PROJECT DESIGN, MANAGEMENT, AND EVALUATION CONCEPTS

Seminars in

The Logical Framework Approach

and

Networking Principles

for

The Government of Pakistan

May — June 1975

INV 21

11014

Practical Concepts, Incorporated
1730 Rhode Island Ave., NW, Suite 200
Washington, D. C. 20036

DIARRHEA

THREE MAIN PROBLEMS ARE INVOLVED IN DIARRHEA: 1) RETURNING THE PATIENT TO NORMAL CONDITION, 2) STOPPING THE DIARRHEA, 3) ELIMINATING THE CAUSE OF DIARRHEA. USUALLY AN ATTEMPT IS MADE TO DO ALL OF THE ABOVE AS SOON AS POSSIBLE SO THAT IT SEEMS TO BE DONE ALL AT THE SAME TIME. THE IMPORTANCE OF THE ITEMS ABOVE IS CONSIDERED IN THE ORDER GIVEN ABOVE, HOWEVER.

DIARRHEA IS RARELY CAUSED BY LIQUID RUNNING THROUGH BUT RATHER BY SEEPAGE FROM THE SURFACE OF THE INTESTINE. IF YOU CAN REMEMBER HOW A SCRAPED KNEE SEEPS LIQUID BEFORE IT DRYS AND FORMS A CRUST OR "SCAB", AND IF YOU WILL THEN IMAGINE HOW MUCH FLUID WOULD BE SEEPING OUT OF THE BODY IF THE ENTIRE SURFACE OF BOTH LEGS WERE RAW AND SEEPING CONTINUOUSLY THROUGHOUT THE 24 HOURS OF THE DAY, YOU CAN UNDERSTAND HOW MUCH LIQUID WOULD BE COMING OUT OF A SIMILAR SIZE SURFACE AREA OF THE IRRITATED OR "RAW" INSIDE SURFACE OF THE INTESTINE. SINCE SO MUCH FLUID IS LOST (AND ALSO MUCH SALT AND SOME OTHER MATERIALS) IT IS NECESSARY TO REPLACE THESE AS SOON AS POSSIBLE IN THE BODY IN THE ATTEMPT RETURN THE PATIENT TO NORMAL AND KEEP THE PATIENT THERE WHILE ATTEMPTING TO STOP THE DIARRHEA AND ELIMINATE THE CAUSE (WHICH MIGHT BE DUE TO SEVERAL DIFFERENT THINGS - VIRUS, AMEBA, BACTERIA, SPICE, TENSION, OR OTHERS).
THE FOLLOWING REGIMEN IS RECOMMENDED:

A: FIRST 24 TO 48 HOURS: CLEAR LIQUIDS, ONLY!

1. WATER
2. WEAK TEA (WITH LIMITED SUGAR AND/OR LEMON IF DESIRED)
3. FRUIT JUICE (LIMITED AMOUNT SINCE SUGAR IN SIGNIFICANT AMOUNTS ENCOURAGES DIARRHEA - ALSO NO PRUNE JUICE)
4. BROTH(NOT "BOUILLON")- BROTH IS THE LIQUID FROM MEAT THAT HAS BEEN BOILED AND BOILED (SKIM OFF GREASE AND OIL ON SURFACE AND ADD SALT SINCE YOU LOSE MUCH SALT WITH DIARRHEA. BOUILLON HAS PEPPER AND OTHER SPICES (WHICH YOU SHOULD AVOID SINCE THEY IRRITATE THE INTESTINE.)
5. JELLO OR OTHER GELATIN.
6. "7-UP" or "SPRITE" IN MODERATION (THESE HAVE SOME SUGAR)

NO MILK

B: NEXT DAY AFTER DAY DIARRHEA STOPS MAY ADD THE FOLLOWING:
SODA CRACKERS, WHITE BREAD TOAST (NO CRUST), CLEAR JELLY, LOW FAT MILK, PUDDINGS(CREAMY TYPE), BANANA, APPLE, PEAR(WITH PEELING REMOVED) FINELY GROUND CEREAL("CREAM-OF-WHEAT") OR RICE COOKED TILL PASTY, POTATO(BAKED OR MASHED, PEELING REMOVED, NO BUTTER, OIL, PEPPER OR OTHER SPICE.)
POACHED OR BOILED EGG.

C: GRADUALLY BACK TO NORMAL DIET OVER FOLLOWING WEEK, BUT:
FOR 5 DAYS AVOID ALCOHOL IN ANY FORM, COFFEE, STRONG TEA, "DR. PEPPER", "COLA"(ANY BRAND), SPICE OF ANY KIND, FRIED FOODS, AND "ROUGHAGE". ("ROUGHAGE" INCLUDES FRUITS SUCH AS PEACH, PLUM, GRAPE, CHERRIES, APRICOT, CITRUS, PINEAPPLE: NUTS, VEGETABLE SUCH AS LETTUCE, CELERY, GREAN BEANS, PEAPODS) AVOID ALL ROUGHAGE WHETHER RAW OR COOKED OR DRIED.

INSTRUCTOR'S ONLY

J. Reed M.D.
Kathmandu

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Jane's Copy

INTRODUCTION

PCI (Practical Concepts Incorporated) is a management research firm that has pioneered the development and application of more effective evaluation systems and concepts. PCI Staff developed the "Logical Framework" (LogFrame) approach to program/project design and evaluation. The LogFrame concepts, extensively adopted by the development community, and comprehensively adopted by the U.S. Agency for International Development (AID),* have proven their applicability and are the heart of PCI's seminar in project design, management and evaluation.

PCI Staff (and other professional evaluators) regularly use LogFrame concepts in designing and performing evaluations of programs in the United States as well as in the developing world. Thus, the concepts presented in this seminar have proven their value and relevance, and are now being used in circumstances similar to those you face.

Based on these proven evaluation concepts, PCI is currently developing integrated planning, monitoring and evaluation systems for use by national level planning Ministries. The latter part of this seminar introduces the participant to the basic components on which these systems are based -- networking and project-unique, event-oriented reporting systems. These elements are the core upon which an integrated planning, monitoring and evaluation system tailored to your specific needs can be built.

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* AID incorporated the LogFrame concepts in its technical assistance evaluation and approval system as of 1970. The LogFrame concepts will be incorporated into AID's capital project system during FY 1975.

PCI LOGICAL FRAMEWORK SEMINAR

AGENDA

	MORNING SESSIONS		AFTERNOON SESSIONS
DAY ONE	8:45 Registration 9:00 Introduction 9:05 Course Objectives 9:15 Individual Project Description 9:30 Project Design & Evaluation: The Logical Framework Approach 10:30 Ground Rules for Project Design Workshop 10:45 Coffee Break 11:00 Workshop I: The Logical Framework Approach to Designing a Simple Project	LUNCH BREAK 12:30 - 1:45	1:45 Workshop Critique: Workshop Groups will critique each other's Logical Framework solutions 2:45 Coffee Break 3:00 Manageable Interest of the Social Experimenter 3:20 Purpose to Goal Linkage 3:50 Homework Assignment 4:00 End of Day One
DAY TWO	8:45 Hand in Homework Assignments 9:00 Day II Objectives 9:05 Objectively Verifiable Indicators and Means of Verification 9:55 Ground Rules for Workshop II 10:00 Coffee Break 10:15 Workshop II - A Complex Project	LUNCH BREAK 12:30 - 1:30	1:30 Workshop II continued 2:30 Review Homework Assignment 2:45 Coffee Break 3:00 Plenary Session: Review & Critique of Workshop II 4:00 End of Day Two

	MORNING SESSIONS		AFTERNOON SESSIONS
DAY THREE	9:00 Day Three Objectives 9:05 "Spot the Error(s)" 10:15 Coffee Break 10:30 Key Concepts in Evaluation 12:00 Ground Rules for Workshop III	LUNCH BREAK 12:30 - 1:30	1:30 Workshop III: Simulated Evaluation a) Project Design Coffee Break when convenient; (15 min.) Hand in completed LF Designs 4:00 End of Day Three
DAY FOUR	9:00 Day Four Objectives 9:05 Review of Workshop III Logical Frameworks 9:45 The Evaluation Process 10:15 Coffee Break 10:30 Continue Workshop III: Complete Evaluation Plan b) Evaluation Plan	LUNCH BREAK 12:30 - 1:30	1:30 Continue Workshop III c) Data Analysis d) Conclusions & Recommendations Coffee Break when convenient; (15 min.) 4:00 End of Day Four
DAY FIVE	9:00 Plenary Session: Each group presents recommendations with supporting evidence for replanning 10:30 Coffee Break 10:45 Evaluating Contribution to Goal 11:05 Review of LogFrame Concepts 12:00 Ground Rules for "Live" Workshops	LUNCH BREAK 12:30 - 1:30	1:30 Workshops on "Live" Projects

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NETWORKING ANALYSIS AND THE LOGFRAME APPROACH

AGENDA

	MORNING SESSIONS		AFTERNOON SESSIONS
DAY ONE	9:00 Course Objectives 9:15 Introduction to Networking 10:00 Coffee Break 10:15 Workshop I (Network Exercise) 11:00 Time Dimension; Critical Path and Slack	LUNCH BREAK 12:00 - 1:00	1:00 Workshop II (Calculating Time Dimension, Critical Path, and Slack) 1:45 Networking & LogFrame 2:30 Coffee Break 2:45 Workshop IIIA 3:30 Discussion on Workshop 3:55 Homework Assignment: Complete IIIA 4:00 End of Day
DAY TWO	9:00 Plenary Session: Workshop IIIA 10:00 Ground Rules for Workshop IIIB 10:15 Coffee Break 10:30 Workshop IIIB 11:30 Plenary Discussion of Workshop IIIB	LUNCH BREAK 12:00 - 1:00	1:00 Monitoring and Reporting 2:00 Discussion 2:30 Coffee Break 2:45 Review of Network Concepts 3:30 Project Networking 4:00 End of Day
DAY THREE	9:00 Plenary Session 10:00 Project Networking (Coffee Break when convenient)	LUNCH BREAK 12:00 - 1:00	1:00 Plenary Session 1:30 Project Networking (Coffee Break when convenient) 4:00 End of Day

	MORNING SESSION		AFTERNOON SESSION
DAY FOUR	9:00 Plenary Session 9:30 Project Networking (Coffee Break when convenient)	LUNCH BREAK 12:00 - 1:00	1:00 Task Group Presentations 2:45 Coffee Break 3:00 Presentations Continued 4:00 End of Day
DAY FIVE	9:00 Plenary Session 9:30 Network Modifications & Refinement	LUNCH BREAK 12:00 - 1:00	1:00 Final Presnetations 2:30 Coffee Break 2:45 Plenary Session 3:30 Next Steps

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SEMINAR OBJECTIVES

GOAL: PROJECTS IMPROVED

PURPOSE: "STATE-OF-THE-ART" MANAGEMENT CONCEPTS APPLIED TO PROJECTS

1. LOGICAL FRAMEWORK (LOGFRAME) DESIGN AND EVALUATION CONCEPTS
2. NETWORKING CONCEPTS

TRAINING OUTPUTS: EACH PARTICIPANT:

- Can use LogFrame concepts to design projects;
- Can define objectively verifiable indicators: the basis for Evaluation;
- Understands process for conducting an objective, candid, evaluation;
- Can use Networking to:
  1. Refine Project Design
  2. Schedule Project Implementation & Evaluation

APPROACH

- SEMINAR STYLE AS OPPOSED TO LECTURE
- BRIEF PRESENTATIONS -- QUESTIONS WELCOMED
- WORKSHOP SESSION -- LEARN BY DOING
- PLENARY SESSIONS -- CRITIQUE RESULTS OF WORKSHOPS

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TOPIC SUMMARY

SECTION ONE: LOGICAL FRAMEWORK APPROACH

DAY ONE: PROJECT DESIGN AND EVALUATION CONCEPTS: THE LOGICAL FRAMEWORK APPROACH

DAY TWO: OBJECTIVELY VERIFIABLE INDICATORS -- A BASIS FOR EVALUATION

DAY THREE:
- USING THE CONCEPTS
- THE EVALUATION METHODOLOGY

DAY FOUR: THE EVALUATION PROCESS

DAY FIVE:
- EVALUATING CONTRIBUTION TO GOAL
- REVIEW OF LOGFRAME CONCEPTS

SECTION TWO: NETWORKING ANALYSIS TO THE LOGFRAME APPROACH

DAY ONE:
- NETWORK ANALYSIS AND SCHEDULING: INTRODUCTION TO CONCEPTS
- TIME DIMENSION, CRITICAL PATH, AND SLACK
- NETWORKING AND LOGFRAME

DAY TWO:
- NETWORKING AND LOGFRAME (CONTINUE WITH WORKSHOP)
- MONITORING AND REPORTING
- PROJECT NETWORKING (START-UP)

DAY THREE: PROJECT NETWORKING (CONTINUED)

DAY FOUR: PROJECT NETWORKING (CONTINUED)

DAY FIVE: PROJECT NETWORKING (FINAL PRESENTATIONS)

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NOTES FOR PROJECT MANAGER

Make sure each PCI instructor knows what he is responsible for other than moderating workshops. (i.e., Alan or Dalton could be responsible for the format of the Plenary Session reviews at the end of the workshops).

Someone must write the correct names on the certificates and make sure they get handed out at an appropriate time.

If you would like to hold debriefing sessions at the end of each day and prepare for next day, inform the PCI instructors of when and where to meet, or they will vanish!

Someone should make sure that suggested changes -- in charts or ways of presenting in Plenary Sessions, etc. -- and things that worked well or badly -- are recorded in writing and bought back to Molly and Jane for improving the training curriculum.

Please bring back names of participants and their postions and addresses.

Finally, when you get there, look for a project which could be used as a substitute for Workshop III in case it appears inappropriate once on-site.

Dalton should be able to do this, working with Alan. You won't loose anything by having a case ready to use if necessary. Leon should be able to help with this too. But don't switch unless participants have trouble with Workshop II Radio Correspondence.

GOOD LUCK!!!!!!!!!

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NOTES FOR LOGISTICS

ONE PERSON SHOULD BE MADE RESPONSIBLE FOR LOGISTICS THROUGHOUT THE SEMINAR. THIS INVOLVES THE FOLLOWING:

LOGFRAME SEMINAR

1. Registration

All participants should sign in: Name and Position and address. (Registration forms included in supply boxes).

Each participant is given a training book and supplementary materials (these can be put on the chairs prior to the seminar start) and asked to put his name on them.

Each participant is given a name tag and, if sitting round a table, a desk name tag.

2. Introduction

Be sure the speaker knows what time to be there and how long he has.

This is necessary for each presenter.

3. Workshops

Divide up participants evenly among the workshops. If possible (and you have the information) don't put sworn enemies in the same group!

Review effectiveness of group and be prepared to change groups for each workshop if necessary.

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Make sure each workshop room has a blackboard, chalk, eraser, sufficient chairs, etc.

Issue Blank LogFrames to each Workshop Moderator prior to Workshop.

Make adjustements for time slippage and make sure each group knows when it must be ready and back in the Plenary Session. Five minutes before end of workshop visit each Workshop and remind group they only have five minutes left.

Ensure typing or xeroxing facilities will be available as required. Brief Moderators as to whether they will have to put LogFrames on blackboards because xeroxing will take too long.

For Workshop C: Africa Manpower Study -- ensure data handouts are available and ready to hand out when needed (Day 4, 1:30 PM).

NOTE: If Logistics of moving blackboards into main conference room are too complex, ensure workshop groups have flip chart paper and pens to display their LogFrames and any other presentations.

4. Homework Assignment

Ensure all completed homeworks are turned in, corrected and returned to participants.

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THE LOGICAL FRAMEWORK APPROACH

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DAY ONE: PROJECT DESIGN AND EVALUATION CONCEPTS

- PRESENTATION: THE "LOGFRAME"
- WORKSHOP: USING THE LOGFRAME
- PRESENTATION: THE MANAGEABLE INTEREST OF THE PROJECT MANAGER, VERSUS HIS RESPONSIBILITIES AS A SOCIAL EXPERIMENTER

BY END OF DAY ONE: Each Participant will be able to:

- DESIGN A SIMPLE PROJECT USING THESE CONCEPTS
- DEFINE HIS MANAGEABLE INTEREST
- IDENTIFY KEY ASSUMPTIONS

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NOTES FOR INSTRUCTORS

DAY ONE

9 - 9:05	Introduction (5 minutes)	Sr. Pakistani official or USAID. Sr. Pakistani preferred -- to motivate participants by demonstrating commitment of Senior Staff.
9:05-9:15	Course Objectives (10 minutes)	See "Seminar Objectives" behind agenda. Explain composition of workbooks. Supplementary materials to participants.
	Leon	Include general perspectives on evaluation and where the Logical Framework came from. NOTE: Record this on tape so Jane can use for future training.
9:15-9:30	Individual Project Description (15 minutes)	Ask each participant to write a brief description of a project he is working on and is familiar with. 1. Title 2. Description 3. Major problems. Ask participants to put their name on the paper and hand it in. [These will be used to analyze how participants structure their projects now. At a later point there will be the option of asking them to describe their project again -- using LogFrame concepts -- and comparing the before and after description. This later point can be determined on-site.]
3:50	Homework Assignment	Participants given a simplied LogFraming exercise to be handed in next morning. Inform them it will be reviewed on the following afternoon and that for the review to be meaningful everyone must do the homework assignment. Reason for Homework: Concepts appear straight forward but a project becomes something like a slippery eel when you try to discipline it.

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Therefore, the more experience you have in using these concepts, the more comfortable you will be when handling the more complex projects you are normally involved in.

"Practice Makes Perfect"

(See end of Day One Section for homework assignment)

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A. PROJECT DESIGN AND EVALUATION

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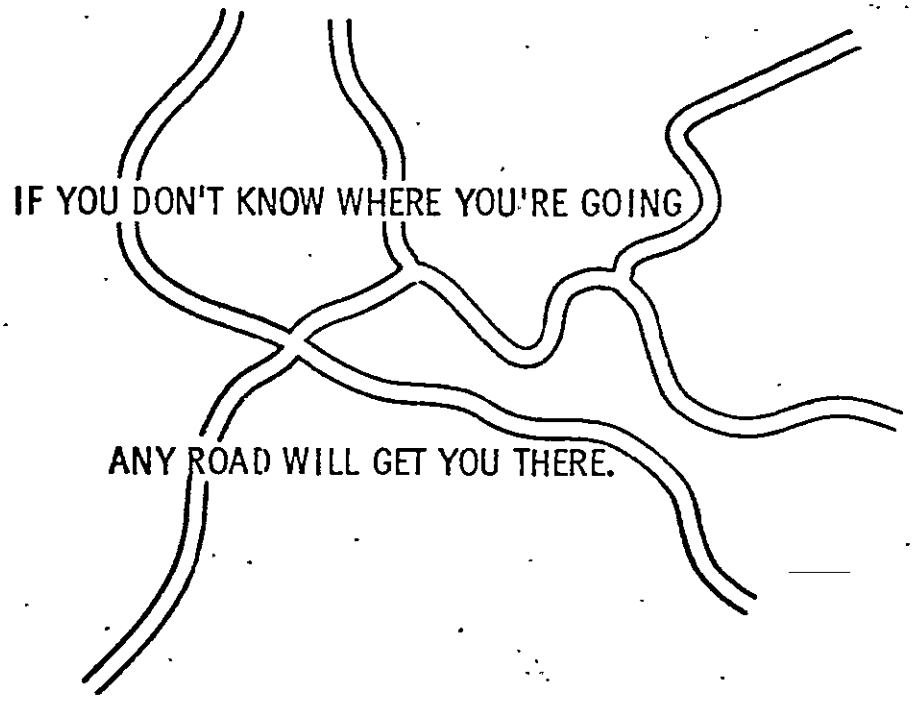

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THE LOGICAL FRAMEWORK

- COMMUNICATION: STATES INTENT AND APPROACH CONCISELY
- DESIGN
- EVALUATION
- REDESIGN
- CLARIFIES PROGRAMMING/PROJECT INTERFACE
- PROVIDES RECORD OF INTENT

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THE LOGICAL FRAMEWORK:

CLEAR STATEMENT OF:

- WHAT WE CAN ACCOMPLISH (OUTPUTS), AND
- THE IMPORTANT RESULTS WE EXPECT (PURPOSE).

CONSISTENT WITH EXPERIENCE, INTUITION,
GOOD SCIENCE, AND GOOD MANAGEMENT.

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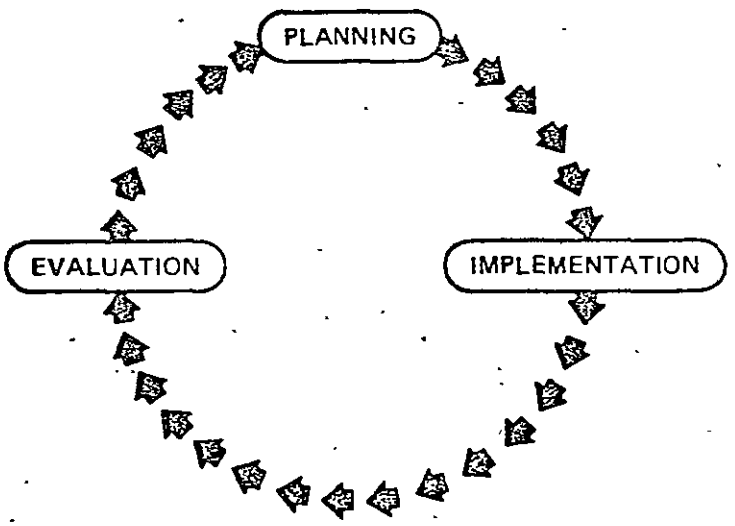
EVALUATION IS PART OF THE CONTINUING MANAGEMENT PROCESSES, AND IS AIMED AT PRODUCING A BETTER PRODUCT.



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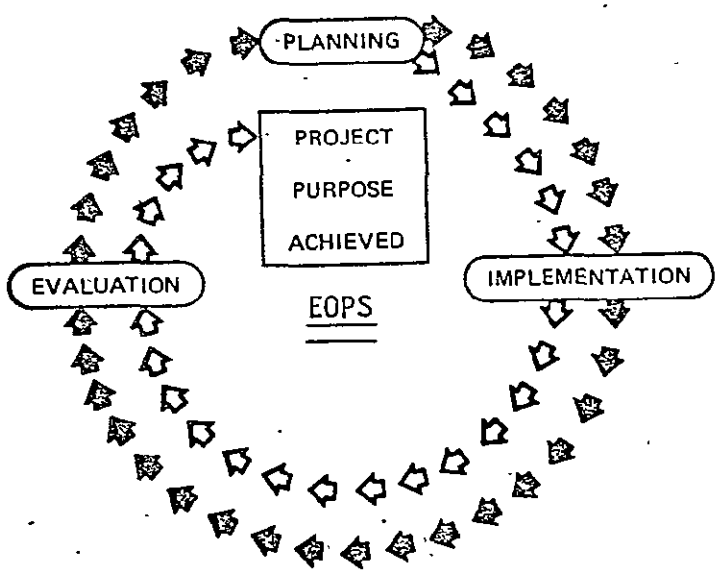
THE LOGICAL FRAMEWORK FORCES US TO ANSWER THE QUESTION:

"HOW WILL YOU KNOW WHEN THE PROJECT HAS BEEN SUCCESSFULLY COMPLETED?"



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END-OF-PROJECT-STATUS (EOPS)

- THOSE CONDITIONS THAT SIGNAL SUCCESSFUL COMPLETION OF PROJECT PURPOSE
- MUST BE OBJECTIVELY VERIFIABLE
- PROPONENT AND SKEPTIC CAN AGREE ON PROJECT STATUS

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HIERARCHY OF PROJECT EXPECTATIONS

GOAL:
- THE HIGHER ORDER OBJECTIVE FOR WHICH THE PROJECT IS ONE LOGICAL PRECONDITION

PURPOSE:
- WHAT WE HOPE TO ACHIEVE -- THE "REAL" OR ESSENTIAL MOTIVATION FOR PRODUCING OUTPUTS

OUTPUTS:
- THE SPECIFIC RESULTS PRODUCED BY MANAGEMENT OF INPUTS

INPUTS:
- THE RESOURCES AVAILABLE AND ACTIVITIES TO BE UNDERTAKEN IN ORDER TO PRODUCE THE OUTPUTS

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WHAT IS AN HYPOTHESIS?

- A PREDICTIVE STATEMENT BASED ON A CAUSAL RELATIONSHIP BETWEEN TWO ELEMENTS INVOLVING A DEGREE OF UNCERTAINTY.

IF I GET ON THIS BUS

THEN I WILL GET TO THE OFFICE ON TIME

[UNCERTAINTY:

- THE CONDITION OF THE BUS -- MIGHT IT BREAK DOWN?]

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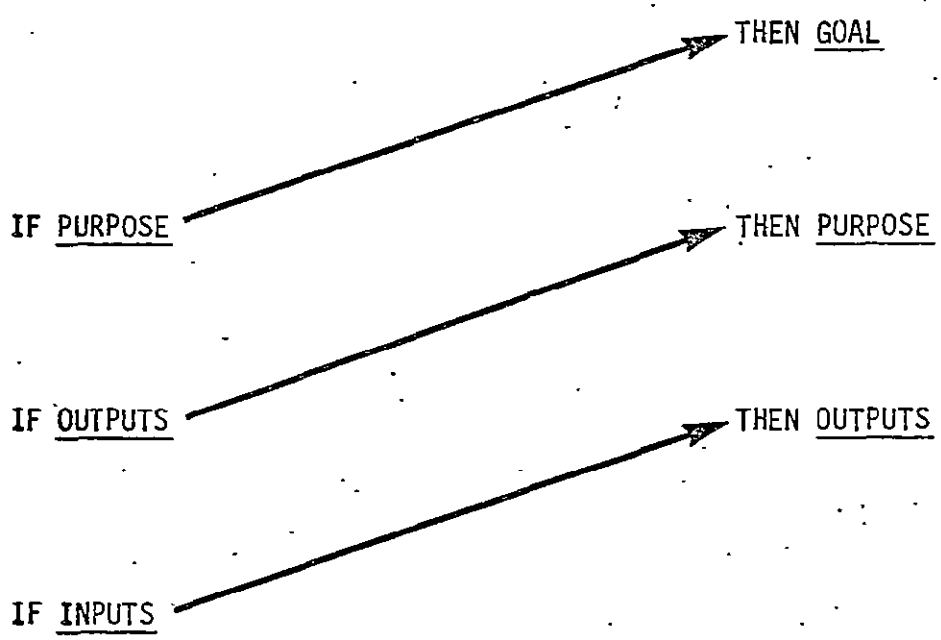
THE PROJECT AS A SET OF LINKED HYPOTHESES

(MEANS - END LINKAGES)



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EXAMPLE IN AGRICULTURE

GOAL:
- INCREASE FOREIGN EXCHANGE EARNINGS OF AGRICULTURAL SECTOR

PURPOSE:
- EXPAND WHEAT PRODUCTION IN FOUR RURAL PROVINCES

OUTPUTS:
1. FARMERS TRAINED AND MOTIVATED
2. HIGH YIELD VARIETY SEEDS DISTRIBUTED
3. FERTILIZER DISTRIBUTED
4. PRODUCER AND MARKETING COOPERATIVES FUNCTIONING

INPUTS:
- NEW SEED VARIETIES
- FERTILIZER
- TECHNICAL ADVICE
- CREDIT

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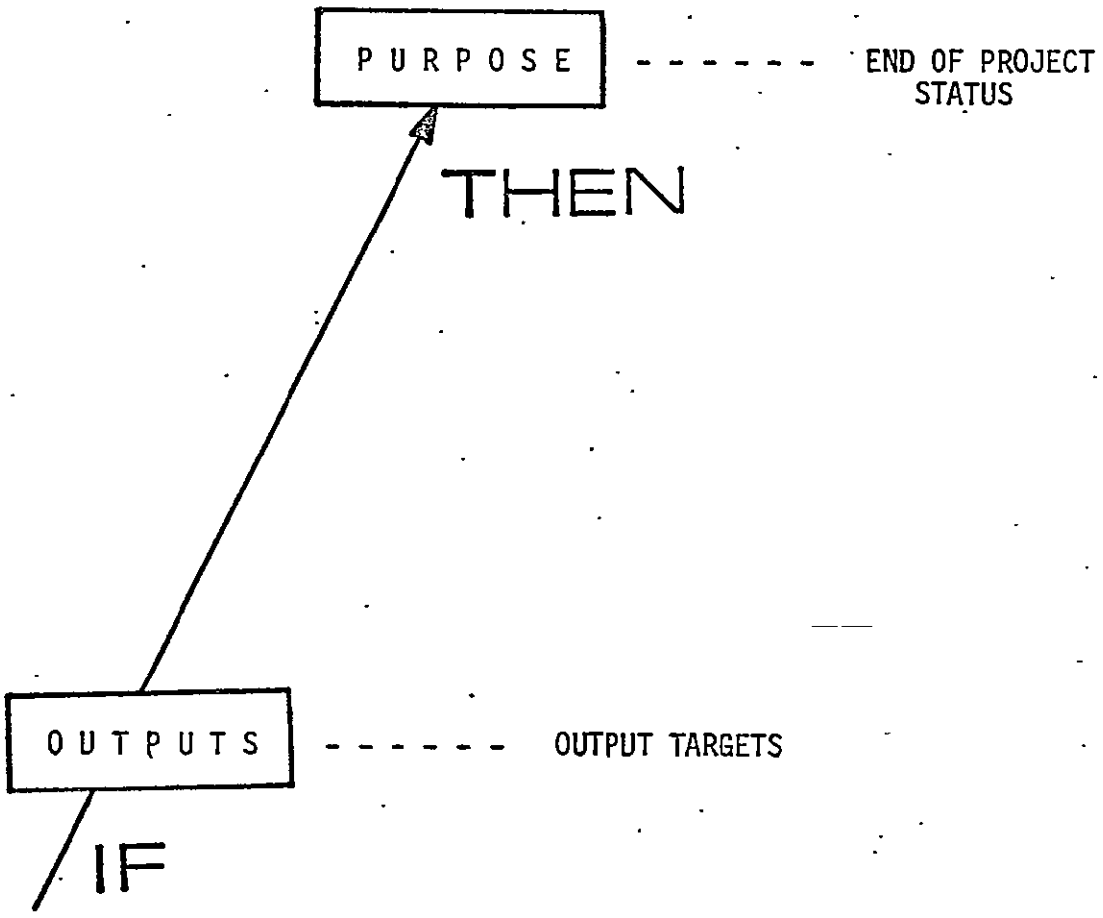

Accepting the view of a project as a series of "linked hypotheses," it is logically fallacious to measure outputs to prove purpose. (You cannot prove the "Then" by demonstrating the "If".)

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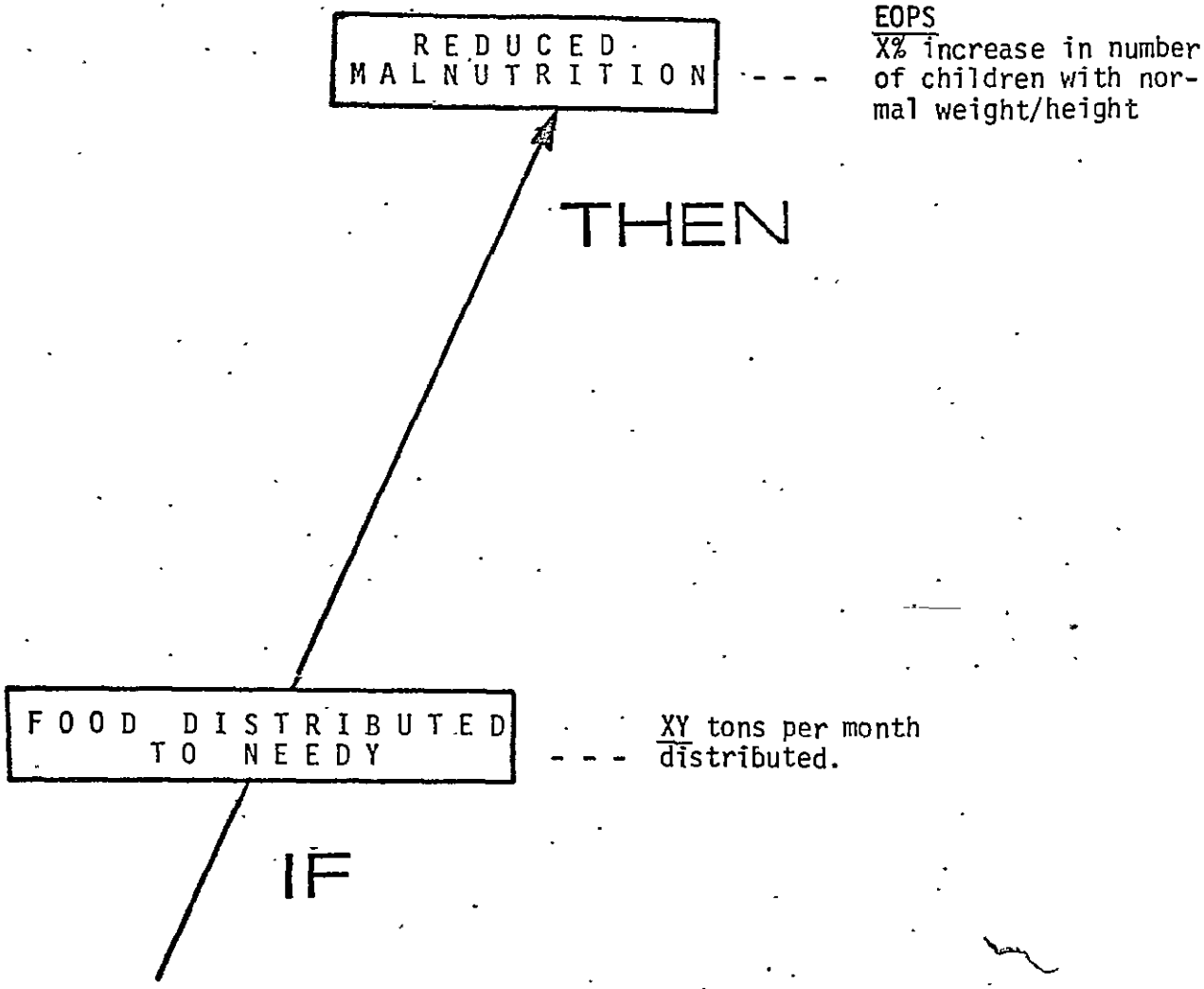

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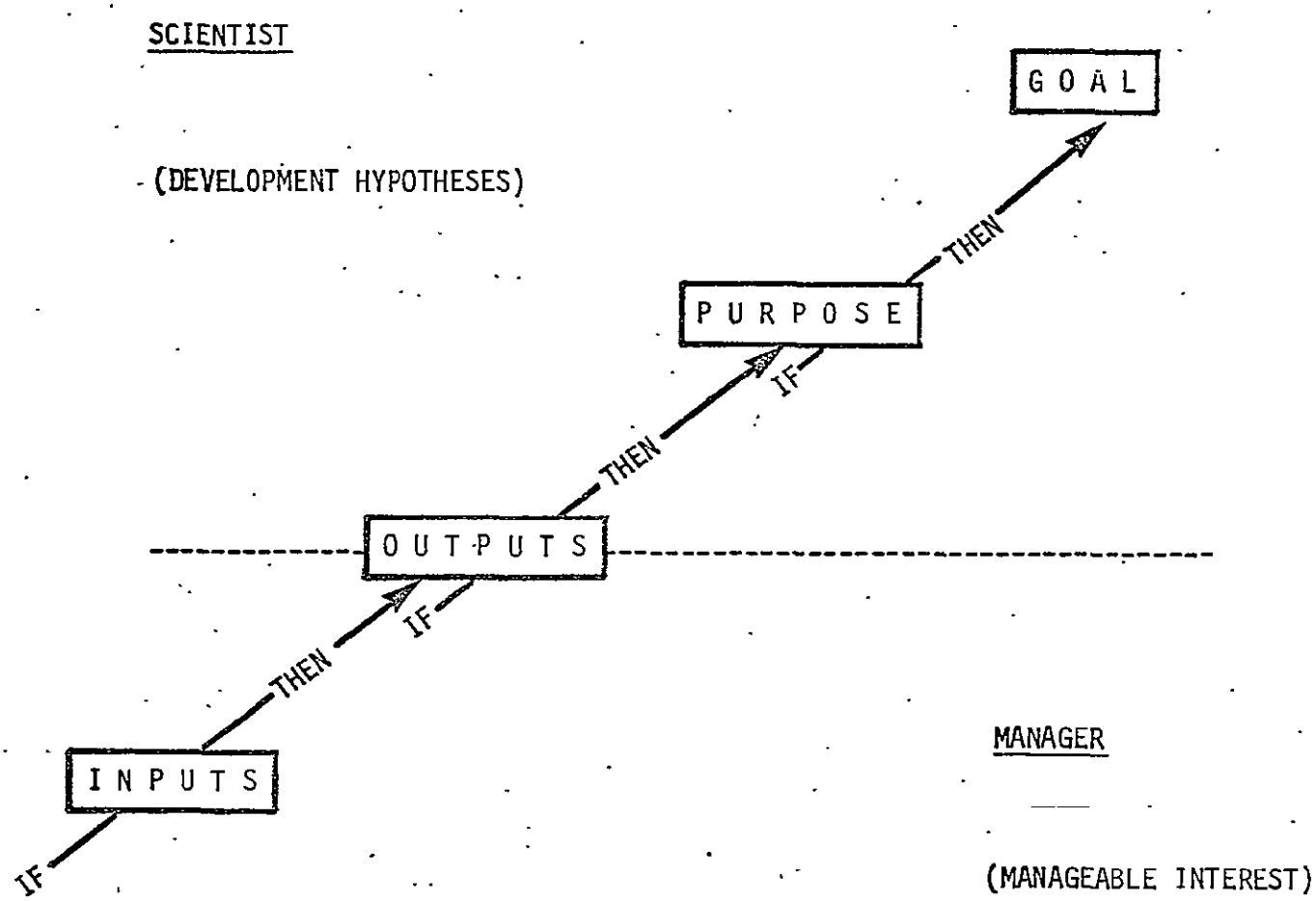

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GOAL: • FARM INCOME UP

↑

PURPOSE: • PRODUCTIVITY/ACRE INCREASED

↑

OUTPUT: • FERTILIZER USE INCREASED

↑

INPUTS:
- FERTILIZER
- TECHNICAL ADVICE
- DISTRIBUTION SYSTEM

[ASSUMPTIONS: FERTILIZER USED ON FIELDS THAT NEED IT: CROPS CAN STAND FERTILIZATION, ETC.]

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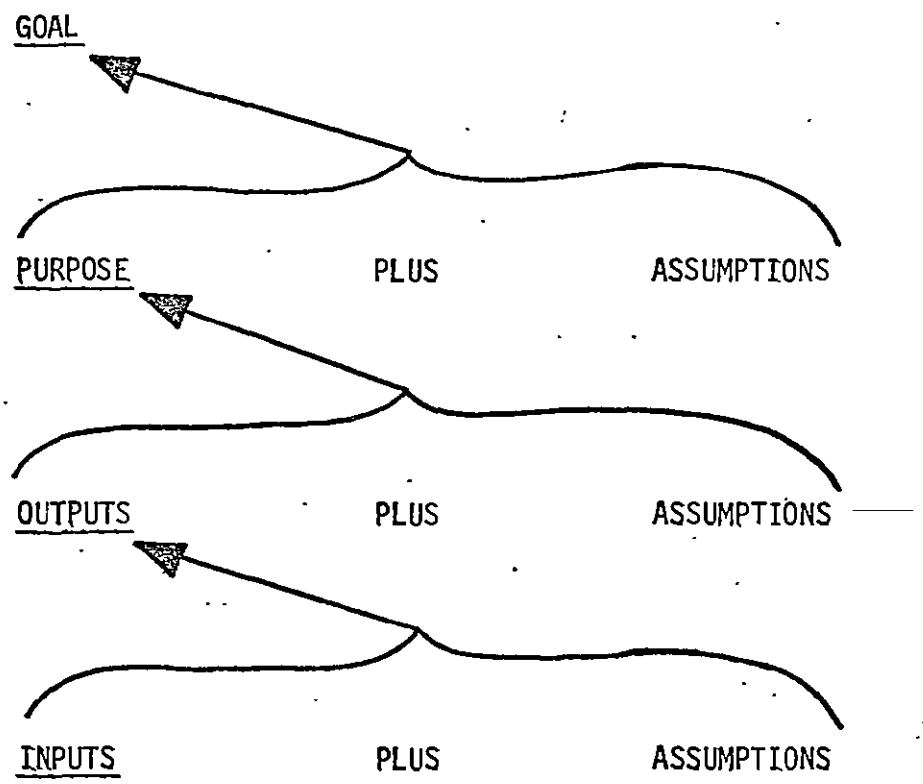
GOOD PROJECT DESIGN IDENTIFIES ALL THOSE CONDITIONS AT EACH LEVEL THAT ARE NECESSARY AND SUFFICIENT TO ACHIEVE THE NEXT HIGHER LEVEL.



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		ASSUMPTIONS
GOAL:	INCREASED FARM INCOME	
PURPOSE:	PRODUCTIVITY/ACRE INCREASED	PURPOSE TO GOAL: • PRICES STABLE • TRANSPORT AND STORAGE FACILITIES ADEQUATE • MARKET DEMAND
OUTPUTS:	FERTILIZER USE INCREASED	OUTPUT TO PURPOSE: • FERTILIZER USED WHERE NEEDED • RAINFALL/IRRIGATION SUPPLY ADEQUATE • ETC.
INPUTS:	• FERTILIZER • TECHNICAL ADVICE • DISTRIBUTION SYSTEM • CREDIT AS NEEDED	INPUTS TO OUTPUTS • FARMERS RECEPTIVE TO NEW METHODS • FERTILIZER PRICES REMAIN STABLE

KEY ASSUMPTIONS MUST BE SUBJECTED TO MANAGEMENT AND TECHNICAL SCRUTINY

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GOAL:	INCREASED FARM INCOME	ASSUMPTIONS
PURPOSE:	PRODUCTIVITY/ACRE INCREASED	PURPOSE TO GOAL: • PRICES STABLE • TRANSPORT AND STORAGE FACILITIES ADEQUATE
OUTPUTS:	1. FERTILIZER USE INCREASED 2. IRRIGATION SYSTEM EXPANDED	OUTPUT TO PURPOSE: • FERTILIZER USED WHERE NEEDED
INPUTS:	1a. FERTILIZER b. TECHNICAL ADVICE c. DISTRIBUTION SYSTEM 2a. DIGGING EQUIPMENT b. TECHNICAL ADVICE c. FEASIBILITY STUDY	• FARMERS RECEPTIVE TO NEW METHODS • FERTILIZER PRICES REMAIN STABLE

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TERMS

- MANAGEABLE INTEREST -- INPUT TO OUTPUT
- DEVELOPMENT HYPOTHESES -- OUTPUT TO PURPOSE
  PURPOSE TO GOAL
- ASSUMPTIONS -- NECESSARY, BUT NOT PART OF PROJECT (e.g., GOVERNMENT STABLE)
- END-OF-PROJECT-STATUS -- CONDITIONS THAT SIGNAL SUCCESSFUL PROJECT COMPLETION
- OBJECTIVELY VERIFIABLE INDICATORS -- PRE-ESTABLISHED MEASURES.
  -- PROPONENT AND SKEPTIC CAN AGREE WHETHER OR NOT PROGRESS HAS BEEN MADE.

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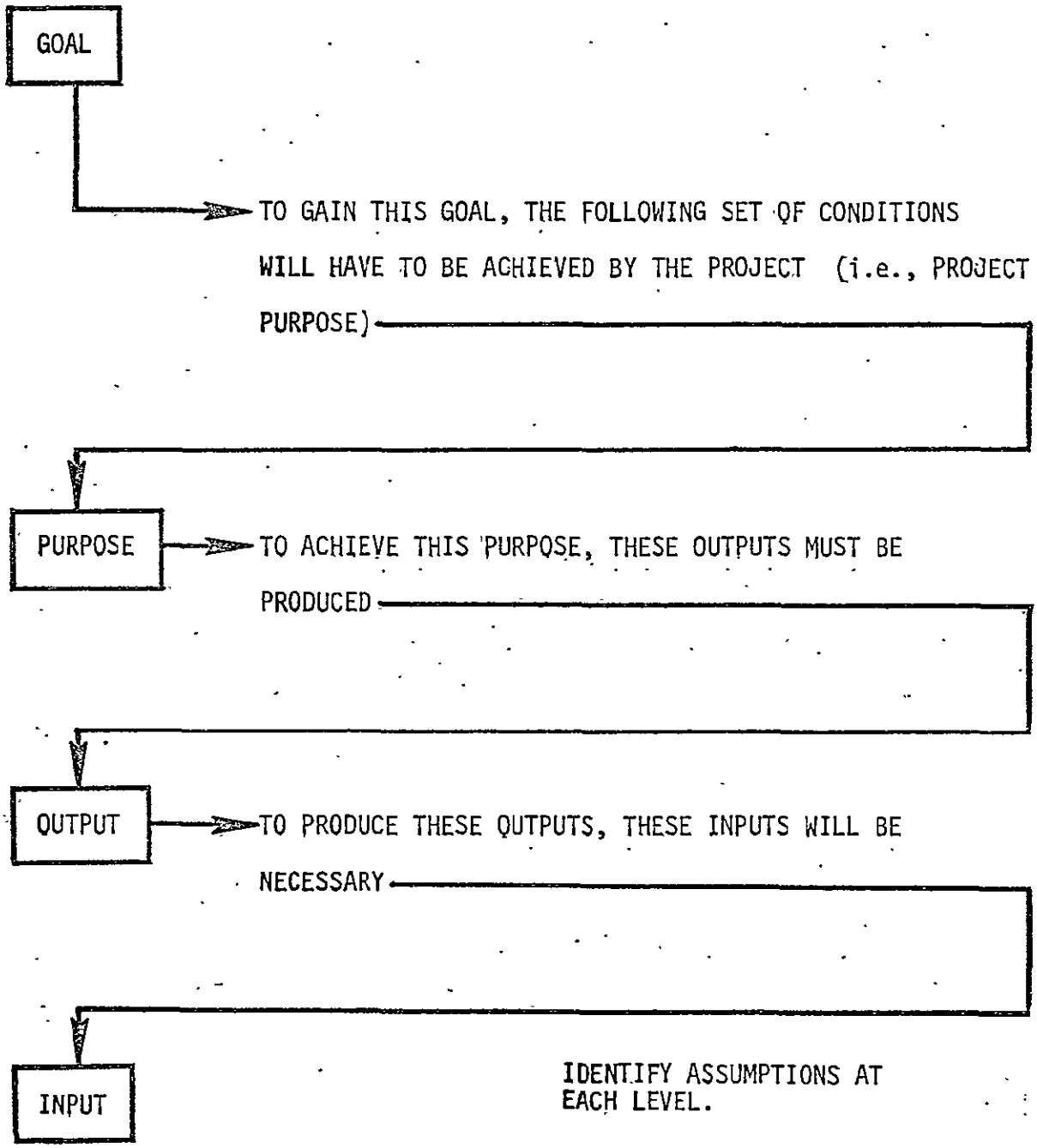
PLANNING A PROJECT: TOP ⟶ DOWN CLARIFICATION

OR "ROUGH" PROJECT DESIGN



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BASIC PROJECT DESIGN WITH ALTERNATIVE PURPOSES

GOAL:	COLONIZE MALARIOUS REGIONS
PURPOSE:	ERADICATE MALARIA CONTROL MALARIA?
OUTPUTS:	VIABLE ORGANIZATION ALL VILLAGES SPRAYED AS SCHEDULED
INPUTS:	DDT VEHICLES ADMINISTRATIVE ADVISORS TECHNICAL ADVISORS

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MODIFIED GOAL PRESENTS DIFFERENT ALTERNATIVES

GOAL: MAINTAIN GOVERNMENT PRESENCE IN REMOTE AREAS

PURPOSE: CONTINUE W.H.O. PROGRAM TO "ERADICATE" MALARIA

OR

RURAL HEALTH TEAMS

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	GOAL	WHY DO THE PROJECT?	(PROGRAM JUDGMENT)
MAIN THRUST →	PURPOSE		
	OUTPUTS INPUTS	HOW CAN WE DESIGN THE PROJECT TO ACCOMPLISH PURPOSE?	(PROJECT DESIGN AND MANAGEMENT)

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EXAMPLE IN AGRICULTURE

WHY?	GOAL	SELF-SUFFICIENCY IN FOOD PRODUCTION
	PURPOSE	WHEAT PRODUCTION MEETS DOMESTIC DEMAND
HOW?	OUTPUTS	HIGH-YIELD VARIETY SEEDS AND COMPLEMENTARY INPUTS DISTRIBUTED FARMERS MOTIVATED CREDIT TO FARMERS
	INPUTS	IMPORT SEED, FERTILIZER ASSISTANCE TO EXTENSION AGENTS LOANS THROUGH SUPPLIERS

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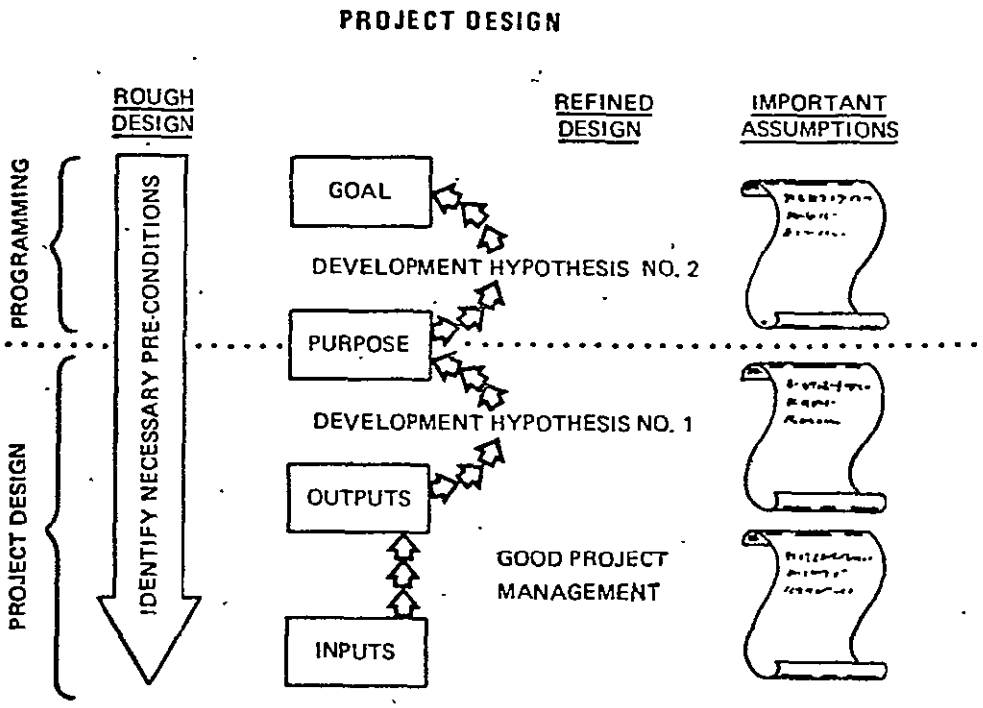
THE LOGICAL FRAMEWORK LEADS US TO REFINE THE PROJECT DESIGN AND IMPROVE IT



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LOGICAL FRAMEWORK FOR SUMMARIZING PROJECT DESIGN

Est. Project Completion Date _____

Date of this Summary _____

Project Title: _____

	NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
If Purpose, Then Goal (DEVELOPMENT HYPOTHESES)	*Program Goal:* The broader objective to which this project contributes:	Measures of Goal Achievement:		Concerning long term value of program/project:
If Outputs, Then Purpose (DEVELOPMENT HYPOTHESES)	Project Purpose:	Conditions that will indicate purpose has been achieved: End of project status.		Affecting purpose-to-goal link:
If Inputs, Then Outputs (MANAGEABLE INTEREST)	Outputs:	Magnitude of Outputs necessary and sufficient to achieve purpose.		Affecting output-to-purpose link:
	Inputs: Activities and Types of Resources	Level of Effort/Expenditure for each activity.		Affecting input-to-output link:

B. THE MANAGEABLE INTEREST OF THE SOCIAL EXPERIMENTER

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THE PROJECT MANAGER'S MANAGEABLE INTEREST

AND HIS ROLE AS A SOCIAL EXPERIMENTER

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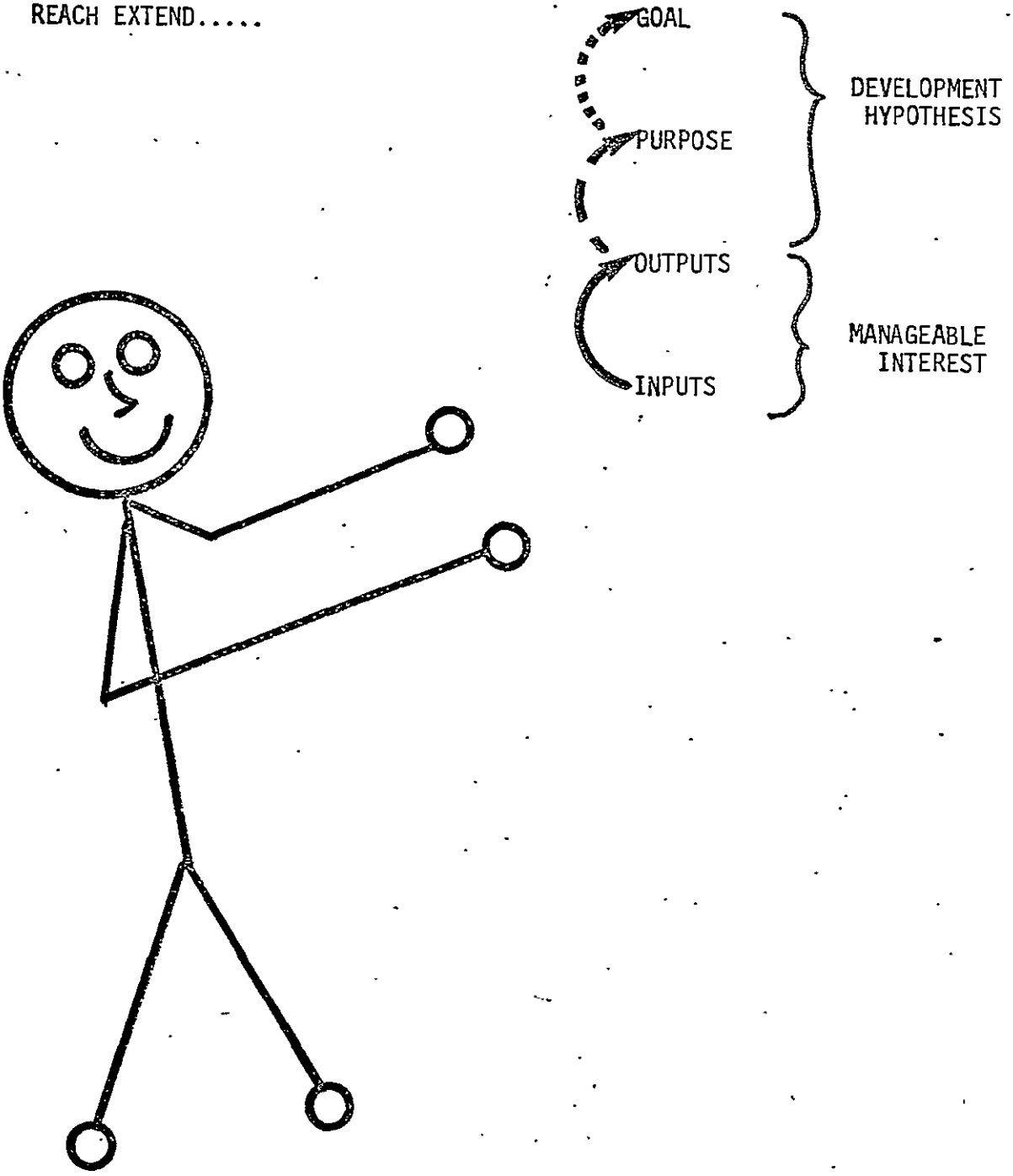
HOW FAR DOES THE

PROJECT MANAGER'S

REACH EXTEND.....



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WHAT IS PROJECT MANAGEMENT?

PROCESS OF TRANSLATING ACTIVITIES & RESOURCES (INPUTS)

INTO THOSE THINGS WE CAN ACCOMPLISH (OUTPUTS)

↓

AIMED AT ACHIEVING THE IMPORTANT RESULTS WE EXPECT (PURPOSE)

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THE PROJECT MANAGER'S RESPONSIBILITIES:

1. PRODUCE OUTPUTS -- A MANAGEMENT "CONTRACT"

   - PERSONAL COMMITMENT
   - MANAGEMENT TOOLS, e.g. LogFrame
     Networking
     Influence, Persuasion, Coordination

2. ALERT TOP MANAGEMENT WHEN

   A. OUTPUT ACHIEVEMENT UNCERTAIN

   B. OUTPUTS BEING PRODUCED ON SCHEDULE BUT NOT LIKELY TO RESULT IN PURPOSE

3. RECOMMEND CORRECTIVE ACTIONS

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MANAGER'S PROBLEM -- RESPONSIBILITY WITHOUT AUTHORITY

DISTRICT OFFICER

RESPONSIBILITY: RICE PRODUCTION UP 50%
AUTHORITY ?

PROJECT OUTPUTS

IRRIGATION CANALS CONSTRUCTED

HYV RICE SEEDS DISTRIBUTED

ASSUMPTIONS

- FERTILIZER WILL BE AVAILABLE ON TIME
- CREDIT INSTITUTIONS WILL COOPERATE & MAKE LOANS AVAILABLE TO FARMERS

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TOOLS FOR PRODUCING OUTPUTS

1. LOGFRAME
   - A. FORCES SPECIFICITY & CLARITY IN PROJECT INTENT
   - B. PROVIDES BASIS FOR CLEAR COMMUNICATION
   - C. MAKES UNCERTAINTY IN PROJECT HYPOTHESES EXPLICIT

2. NETWORKING
   - A. CLARIFIES SEQUENTIAL RELATIONSHIP BETWEEN ACTIVITIES
   - B. REDUCES LIKELIHOOD OF UNEXPECTED COMPLICATIONS BEFORE EMBARKING ON PROJECT
   - C. LEADS TO REFINEMENT & STRENGTHENING OF PROJECT DESIGN
   - D. BREAKS PROJECT DOWN INTO SMALLER, MANAGEABLE TASKS
   - E. HELPS MANAGER SET TASK PRIORITIES

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PROJECT ERRORS UNEARTHED BY NETWORKING EXERCISES

1. UNIVERSITY PROFESSORS WOULD BE HIRED & READY TO TEACH ONE YEAR BEFORE THERE WOULD BE ANY STUDENTS!

2. BRIDGE CONSTRUCTION PLANNED TO START BEFORE PROTECTIVE DAM IN PLACE

3. RESEARCH LIVESTOCK IMPROVEMENT PROJECT PLANNED TO START WITH NO BASELINE DATA COLLECTION & ANALYSIS BUILT IN

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UNCLEAR OBJECTIVES -- UNPLANNED PROJECT DRIFT

P = RURAL HEALTH

OUT-PUTS
- MOBILE MEDICAL TEAMS
- TRAINED PARAMEDICALS

ASSUMPTION: GOVERNMENT ADMINISTRATION OK

FIRST PROJECT MANAGER

P = HEALTH

OUT-PUTS
- ADMINISTRATIVE IMPROVEMENT
- TRAINED PARAMEDICALS

ASSUMPTION: MOTIVATED STAFF

SECOND PROJECT MANAGER

P = ADMINISTRATIVE IMPROVEMENT

OUT-PUTS
- SECONDARY LEVEL STAFF
- JOB DESCRIPTIONS
- MANAGEMENT PLAN

THIRD PROJECT MANAGER

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GUIDELINES FOR DEFINING REALISTIC OUTPUTS

THE MANAGEABLE INTEREST

- WHAT CAN YOU RESPONSIBLY COMMIT TO GETTING DONE?

THE PROJECT HYPOTHESIS

- ARE YOU CONVINCED THAT WHAT YOU CAN DO (OUTPUTS) WILL RESULT IN ACCOMPLISHING THE INTENDED IMPORTANT IMPACT (PURPOSE)?

DEBUGGING PROJECT DESIGN

- IF NOT -- WHY NOT?

IMPROVING THE PROJECT

- ALERT TOP MANAGEMENT TO KEY ISSUES AND ALTERNATIVE APPROACHES

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C. PURPOSE TO GOAL LINKAGE

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"GPOI"
PROGRAM STRUCTURE,
AND
THE PURPOSE-TO-GOAL LINKAGES:

APPROACHES & EXAMPLES

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PROBLEM: ATTENDEES STILL WON'T EVALUATE --

BECAUSE THEY ARE UNCERTAIN ABOUT
HOW TO REALLY MAKE IT WORK

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ATTENDEES CAPABLE AND CONFIDENT

↑

OUTPUTS:

- PURPOSE-TO-GOAL LINKAGE
- DESIGNING AN EVALUATION TO ASSESS IMPACT ON RURAL POOR
- ASSESSING ALTERNATIVES
- SOME "TRICKS OF THE TRADE"

ASSUMPTIONS:

- CONVERSANT WITH BASIC RESEARCH AND ANALYSIS TECHNIQUES

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1. THE LOGICAL FRAMEWORK TELLS US THE PURPOSE-TO-GOAL LOGIC MUST BE AS COHERENT AS THE OUTPUT TO PURPOSE LOGIC.

$$\Sigma O_1 + O_2 + \ldots O_n + A_1 + \ldots A_n \rightarrow P_1$$

$$\Sigma P_1 + P_2 + \ldots P_n + A_1 + \ldots A_m \rightarrow G$$

O = Outputs
A = Assumptions
P = Purpose
G = Goal

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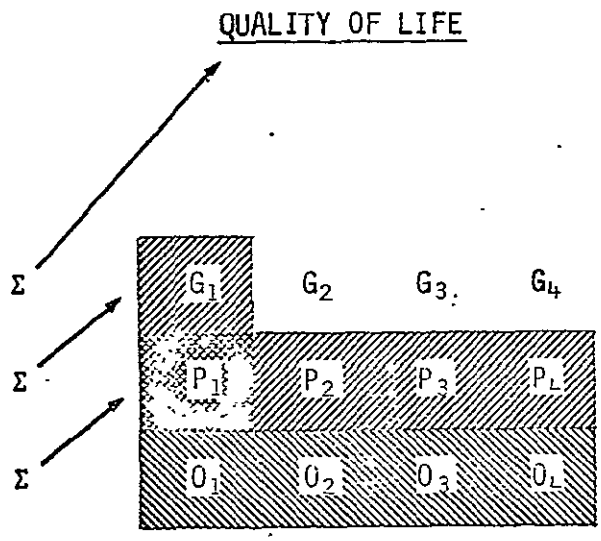

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2. THE DEFICIENCIES IN "P → G" STATEMENTS REFLECT DEFICIENCIES IN PROGRAM PLANNING AS DEFICIENCIES IN "O → P" REFLECT DEFICIENCIES IN PROJECT PLANNING.

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3. SO WHAT CAN YOU DO?

A) WORK DOWNWARD FROM GOAL TO DEFINE THE FULL SET OF "Ps";

B) WORK "UPWARD" FROM "YOUR P_1" TO DETERMINE NEXT-LEVEL, INTERMEDIATE EFFECT $[P/G]_1$

C) DEFINE THE FULL SET OF "[P/G]s"

D) REITERATE

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GOAL: AGRICULTURE SELF-SUFFICIENCY

PURPOSE: 100 TONS WHEAT/YEAR

OUTPUTS: FARMERS MOTIVATED
CREDIT GRANTED CO-OPS
NEW SEEDS AT COMPETITIVE PRICES
FERTILIZERS AT COMPETITIVE PRICES

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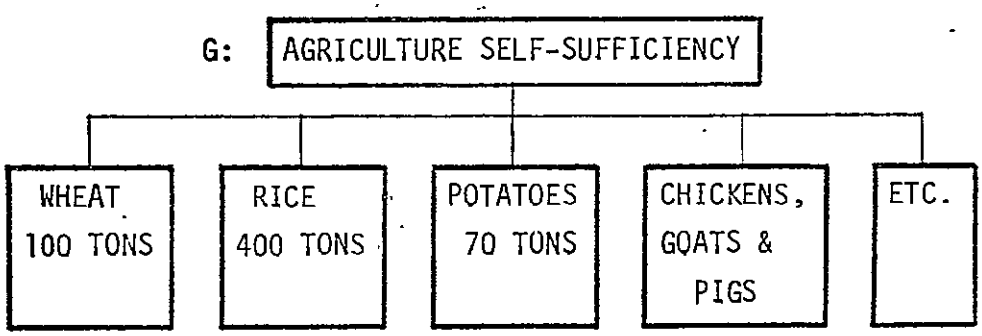

ASSUMPTIONS: POPULATION GROWTH
STORAGE
ETC.

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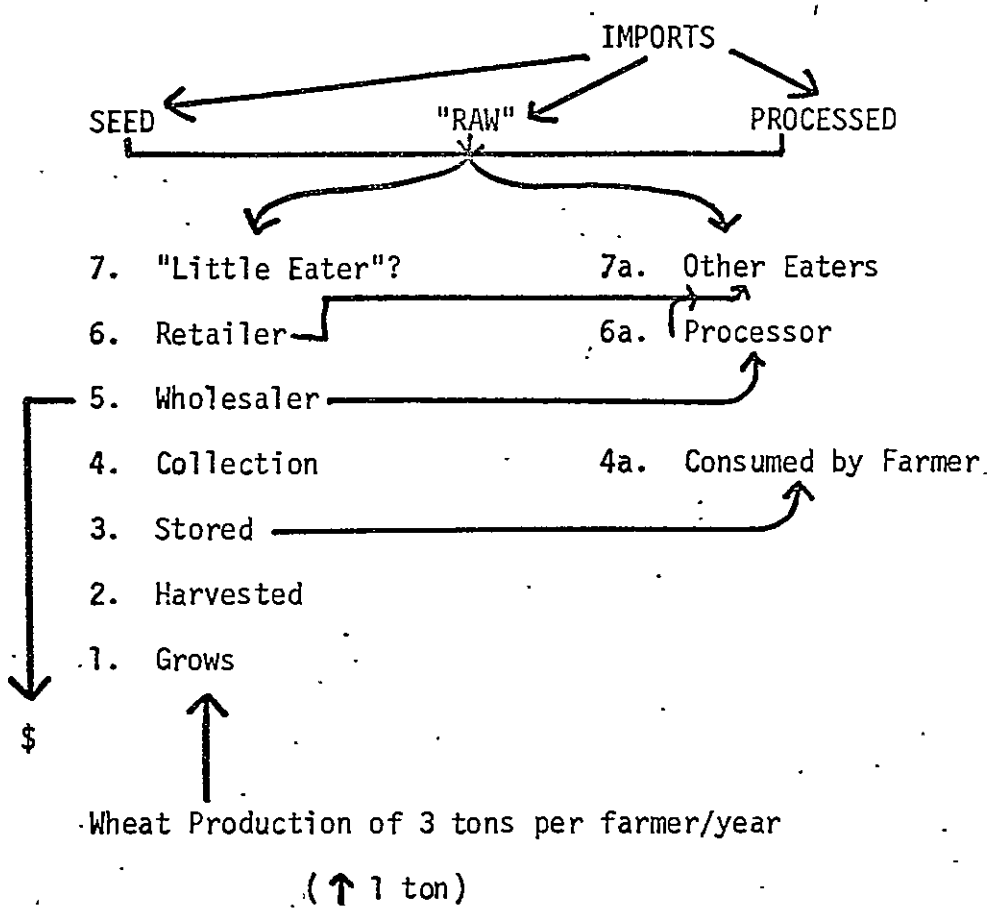
MICRO, NOT MACRO



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SAMPLING DESIGN ALLOWS YOU TO AGGREGATE THE EFFECTS ON REAL PEOPLE

20,000 farmers

↘

Random Sample of 500 Farmers

↓

Eaten by Farmer

Eaten by Little Eaters

Eaten by "Others"

Net Effect in 500 cases x 40 = IMPACT

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HOMEWORK ASSIGNMENT #1

The Ministry of Agriculture of Noname has identified incorrect planting and irrigation procedures by small-scale farmers as the major causes of low productivity for new high yielding jute varieties. You have been asked by the Ministry to develop a curriculum, and to train Ag Extension Agents to teach and motivate small-scale farmers to use correct planting and maintenance procedures. The program will be tested in District One, where there are 10,000 small-scale farmers of whom 10% have radios. 150 Ag Extension Agents with limited knowledge of HYJ have been assigned to assist with seminars for the farmers and field demonstration work.

When correct planting procedures are used, yield increases have been at least 300% better for normal jute. The Ministry would like to achieve this level of productivity for all the jute growing areas of Noname (a total of 1800 acres) within the next 2 years.

USE THE LOGICAL FRAMEWORK CONCEPTS TO DESIGN THIS PROJECT.

1. What are the goal, purpose, outputs, and inputs?

2. State the most important assumptions for each level.

3. What are the conditions that will signal the project purpose has been successfully completed (EOPS)?

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DAY TWO: OBJECTIVELY VERIFIABLE INDICATORS -- A BASIS FOR EVALUATION

- OBJECTIVELY VERIFIABLE INDICATORS
- WORKSHOP

BY END OF DAY TWO:

EACH PARTICIPANT WILL BE ABLE TO:

- CLARIFY DESIGNS OF COMPLEX PROJECTS
- DEVELOP INDICATORS - A BASIS FOR EVALUATION
- TARGET THOSE INDICATORS - PERFORMANCE STANDARDS AGAINST WHICH EVALUATION CAN MEASURE PROGRESS

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NOTE FOR INSTRUCTORS

DAY TWO

8:45

1. Collect in all homework assignments.
2. During OVI presentation, workshops and lunch homework should be corrected by all instructors not involved in these activities. (i.e. Alan and Dalton during OVI presentation, Leon during Workshop)
3. To correct use blank 4 X 4 (rough) matrix and write comments to trainees in appropriate boxes. (Alan used this method and it seems the best.) Put instructors name on correction blank so participants know who to come to if they have questions.
4. Summarize the most common errors (with one or two examples for the homework review in the afternoon.)
5. It doesn't matter if all the homeworks have not been corrected before the review but they should all be corrected and returned to individuals no later than the following morning.
6. Trainers who correct LogFrames should try to talk with the participant for at least 5 minutes about his LogFrame during the next two or three days.
7. Ground rules for Workshop B are immediately in front of Workshop B in the Appendix session.

2:30 - 2:45

Review Homework Assignment

1. Brief quick review of the most common errors quoting one or two examples.
2. Solicit comments from group as to what gave them the most problem.
3. Inform participants that homeworks (corrected) will be returned and to please seek out instructors if they have any questions or comments.

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OBJECTIVELY VERIFIABLE INDICATORS

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OBJECTIVELY VERIFIABLE INDICATORS

OR

HOW YOU WILL KNOW

WHEN YOU'RE AT YOUR DESTINATION

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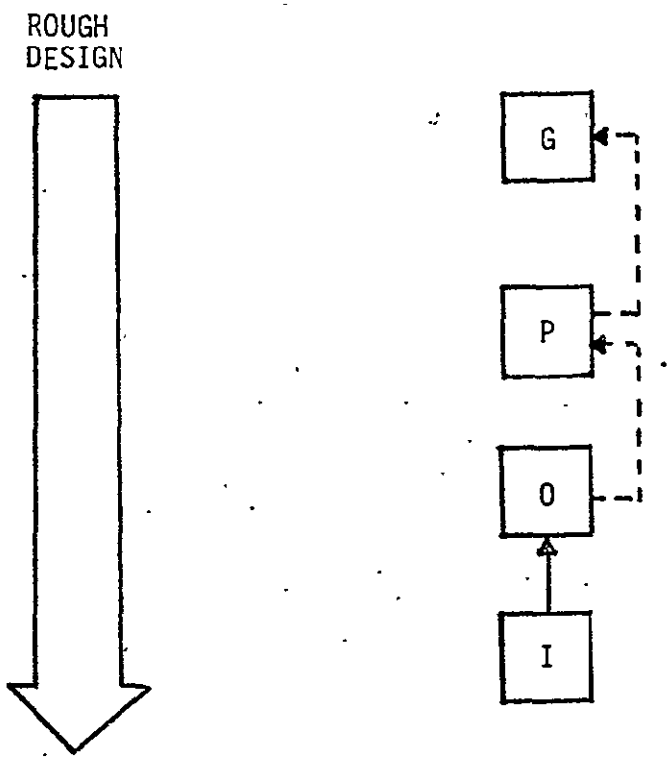
VERTICAL LOGIC OF LOGICAL FRAMEWORK

CLARIFIES WHY

Successively develops the "linkage" between the "ends and the means" of project design.



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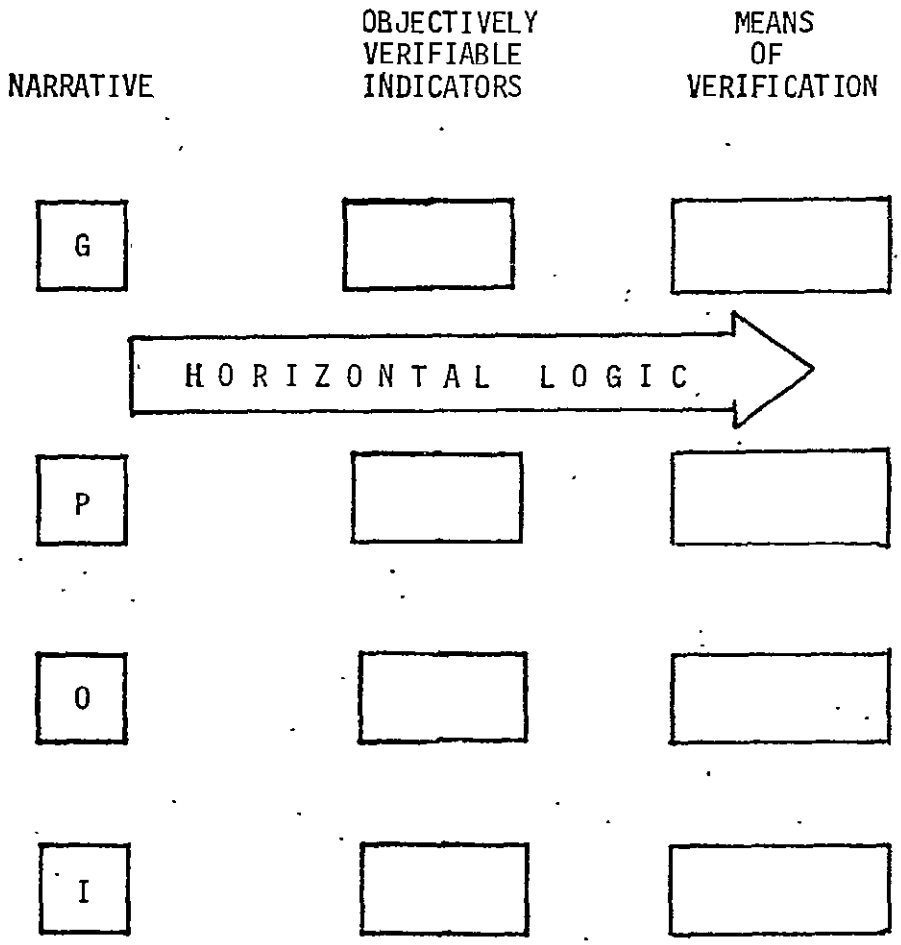
"HORIZONTAL" LOGIC OF LOGICAL FRAMEWORK

SUCCESSIVELY REFINES OBJECTIVES AT EACH LEVEL



- CLARIFIES WHAT AND PROVIDES BASIS FOR COMPARING ACCOMPLISHMENTS AGAINST PLANS

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OBJECTIVELY VERIFIABLE INDICATORS

- DEMONSTRATE ACHIEVEMENT AT EACH LEVEL
- OBJECTIVELY VERIFIABLE: PROPONENT AND SKEPTIC WOULD AGREE TO WHAT EVIDENCE IMPLIES
- MUST BE TARGETED -- HOW MUCH? WHEN?
  - QUANTITATIVE AND QUALITATIVE INDICATORS
- MEASURE WHAT IS IMPORTANT

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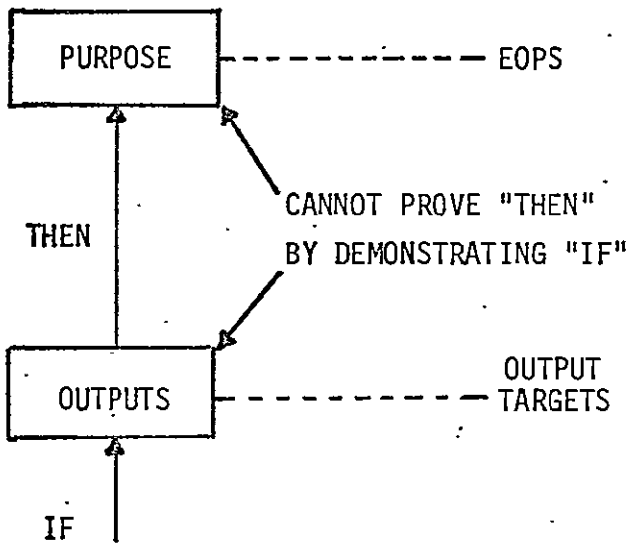

PRIOR CONDITIONS NECESSARY FOR ACHIEVEMENT OF OBJECTIVES CANNOT BE MEASURES OF THAT ACHIEVEMENT.

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PURPOSE	END OF PROJECT STATUS
• Financial Administration Capabilities Modernized	1. Coordinated Government-wide Accounting System 2. Improved Budget Organization Structure 3. Effective Post Audit System 4. Etc. ☹
• Office of Inland Revenue Tax Administration Capabilities at level of neighboring state	1. Increased Proportion of Population Filing Tax Returns 2. Increased Added Assessments Following Audits 3. Decrease in Protests Following Assessments 4. Returns Examined Based on Expected Yield ☺

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INDICATORS MUST BE OBJECTIVELY VERIFIABLE

WHAT KIND OF RESULTS?

Increased proportion of population filing tax returns.

HOW MUCH IS GOOD ENOUGH?

85% of working population filing tax returns.

BY WHEN?

85% of working population filing tax returns by April 15, each year.

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INDICATOR	TARGET	STATUS
FERTILIZER USE	100,000 TONS	100,000 TONS
AG. EXTENSION OFFICERS IN PLACE	7	7
NEW BARLEY SEED USED	2,000 TONS	2,000 TONS
BARLEY PRODUCTION	▲ 10%	▼ 5%

PRIOR EVALUATION RESULT: PROJECT PROGRESSING WELL, 75% OF EXPECTATIONS MET!!!

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NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLY INDICATOR	MEANS OF VERIFICATION
Clear Statement of Objective	Clarification of Expected Results ——— How much is good enough?	Source and type of Evidence Needed to Verify Status of Indicator

Indicators Force us to Refine and Clarify our Objectives

Availability of Valid Reliable Data Limits Utility of Indicator

Is the horizontal logic sufficiently plausible -- have we set forth the measurement conditions -- that will convince both proponent and skeptic of our progress?

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KEY ISSUES

- CLEAR OBJECTIVES
- REALISTIC TARGETS
- SUFFICIENT INDICATORS
- QUALITATIVE, QUANTITATIVE, AND TIME TARGETS
- APPROPRIATE MEANS OF VERIFICATION

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AMBIGUOUS PURPOSE:

TO DEVELOP ECONOMIC & FISCAL POLICIES TO OPTIMIZE MOBILIZATION OF RESOURCES FOR THE IMPROVEMENT OF SOCIAL & ECONOMIC DEVELOPMENT PROJECTS; TO IMPROVE & EXPAND DATA ON WHICH MORE EFFECTIVE ECONOMIC PLANNING CAN BE BASED; TO STRENGTHEN....INSTITUTIONS;...

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ONE PROJECT -- ONE PURPOSE

GOAL: EFFECTIVE ECONOMIC & FISCAL POLICIES ESTABLISHED

↑

PURPOSE: IMPROVED DATA PROVIDED TO POLICYMAKERS

↑

OUTPUTS:

1. INFORMATION SYSTEM DEVELOPED
2. STAFF TRAINED & OPERATING SYSTEM

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HOW MANY INDICATORS?

THAT SET WHICH IS NECESSARY AND SUFFICIENT TO DEMONSTRATE ACHIEVEMENT OF OBJECTIVES IN TERMS OF:

- QUALITY
- QUANTITY
- TIMELINESS

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NECESSARY & SUFFICIENT SET

OBJECTIVE	INDICATORS
1. SUCCESSFUL CHEMICAL ENGINEERING SCHOOL	1. 50 CHEMICAL ENGINEERING GRADS PER YEAR BY 1976 2. 90% GRADS EMPLOYED IN CHEMICAL ENGINEERING OR RELATED JOBS EARNING GOOD SALARIES 3. FULL CAPACITY ENROLLMENT EACH YEAR
2. REDUCED BIRTHRATE	1. BIRTHRATE REDUCED BY 5% BY 1985

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MEANS OF VERIFICATION (MOV)

HOW DO WE GET THE EVIDENCE?

- AVAILABLE FROM NORMAL SOURCES
- SPECIAL DATA GATHERING REQUIRED
  - WHO WILL PAY FOR IT? IMPLEMENT IT?
  - HOW MUCH DATA GATHERING IS WORTHWHILE?

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DATA COLLECTION

THE UTILITY OF AN INDICATOR IS LIMITED BY THE AVAILABILITY OF RELIABLE DATA TO SUPPORT AND VERIFY THE INDICATOR.

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DEVELOP ALTERNATIVE INDICATORS?

- PROXY INDICATORS:

CORRELATE CLOSELY WITH PREFERRED INDICATOR FOR WHICH DATA NOT AVILABLE.	INCREASED TAX REVENUES MAY WELL ACCURATELY REFLECT INCREASED INCOME.

- LEADING INDICATORS:

SOMETHING OBSERVABLE NOW THAT IS A USEFUL PREDICTOR OF FUTURE SUCCESS.	AIRPLANE RESERVATIONS ARE A LEADING INDICATOR OF AIRLINE TRAVEL & REVENUE

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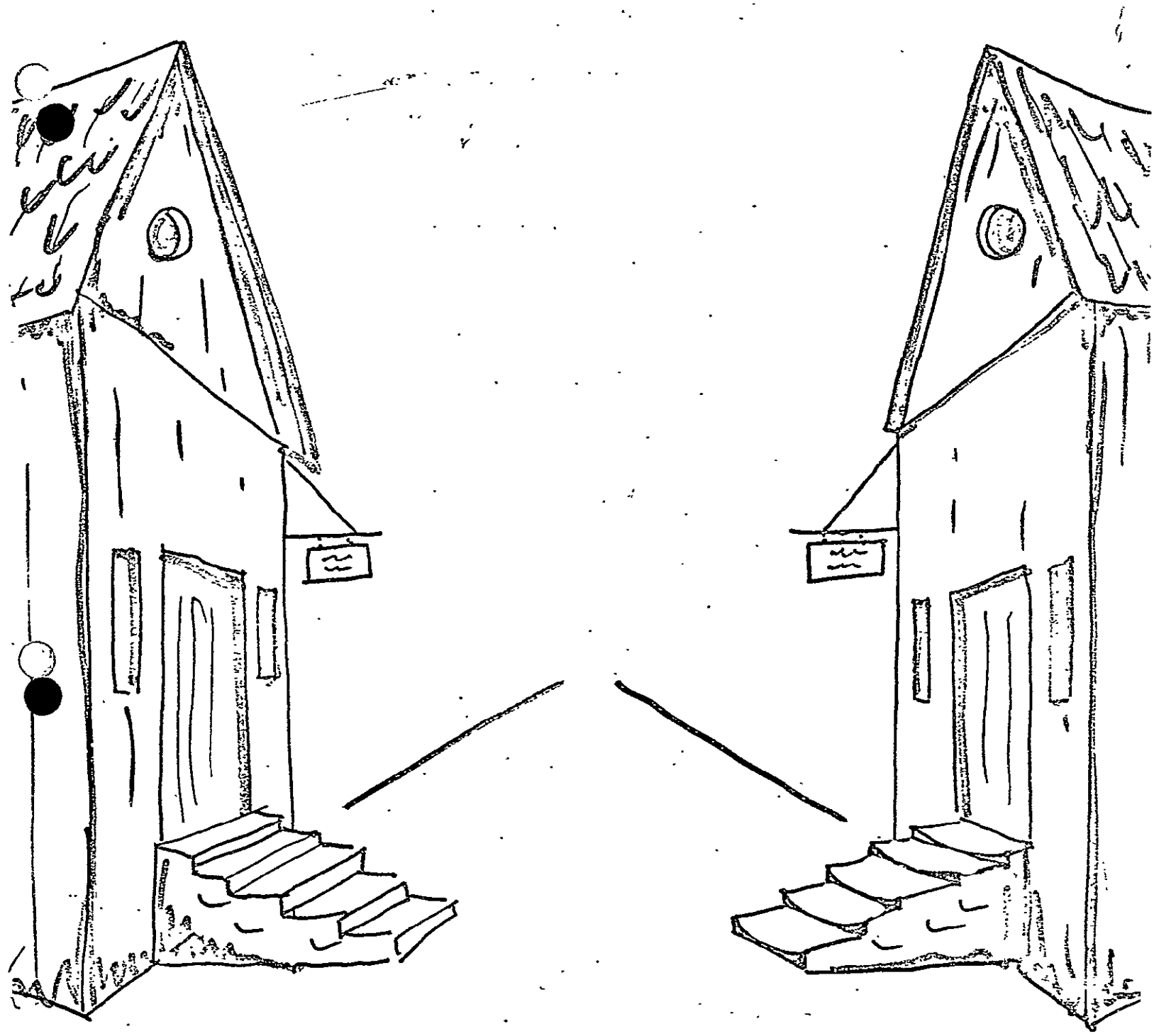

UNOBTRUSIVE INDICATORS

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OBJECTIVELY VERIFIABLE INDICATORS

- TELL US WHAT OUR PROJECT WILL LOOK LIKE WHEN SUCCESSFUL
- ENFORCE DISCIPLINE OF CLEARLY STATING OBJECTIVES
- PROVIDE BASIS FOR CANDID, OBJECTIVE SIFTING OF EVIDENCE SUCH THAT PROPONENT AND SKEPTIC CAN AGREE ON PROJECT PROGRESS
- REQUIRE RELIABLE DATA FOR VERIFICATION

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DAY THREE: USING THE CONCEPTS, "SPOT THE ERROR(S)"

- SPOT THE ERROR(S)
- KEY CONCEPTS IN EVALUATION

BY END OF DAY THREE: Each Participant will have:

- REINFORCED HIS/HER KNOWLEDGE OF THE CONCEPTS
- INCREASED AWARENESS OF THE BASIC ISSUES OF EVALUATION

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DAY THREE

9:05 SPOT THE ERROR(S)

OBJECTIVES

To pause and discuss concepts; reinforce participant's knowledge of good and bad use of concepts.

METHOD (2 minutes per page)

Allow participants (2 minutes per page) to individually examine each page of "spot the errors" and make their corrections and suggestions directly on the page. Remind participants that these are printed back to back.

Then go back to beginning and solicit from participants what the errors are. When all learning points made on 1st chart go on to next, etc., until all completed.

OPTIONAL: This can be conducted in Plenary or in workshops (always have individuals work alone for first part) provided instructors confident they can chair the review.

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A. SPOT THE ERROR(S)

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SPOT THE ERROR(S)

PURPOSE:

DECREASE NET COST OF
FARM-TO-MARKET TRANSPORT

EOPS:

- 10 MILES OF ALL WEATHER ROADS
- LORRIES USED FOR TRANSPORT

OUTPUTS:

1. ROAD BETWEEN MARKETS A & B
2. NEW MARKET STALLS CONSTRUCTED
3. LORRIES SOLD (AT DISCOUNTED PRICE) TO MARKETING COOPS
4. EDUCATIONAL PROGRAMS (IN FOOD STORAGE) OPERATING AT MARKETS A & B

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SPOT THE ERROR(S)

GOAL: NON-EXPATRIATE ADVICE GIVEN PLANNING COMMISSION

PURPOSE: UPGRADE FACULTY OF RURITANIA UNIVERSITY

OUTPUTS:

1. DEVELOP SEMINARS IN ADVANCED HEURISTICS
2. DEVELOP ADVANCED CURRICULUM IN NUCLEAR PHYSICS

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SPOT THE ERROR(S)

GOAL: ASSIST THE GOVERNMENT IN ITS POLICY TO REDUCE DEPENDENCE ON EXPATRIATES BY PREPARING QUALIFIED KENYANS FOR JOBS REQUIRING SECONDARY LEVEL EDUCATION

PURPOSE: CREATE A VIABLE RADIO/CORRESPONDENCE INSTITUTION WHICH WILL PROVIDE SECONDARY EDUCATION OPPORTUNITIES FOR STUDENTS WHO CANNOT ATTEND EXISTING SECONDARY SCHOOLS, WITH EMPHASIS PLACED ON THE TRAINING OF PRIMARY SCHOOL TEACHERS

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SPOT THE ERROR(S)

GOAL: INCREASE STANDARD OF LIVING IN RURAL NORTHEAST

PURPOSE: INCREASE PER CAPITA INCOME OF SMALL FARMERS

OUTPUTS:
- FERTILIZER USED BY FARMERS
- TECHNICAL ASSISTANCE OFFICERS IN PLACE
- INCREASE WHEAT PRODUCTION
- HIGH YIELD VARIETY SEEDS DISTRIBUTED
- IRRIGATION SYSTEM FUNCTIONING

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SPOT THE ERROR(S)

PURPOSE:

"TO INTRODUCE BASIC INNOVATIONS IN THE SECONDARY EDUCATION SYSTEM IN THE FIELDS OF CURRICULUM DESIGN AND METHODOLOGY..."

EOPS INDICATORS?:

"1. THE NEW CURRICULUM HAS BEEN DESIGNED...

2. THE FACULTIES OF EDUCATION ARE ORIENTED...

3. CURRICULUM AND SCHOOL ORGANIZATION EXTENDED TO SATELLITE SCHOOLS...

4. MINISTRY OF EDUCATION HAS BEEN REORGANIZED."

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SPOT THE ERROR(S)

	NARRATIVE SUMMARY	OVI
GOAL:	INCREASE AG PRODUCTION	ANNUAL VALUE OF CROP PRODUCTION INCREASED
PURPOSE:	ESTABLISH SELF-SUSTAINING SYSTEM OF RURAL CREDIT UNIONS	- SMALL FARMERS ARE BORROWING MEMBERS OF CREDIT UNIONS - STAFF IN PLACE - ALL CREDIT UNIONS MEMBERS OF NATIONAL FEDERATION COOPERATIVES (NFC)
OUTPUTS:	RURAL CREDIT UNIONS, SMALL FARMERS MEMBERS OF UNIONS, ETC.	105 BY 1976 40,000 BY 1976 ETC.

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B. KEY CONCEPTS IN EVALUATION

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INTERIM EVALUATION:

- SUPPORTS PROJECT MANAGEMENT
- SORTS EVIDENCE FROM OPINION
- HELPS US SELECT BEST ALTERNATIVES BASED ON OUR REAL OBJECTIVES AND CONSTRAINTS

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THE DIFFERENCE BETWEEN EVALUATION AND MONITORING

MONITORING

- AIMS AT OUTPUTS "ON TIME" AND WITHIN COST
- IS CONCERNED WITH WORK ACTIVITIES AND THE PROCUREMENT AND USE OF INPUTS
- ASSURES COMPLIANCE WITH STANDARDS AND PROCEDURES

EVALUATION

- QUESTIONS RELEVANCE
- CHALLENGES DESIGN
- MEASURES PROGRESS TOWARD OUTPUTS, PURPOSE, AND GOAL
- RESULTS IN REDESIGN AND REPLANNING ACTIONS

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TASK OF EVALUATOR:

- PROVIDE EVIDENCE TO DECISION MAKERS
- INVOLVE ALL INTERESTED & AFFECTED PARTIES
- REMAIN OBJECTIVE

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THE EVALUATORS

IN HOUSE	OUTSIDE EXPERTS
• GREATER KNOWLEDGE OF THE ENVIRONMENT AND OF SPECIFIC OPERATIONS	• PRESUMABLY DISINTERESTED
• DIRECT AND IMMEDIATE FEEDBACK	• BROADER AND MORE RECENT TECHNICAL KNOWLEDGE
• LOWER COST -- BROADER COVERAGE	• FREE FROM OPERATIONAL WORKLOAD
• FREQUENTLY HAS PRECONCEPTIONS -- AS TO "WHAT THE PROBLEMS ARE"	• DIFFERENT SET OF PRECONCEPTIONS

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WHEN TO EVALUATE?

- WHEN DECISIONS CAN BE MADE
- PERIODIC
- PROGRAMMING
- TRNASFER OF EXPERIENCE

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EVALUATION

BEFORE	• INCORPORATE EVALUATIVE ELEMENTS IN DESIGN
DURING	• EVALUATE PROGRESS
	• DETERMINE CAUSALITY
	• REPLAN -- IMPROVE THE PROJECT
AFTER	• EVALUATE ACHIEVEMENT
	• DETERMINE CAUSALITY
	• TRANSFER LESSONS

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DRAW EVALUATIVE CONCLUSIONS AND INFERENCES

- WAS THE PLANNED PURPOSE ACHIEVED?
- WAS THERE A SIGNIFICANT IMPACT ON BROADER DEVELOPMENT GOALS?
- DID SIGNIFICANT UNPLANNED CHANGE OCCUR?
- WAS IT WORTH THE COST AND EFFORT?
- REPORT -- WHO SHOULD BE ADVISED?

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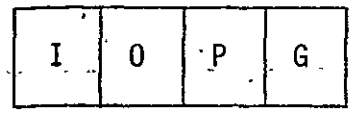
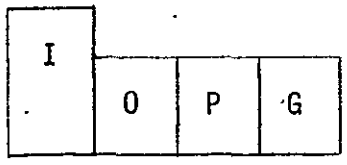
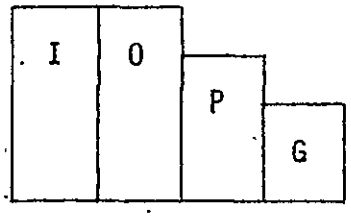


SUCCESS



MANAGEMENT FAILURE



HYPOTHESIS IN DOUBT

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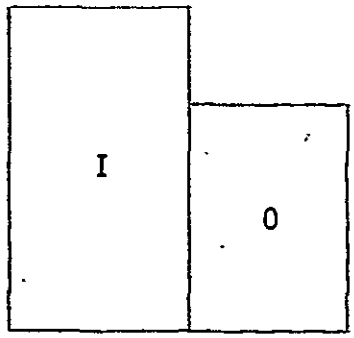

MANAGEMENT FAILURE

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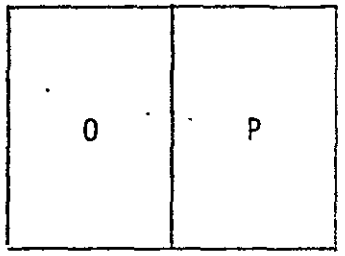

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BUT WHY?

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- ALTERNATIVE HYPOTHESES?
- NULL HYPOTHESIS -- CONTROLS

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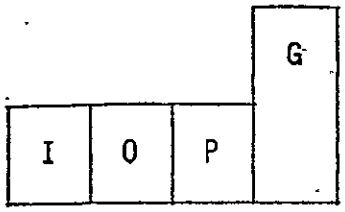
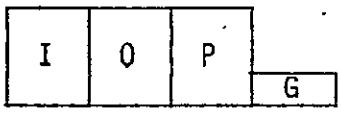


OVERACHIEVED GOAL



UNDERACHIEVED GOAL

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HOW MUCH SHOULD WE INVEST IN EVALUATION?

EVALUATION: COLLECT AND ANALYZE DATA FOR DECISION MAKING.

- DECISION-MAKING NEEDS MUST BE ANALYZED
- BENEFIT MUST EXCEED COST
- BENEFIT MUST EXCEED PROBABLE BENEFIT FROM AN ALTERNATE INVESTMENT
- EVALUATIONS SHOULD BE MANAGED

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THE EVALUATION PROCESS

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THE EVALUATION PROCESS

- ORGANIZING INFORMATION
- ORGANIZING PEOPLE

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AN EVALUATION SEQUENCE

1. CLARIFY EXPECTATIONS & RELEVANCE- - - - - - -PURPOSE APPROPRIATE?

2. CONDUCT ORDERLY REVIEW OF EVIDENCE - - - - -COLLECT APPROPRIATE DATA

3. ASSESS PROGRESS - - - - - - - - - - - - - - - -AS PLANNED?

4. REVIEW PROJECT "HYPOTHESIS" - - - - - - - - -% OUTPUTS ≐ % EOPS

5. REVIEW "MANAGEABLE INTEREST" - - - - - - - -% INPUTS ≐ % OUTPUTS

6. EXTRAPOLATE PAST TO PROJECT FUTURE - - - - -WHAT WE WANT? EXPECT?

7. IDENTIFY PLAUSIBLE ALTERNATIVES - - - - - - -BETTER APPROACH?

8. CANDIDLY ASSESS PROBABILITIES - - - - - - - -WHICH APPROACH WILL BE MOST SUCCESSFUL?

9. ANALYZE COST BENEFIT - - - - - - - - - - - - -PROJECT WORTH IT?

10. CHANGE FUTURE BY BETTER PLANNING - - - - - -ACTIONS PROPOSED AND REQUESTED

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ASSESSING ACHIEVEMENT

MEASURE ACTUAL vs PLANNED CHANGE

SEARCH FOR CAUSAL FACTORS

- PERFORMANCE
- DESIGN
- STRATEGY
- INPUTS
- TECHNOLOGY
- EXTERNAL FORCES
  - GOVERNMENT POLICIES
  - SOCIAL & CULTURAL INFLUENCES
  - OTHER DONOR PERFORMANCE
  - PHYSICAL ENVIRONMENT

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REPORTING

- PRIMARY AIM OF EVALUATION IS DIRECT FEEDBACK OF FINDINGS INTO REPLANNING

- REPORTING SHOULD BE A LOW COST BYPRODUCT OF THE EVALUATION PROCESS

- BEST REPORT IS A WELL-DESIGNED PROJECT, WITH FRESH EVIDENCE SUPPORTING DESIGN

- WEAKEST JUDGMENT & ASSUMPTIONS HIGHLIGHTED

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THE EVALUATION REVIEW

- ASSEMBLE KNOWLEDGEABLE PERSONS
- IN A COLLABORATIVE PROCESS
- IN A CONSTRUCTIVE ATMOSPHERE
- TO MAKE OR CONFIRM PROJECT REPLANNING DECISIONS

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THE EVALUATION PROCESS

DESIGN CLARIFICATION

EXAMINATION OF PROGRESS

ASSUMPTION

ANALYSIS OF CAUSATIVE LINKAGES

EVALUATION REVIEW & VALIDATE REPLANNING

REPORTING

FOLLOW-UP

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GOOD GROUP PROCESS

1. MUTUALLY ACCEPTED OBJECTIVES

2. INTERACTION & PARTICIPATION -- NO ONE IS LEFT BEHIND

3. TASK-ORIENTATION; GROUP EQUAL TO TASK SET

4. FOCUSED DISCUSSION

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HOW DO YOU CREATE GOOD GROUP PROCESS?

1. YOUR ATTITUDE & ROLE: MANAGE THE PROCESS, NOT THE PROJECT

2. STAY COOL: LET "THE SYSTEM" DO THE WORK

3. HAVE AN EXPLICIT GROUP TASK & AN AGENDA

4. ENSURE THAT PARTICIPANTS HAVE ROLES & FEEL COMFORTABLE PLAYING THEM

5. SELECT A RAPPORTEUR ACCEPTABLE TO GROUP

(THE LOGICAL FRAMEWORK FOCUSES DISCUSSION)

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EVALUATION PROCESS

ORGANIZING THE RIGHT INFORMATION FOR THE RIGHT PEOPLE AT THE RIGHT TIME

ALL AIMED AT

↓

BETTER PROJECTS

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DAY FIVE: EVALUATING CONTRIBUTION TO GOAL

REVIEW OF CONCEPTS

- PARTICIPANTS WILL HAVE ACHIEVED ALL SEMINAR OBJECTIVES

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DAY FIVE

9:00 **Plenary Session**

PCI team role play the Evaluation Review Panel. It should be appropriate to the Pakistani environment (i.e., A senior official from Ministry of Education, concerned with appropriately filling manpower needs.) His evaluation expert; the donor Agency representative -- perhaps the donor Agency could be the Civil Service Commission -- or USAID. But the "host country" should chair the meeting.

Assign roles to instructors that make most sense. Participants should present conclusions and recommendations and supporting evidence, using flip charts to make this presentation.

Any time left over from this plenary can be used in discussing any outstanding evaluation issues.

11:05 **Review of LogFrame Concepts**

This is the True/False test.

Participants are given 10-15 minutes to complete the test.

Then, from the beginning, check how many said "True" and how many said "False" (keep score). Ask one representative from the true and one from the false to explain their answer. Any questions? -- then move on to next True/False question.

Please keep record of numbers scoring true and those scoring false, and return to Jane.

12:00 **Ground Rule for "Live" Workshops**

1. If not already done, identify projects and split group into 3 to develop master LogFrames.

2. Explain objectives and schedule for next segment of training.

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EVALUATING CONTRIBUTION TO GOAL

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MEASURING PROJECT IMPACT AT GOAL LEVEL

DEFINE:

1. TARGET POPULATION (e.g., RURAL POOR)

2. IMPACT YOU DESIRE (e.g., IF INCREASED WHEAT, THEN INCREASED INCOME & NUTRITION)

3. OTHER CONDITIONS THAT MUST EXIST (e.g., ROADS)

4. "INTERMEDIATE" LINKAGES (e.g., COLLECTION & SALES)

5. HOW TO MEASURE (e.g., WHEAT SALES, CENSUS)

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AN ACTUAL EXAMPLE: SCHOLARSHIP PROGRAM

OUTPUTS: REPATRIATED SCHOLARS
(B.S., M.A. & PH.D. IN PRIORITY FIELDS

PURPOSE: MEET HIGH-LEVEL MANPOWER NEEDS

GOAL: "ACCELERATE DEVELOPMENT"

WHAT CAN YOU DO WITH THIS AMBIGUOUS GOAL?

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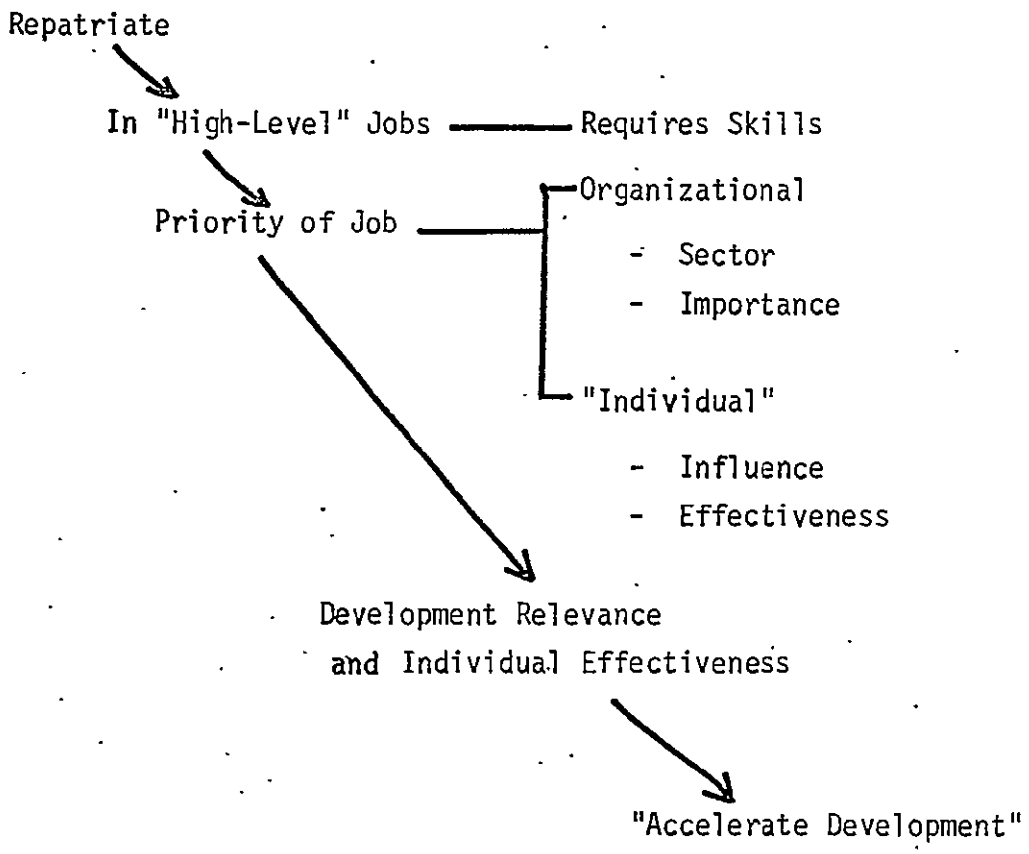

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COST EFFECTIVENESS: "COST PER"

PER SCHOLAR & PER SCHOLAR YEAR

PER REPATRIATE

PER "HIGH LEVEL" JOB

PER PRIORITY JOB

PER "HIGH IMPACT" JOB

↓

EXAMINE ALTERNATIVES

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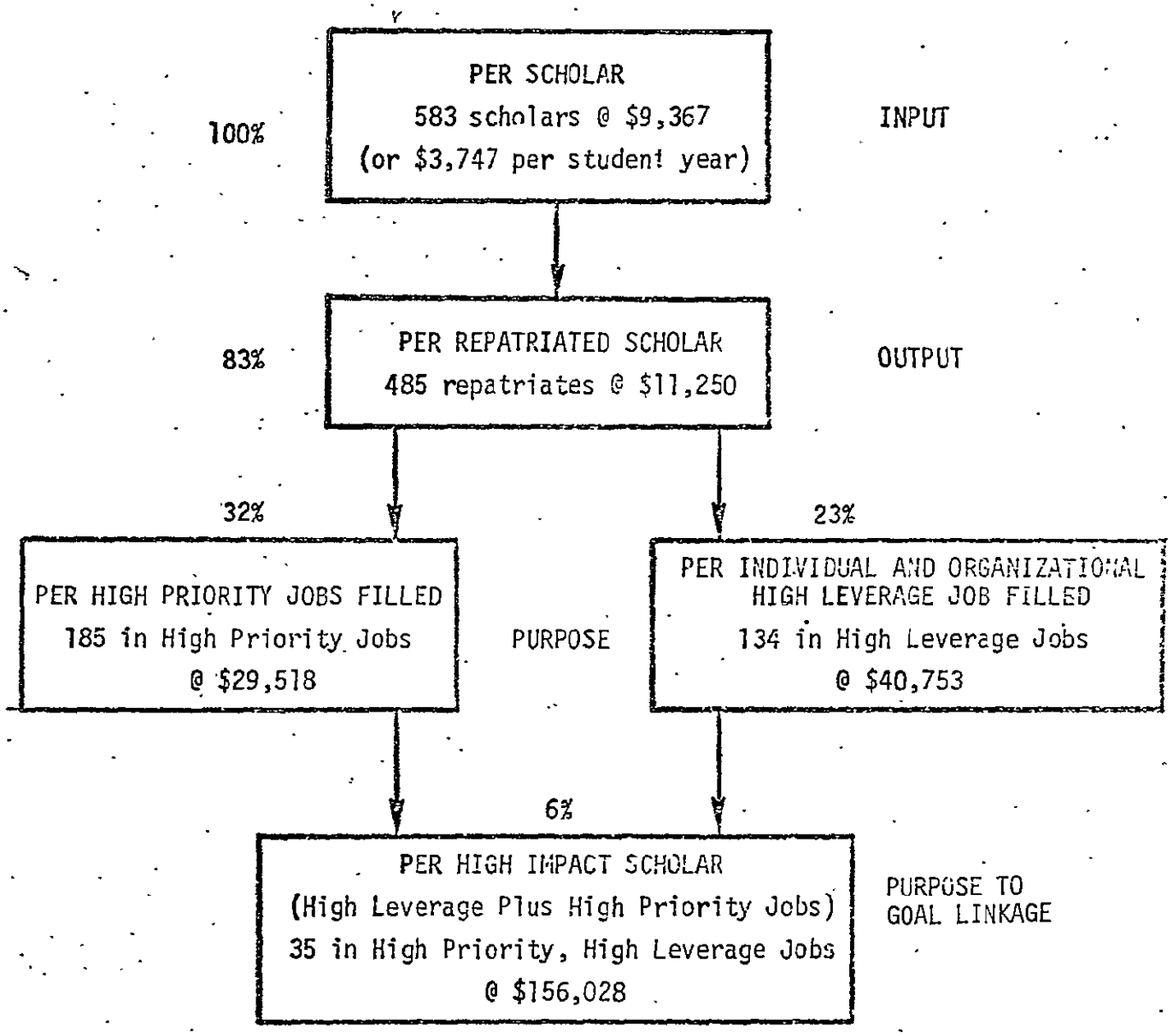
GRADUATE PROGRAM:



ACCELERATED DEVELOPMENT -- GOAL

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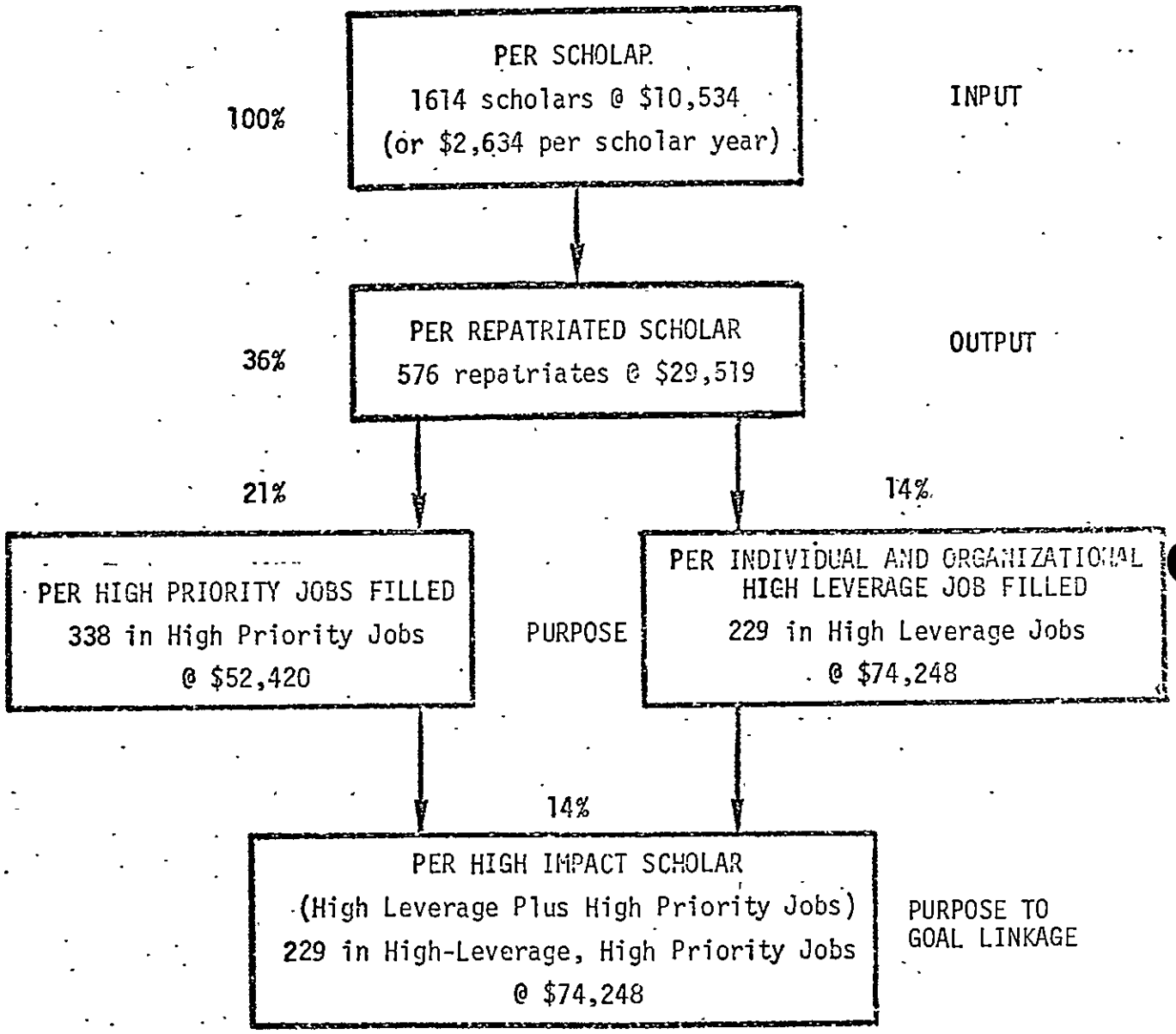
UNDERGRADUATE PROGRAM



ACCELERATED DEVELOPMENT -- GOAL

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INSTRUCTORS ONLY

REVIEW OF LOGICAL FRAMEWORK CONCEPTS

	TRUE	FALSE
1. Within a single Logical Framework, there may be many projects at the purpose level to reach the goal.	X	
2. All things necessary to the project's success must be under control of the project manager.		X
3. If we accept the view that a project is a "development hypothesis", we can prove purpose by measuring outputs.		X
4. End-of-project-status is measurable at the output level.		X
5. The project manager is responsible for the output and purpose levels in a project's development.		X
6. The manageable interest comprises the area of responsibility of the program planner.		X
7. The horizontal logic permits us to compare actual accomplishments at a given project level against planned objectives.	X	
8. The usefulness of a progress indicator is related to the availability of reliable data to support and verify the indicator.	X	
9. The prime responsibility of the project manager is to produce outputs.		X
10. The Logical Framework fosters the objective and analytical sorting of evidence that will be required by later evaluations.	X	

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	TRUE	FALSE
11. To be most effective in project design, indicators should be set in general terms.		X
12. If an assumption is crucial to project success, it must come under the manager's control.		X
13. In the "Logical Framework," each level in the vertical logic is designed to contain the necessary and sufficient conditions to reach the next higher level.	X	
14. The means of verification are those specific mechanisms through which accomplishment at a given stage of a project can be objectively verified.	X	
15. Indicators easily measured are most preferred. [Measure what is important not what is easy]		X
16. It is particularly important to use multiple indicators at the purpose level to verify success of a project.		X
17. Objectively verifiable indicators are pre-established criteria useful in measuring project progress. They demonstrate "what" will be measured.	X	
18. The principal value of the Logical Framework is to clarify what we can accomplish and the important results we expect.	X	

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	TRUE	FALSE
20. Assumptions are within the control or influence of the project manager.		X
21. The development of objectively verifiable indicators permits us to have greater confidence in the linkages of GPOI.	X	
22. The Logical Framework assures that projects will be properly managed.		X
23. A project design once established should not be altered.		X
24. Evaluation determines whether and how we should replan a project.	X	

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SECTION ONE

NOTE TO INSTRUCTOR

INTRODUCTION

OBJECTIVES

WHY IS NETWORKING USED?
HOW IS IT?
HOW TO USE IT?

LECTURE

WORKSHOP

DISCUSSION

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NETWORK ANALYSIS AND SCHEDULING

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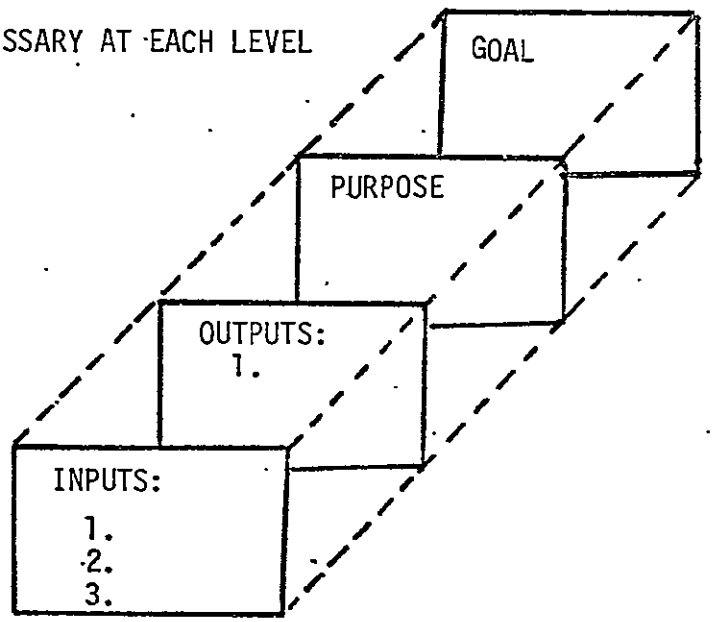
THE LOGICAL FRAMEWORK SHOWS

- WHAT IS NECESSARY AT EACH LEVEL



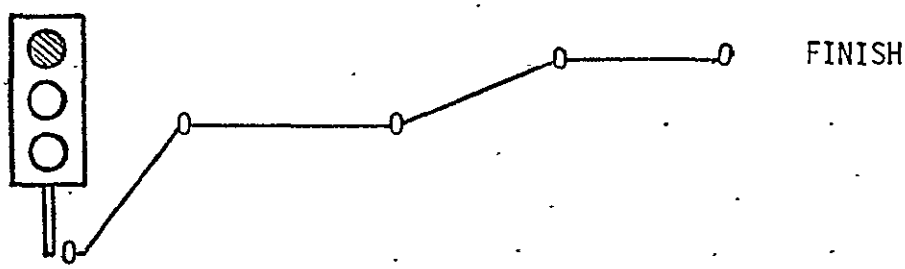
- NOT HOW TO MOVE FROM LEVEL TO LEVEL (INPUT -- OUTPUT)

- ADDITIONAL TOOLS ARE NEEDED

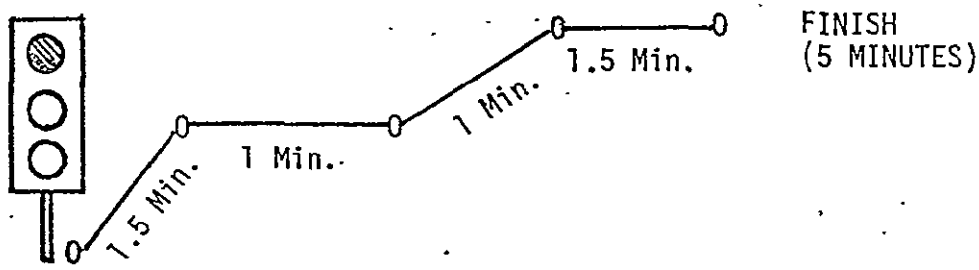
WHY NETWORKING?

- CREATES A BRIDGE BETWEEN DESIGN AND IMPLEMENTATION
- DISCIPLINES PROJECT MANAGEMENT TO ESTABLISH:
  - SEQUENTIAL RELATIONSHIPS BETWEEN ACTIVITIES AND EVENTS
  - TIME CONSTRAINTS
- PROVIDES BASIS FOR MONITORING THE PROGRESS OF PROJECT

CHART THE COURSE ...



SET THE PACE ...



REACH YOUR DESTINATION ON TIME!

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NETWORK ANALYSIS

OBJECTIVES..

- ILLUSTRATES ACTIVITY SEQUENCE AND RELATIONSHIPS
- PERMITS PLANNER TO TEST AND VALIDATE PROJECT DESIGN
- PROVIDES BASIS FOR MANAGEMENT INFORMATION
- PROVIDES COMMON LANGUAGE FOR PLANNING AND CONTROL
- INCREASES CONFIDENCE IN PROJECT DESIGN

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NETWORK ANALYSIS

BASIC COMPONENTS:

ACTIVITIES (REPRESENTED BY ARROWS)

- JOBS AND TASKS, INCLUDING ADMINISTRATIVE TASKS, THAT MUST BE PERFORMED TO ACCOMPLISH PROJECT OBJECTIVES
- REQUIRE TIME
- UTILIZE RESOURCES

EVENTS (REPRESENTED BY CIRCLES)

- PARTICULAR POINTS IN TIME
- MARK COMPLETION OF ACTIVITIES
- DO NOT CONSUME TIME OR RESOURCES

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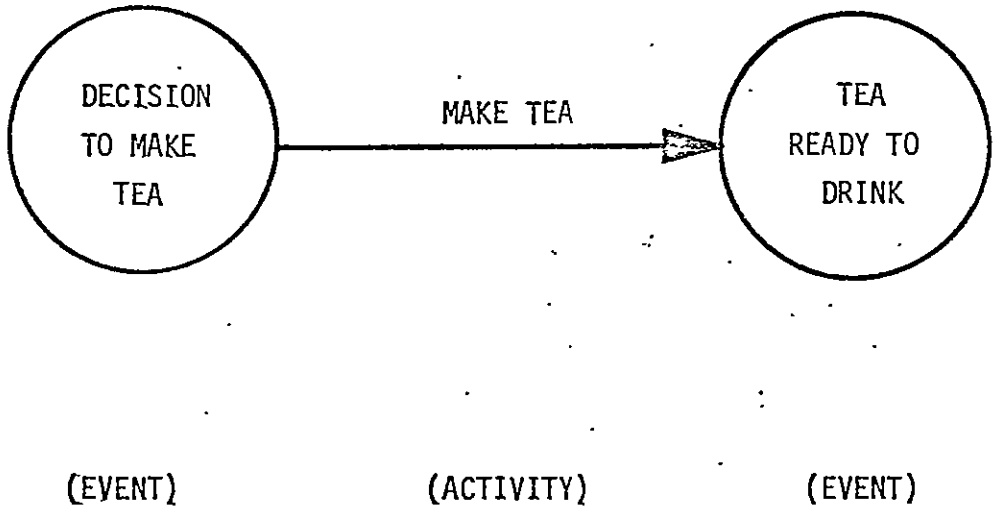

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FUNDAMENTAL NETWORK DESIGN PRINCIPLES

- EACH ACTIVITY HAS A SINGLE STARTING POINT AND ENDING POINT
- AN EVENT CANNOT OCCUR UNTIL COMPLETION OF ALL ACTIVITIES LEADING TO IT
- ACTIVITIES LEADING FROM AN EVENT MAY BEGIN ONLY AFTER THAT EVENT HAS OCCURRED

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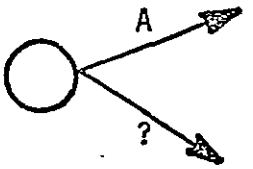
GENERATING A NETWORK

DIVIDE PROJECT INTO COMPONENT ACTIVITIES AND ASK THESE KINDS OF QUESTIONS FOR EACH ACTIVITY:

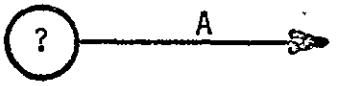
- WHAT ACTIVITY(S) MUST PRECEDE IT?

- WHAT ACTIVITY(S) MAY BE CONCURRENT WITH IT?



- WHAT ACTIVITY(S) MUST FOLLOW IT?

- ARE THERE ANY OTHER CONSTRAINTS?



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ILLUSTRATIVE EXAMPLE

GOAL	DAY STARTED OFF PROPERLY			
PURPOSE	BREAKFAST EATEN			
OUTPUT	TEA PREPARED			
INPUTS	GET MATERIALS (E.G., WATER, TEA, KETTLE, ETC) BOIL WATER BREW TEA POUR TEA			

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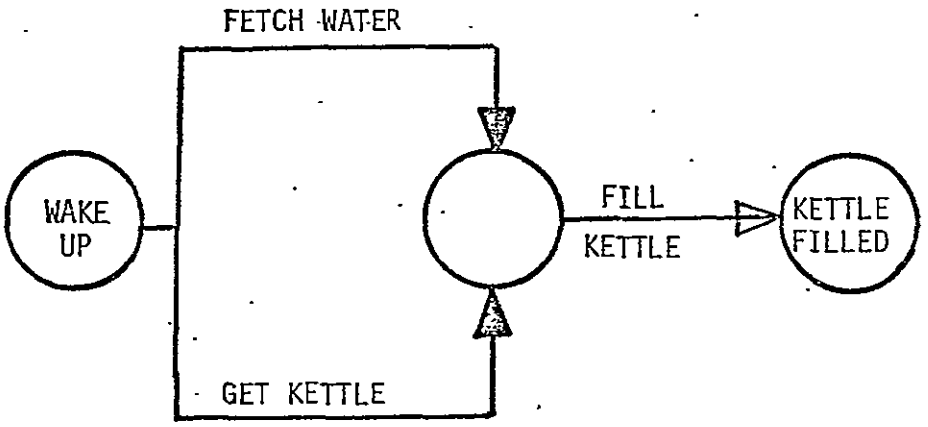

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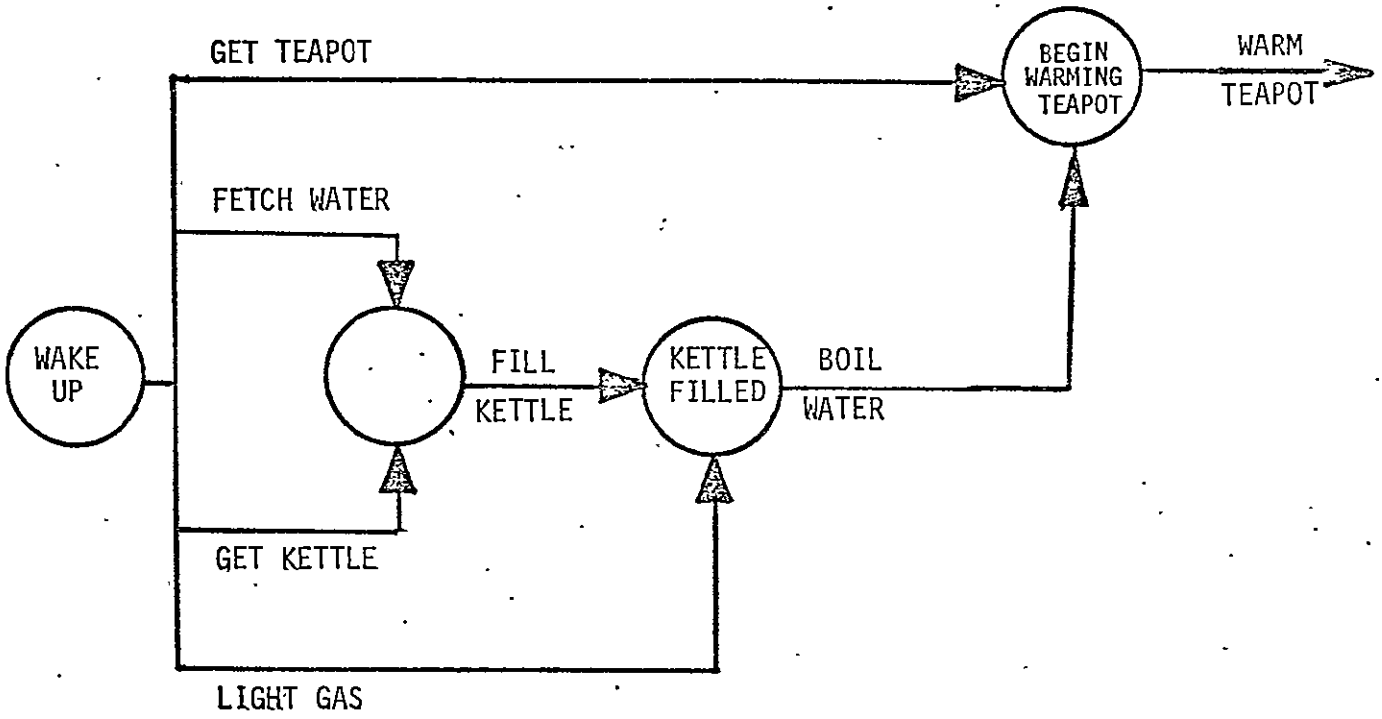

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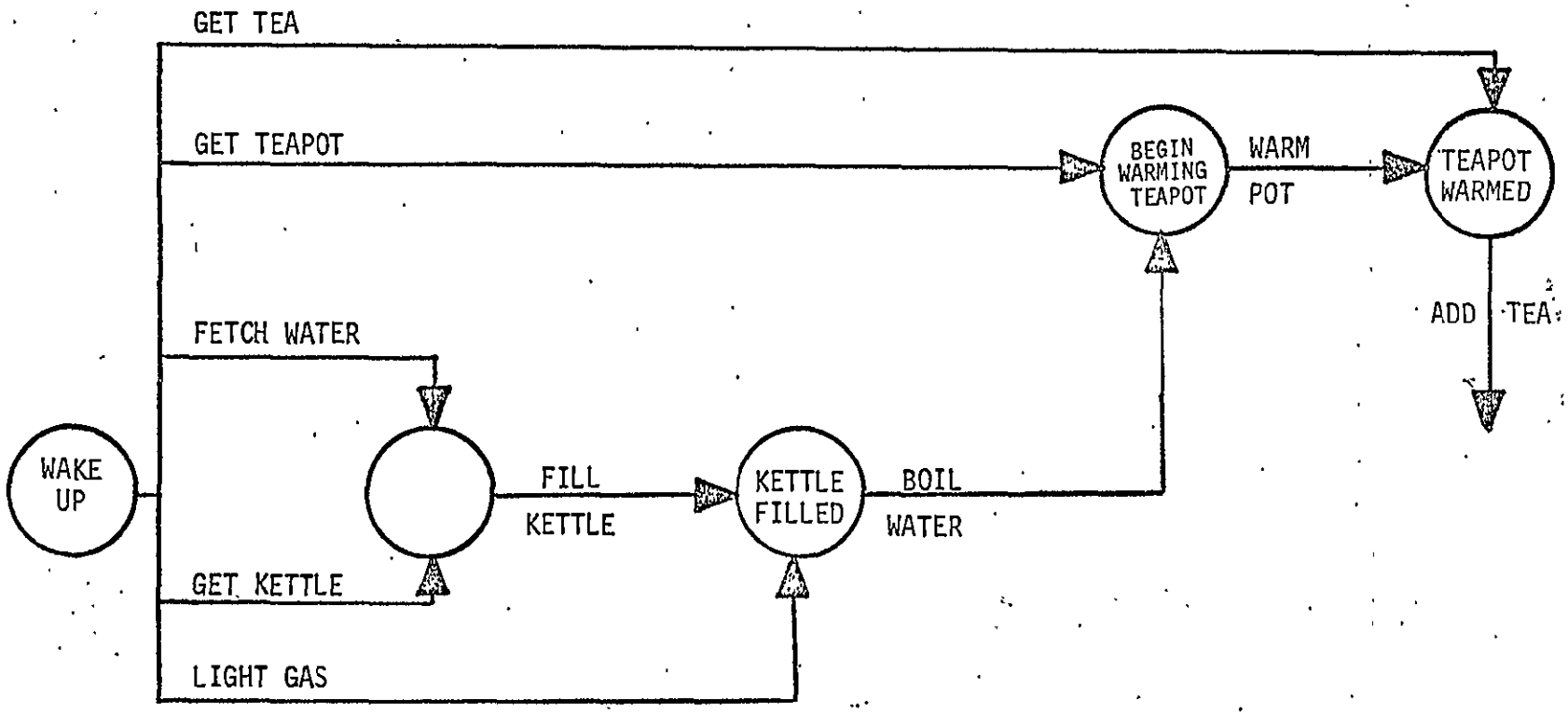

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DUMMY ACTIVITY

- ZERO TIME ACTIVITY
- NO RESOURCES CONSUMED
- LOGICAL DEPENDENCY

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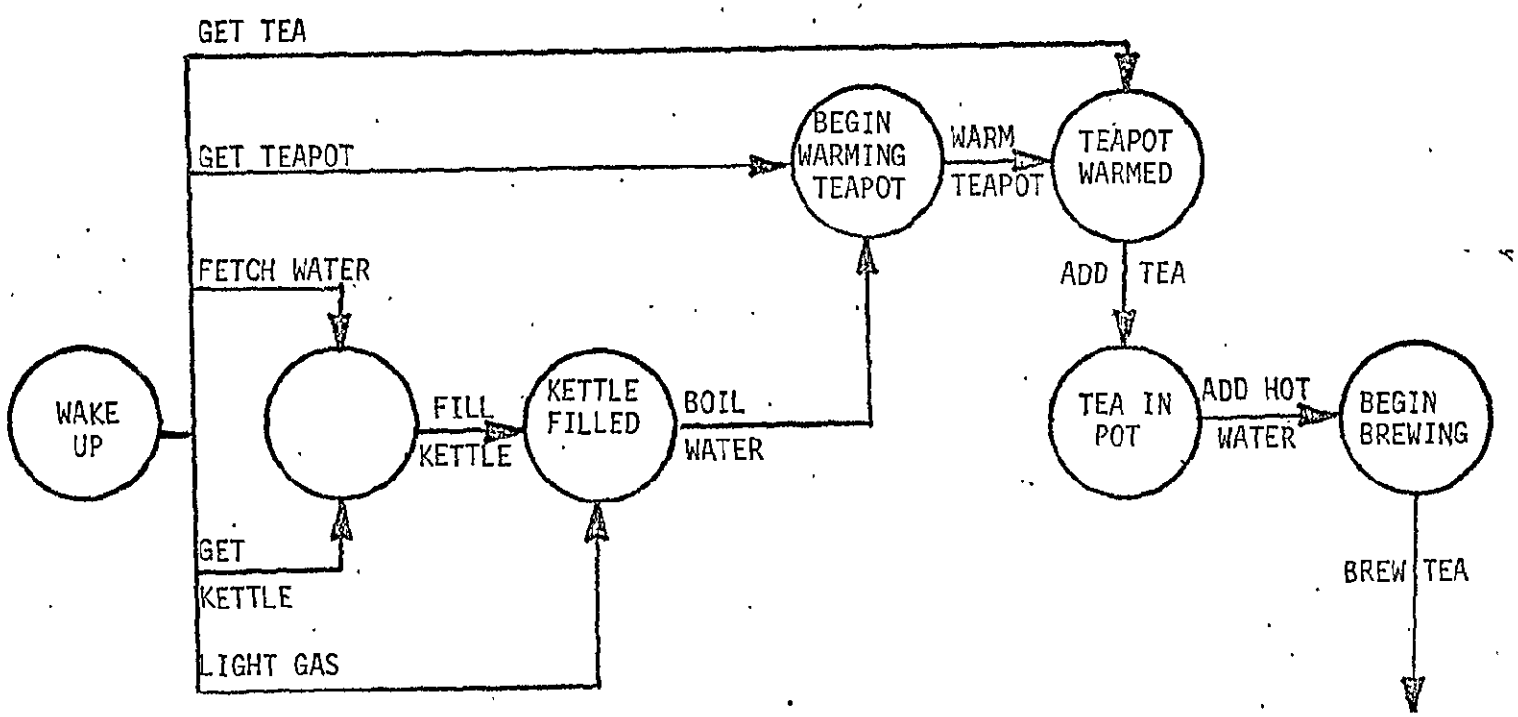

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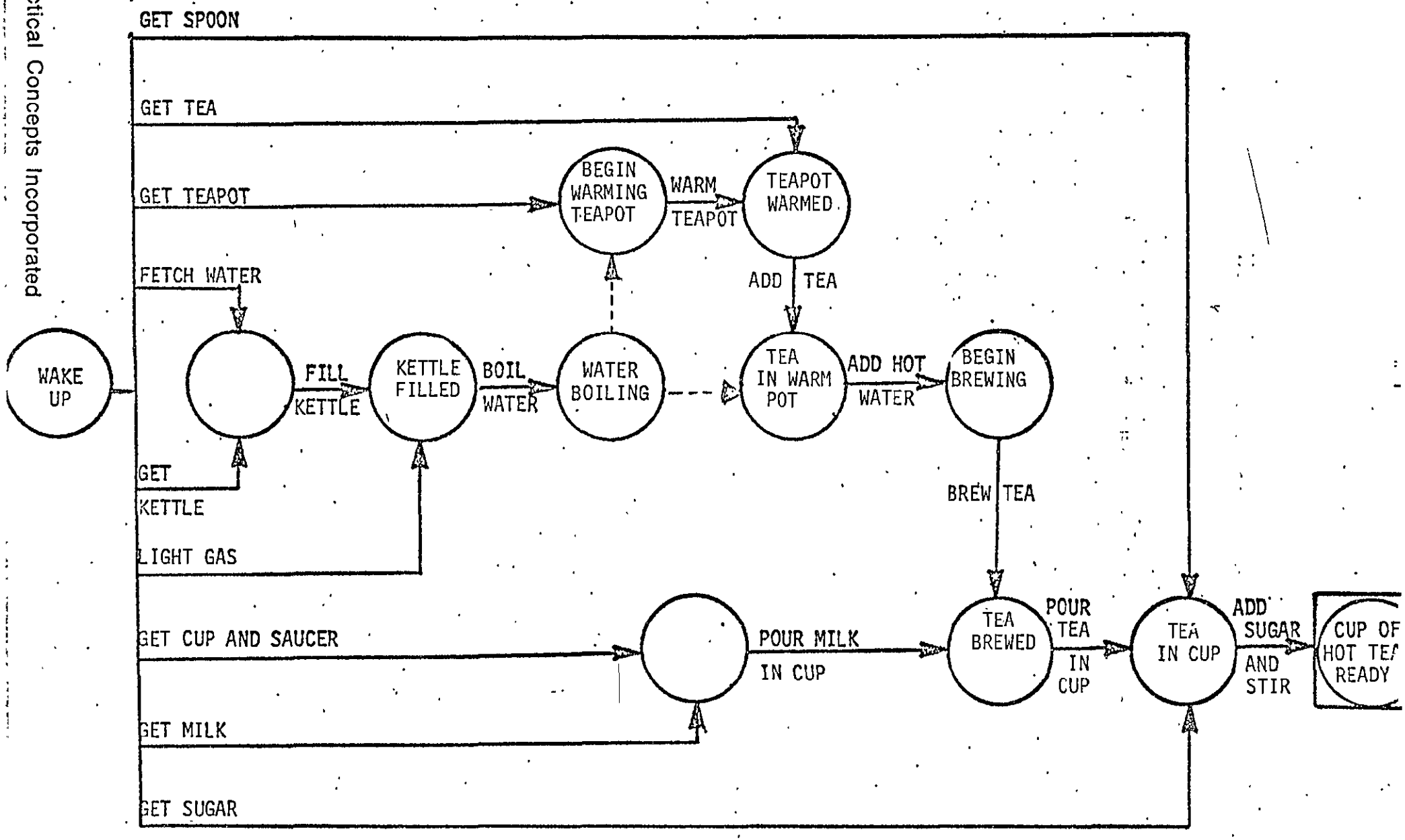

NOTE TO INSTRUCTOR

WORKSHOP #1:

1. INSTRUCTIONS

2. EXERCISE (HANDOUT #1)

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WORKSHOP IN NETWORK ANALYSIS #1

INSTRUCTIONS

Construct an arrow diagram for the following project, in which the letters stand for project activities. When the diagram is complete, check that it corresponds exactly with the statements given.

ACTIVITIES

A, B, and C may start at the beginning of the project.
Once A has been completed D can begin.
Once B has been completed both E and I can begin.
F and G can start when C has finished.
When D and E have been completed H can start.
J can begin when I has been completed.
Once F and G have finished K can start.
L must follow the completion of H.
When L, J, and K have been completed, N can begin.
M can only begin when H is finished.
O follows the completion of B.
When M, N, and O have been completed, the project is finished.

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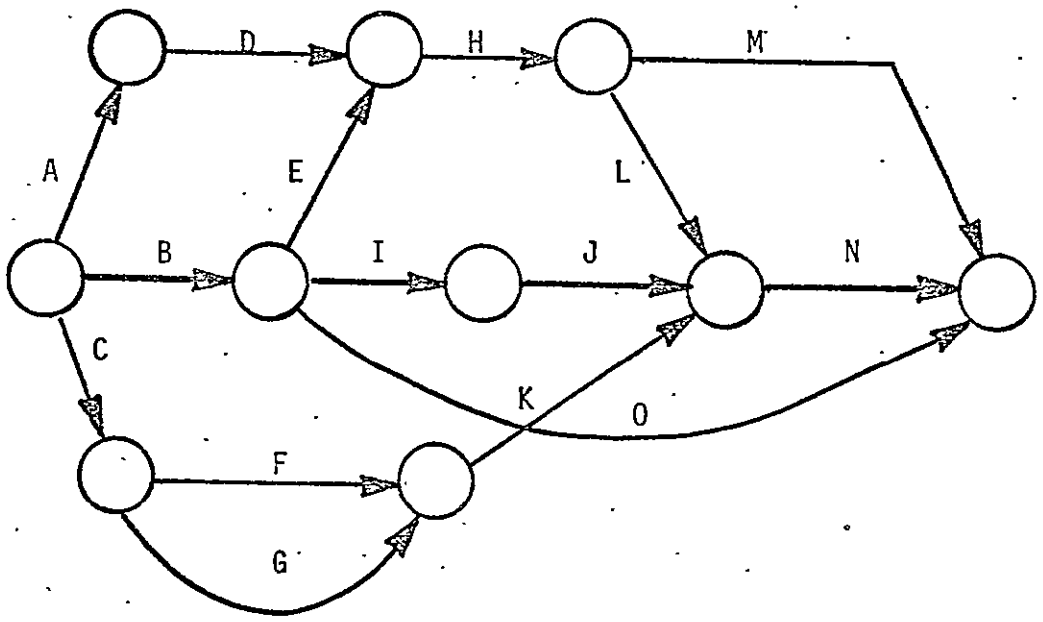
WORKSHOP IN NETWORK ANALYSIS #1 :

SOLUTION



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SECTION TWO

NOTE TO INSTRUCTOR

INTRODUCTION

OBJECTIVES

- ADD TIME DIMENSION
- TEACH CRITICAL PATH
- TEACH SLACK

LECTURE

WORKSHOP

DISCUSSION

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TIME DIMENSION, CRITICAL PATH & SLACK

ELAPSED TIME

TIME REQUIRED
FOR COMPLETION
OF ACTIVITY

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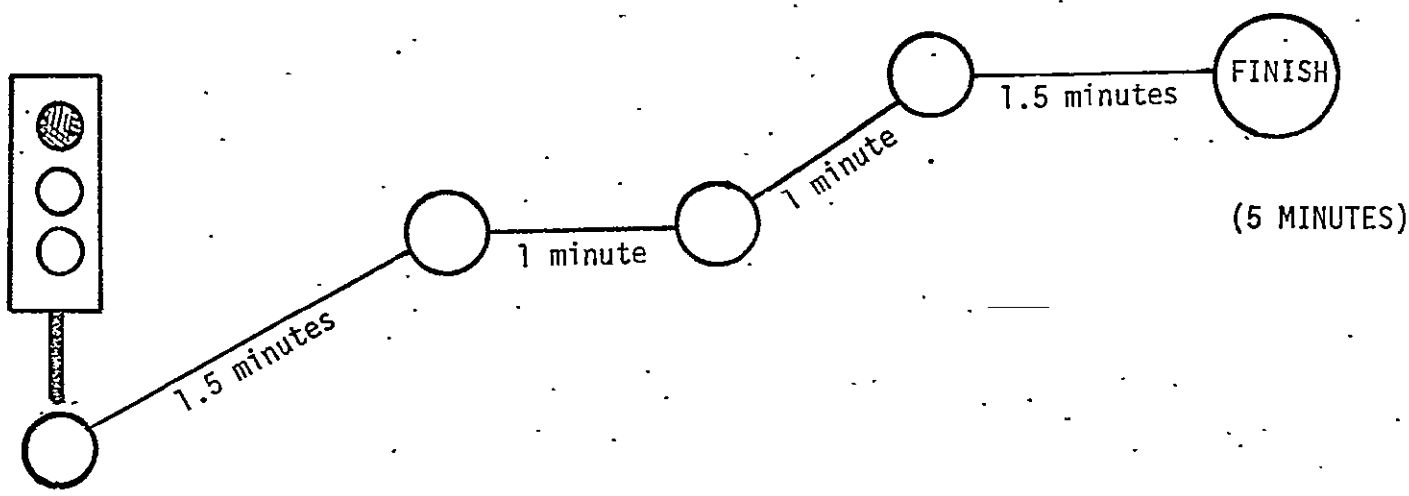
SET THE PACE...



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NOTE TO INSTRUCTOR

USING "TEA PREPARATION" EXAMPLE, FILL IN TIMES FOR ACTIVITIES WITH AUDIENCE.

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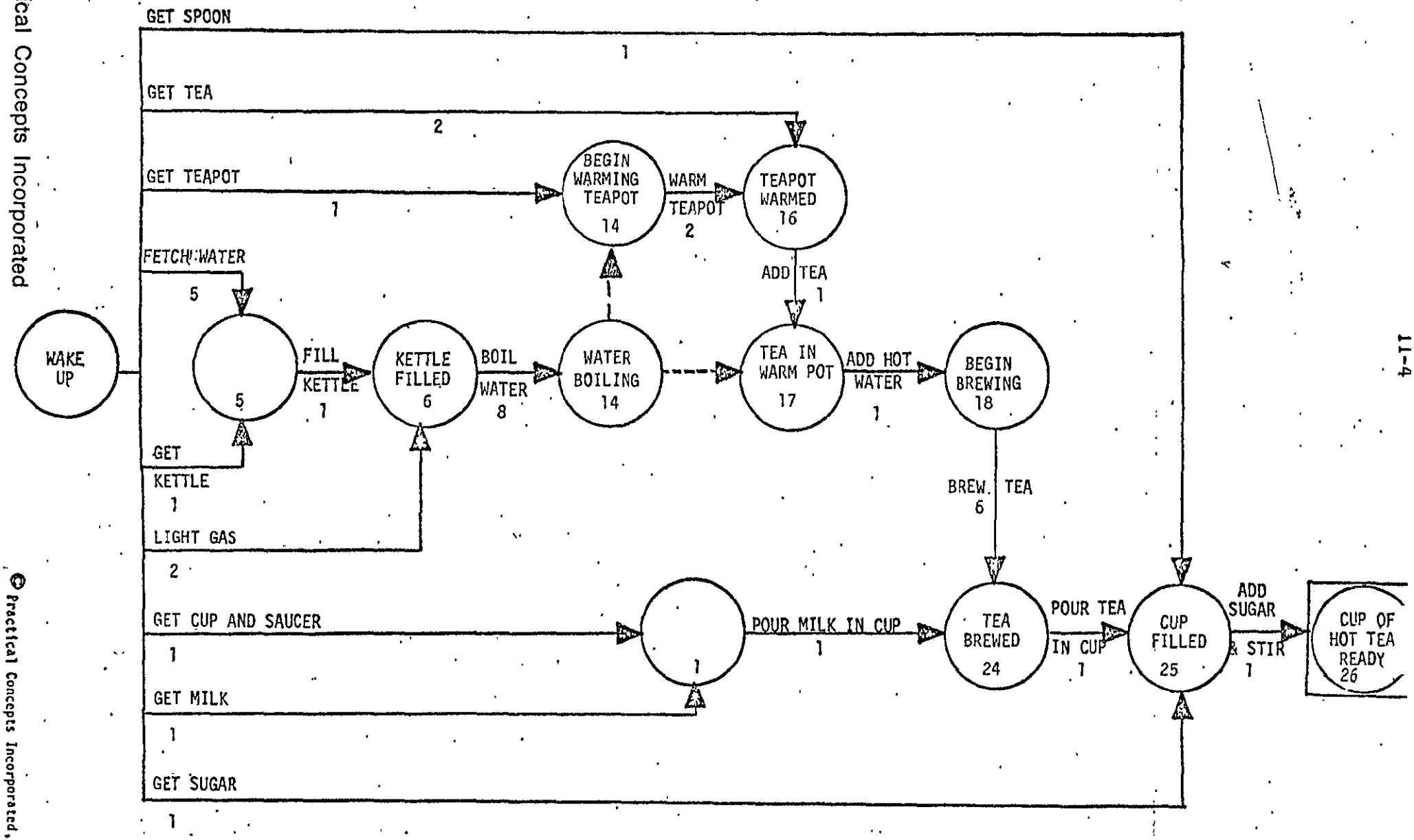
NETWORK TIME DIMENSION



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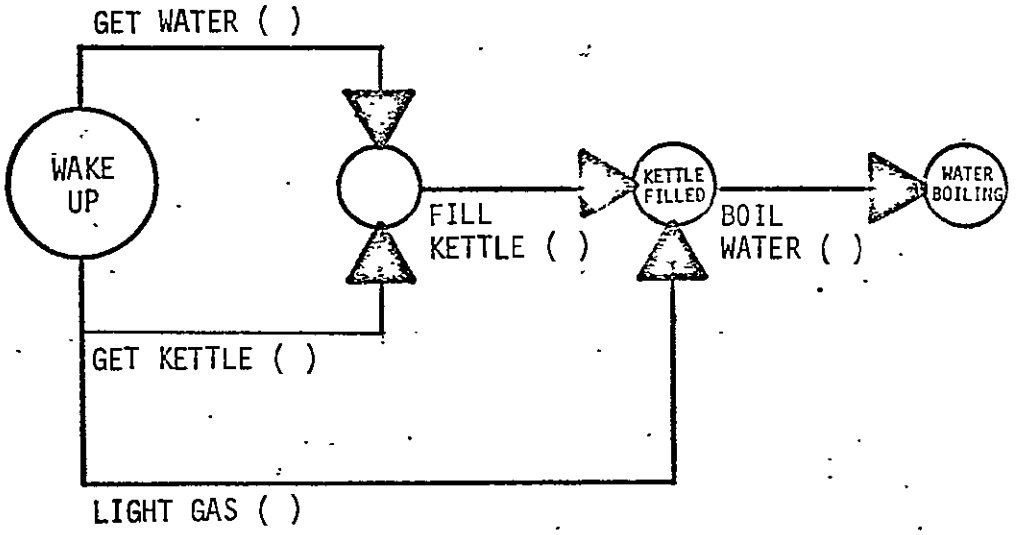
ELAPSED TIME



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CRITICAL PATH

- LONGEST TIME SEQUENCE OF ACTIVITIES FROM BEGINNING TO END
- MINIMUM PROJECT DURATION

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NOTE TO INSTRUCTOR

BASED ON TIMES FILLED IN FOR "TEA PREP" EXAMPLE,
CALCULATE CRITICAL PATH WITH AUDIENCE

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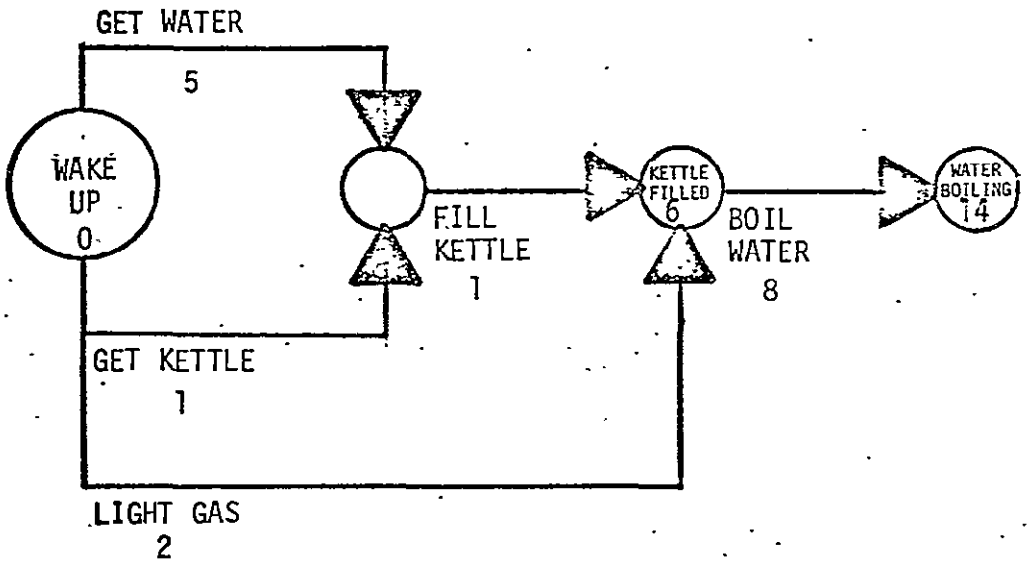
CRITICAL PATH CALCULATION



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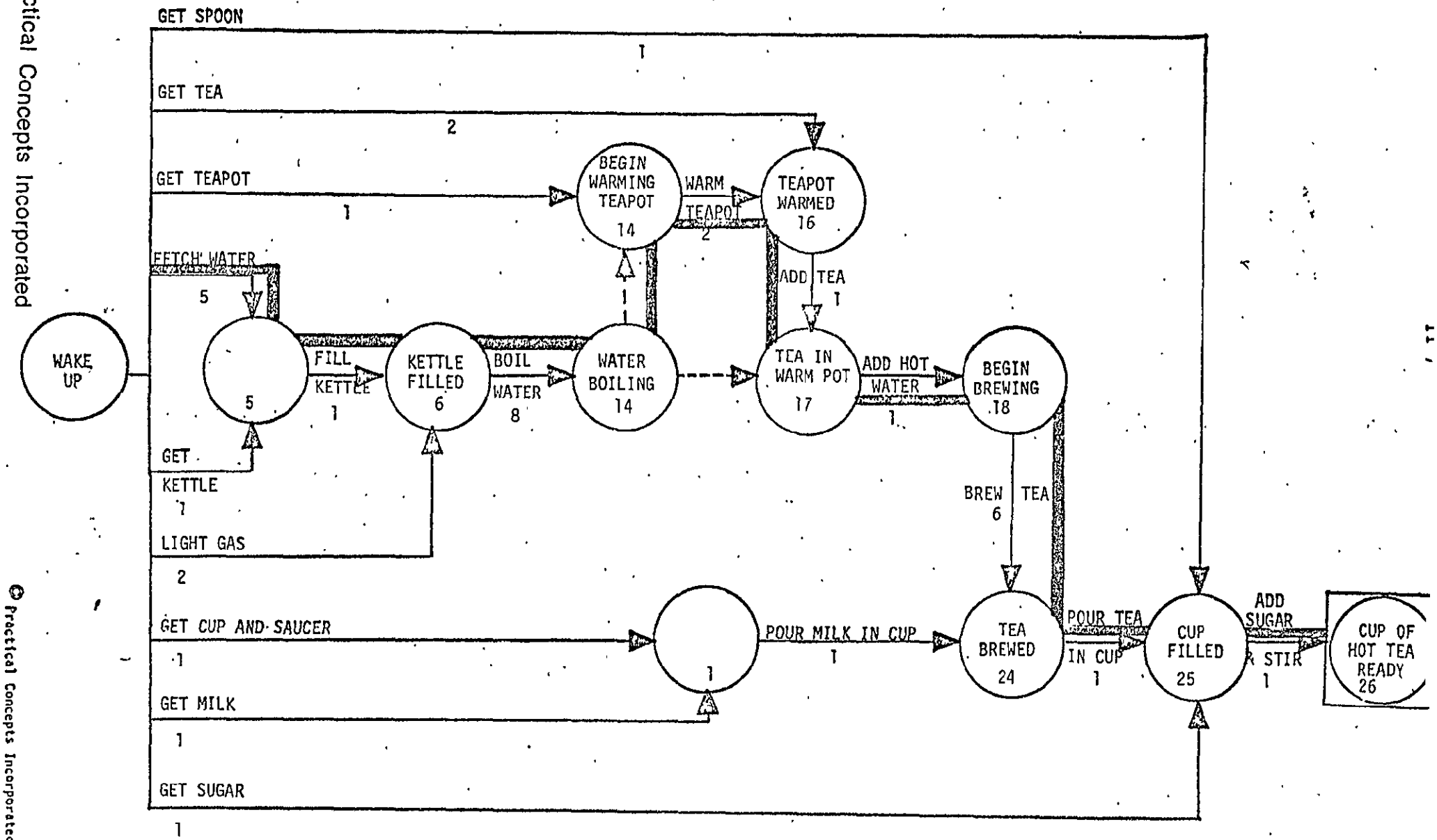
NETWORK CRITICAL PATH



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NOTE TO INSTRUCTOR

BASED ON TIMES CALCULATED,
USING THE SAME "TEA PREP" EXAMPLE,
CALCULATE SLACK WITH AUDIENCE.

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SLACK

PERIOD BY WHICH ACTIVITIES CAN BE DELAYED WITHOUT AFFECTING TOTAL PROJECT DURATION.

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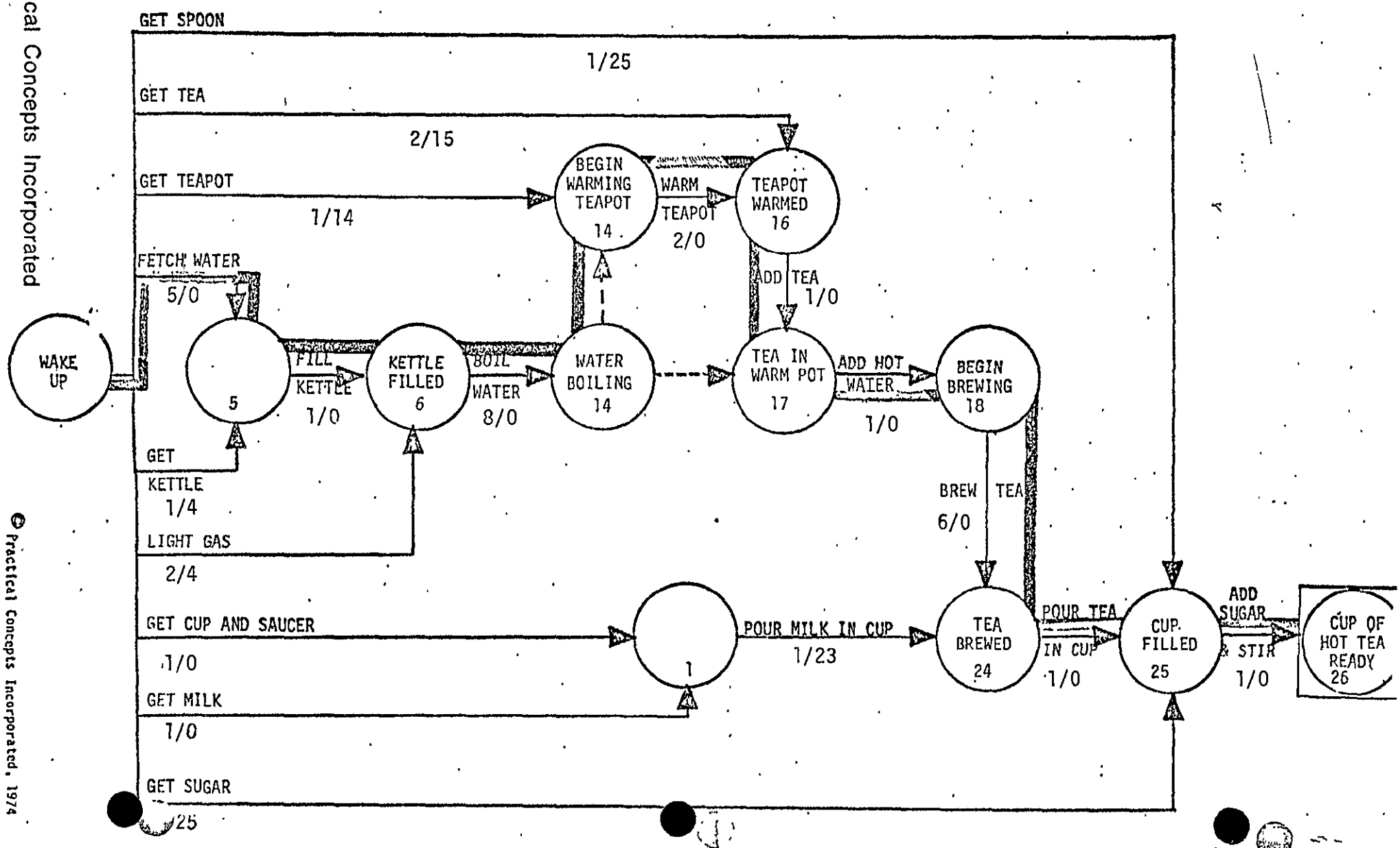
NETWORK SLACK



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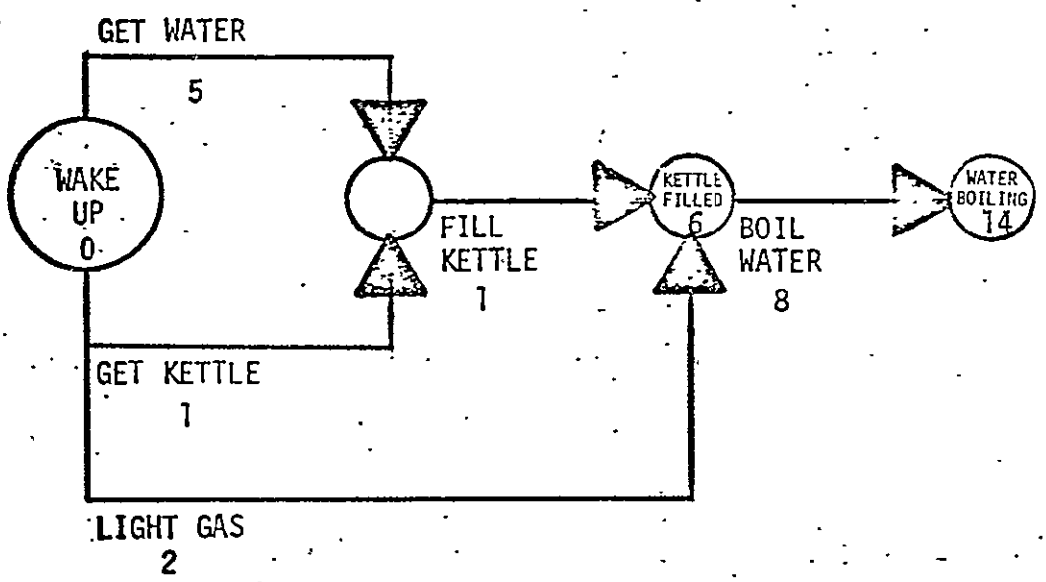
SLACK CALCULATION



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NOTE TO INSTRUCTOR

- WORKSHOP #2

  EXERCISE #2
  - COMPLETE NETWORK WITH TIMES
  - IDENTIFY CRITICAL PATH
  - CALCULATE SLACK

- DISCUSSION

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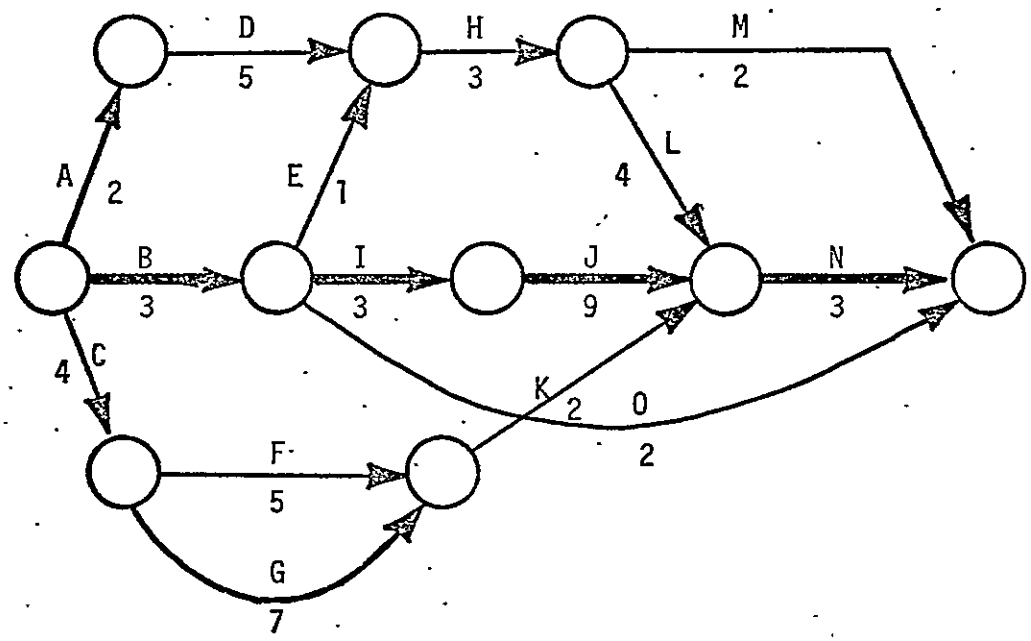
WORKSHOP IN NETWORK ANALYSIS

SOLUTION



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Instructors Only

WORKSHOP IN NETWORK ANALYSIS #2

INSTRUCTIONS

Construct an arrow diagram for the following project, in which the letters stand for project activities. When the diagram is complete, check that it corresponds exactly with the statements given. When you are certain that the diagram is accurate, add activity duration times (in parentheses) and determine the critical path.

ACTIVITIES

A (2 weeks), B (3 weeks), and C (4 weeks) may start at the beginning of the project.

Once A has been completed, D (5 weeks) can begin.

Once B has been completed, both E (1 week) and I (3 weeks) can begin.

F (5 weeks) and G (7 weeks) can start then C has finished.

When D and E have been completed, H (3 weeks) can start.

J (9 weeks) can begin when I has been completed.

Once F and G have finished, K (2 weeks) can start.

L (4 weeks) must follow the completion of H.

When L, J, and K have been completed, N (3 weeks) can begin.

M (2 weeks) can only begin when H is finished.

O (2 weeks) follows the completion of B.

When M, N, and O have been completed, the project is finished.

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SECTION THREE

NOTE TO INSTRUCTOR

OBJECTIVE:

EXPLAIN COMPLEMENTARY NATURE OF TOOLS:

LOGFRAME

NETWORKING

LECTURE:

EXPLAIN CONCEPTS

LEAD TO POINT WHERE EXAMPLE OF "START OF DAY" CAN BE TRANSFORMED FROM OUTPUT LOGFRAMES TO LEVEL 3 NETWORKS

WORKSHOP #3

DISCUSSION

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NETWORKING & LOGFRAME

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NETWORK DIAGRAMS SHOW

RELATIONSHIP OF INPUTS TO OUTPUTS:

- SEQUENCE OF ACTIVITIES AND EVENTS WHICH LEAD TO PLANNED OUTPUTS
- SCHEDULING OF ACTIVITIES TO ACHIEVE OUTPUTS ON TIME

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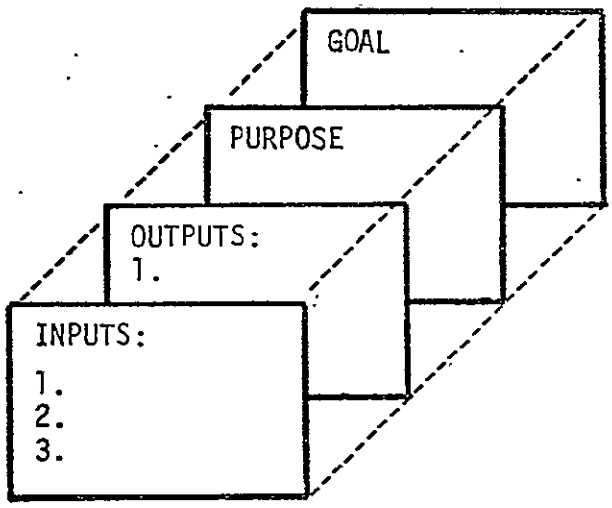
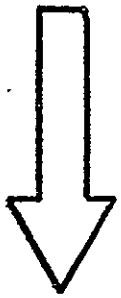
THE LOGICAL FRAMEWORK SHOWS ...

- WHAT IS NECESSARY AT EACH LEVEL



- BUT NOT HOW TO MOVE FROM LEVEL TO LEVEL (INPUT --- OUTPUT)



NETWORK ANALYSIS

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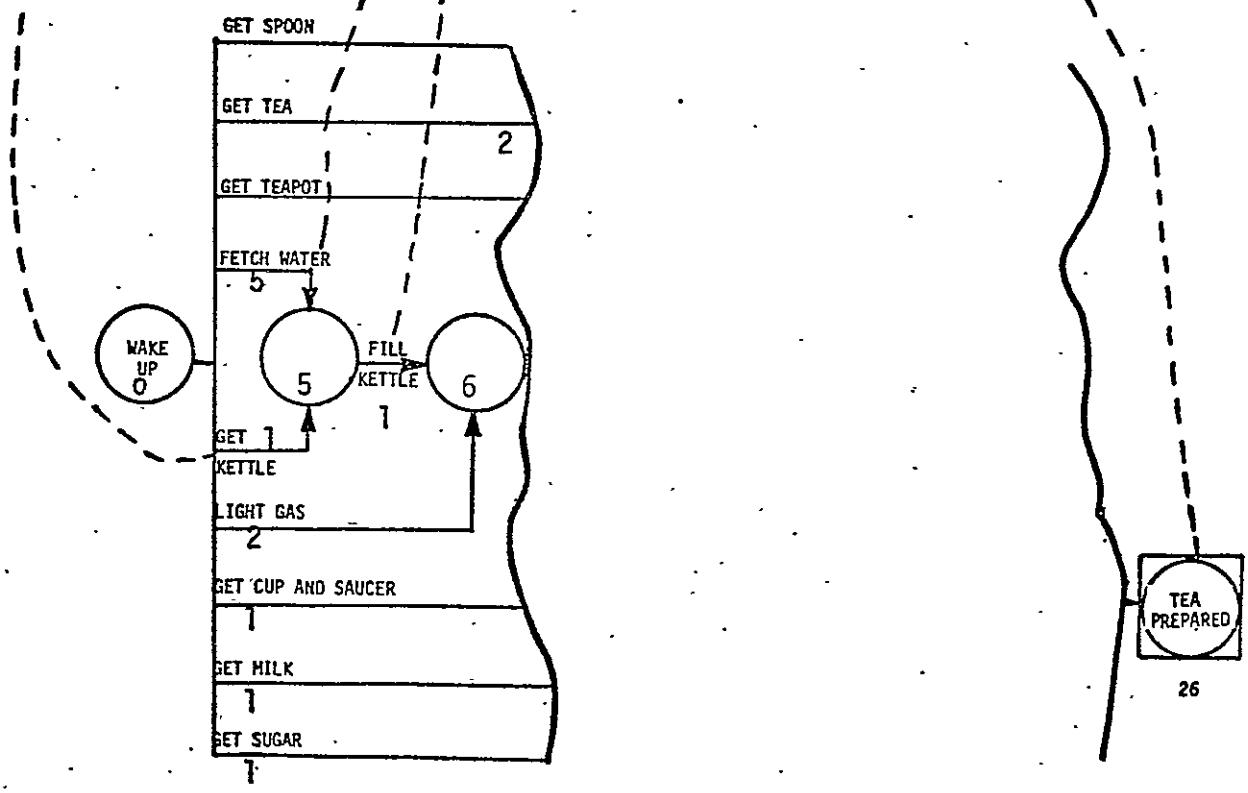
PROJECT "START OF DAY"

G	Day started off properly.			
P	Breakfast eaten.			
O	1. Tea prepared. 2. Eggs prepared.			
I	1a. Fetch water. b. Get Kettle. c. Fill Kettle. Etc. 2a. _____ b. _____			



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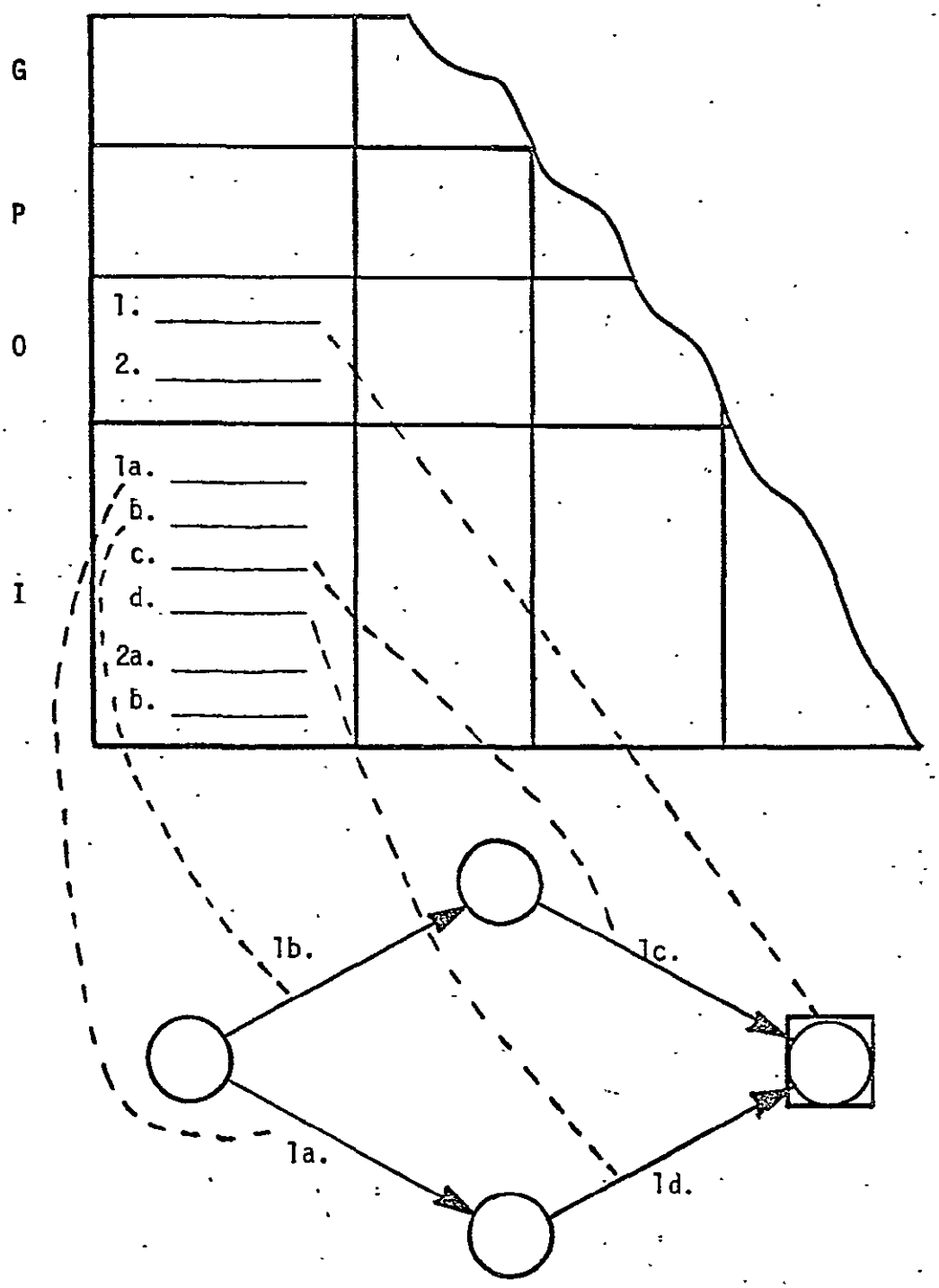
LOGFRAME AND NETWORK ANALYSIS



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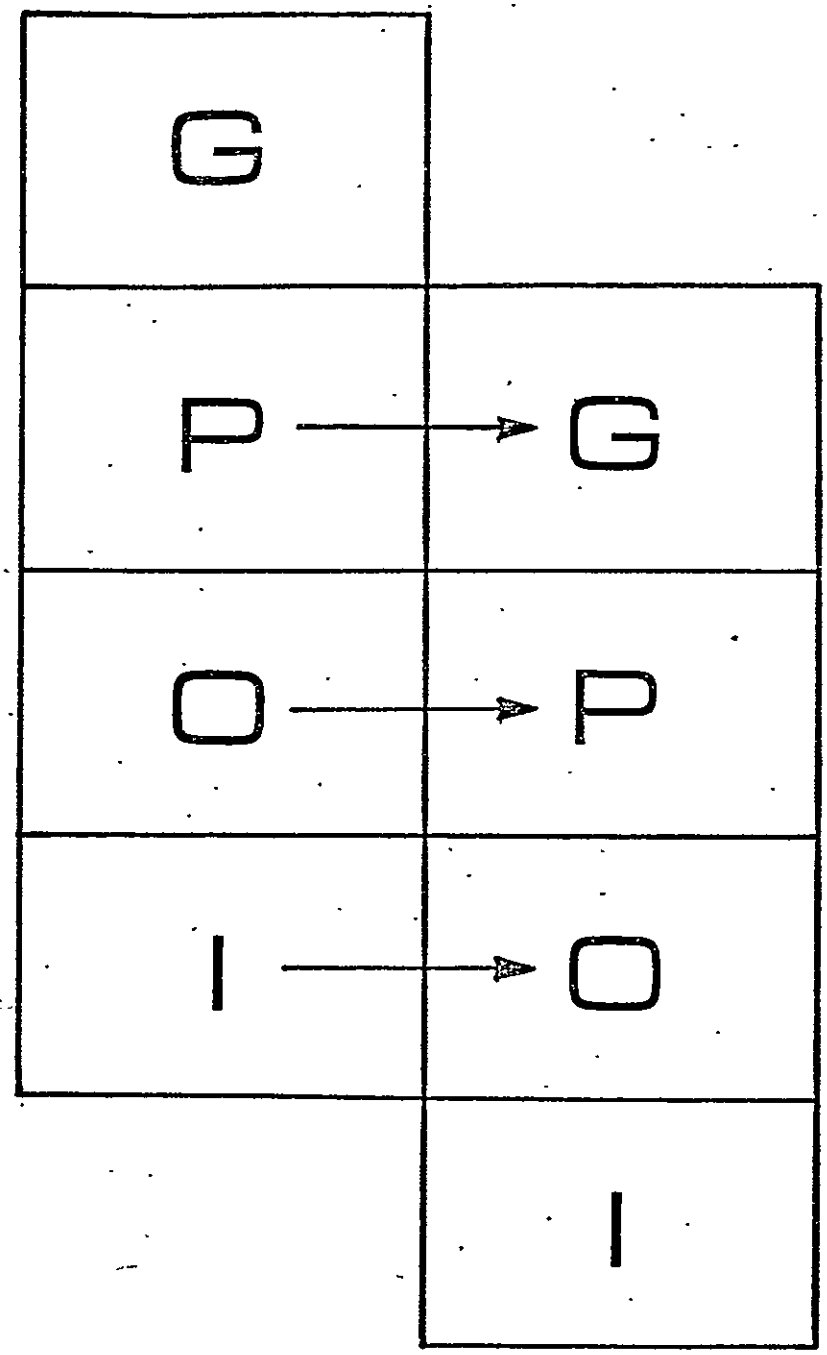
MASTER LOGFRAME



OUTPUT LOGFRAMES

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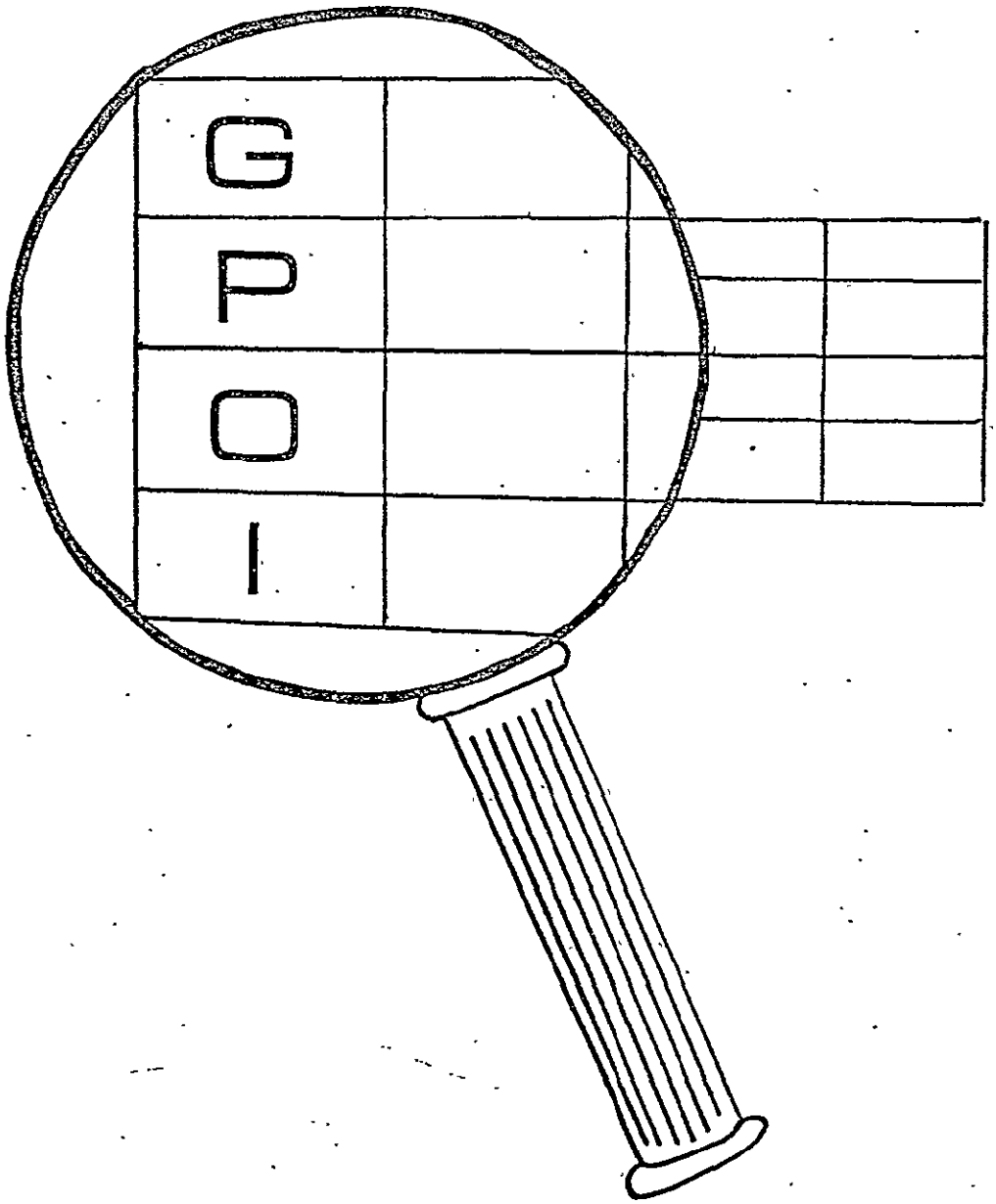
LEVELS OF DETAIL ...



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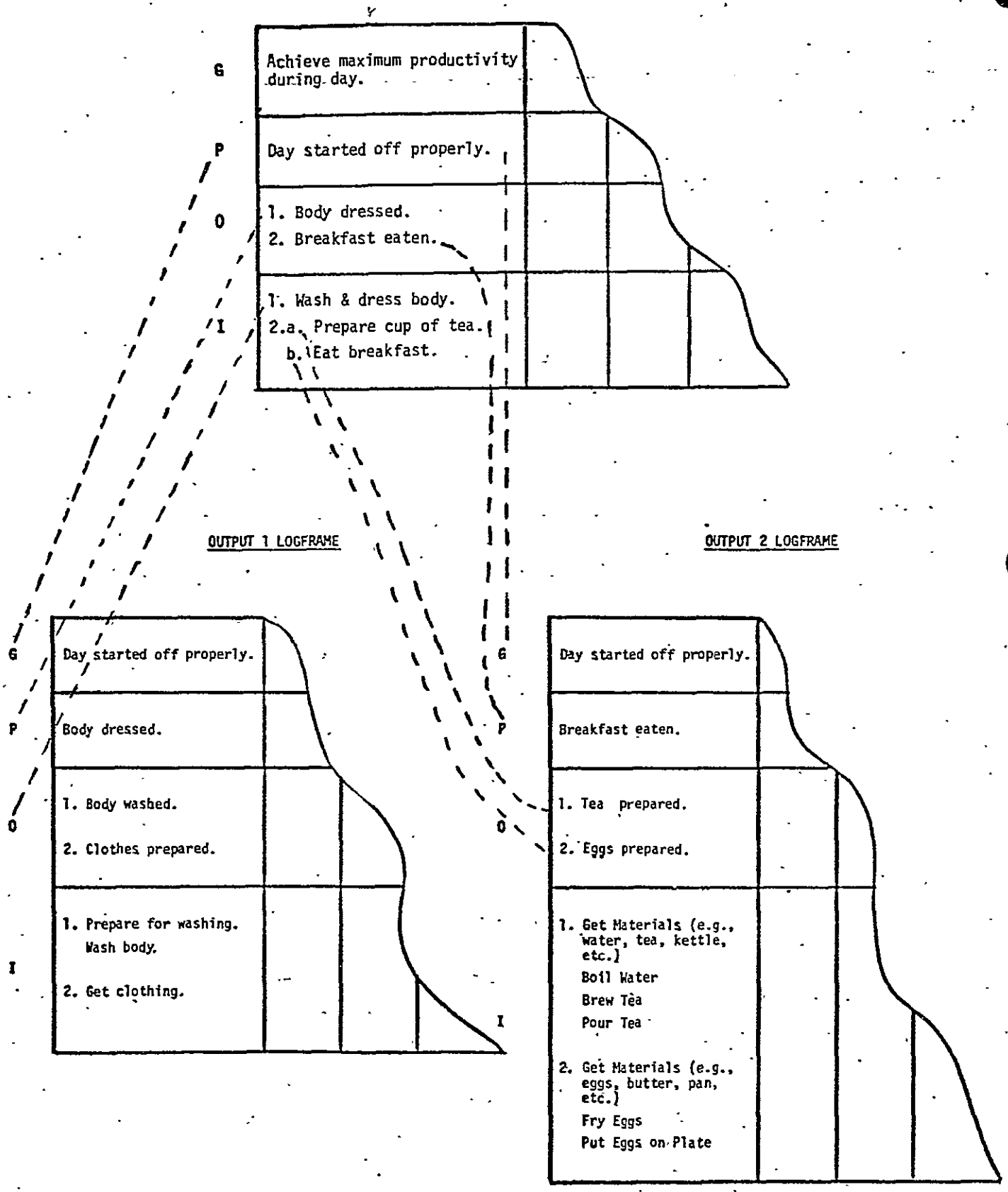
MASTER LOGFRAME



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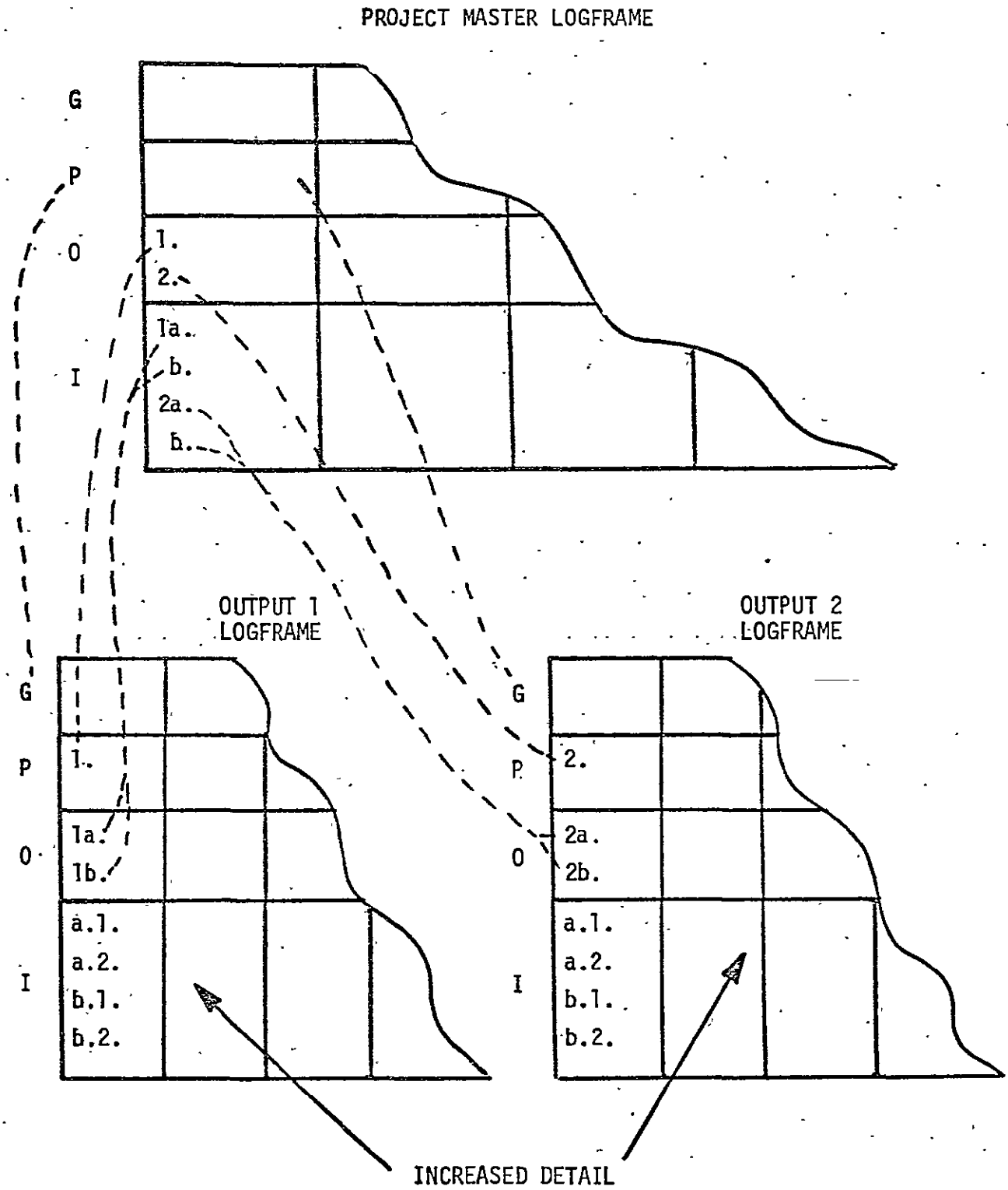
MASTER LOGFRAME & OUTPUT LOGFRAMES



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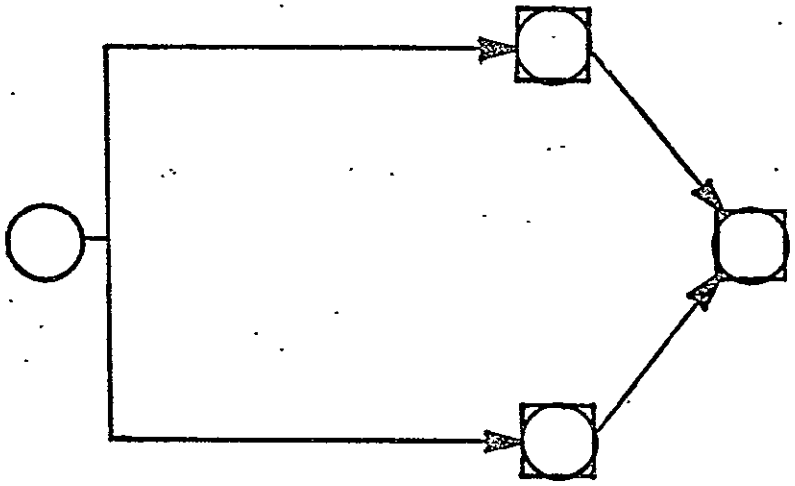
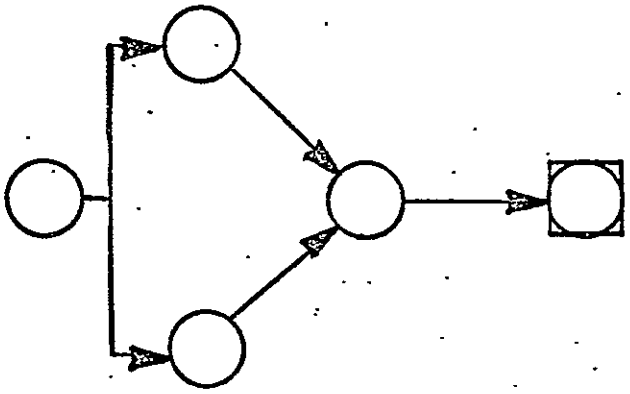
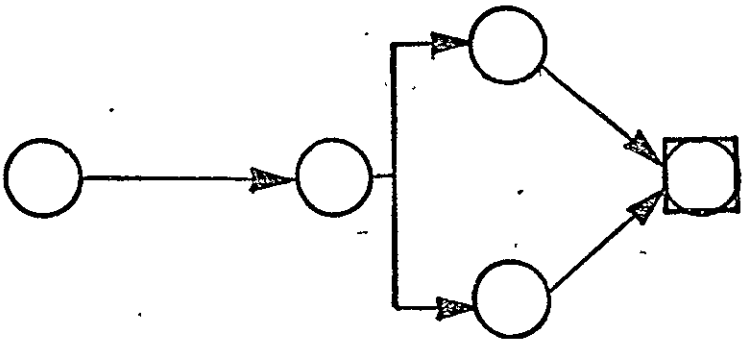
NETWORK LEVELS ARE "NESTED"



MASTER NETWORK



OUTPUT 1 NETWORK



OUTPUT 2 NETWORK

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NOTE TO INSTRUCTOR

WORKSHOP #3: INSTRUCTIONS

PART A: DRAW MASTER NETWORK & OUTPUT NETWORKS BASED ON LOGFRAMES (LEVELS 2 & #)

DISCUSSION

HAND OUT SOLUTIONS TO PART A, COMPLETE WITH TIMES

PART B: CALCULATE SLACK & CP

DISCUSSION

HAND OUT SOLUTIONS TO PART B

WRAP-UP

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OUTPUT 1 LOGFRAME

G	Day started off properly.			
P	Body dressed.			
O	1. Body washed. 2. Clothes prepared.			
I	1. Prepare for washing. Wash body. 2. Get clothing.			

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Handout 1

(HANDOUT 1)

MASTER LOGFRAME

G	Achieve maximum productivity during day.			
P	Day started off properly.			
O	1. Body dressed. 2. Breakfast eaten.			
I	1. Wash & dress body. 2a. Prepare cup of tea. b. Prepare eggs. c. Eat breakfast.			

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OUTPUT 2 LOGFRAME

G	Day started off properly.
P	Breakfast eaten
O	1. Tea prepared 2. Eggs prepared
I	1. Get Materials (e.g., water, tea, kettle, etc.) Boil Water Brew Tea Pour Tea 2. Get Materials (e.g., eggs, butter, pan, etc.) Fry Eggs Put Eggs on Plate

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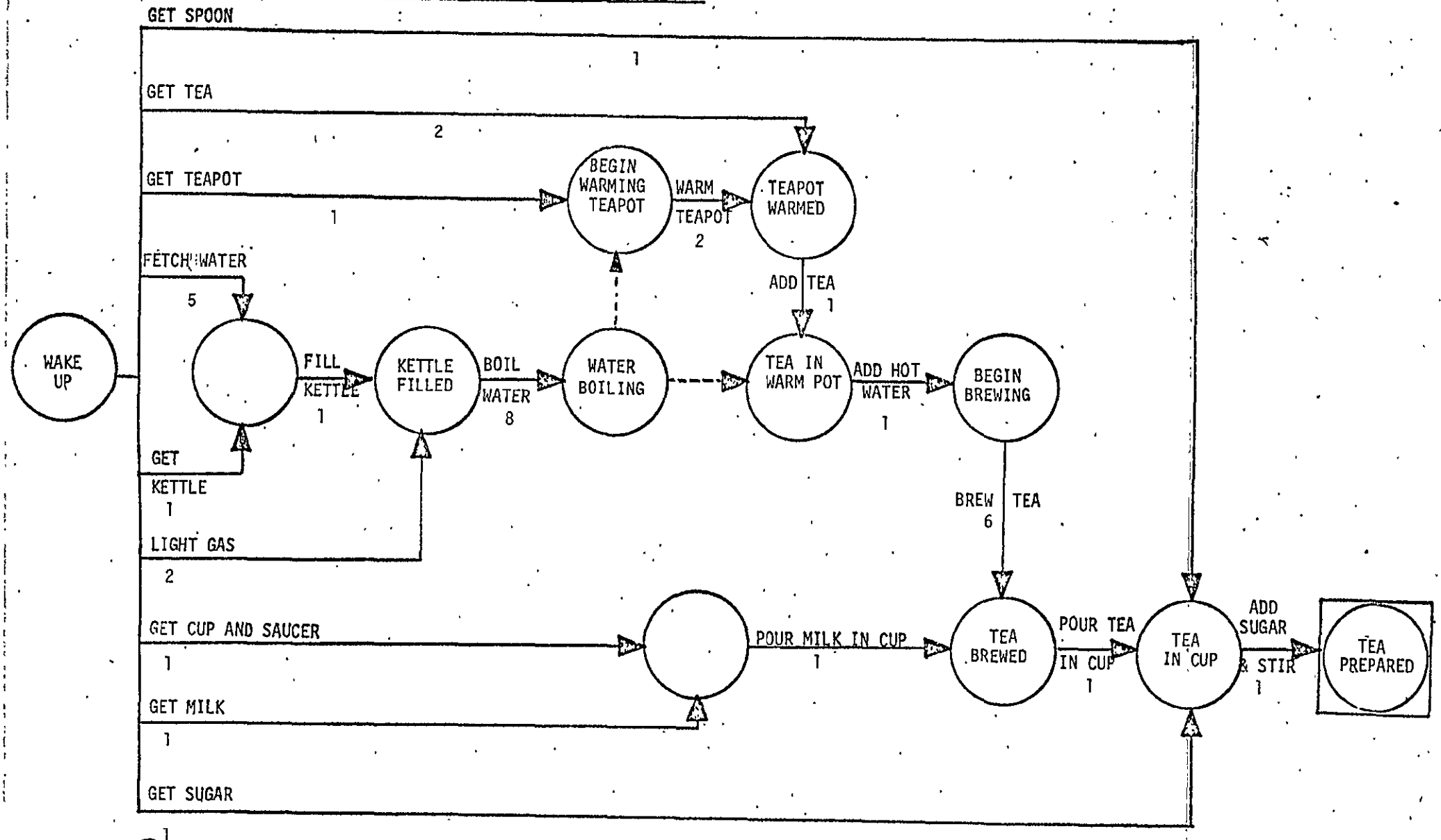
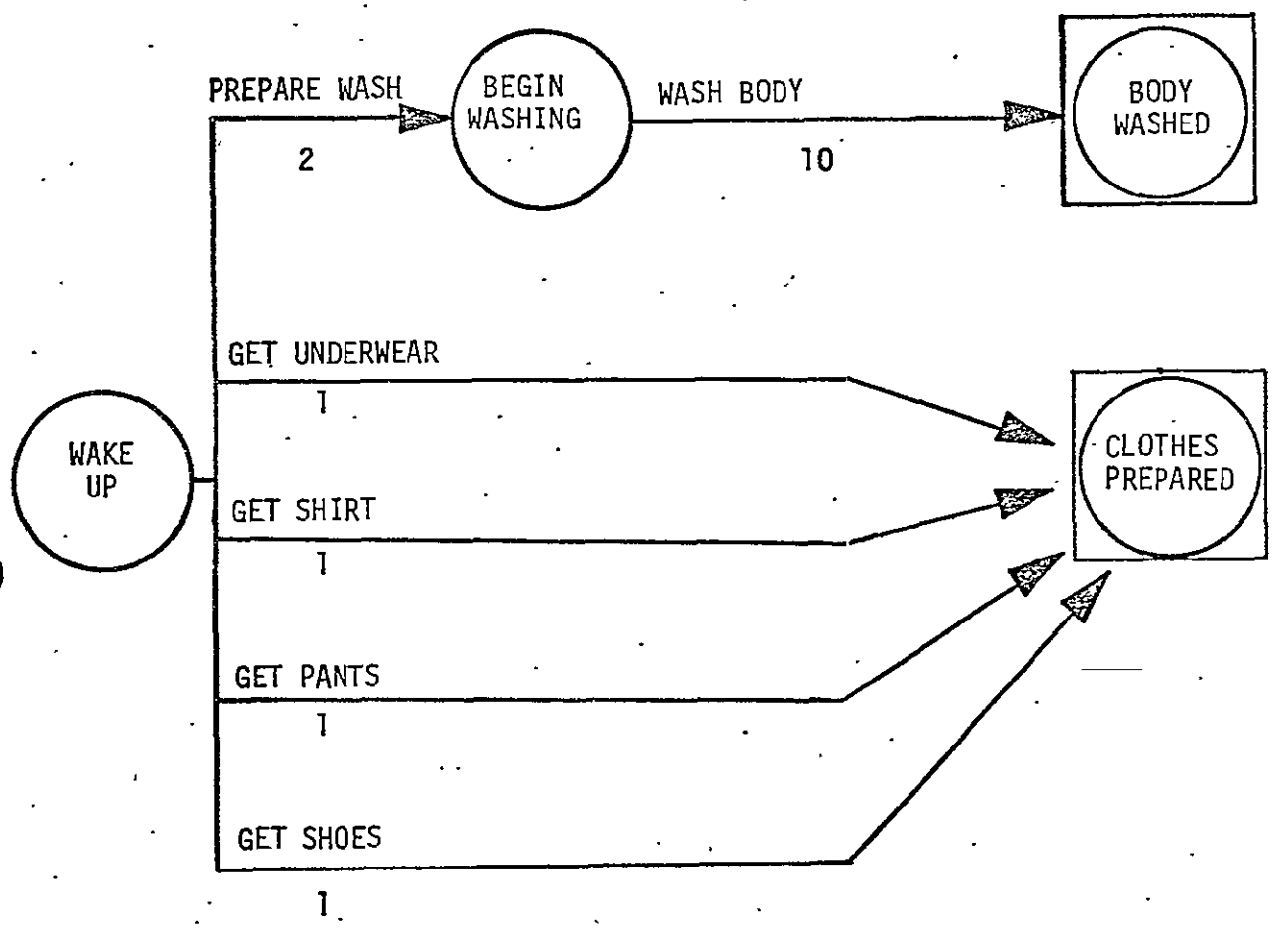
OUTPUT 2 NETWORK "A"/"TEA PREPARED"



(HANDOUT 2)

OUTPUT 1 NETWORK/"BODY DRESSED"



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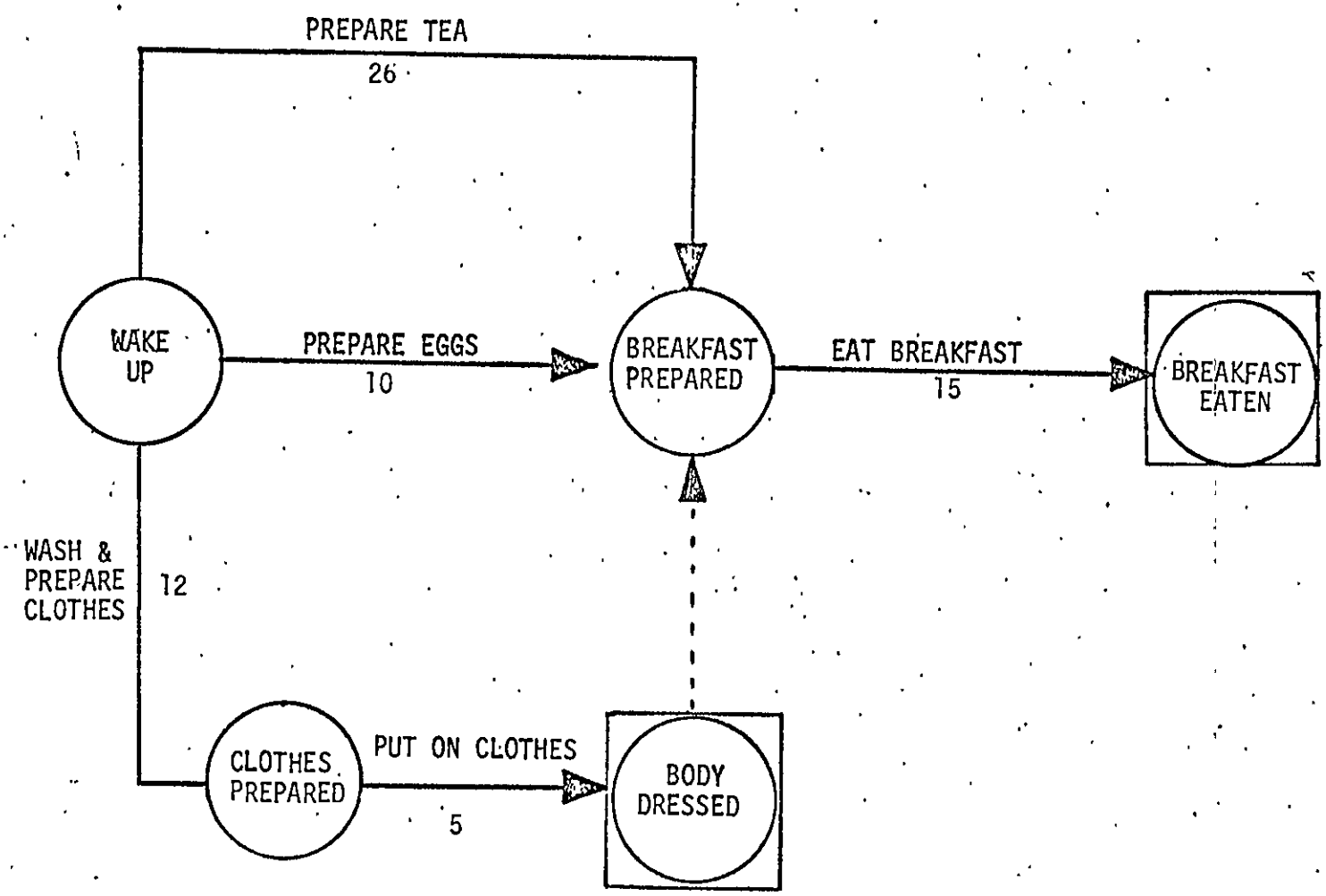
MASTER NETWORK/"START OF DAY"



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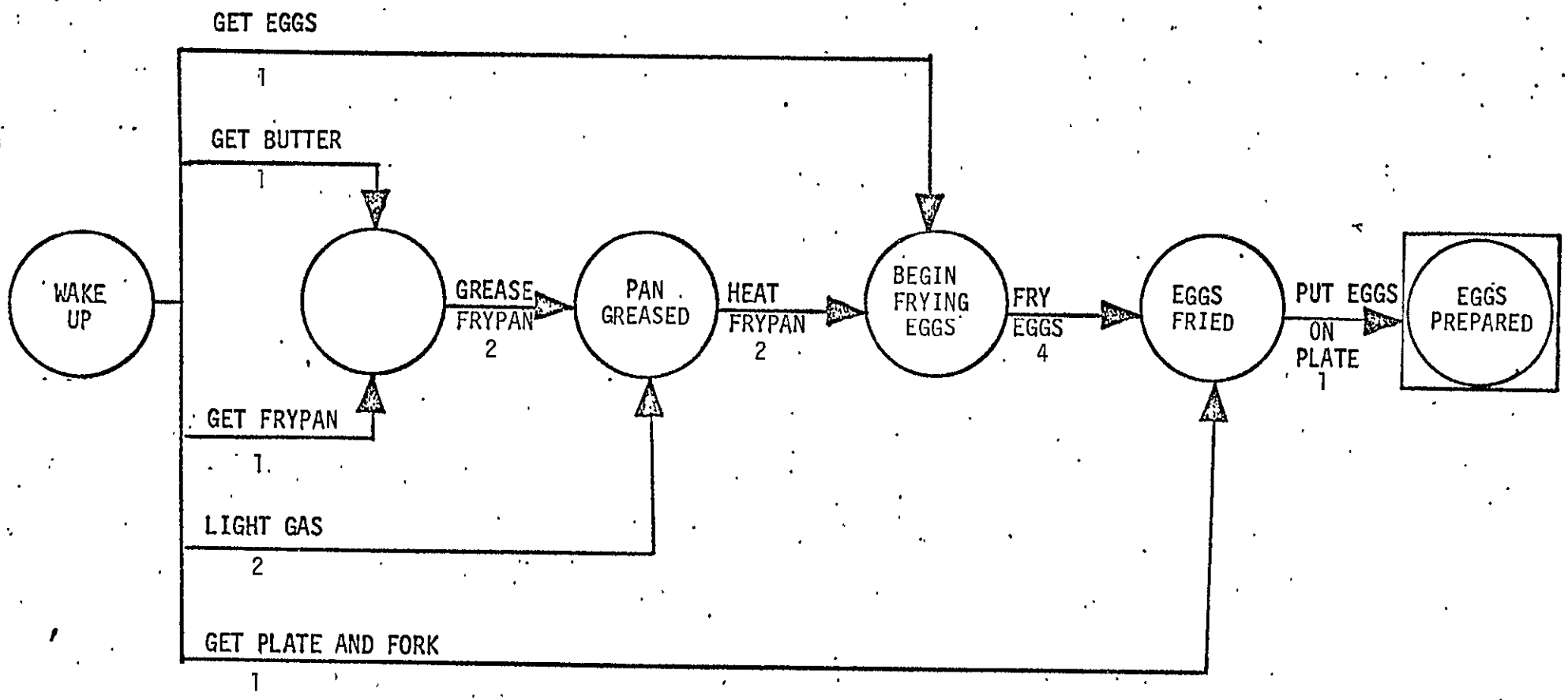
OUTPUT 2 NETWORK "B"/"EGGS FRIED"



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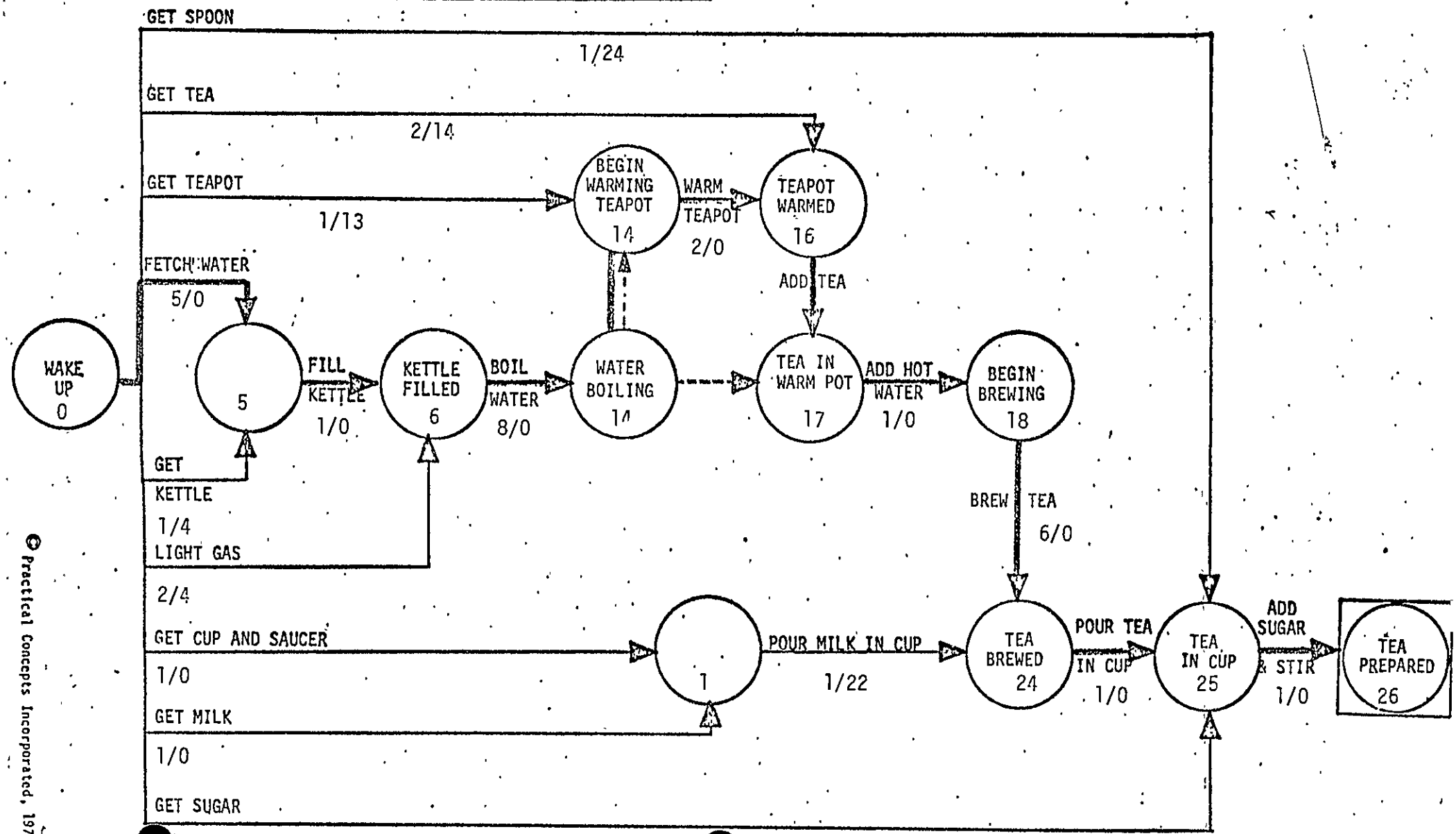
OUTPUT 2 NETWORK "A"/"TEA PREPARED"



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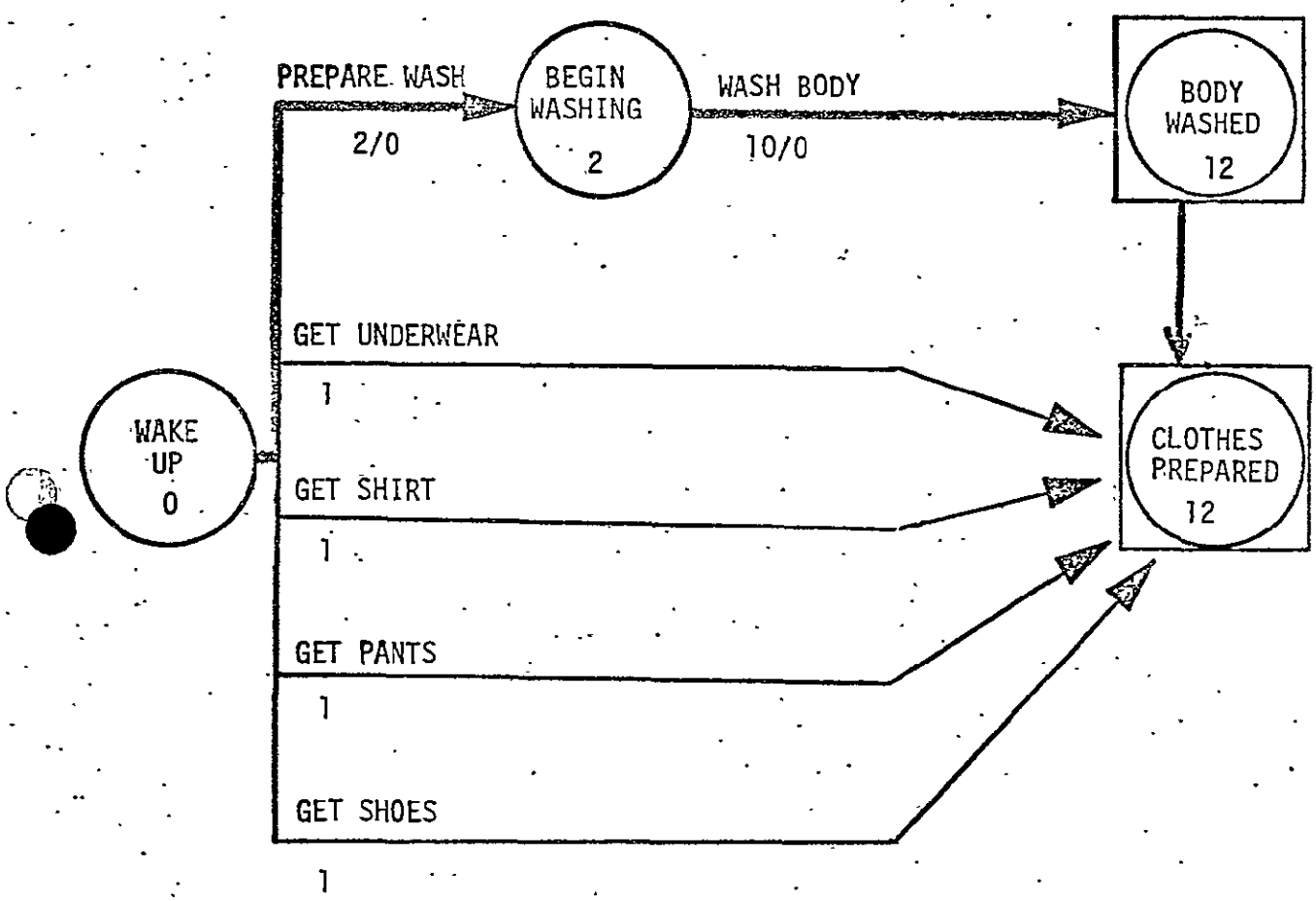
(HANDOUT 3)

OUTPUT 1 NETWORK/"BODY DRESSED"



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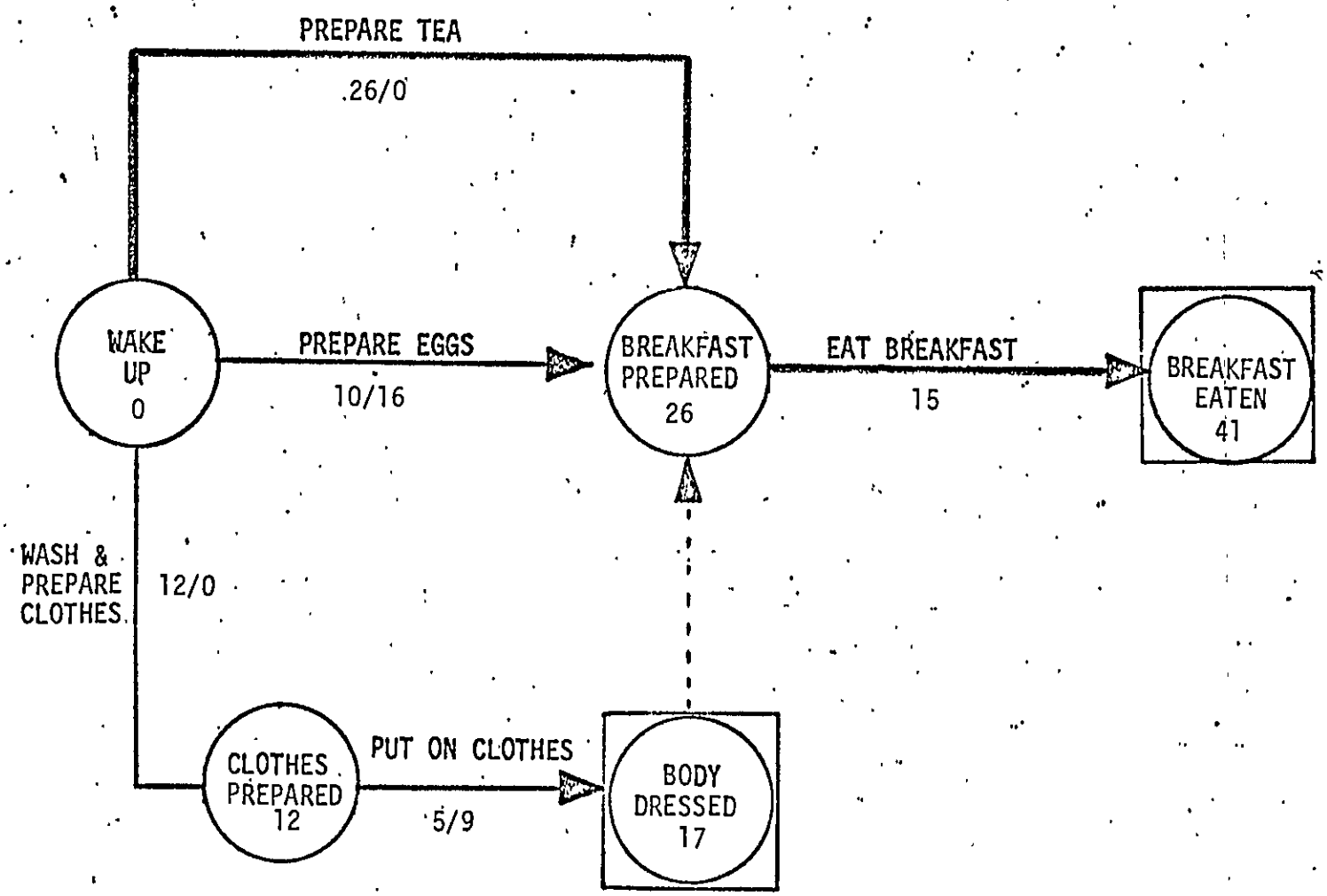
MASTER NETWORK/"START OF DAY"



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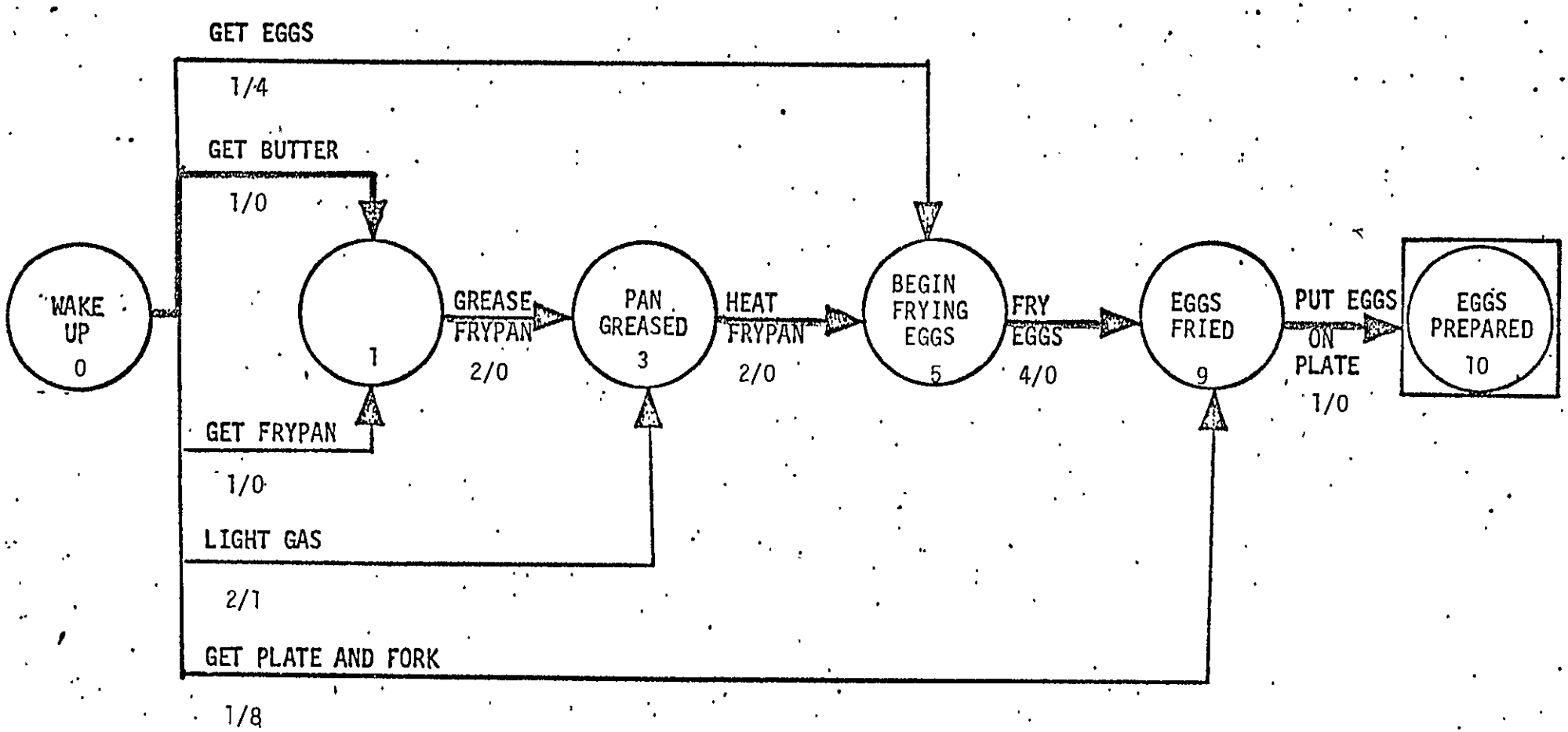
OUTPUT 2 NETWORK "B"/"EGGS FRIED"



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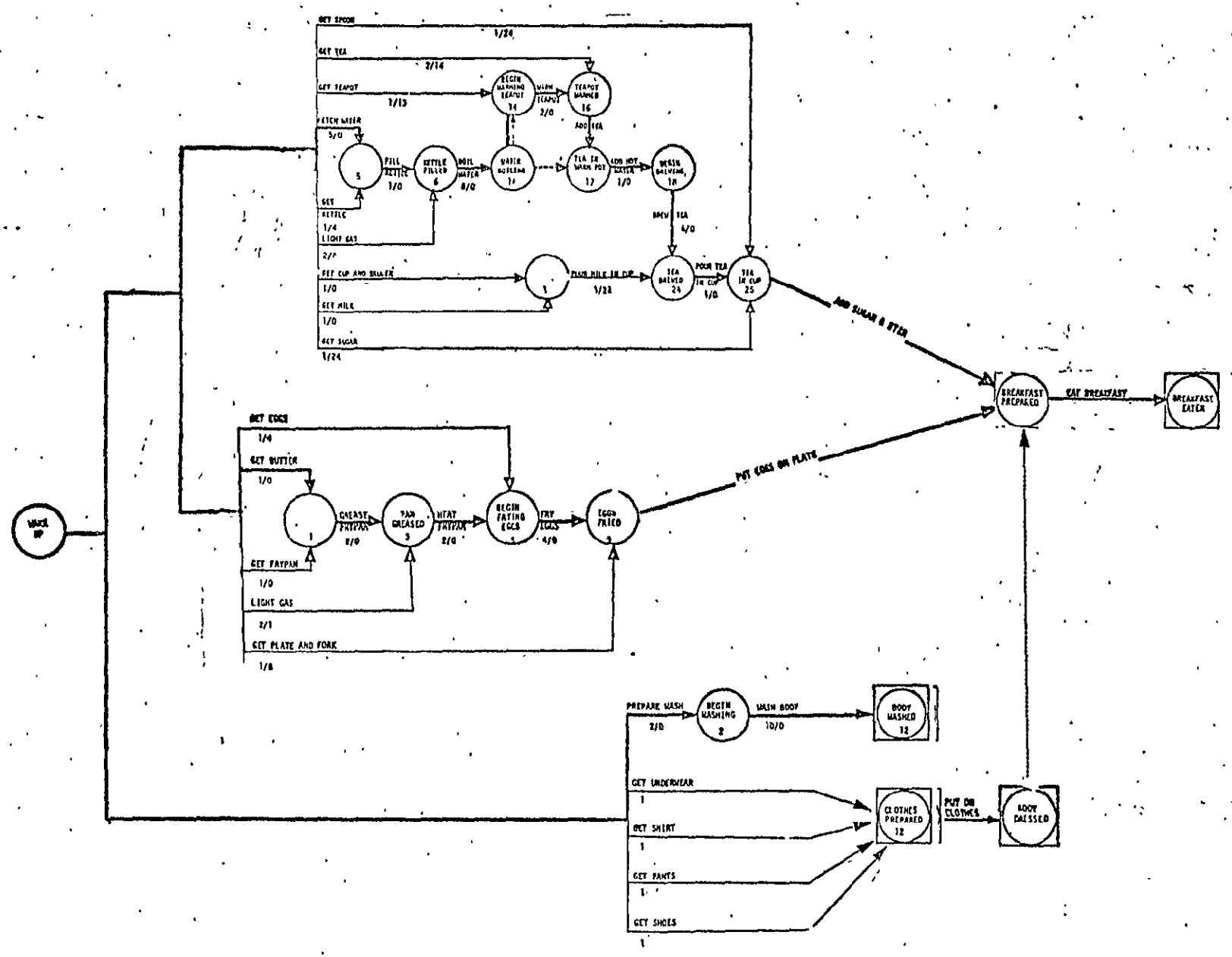
COMBINED NETWORK/"START OF DAY"



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SECTION FOUR

NOTE TO INSTRUCTOR

INTRODUCTION

OBJECTIVES

NATURE OF MONITORING & REPORTING.

DESIGN OF MONITORING AND REPORTING SYSTEM.

RELATIONSHIP OF LOGFRAME AND NETWORKING TO MONITORING AND REPORTING.

LEVELS OF INFORMATION FLOW

LECTURE

REVIEW OF NETWORKING CONCEPTS (TRUE/FALSE TEST)

DISCUSSION

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MONITORING AND REPORTING

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DESIGN CRITERIA:

- USER-ORIENTED -- TAILORED TO MEET EXPLICIT INFORMATION NEEDS
- INTEGRATED -- PLANNING, IMPLEMENTATION, EVALUATION
- COMPREHENSIVE
- SIMPLE AND FLEXIBLE
- LESS PAPER, MORE SIGNIFICANT INFORMATION
- IMPROVED MONITORING AT ALL LEVELS OF MANAGEMENT

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MONITORING AND REPORTING

....."PROVIDES THE RIGHT INFORMATION TO THE RIGHT PEOPLE AT THE RIGHT TIME".

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DESIGN CONCEPTS:

- FOCUS ON KEY EVENTS
- ACHIEVEMENT AND EXCEPTION REPORTING
- "SYMMETRICAL" FLOW OF INFORMATION BETWEEN MANAGEMENT LEVELS
- EPISODIC VS. PERIODIC REPORTING

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NETWORK STRUCTURE

LEVELS OF MANAGEMENT	MANAGEABLE INTEREST	NETWORK LEVEL
TOP MANAGEMENT	P → G	SELECTED KEY EVENTS (LEVEL ALPHA)
PLANNERS & PROGRAMMERS	O → P	PROGRAM NETWORK (LEVEL 1)
PROJECT MANAGERS	I → O	MASTER NETWORK (LEVEL 2)
FIELD OPERATORS (CONTRACTORS)	→ I	OUTPUT NETWORK (LEVEL 3)

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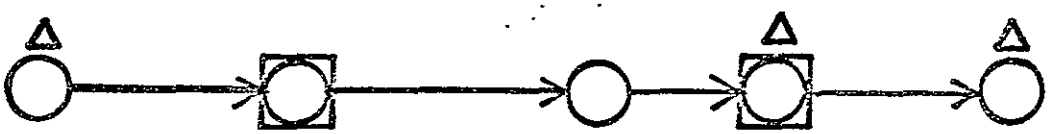
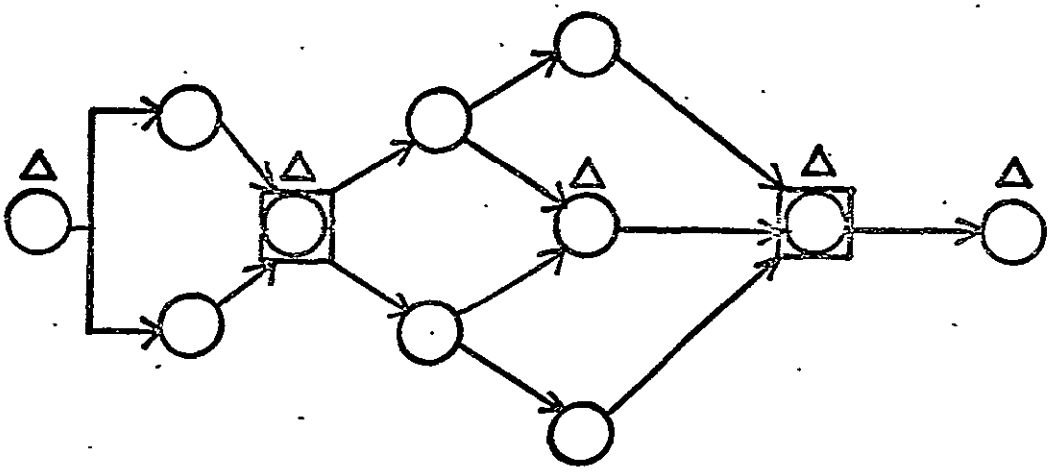
NETWORKS ARE "NESTED" BASED ON DETAIL NEEDED BY USER

LEVEL ONE

LEVEL TWO



LEVEL THREE



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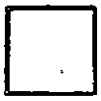
NETWORKING SYMBOLS

ROUTINE EVENT -- INTEREST ONLY TO MANAGEMENT MONITORING THIS LEVEL.



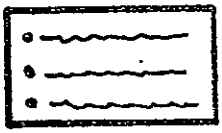
INTERFACE EVENT -- PRESENT IN MORE THAN ONE NETWORK.

MILESTONE EVENT -- SIGNIFICANT MONITORING INTEREST:

- OUTPUT PER LOGFRAME.
- SELECTED KEY EVENTS

DECISION POINTS -- INTEREST TO BOTH PROGRAM AND PROJECT MANAGERS:

- EVENTS WHERE KEY DECISION MUST BE MADE OR APPROVAL GRANTED OR;
- POINT IN PROJECT WHERE REPROGRAMMING OPTION EXISTS.



REPORTING INDICATORS -- CRITERIA FOR ASSESSING ACHIEVEMENT:

- TIMELINESS
- QUALITY
- QUANTITY.

NOTE: EVENTS TO BE REPORTED TO NEXT HIGHER LEVEL ARE INDICATED WITH A SMALL TRIANGLE.

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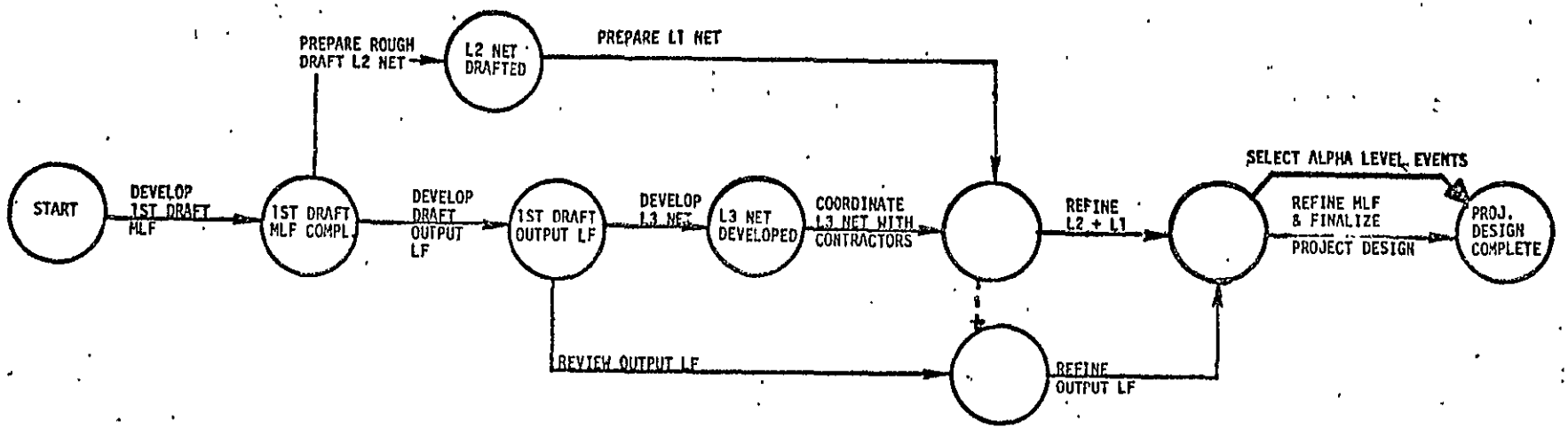
DEVELOPING PROJECT DESIGN NETWORK



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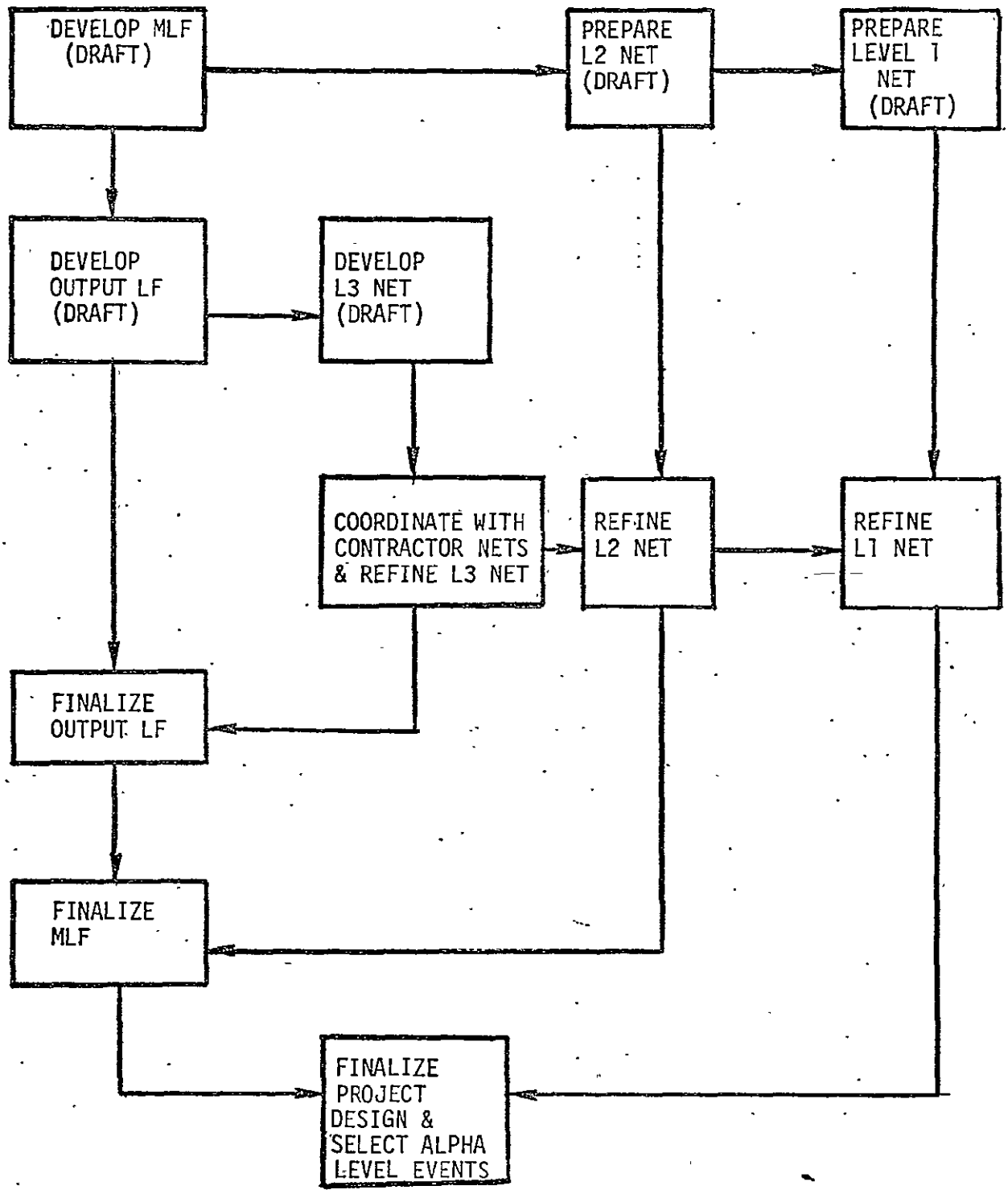
DEVELOPING PROJECT DESIGN PROCESS FLOW



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REPORTING FOCUS:

- ASSESS PERFORMANCE AT CRITICAL POINTS

- INDICATE.....
  - TIMELINESS
  - QUALITY
  - QUANTITY

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MONITORING AND REPORTING STRUCTURE

	MONITORS	REPORTS TO
TOP MANAGEMENT	LEVEL ALPHA	[HIGHER LEVEL]
PLANNERS & PROGRAMMERS	LEVEL 1	LEVEL ALPHA
PROJECT MANAGER	LEVEL 2	LEVEL 1
FIELD OPERATOR (CONTRACTOR)	LEVEL 3	LEVEL 2
CONTRACTOR	CONTRACTOR NETWORK & INFORMATION	LEVEL 3

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ACHIEVEMENT REPORTS

- SIGNAL ACHIEVEMENT OF CRITICAL EVENTS
- DIRECTED TO MANAGEMENT LEVELS MONITORING THESE EVENTS
- INCLUDE ASSESSMENT OF ACCOMPLISHMENT
- MEASURED AGAINST PRE-DEFINED INDICATORS
- ACHIEVED -- "GREEN FLAG"

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REPORTING METHODS:

- ACHIEVEMENT
- EXCEPTION
- EPISODIC VS. PERIODIC

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PROJECT REPORTING CONDITIONS

	CONDITION		
	EVENT MISSED SCHEDULE	EVENT IN DANGER	EVENT COMPLETED
FLAG	RED	YELLOW	GREEN

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EXCEPTION REPORTS

- INDICATE KEY EVENTS MISSED OR IN DANGER OF BEING MISSED
- MISSED -- "RED FLAG"
- IN DANGER OF BEING MISSED -- "YELLOW FLAG"
- ASSESS PROBLEM, IMPACT ON PROJECT, ACTIONS BEING TAKEN AND REQUESTED.

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EXCEPTION REPORT

TO: TOP LEVEL MANAGEMENT

FROM: PROGRAM OFFICER

PROJECT: DOCK IMPROVEMENT SUPPORT

CONDITION (RED FLAG)

KEY EVENT MISSED, #9, 15 QUALIFIED PARTICIPANTS ON JOB.

PROBLEM

ONLY 9 TRAINED PARTICIPANTS RETURNED TO PROJECT SITE. OF THESE, 3 NOT PERFORMING DUTIES SATISFACTORILY.

ACTION BEING TAKEN

REQUESTING MINISTER TO TRANSFER TRAINED PERSONS FROM OTHER DIVISION
EXAMINING POSSIBLE MODIFICATIONS TO PROJECT. WILL ADVISE ON VARIOUS ALTERNATIVES BY 9/75.

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ACHIEVEMENT REPORT

TO: TOP LEVEL MANAGEMENT

FROM: PROGRAM OFFICER

PROJECT: LIVESTOCK DEVELOPMENT

CONDITION (GREEN FLAG)

KEY EVENT ACHIEVED, NO. M44, FARMERS ACQUIRE ANIMALS AND BEGIN FEEDING.

LEVEL OF ACCOMPLISHMENT

130 FARMERS IN TARGET AREAS HAVE ACQUIRED ONE COW EACH AT AN AVERAGE PRICE OF 9,000 COINS AND AN AVERAGE WEIGHT OF 85KG. TARGET NUMBER OF FARMERS WAS 100, MINIMUM ACCEPTABLE 50.

PROJECT ASSESSMENT

NO CHANGE IN TIMING OF FUTURE EVENTS OR COSTS. EXPECT SEDENTARY FARMER ACTIVITY TO RESULT IN ADDING 120 COWS TO MARKET VS. PREVIOUS ESTIMATE OF 90.

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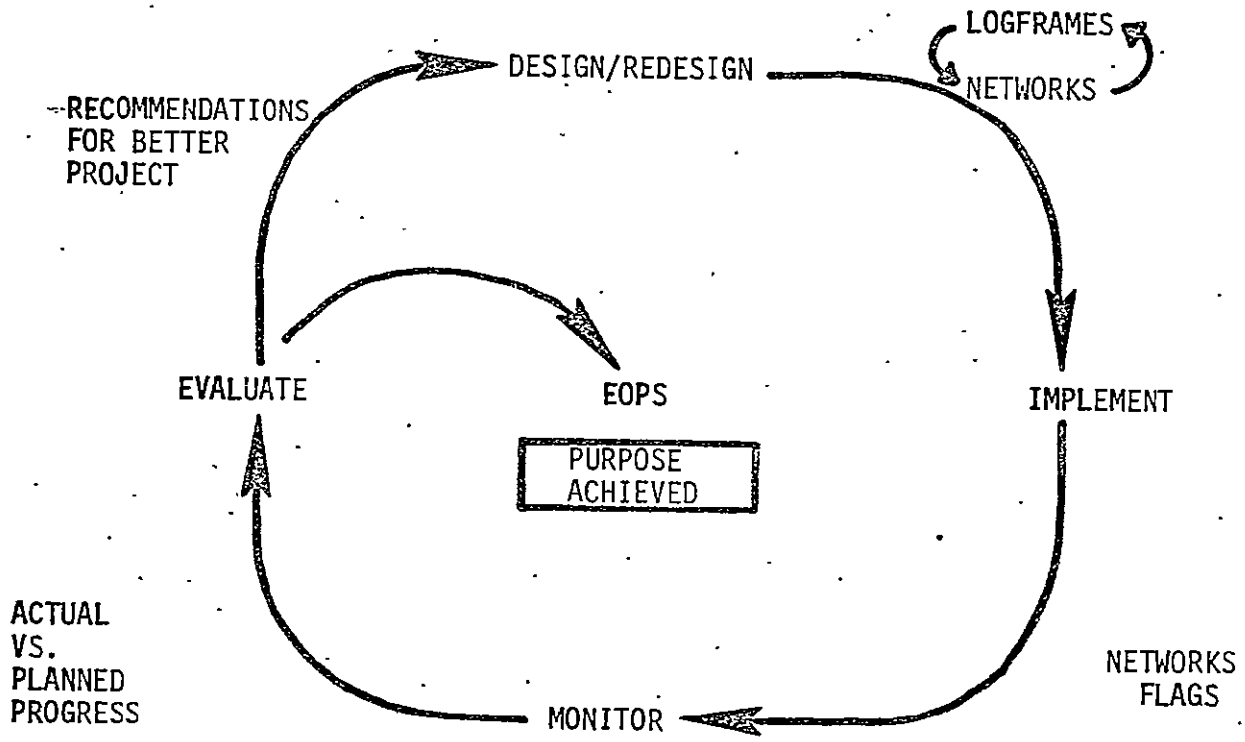

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(CONTINUED)

REVIEW OF NETWORKING CONCEPTS

STATEMENT	TRUE	FALSE
14. Events take no time, they just mark a point in time.	X	
15. Reporting must focus on assessing timeliness, quality and quantity of achievement at critical points.	X	
16. Yellow flag means event missed in exception reporting.	X	
17. Achievement reports are issued periodically at even intervals.		X
18. The Level 1 network should be developed before the master Logical Framework.		X

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(Hand out)

REVIEW OF NETWORKING CONCEPTS

STATEMENT	TRUE	FALSE
1. Networking is used to improve project control.	X	
2. Activities are shown schematically by arrows.	X	
3. Events are shown schematically by circles.	X	
4. Critical path is the shortest distance between two points.		X
5. Slack is the time which can be used to do things not on the network.		X
6. Activity time is always used in the calculation of critical path.	X	
7. Event date is the latest completion date of the activities leading to that event.	X	
8. First draft of Level 2 network should be obtained from the master logical framework.	X	
9. Networking provides a bridge between design and implementation.	X	
10. An event can occur at any time after the completion of the first activity leading to it.		X
11. Dummy activity can be defined as an activity which takes no time or resources.	X	
12. The time required for completion of an activity is defined as elapsed time.		X
13. Activities of the same duration must be done in parallel.		X

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LOGFRAME	Logical steps of resources
↓	
SEQUENCE NETWORK	Time steps of resources
↓	
INFORMATION NET	Management signals
↓	
MANAGEMENT DECISION STRUCTURE	Logical steps of information
↓	
LOGFRAME	Return to logic of steps

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NETWORK ANALYSIS: NARRATIVE SUMMARY

A LogFrame is a logical statement of the relationships between components of a project. It does not order the management of the project. To do this a detailed statement of sequential activities and events in a time frame must be constructed. This is called a network. The network enables the manager to identify the kinds of information required to determine progress of the project at each step and to orchestrate the use of resources properly.

The most important attribute of the network is that it shows the time factor in the employment of resources. Because the use of time during any activity is inflexible the sum of activity's time is a fixed number giving the minimum time needed for project completion. The times for activities in this sum represent the critical path from start to finish. When two activities require different times to contribute to a common end point or event the difference is called slack. ~~Slack time means resources standing idle which may be used elsewhere.~~

The LogFrame and networks complement one another by documenting the step by step requirements to accomplish the project purpose. The degree of detail employed in writing the LogFrames and networks measures the level of confidence in success and identifies the manageable elements leading toward accomplishment.

The management involves a complete circle of documentation activities about a project.

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ELAPSED TIME

- TIME REQUIRED FOR COMPLETION OF AN ACTIVITY

EPISODIC REPORTING

- REPORTING AS CHARTED ACTIVITIES & EVENTS OCCUR
- NOT ON PERIODIC BASIS

EVENTS (◯)

- POINTS IN TIME, DON'T CONSUME TIME
- MARK COMPLETION OF ACTIVITY

EXCEPTION REPORTING

- INDICATE KEY EVENTS MISSED OR IN DANGER OF BEING MISSED
- MISSED -- "RED FLAG"
- IN DANGER OF BEING MISSED -- "YELLOW FLAG"
- ASSESS PROBLEM, IMPACT ON PROJECT, ACTIONS BEING TAKEN AND REQUESTED

INTERFACE EVENTS (□)

- PRESENT IN MORE THAN ONE NETWORK

MASTER NETWORK

- DERIVED FROM THE MASTER LOGFRAME & THE LOGICAL SEQUENCE OF EVENTS & ACTIVITIES REQUIRED TO REACH OUTPUTS FROM INPUTS

MILESTONE EVENT (◯)

- OUTPUT PER LOGFRAME
- SELECTED KEY EVENTS

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APPENDIX

NETWORK ANALYSIS: KEY TERMS, CONCEPTS & TOOLS

ACHIEVEMENT REPORTING

- SIGNAL ACHIEVEMENT OF CRITICAL EVENTS
- DIRECTED TO MANAGEMENT LEVELS MONITORING THESE EVENTS
- INCLUDE ASSESSMENT TO ACCOMPLISHMENT
- MEASURED AGAINST PRE-DEFINED INDICATORS
- ACHIEVED -- "GREEN FLAG"

ACTIVITIES (——————➤)

- TASKS TO COMPLETE TO REACH PROJECT OBJECTIVES
- REQUIRE TIME
- UTILIZE RESOURCES

CRITICAL PATH

- LONGEST TIME SEQUENCE
- MINIMUM PROJECT DURATION

DECISION POINT (△)

- EVENTS OF KEY DECISION OR APPROVAL
- POINT OF REPROGRAMMING OPTION

DUMMY ACTIVITY

- ZERO TIME ACTIVITY
- NO RESOURCES CONSUMED
- LOGICAL DEPENDENCY

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OUTPUT LOGFRAME

- DETAILED LOGFRAME WHICH RAISES OUTPUTS TO PURPOSE LEVEL (LEVEL 3 PERSPECTIVE)

OUTPUT NETWORK

- DERIVED FROM THE OUTPUT LOGFRAME & THE LOGICAL SEQUENCE OF EVENTS & ACTIVITIES REQUIRED TO REACH OUTPUTS FROM INPUTS

REPORTING INDICATORS ( )

- TIMELINESS
- QUALITY
- QUANTITY

SLACK

- PERIOD BY WHICH ACTIVITIES CAN BE DELAYED WITHOUT AFFECTING TOTAL PROJECT DURATION

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