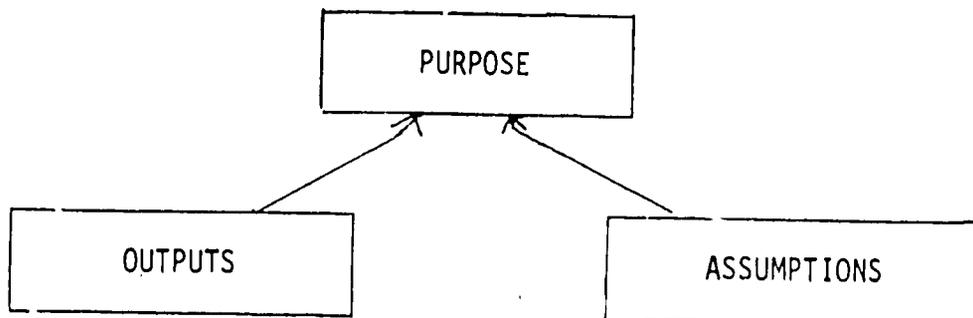
c. Articulates the assumptions (external influences and factors) which will affect the causal linkages.

d. Defines the indicators which will permit subsequent measurement or verification of achievement of the defined outputs, purpose, and goal.

A diagrammatic outline of the logical framework appears as Figure 2 below.

2. The logical framework methodology embodies the concept of causality; i.e., the causal linkage or hierarchy in which resource inputs are intended to produce outputs, outputs are expected to result in the achievement of project purpose, and project purpose is expected to contribute substantially to the higher goal. The concept of causality, in turn, rests on the basic premise that each level in the hierarchy can be shown to be not only necessary but also sufficient to cause the next higher level to be achieved. Since each causal linkage is subject to external factors beyond the control of project management, each linkage must be tested to assure that a given target level (e.g., outputs), in concert with the assumption at that level are necessary and sufficient to achieve the next level (purpose).

Figure 1



A

3. The logical framework is primarily a project planning device. It also is used for reexamination of the original design of ongoing projects as a necessary prelude to evaluation; i.e., it sets the stage for determining and validating whether or not the project outputs are being produced whether these outputs in fact are serving to achieve the project purposes; and finally whether this achievement is making a significant contribution, as planned, to the higher order goal.

4. The logical framework also establishes the practical limits of responsibility of project management. Articulating the project planning assumptions in explicit and operational terms permits a clearer separation between manageable interests and those factors which appear to be beyond the control of the project management team. The input-to-output level is largely susceptible to managerial control with relatively few uncontrollable external factors. At the output-to-purpose level, the possibility of managerial control decreases while external factors become more important. At the purpose-to-goal level, the ability of project management to predict and control events usually is further diminished. In evaluating project progress, it is necessary to examine the original planning assumptions about the role of external factors and to validate the hypothesized means-end linkages.

#### B. Logical Framework Characteristics and Limitations

1. All aspects of project planning (i.e., the formulation of targets, causal linkages, indicators, and assumptions) are defined by the project planners and are project-specific. Similarly, the degree of rigor and the level of effort in collecting and analyzing data for the evaluation are determined by the person/committee conducting the evaluation and are project-specific.

2. The logical framework methodology does not assure that the project is optimal; i.e., that the project directly addresses the most critical constraint to goal achievement, and is the most effective means for overcoming that critical constraint unless the planners and/or evaluators choose to explore alternative approaches.

3. The logical framework methodology gives no guidance on questions of equity or benefit incidence such as equitable income distribution, employment opportunities, access to resources, popular participation in decision-making and in the fruits of development projects unless such aspects have been explicitly included in the statements of goal or purpose. Guidance on benefit incidence policies and criteria has been issued periodically and will continue to be developed and disseminated.

4. The logical framework methodology is programmatically and technically neutral. It gives no guidance on proven strategies and techniques, cost and feasibility of replication, effects on the environment, concentration on key problem areas, reliance on the private sector, etc.

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5. The logical framework methodology permits, but does not require, cost/benefit and cost/effectiveness analysis.
6. The logical framework matrix can be modified by the user for special circumstances; e.g., one or more horizontal rows can be added to provide for intermediate subsectoral goals. (See the Logical Framework, Modifications Based on Experience, November 1973.)
7. Further description and instruction concerning the logical framework methodology is found in the following, available from AID:
  - a. The Project Evaluation Guidelines, Supplement I, Third Edition, August 1974.
  - b. The Logical Framework - Modifications Based on Experience, November 1973.
  - c. AID Use of Development Indicators - A Progress Report, March 1974.
  - d. A glossary of terms associated with the logical framework methodology is found at the end of this section.

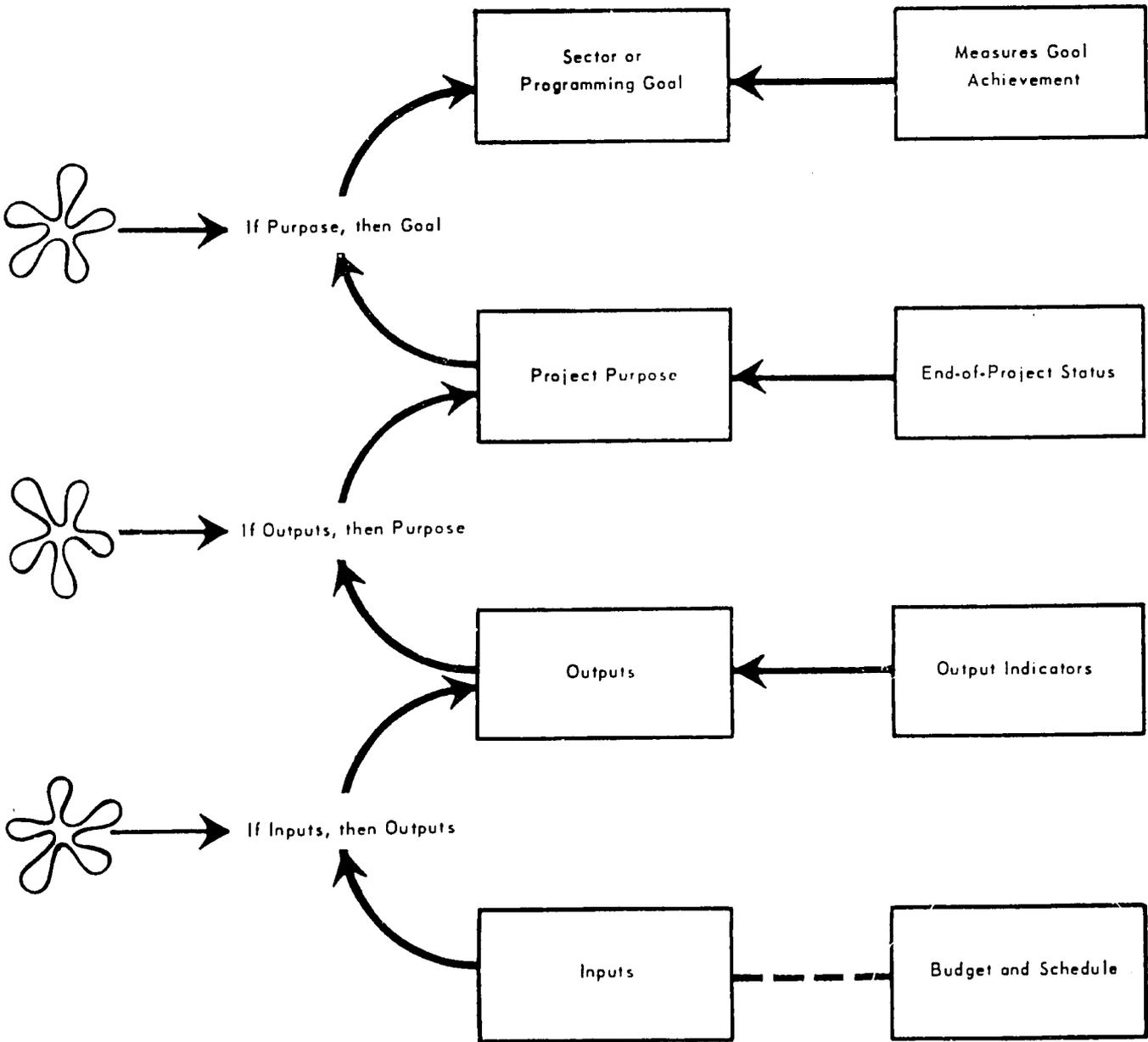
# THE LOGICAL STRUCTURE OF A PROJECT

ASSUMPTIONS  
ABOUT  
LINKAGES

LINKAGE

TARGETS

OBJECTIVELY  
VERIFIABLE  
INDICATORS



## C. Content of Logical Framework

### 1. Goal - Narrative Summary

a. Goal is a general term characterizing the programming level beyond the project purpose; i.e., the next higher objective to which the project is intended to contribute. It provides the reason for dealing with the problem which the project is intended to solve. Goal denotes a desired result to which an entire program of development may be directed. Goals are established at top program management levels. Project managers need to understand these programming goals even though their contribution in formulating them may be limited.

b. Generally, a goal is not achieved by one project alone, but is established with the intent that success in a variety of projects and nonproject activities will be necessary for its achievement. In this respect, the relationship between goal (the end) and project purpose (the means) is causal and partial. Causal relationships become more direct and complete when descending to the output and input levels. The establishment of a goal is thus only one final stage in a logically progressing series of hypotheses:

(1) If this goal is desirable, then what project purpose will be necessary to achieve it?

(2) If this project purpose will assist goal achievement, then what outputs will be necessary to achieve the project purpose?

(3) If these outputs are to be provided, then what inputs will be required?

### 2. Goal - Objectively Verifiable Indicators

The indicators of goal achievement may be quantitative, qualitative, or behavioral, or a mixture of these criteria. Satisfactory measures of achievement are those which indicate a realistic causative relationship between project purpose and goal and confirm that the project purpose contributes to the achievement of the goal. Measurement indicators such as the number of local citizens taking part in an election, increased per capita income over a prior period, increased value of exports, and the number of job vacancies at a particular level in government and the private sector, provide a realistic picture of a situation at any given time. The scope of a single project will not usually be comprehensive enough to be the total cause of achievement of the goal. Other projects and nonproject factors may also have a significant influence on goal achievement.

### 3. Goal - Means of Verification

State the kinds and sources of data needed to support the indicators which have been cited as measures of goal achievement.

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#### 4. Goal - Important Assumptions

Achievement of the goal (and indeed the project purpose and outputs as well) is based on the expectation that certain events or actions, outside the scope of the project will occur. These external factors need to be stated clearly as important assumptions regarding goal achievement and evaluated periodically to assure their continued validity. "Increasing agricultural productivity," for example, may be a realistic goal. However, achievement of that goal may be dependent on motivating the farm labor force; establishing marketing regulations, distribution centers, and national price structure; and acts of God, such as weather, etc., factors clearly outside the design of the project. The degree of confidence that is placed on the assumptions about these factors depends on familiarity with the cooperating country, knowledge of the sector of concentration, cooperating country performance, etc. A project design is only as sound as the strength of its weakest important assumption. As the project is implemented and the hypothesized causal linkages are tested, the confidence level in the causality between purpose and goal should increase. If this does not occur, the evaluation process should then focus attention on the explicit assumptions.

#### 5. Project Purpose - Narrative Summary

The project purpose is the specific desired result of the project, not merely the sum total of outputs. A well conceived project has an explicit defined purpose that contributes causally to the goal in a logical and direct manner. In turn, the combined effect of project outputs contributes in a logical and direct manner to achievement of the project purpose. This purpose represents the solution to a specific development problem and may be derived by inverting the statement of the problem into a statement of the appropriate solution.

#### 6. Project Purpose - Objectively Verifiable Indicators

a. The statement of the end-of-project status conditions (EOPS) is a description of the set of terminal conditions that will exist when the project purpose is successfully achieved. This description takes the form of objectively verifiable indicators, either quantitative, qualitative, or behavioral in character which reflect the end of the project status conditions. In projects which have an institutional purpose, the end-of-project status conditions would include the actual performance of the institution, rather than its readiness (the latter would be output indicators). Indicators of institutional performance would include self-sufficiency, effectiveness in producing goods and/or services, efficiency, creativity, and initiative.

b. In projects that emphasize immediate accomplishments, the end-of-project status conditions expected often are direct results of project goods and/or services. Did the birth rate fall? Did exports rise? Did

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enough private enterprises (or cooperatives) survive to form a critical mass that will continue to grow without AID support? Do fewer children drop out of school as a result of the new instructional methods and textbooks? Did per hectare crop yield increase?

c. Targeted examples of conditions expected at the end of the project which are objectively verifiable include:

<u>Project Purpose</u>	<u>Conditions Expected at the End of the Project</u>
Upgrade marginally qualified and unqualified indigenous teachers already teaching in primary schools, and produce qualified new teachers for the expanding school system	<p>1 - 100% of school have majority indigenous qualified staff by the end of 1975.</p> <p>2 - Unqualified teachers reduced (from 70% of 8,000 now) to 30% of 16,000.</p> <p>3 - 25% of children that began grade one complete 7 years of school with a 75% pass exam record by 1975.</p>

#### 7. Purpose -- Means of Verification

State here the sources and the specific types of evidence which will be used to verify conditions marking End-of-Project Status.

#### 8. Purpose -- Important Assumptions

As noted in C4, an assumption describes a situation or a condition which must be assumed to exist, if and when a project is to succeed, but over which the project management team may have little or no control. An example is: Increased crop yield (project purpose) will contribute to expanded export of agricultural crops (sector goal) only if price and market conditions are favorable (assumption).

#### 9. Outputs -- Narrative Summary

Project outputs are the planned results produced by the management of specific inputs. In analyzing project outputs, be aware of the distinction between the kind and the magnitude of the specific results that competent project management is reasonably able to produce. Producing trained cooperating country staff for certain key posts is an output. However, placing trained staff in a specified number of key posts within a particular time frame is an output indicator.

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## 10. Outputs -- Objectively Verifiable Indicators

The magnitude of outputs, targeted and expressed in a manner allowing verification, reflects evidence of successful completion of the managerial actions (input-output linkage) that were necessary to produce the output in the first instance. In the case just given, participant training would be the link. Examples of outputs and appropriate targeted output indicators include:

<u>Outputs</u>	<u>Output Indicators</u>
a. Trained indigenous personnel for key posts in Radio Correspondence (R/C) course;	a. Cooperating country personnel trained for, and assigned to 15 previously identified key posts by 1974;
b. Courses prepared and taped;	b. 18 courses prepared and taped by end of 1974;
c. Courses broadcast;	c. 18 courses broadcast by end of 1975;
d. Student enrollment;	d. 12,000-15,000 students enrolled by 1975;
e. Lesson marking system in operation;	e. Max. 4 weeks to return graded lesson to enrollees;
f. Teachers trained to pass an exam to qualify teachers at the 2nd level in a 3-level system;	f. 8,000 pass second level exam by end of 1975;
g. Research on effectiveness of R/C-trained teachers vs. untrained teachers.	g. Research report findings indicate R/C-trained teachers of higher quality than traditionally trained staff.

## 11. Outputs -- Means of Verification

State the data source and kind of data for verifying each output indicator.

## 12. Outputs -- Important Assumptions

- a. For general description of assumptions, see C4.
-

b. Given outputs such as trained manpower (either through participant training or on-the-job training), a critical assumption may be that the government will formally establish appropriate positions and will budget funds to payroll them.

### 13. Inputs -- Narrative Summary

Inputs are the goods and services provided by the Mission, the Bureau, the Office, other donors, and/or the cooperating country with the expectation of producing certain definable outputs. The inputs to a project may consist of personnel, equipment, commodities, training, funding, contract services, etc., in almost any combination. These inputs may be provided by the United States (directly or through contractors, participating agencies, or voluntary agencies), the cooperating country, or other donors. With respect to personnel the important factor is the services which each person is to perform rather than simply the assignment of an individual to the project; i.e., the fact that an advisor is at post is not a statement of the input expected from that advisor.

### 14. Inputs -- Objectively Verifiable Indicators

For each element of the above input, list budget categories such as commodities (perhaps broken out into subgroups), participant training, advisory services (direct-hire or contract), and their quantities and approximate expenditure level.

### 15. Inputs -- Means of Verification

This cell of the matrix may not have to be completed if inputs consist of AID Mission-furnished items for which AID records provide accounting. However, other inputs such as those by the cooperating country, voluntary agencies, and third countries, should have confirming data sources shown.

### 16. Inputs -- Important Assumptions

Assumptions at the input level are usually limited to questions of whether the inputs will be available on time. Project designers may use this cell of the matrix to record "Beginning of Project Status conditions"; the project specific baseline conditions which are the obverse of the terminal or "End of Project Status condition."

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## GLOSSARY

### Assumption

An event or action which must take place, or a condition which must exist, if a project is to succeed, but over which the project team has little or no control. The explicit statement of such assumptions is an aid in reducing the uncertainty of the project's environment, and, by codifying the significant external factors, allows the project to be reevaluated and revised to allow for changing outside influences.

There are normally different assumptions for each level of the project design. For example, if the project purpose is to increase agricultural productivity through the development of a school of agriculture and the goal is to increase farm income to support local political stability, it probably would have to be assumed (a) at the goal level, that improved economic conditions will result in political stability, (b) at the purpose level, that the cooperating government will provide adequate budgetary support to the school after the completion of the project, and (c) at the output level, that there will be a sufficient number of students applying for places in the school.

### BOPS

The Beginning-of-Project Status. (Use box D-4 of the logical framework matrix.) The baseline from which change will be assessed.

### Conditions Expected At End of Project

See: End-of-Project Status (EOPS)

### Development Hypotheses

"If outputs, then purpose" is the project development hypothesis. The hypothesis that project purpose will contribute to program or sector goal is the program development hypothesis. These are hypotheses because we are not certain of the causative relationship between the if statement and then statement. Projects should be supported only when informed judgment, based on the best available evidence, provides reasonable confidence that the then statement will be achieved.

### End-of-Project Status (EOPS)

The condition or situation which will exist if the project achieves its purpose; an objectively verifiable description of those conditions, in the form of measures, indicators, or proxies that will indicate the point at which the project purpose will be considered to have been achieved.

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## End-of-Project Status (EOPS) ( continued)

If we accept the premise that there is an "if-then" hypothesis relating outputs to purpose, it follows that we cannot measure outputs to find out whether or not we have achieved the purpose. The means of verifying achievement of project purpose therefore needs to be independent of, and different from, the means of measuring outputs. Usually this will require the measurement of factors not under AID's control.

### Goal

The term characterizing a programming level beyond the project purpose. It provides the reason for the project and articulates a desired end toward which the project efforts of AID (and the cooperating government) are directed. The rationale by which a project is undertaken should ultimately allow the project purpose to be linked to a goal (often at sector or program level) that is set out as part of the country strategy. However, it may at times be necessary to require setting intermediate goals that are both above the project level and below the level of impact discussed in the Development Assistance Plan (DAP). The goal normally deals with broad economic, social, and/or political problems. It may be measurable in quantitative terms, or it may be identified by qualitative and behavioral criteria.

### GPOI

An acronym for: Goal  
Purpose  
Outputs  
Inputs

### Hypothesis

Webster's Third New International Dictionary defines hypothesis as "a proposition tentatively assumed in order to draw out its logical or empirical consequences and so test its accord with facts that are known or may be determined." To put it somewhat more succinctly, it is a statement in the form "if A, then B" where there is uncertainty about the causative relationship between the existence of A and the achievement of B. (See also Linked Hypotheses.)

### Indicator

An explicit and objectively verifiable measure of results expected. Good project design must include preestablishing what will be measured or observed to demonstrate progress. Progress should be objectively verifiable so that both a proponent of a project and an informed skeptic would agree that progress has or has not been as planned. Preestablishing objectively verifiable indicators helps focus discussion on evidence rather than on opinions.

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## Indicator (continued)

Indicators may be quantitative or qualitative. A quantitative indicator may be expressed as a single measure; e.g., 50 graduates during the 1972-'73 academic year; as a cumulative figure; e.g., 175 graduates since June 1968; or as a degree of change, usually a percentage figure or a ratio; e.g., 25% increase in the number of graduates per year between the 1971-'72 and 1972-'73 academic year.

In some cases, where quantitative measures are not possible, objective observation of a qualitative change may still provide a measure; e.g., working relations among cooperating-country personnel in extension service are significantly improved over 1 year, or, students are participating more in unstructured classroom discussions and focusing less on rote memorization and regurgitation.

Sometimes it is not possible to measure a change directly as it is in the case of number of graduates per year, or yield per acre. In such cases, indirect or proxy indicators must be found; e.g., number of 6th grade graduates in a region as measure of literacy, or increased use of vaccine as a measure of improvement in the quality of livestock. When indirect measures are necessary, it is important to be sure the causal relationships that underlie them are verified. For instance, that a 6th grade certificate is an indicator of literacy in country x, or, that the particular vaccine is a sufficient condition to improve the health of livestock in region y.

## Inputs

Inputs are the actions taken or goods and services (personnel, commodities, participant training, etc.) provided by the Mission, AID/W, other donors, and/or the cooperating country with the expectation of producing certain definable outputs. Thus, for example, with respect to personnel the important factor is the function which the person is expected to perform rather than simply the assignment of an individual. Inputs can usually be identified by asking, "What must be provided to produce the desired outputs?" It is an error, however, to use input language in a target statement; e.g., "To assist the Host Country to..." This tends to confuse cause and effect. In this case assistance would be the cause, and its requirements are not necessarily finite. Its effect, the target, should be explicit and have some definite end-status.

## Linked Hypotheses

Using GPOI, the hypothesis is that achieving the expected results at each level of the GPOI hierarchy of means-ends relationships will lead to the planned results at the next higher level; that is:

If outputs are produced, then purpose will be achieved.

If purpose is achieved, then goal will be achieved.

Provided certain assumptions (external conditions and influences) operate as anticipated.

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## Logical Framework

A summary, in matrix form, of project design, showing the results expected for each level of intent when a project is successfully completed. Results are expressed as objectively verifiable targets together with means of verification and controlling assumptions.

## Matrix (Logical Framework)

A summary worksheet for the analysis of a project design divided into four horizontal rows (for goal, purpose, outputs, and inputs) and four columns (for narrative, objectively verifiable indicators, means of verification, and important assumptions). Modifications may be made to suit local circumstances.

## Measures of Goal Achievement (Indicators at Goal Level)

The means of verifying the achievement (in either quantitative or qualitative terms) of the goal by means of appropriate indicators. Ideally, these might consist of increased per capita income over a given period, increased value of exports, percentage decrease of insurgent activity in a given area, etc.

## Outputs

The specifically intended kind of results (as opposed to their magnitude) that can be expected from good management of the inputs provided.

## Purpose

The primary reason for the project; i.e., the development which will be achieved or the problem which will be solved if the project is completed successfully and on time. The purpose expresses in quantitative or qualitative terms that developmental change which is to be created or accomplished with a view towards influencing the solution of a country or sector problem.

## Target

An explicit and objectively verifiable statement of results expected within a specific time period; e.g., 100 tons/year in 1975, enabling legislation passed by 1972, 17 reports requested and completed by 1973.

We use the term target to specify the desired end product and any level of intent; i.e., output, purpose, goal. Target means performance standard. Target should contain at least three dimensions where feasible: magnitude, target area or audience, time.

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ANNEX II  
MODEL AGENDA

## PROJECT DESIGN AND EVALUATION SEMINAR

### MODEL AGENDA

#### First Day

9:00 - 9:15 Opening remarks; introduction  
9:15 - 9:30 Pre-Seminar Skill Questionnaire  
(Exercise demonstrating baseline)  
9:30 - 10:00 Context for Design and Evaluation: Lecture  
10:00 - 10:45 Means/Ends Analysis: Lecturette/Exercise  
10:45 - 11:00 BREAK  
11:00 - 12:15 The Logical Approach to Design: Lecture  
12:15 - 1:15 LUNCH  
1:15 - 2:00 Sequence of Project Elements: Exercise  
2:00 - 4:30 Workshop on Project Design

#### Second Day

9:00 - 10:15 Building Evaluative Elements into Design: Lecture  
10:15 - 10:30 BREAK  
10:30 - 12:00 Workshop on Indicators  
12:00 - 1:00 LUNCH  
1:00 - 2:30 Workshop on Indicators (continued)  
2:30 - 2:45 BREAK  
2:45 - 3:45 Logical Framework Critique: Lecturette/Discussion  
3:45 - 4:30 Logical Framework Characteristics and Modifications:  
Lecture

#### Third Day

9:00 - 11:00 Workshop on Clarifying a Logframe  
11:00 - 11:15 BREAK  
11:15 - 12:00 Project Scheduling: Lecture/Exercise  
12:00 - 1:00 LUNCH  
1:00 - 2:15 Evaluation Planning: Lecture  
2:15 - 2:30 BREAK  
2:30 - 4:30 Workshop on Evaluation Planning

MODEL AGENDA cont.

Fourth Day

9:00 - 10:20 The Evaluation Process: Lecture  
10:20 - 10:35 BREAK  
10:35 - 12:15 Workshop on Preparing a Scope of Work for an Evaluation  
12:15 - 1:15 LUNCH  
1:15 - 3:15 Workshop on Data Collection  
3:15 - 3:30 BREAK  
3:30 - 4:30 Simulated Project Review: Role-Playing and Discussion

Fifth Day

9:00 - 9:15 A.I.D.'s Development Information Service:  
Lecture/Discussion  
9:15 - 10:15 Evaluation Reporting: Lecture  
10:15 - 10:30 BREAK  
10:30 - 12:15 Workshop on Reporting an Evaluation  
12:15 - 1:15 LUNCH  
1:15 - 2:15 Evaluation Issues and Answers  
2:15 - 2:30 Post-Seminar Skill Questionnaire  
2:30 - 2:45 General Evaluation of Seminar  
2:45 - 3:00 Closing  
3:00 Adjourn