

Programme and Project Cycle Management (PPCM): lessons from South and North

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This paper documents the lessons drawn from several years of practical work with a range of Programme and Project Cycle Management (PPCM) processes and tools. The need for PPCM training, and not simply Logical Framework training, is emphasised, as is the importance of using an experiential training methodology. Institutional ownership of both PPCM tools and approaches are considered to be vital for success. Since so many donors now use PPCM tools, the need for development professionals to have PPCM skills and knowledge is paramount. The value of logframes as a tool to both increase programme/project ownership and communication is highlighted. The importance of thinking outside the boxes of the logframe at the project/programme review stage is also emphasised.

Introduction

The lessons drawn in this paper come primarily from a practitioner perspective, though they have also been informed by the current academic debate on the use and value of Logical Frameworks as a tool for either 'blueprint' and/or 'process' projects (see, for example, Cracknell 1996; Eggers 1994, 1998; Gasper 1999; Hobley and Shields 1998; Wield 1999). Because of the negative opinions that some people hold about Logical Frameworks, before elaborating on our experiences we begin by placing the tool in an historical and theoretical context in an attempt to persuade them to suspend judgement and read on.

The Logical Framework in historical perspective

The Logical Framework (or 'logframe' as it is often called)¹ has its roots in US military planning (Nancholas 1998), but in 1969 it was developed for USAID by the consulting firm Practical Concepts (Practical Concepts 1978). The early logframes, developed during the 1970s, were simple project evaluation tools developed in order to help USAID be more accountable to the US Congress. A second generation of the Logical Framework Approach (LFA) recognised the importance of both the content of the design and the team processes undertaken to attain it. By the 1980s the Germans, for example, had begun to use the LFA as a participatory planning tool involving project beneficiaries and other key stakeholders in the

planning process (GTZ 1988). A third generation of the LFA combined newly developed computer software with guidelines for integration with other Project Cycle Management tools such as stakeholder analysis and problem analysis (Sartorius 1996).

By the 1990s there was a widespread uptake of the LFA by nearly all the international donor agencies. It was recognised that the LFA provides a useful set of design tools that can be used creatively for planning, designing, implementing, and evaluating projects. Proponents of the logframe claim that it provides a structured, logical approach to setting priorities and determining the intended results and activities of a project. Used correctly, logframes can provide a sound mechanism for developing a project concept into a comprehensive project design document. Logframes can also provide the basis for evaluating the effectiveness, efficiency, and relevance of a project. Many authors including Coleman (1987), Eggers (1994), Cordingley (1995), and Wiggins and Shields (1995) have outlined the use of logframes and their benefits. Many donor agency handbooks do likewise, like CIDA (1985), DANIDA (1992), and NORAD (1989), for example.

Logical Framework antecedents are in 'management by objectives', the benefits of which have been outlined by many authors including Humble (1970) and Morrissey (1977). Indeed, 'Business Management' is in many ways ahead of its 'Development Management' counterpart, with examples of participatory management processes not substantially different from some Participatory Rural Appraisal (PRA) practices found in movements such as Large-scale Technology (Dannemiller and Jacobs 1992) and Total Quality Management (Drummond 1992).

Furthermore, coming through the teachings of Assagioli (1999), the tool has links to psychotherapy, emphasising the importance of the therapist in assisting the individual to formulate considered objectives. Assagioli wrote that the most important rule is to *formulate*, clearly and precisely, the goal to be *reached*, and then to *retain it unswervingly in mind* throughout all the stages of the execution, which are often long and complex. Also influential was the Neuro Linguistic Programming (NLP) school, which considers the secret of success to be as follows:

*Firstly, know what you want; have a clear idea of your outcome in any situation.
Secondly, be alert and keep your senses open so that you notice what you are getting.
Thirdly, have the flexibility to keep changing what you do until you get what you want.*
(O'Connor and Seymour 1993)

One of the most important points to be stressed is that no logframe should be an end in itself. Instead, it should be thought of as the product of a participatory planning process that is user driven and objectives led. It is important to emphasise that a logframe is simply a tool for communication that, if used correctly, adds clarity to the planning process and serves as a summary of the interaction and analysis that has taken place.

Given this very positive basis for the tool, why is it that it has received such 'bad press'? Like any other tool, from an axe to a scalpel, its impact is not determined by its nature but by the way it is used. Chambers (1997) chronicles examples of the way the tool has been used to reinforce the power of the 'uppers'. It is in order to address what we see as such abuses of an otherwise very useful tool by clumsy artisans that we have written this paper. Through the dissemination of our own experiences, we hope to be able to redress the balance of prejudice.

The seven lessons drawn in this paper are a reflection of five years of working with a variety of Programme and Project Cycle Management (PPCM) processes and tools with a range of different clients in both the South and North. This work has included:

- Training over 300 DFID staff in countries including Brazil, India, Kenya, Malawi, Nepal, Poland, South Africa, the UK, and Zimbabwe.
- Undertaking a project management training needs assessment exercise for the International Plant Genetic Resource Institute (IPGRI) and subsequently designing a management training strategy for its international research staff. This work led to our involvement in training over 100 IPGRI and other Consultative Group International Agricultural Research (CGIAR) staff in France, Italy, Malaysia, and Syria.
- Facilitating of DFID-sponsored workshops for a sustainable livelihoods project in Ukraine, where project staff were wrestling with the project's focus.
- Training over 120 consultants and government staff in South Africa, where DFID has recently established a Governance Panel of South African consultants to assist them with their transformation work.
- Membership of a project design team that was truly committed to a participatory design process of a sustainable rural livelihoods project in Zimbabwe.
- Facilitating a variety of Project/Programme Start-up and Inception Workshops in Jamaica and South Africa.
- Participating in and leading DFID project and programme reviews in Colombia and South Africa, respectively.
- Teaching several cohorts of MSc students in the London School of Economics and at the University of Wolverhampton.

An attempt to apply these lessons, learnt mostly from the South, to PPCM work in the UK has also been made through:

- Undertaking a project management needs assessment for the UK Health Action Zone (HAZ) project staff and subsequently training over 250 HAZ project staff and managers.
- Working with the UK National Health Service (NHS), where we have been involved in training staff in the Primary Care Group (PCG) of Salford and the NHS Executive Human Resource Management Department.

Lesson 1: focusing only on logframes is not sufficient—PPCM training is also necessary

It is now increasingly recognised that the LFA can have a number of disadvantages. Some have been documented by Gasper (1999), others are added here from our own personal experiences:

- 1 The LFA often begins with analysing problems, a process that can sometimes encourage a negative focus that may then pervade the rest of the logframe. This may result in a limited vision. In addition, problem analysis can be difficult in those cultures where it is considered inappropriate to discuss problems openly or to criticise others. Finally, starting with a problem analysis is often not a suitable strategy where there is a great deal of uncertainty or where agreement cannot be reached on what the main problem is.
- 2 The LFA is sometimes used only because external funders demand it. Sometimes it is 'invented' after a project or programme has been designed, rather than used to guide the design process by promoting logical thinking about the links between one level to the next and about the role of external factors in affecting these connections. Gasper (1999) has aptly called this practice the 'logic-less frame'. In essence this is where the logframe matrix has

been used like a Procrustean bed to force a pre-existing design to conform to a bureaucratic requirement, rather than to create afresh a logically sound one.

- 3 By design, the logframe encourages a simplification of the real world. There is always a danger that important aspects of a project or programme will be left out. Eggers and Gasper have described such logframes as 'lack frames' (Gasper 1999). Sometimes the Objectives column (Narrative Summary) alone is referred to as 'the Logframe', and sometimes aspects are taken out of their proper location (say as Indicators) and added to a box in the Objectives column 'to give them more prominence'. The logframe is a summary, not a substitute for a full explanation, but as a summary it needs to be read in full and be seen as a whole—not further reduced in scope.
- 4 After a logframe has been prepared, there is a danger of its becoming fixed as a 'lockframe', as Gasper (1999) has termed it. Sadly, many logframes are developed but then never revisited and/or updated. Overbearing and rigid managers have in many cases destroyed the real value of the logframe as a management tool.
- 5 To be most effective, the LFA requires a team process with sensitive leadership and facilitation skills. Without these skills, the LFA process can falter and have negative consequences. Trans-cultural and gender-sensitive facilitation skills are often required to ensure effective participation by all appropriate stakeholders. This may take longer than anticipated. The LFA may also need to be linked and/or used alongside other participatory techniques such as PRA and Participatory Learning and Action (PLA), themselves often time-consuming exercises. There are no shortcuts to good planning.
- 6 Finally, the whole culture of the LFA can be alienating for some stakeholder groups who may view the approach as nothing more than a donor-owned bureaucratic form-filling exercise, whereby their own participatory powers are undermined by distant 'advisers' exercising their powers of veto over their wording and context. In addition, logframes are, by their very reductionist and deterministic nature (built upon hypotheses, cause-and-effect relationships, and logic), culturally imperialistic, and thus tend to be seen as 'Western' constructions. For some stakeholders, the LFA jargon may simply render it incomprehensible.

These drawbacks are not inherent in the tool but result from the way in which it is used. Therefore, the first lesson for the current generation of the LFA is that staff training is essential and should include a variety of PPCM tools (e.g. including visioning as well as problem analysis), and that the advantages as well as the disadvantages of the LFA need to be discussed during training.² In addition, the importance of other participatory approaches and their alignment with the LFA need to be clearly explored.

Lesson 2: the training approach and facilitation methodology used in PPCM are of critical importance

For successful PPCM training a needs-based approach is essential. As stated above, we have been fortunate to be involved in training the staff of donor agencies, governments, NGOs, and civil society organisations as well as employees in the private sector on a range of LFA, PCM, and PPCM workshops and courses. The most rewarding element of this work has been the high level of satisfaction expressed by participants in post-workshop evaluations. This is primarily because a combination of a needs-based approach and an experiential methodology has been undertaken.

While designing and developing any LFA/PCM or PPCM event, we have been faced with a series of choices about the types of learning experiences to incorporate. In a few cases, the

learning requirement has been simply to extend the knowledge and skills of those participating. In most cases, however, the task required has been to challenge and attempt to change participants' attitudes. Given the heterogeneous nature of the development professionals and students involved, a series of different learning experiences has been incorporated into the workshops or courses. These lessons have often included:

- a complex case study with considerable participatory group work, often based on the 'Icitrapp' package (Dearden et al. 1999);
- several brainstorming sessions (surprisingly, a skill which very few professionals seem to have);
- a heavy emphasis on visualisation;
- a series of practical development group sessions;
- team building; and
- a series of presentation and feedback sessions where flipcharts are often presented for critical appraisal by other groups.

The recognition that the participants all have their own preferred learning style (as classified by Honey and Mumford 1992) was coupled with the use of Kolb's learning cycle (Kolb 1984), which was used as the basis for sequencing the various experiential learning activities in the LFA/PCM or PPCM workshops or courses (see Figure 1).

The importance of the training and/or facilitation approach is critical as the trainer or facilitator is usually acting as a role model for other development professionals. Personal attitudes and skills are also critical because at the very core of development programmes and projects is a constellation of attitudes and skills that include:

- the ability to listen openly and actively;
- a respect for people and communities and their points of view;

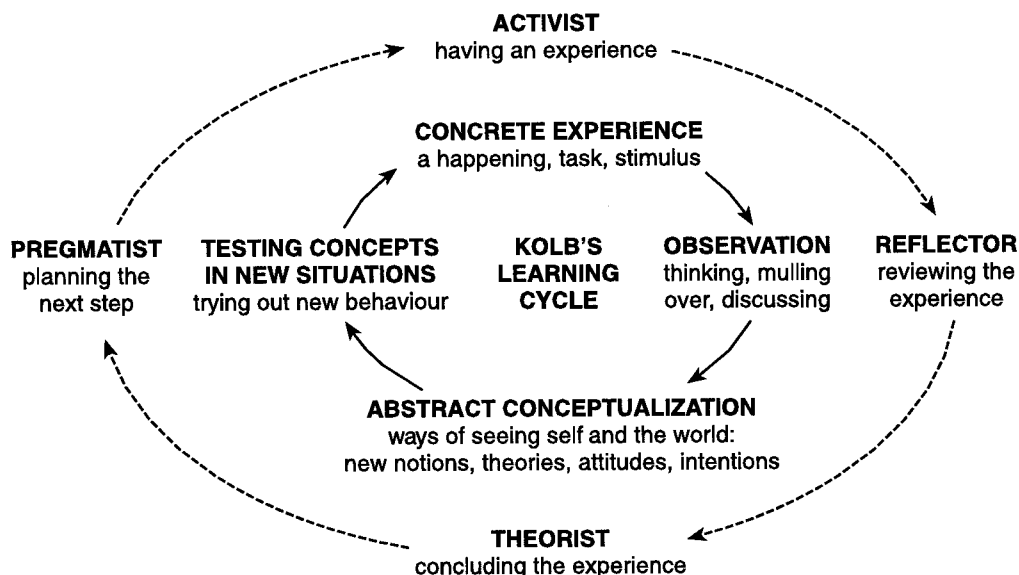


Figure 1: Kolb's learning cycle with adaptation to add Honey and Mumford's learning styles (after Dearden et al. 1999)

- strong interpersonal and collaborative problem-solving skills;
- a deep belief in the wisdom and creativity of people;
- a search for synergy and overlapping goals;
- a working knowledge of group dynamics;
- a deep belief in the inherent power of groups and teams;
- patience and a high tolerance for ambiguity to let a decision evolve and gel;
- an understanding of adult learning processes; and
- a flexible approach to resolving issues and making decisions.

In reality, the management of development programmes and projects requires us to use an array of management knowledge, attitudes, and skills—a comprehensive and effective toolkit for development managers. At the personal level, there is often a need for workshop and course participants to challenge themselves, transform or deepen their attitudes for collaboration, and build their personal programme and project toolkit over time. This is often overlooked when considering whether to initiate training, if the adviser does not think beyond the tool to the deeper skills that underpin its use.

In our experience it has been a real challenge for LFA/PCM trainers and facilitators to model and balance the application of these principles and skills, given the real resource and time constraints that often characterise workshops and courses.

Lesson 3: to be effective at an institutional level, strong ownership of the PPCM tools and process is required

As noted above, the majority of donor agencies now require the use of logframes and the LFA. Most have recognised that to use LFA tools successfully at least a minimum level of training is required and that this often needs to be supplemented by follow-up support. Most donors provide training and support for their staff and programme and project partners. This is one of the key lessons to be learnt from the early chequered history of the LFA. This lesson has been strongly reinforced by the recent but relatively rapid introduction of the LFA into IPGRI.

In 1997 a Project Management Training Needs Assessment consultancy exercise was undertaken for IPGRI. This study recommended that the LFA should be introduced throughout the organisation and incorporated into IPGRI's own project management system. Training plans for this were drawn up and a series of international training courses conducted over the next two years. Following the training workshops, the LFA has become institutionalised not only throughout IPGRI but also throughout several other CGIAR organisations, including ICARDA and INIBAP.

Critical to the success of this initiative were the commitment and ownership of the PCM approach taken by the senior managers in IPGRI. Both were clearly demonstrated by the fact that all senior managers in IPGRI attended and actively participated in the initial training courses. As a result of their own personal training, the senior managers felt empowered to assist other staff within IPGRI. They also acted as strong role models to the rest of the staff. As follow-up to the initial training, an in-house training and support system has been developed to give new staff any assistance they may require with using the tools.

Lesson 4: PPCM inception and start-up workshops can lead to greater ownership of a programme or project

The idea of the logframe as a real 'living document' has been demonstrated by the approach taken by several projects and programmes. In the Jamaica All Age School Project

(JAASP), the initial project logframe was developed by the project design team in close consultation with local key stakeholders, following DfID guidelines. A series of PLA activities and visioning exercises fed into the JAASP logframe, part of which was then actually used as part of the project tendering process, where potential managers had to outline how they would achieve the seven project outputs. As is often the case, considerable time slippage occurred between the initial logframe design and the start of the project. At the end of the project's inception period and following the completion of a baseline study, it was decided that the logframe needed updating and modification. A large inception workshop was held, in which many key secondary stakeholders participated. During this workshop, the initial stakeholder analysis and project logframe were discussed and updated. As a result of this process, there was considerable 'buy-in' from key stakeholders. The resulting stakeholder analysis is now being used as the basis for the project's communication strategy and the updated logframe is being actively used by the JAASP team. This approach underpins all projects managed by the Centre for International Development and Training (CIDT).

In South Africa, the start-up workshop of the DFID-sponsored Integrated Provincial Support Services Programme (IPSP) led to a greater understanding of this complex initiative. At the start of the IPSP, many of the provincial project partners involved were not familiar with either the programme itself or with LFA and other tools used in its design. This situation changed considerably during the participatory start-up workshop held in early 2000. A subsequent review has commended the high levels of ownership of this programme, a lot of which came about through the early programme start-up training workshop provided by DFID (Dearden et al. 2001).

Lesson 5: logframes can be powerful communication tools

When used correctly, logframes can facilitate effective communication within and among donors, project and programme partners, and other stakeholders. Recent experiences in Ukraine and Romania have highlighted the powerful nature of the LFA.

For a number of years, the DFID Know-How Fund had been funding two projects in the agricultural sector in Donetsk Oblast in Ukraine, the Donetsk Agrarian Reform Coordinating Centre and Farm (DAR) and the Agribusiness Support Services (FABSS). As a result of a number of changes in 1999, it was deemed necessary to amalgamate the two organisations. With a new organisational structure under discussion, two LFA workshops were held to develop and agree on a new logframe for the combined project.

Through a series of training and facilitation workshop exercises, a number of participatory tools were used to empower groups of key stakeholders who were wrestling with the focus of their own organisations and the new project. After this, and only when all stakeholders were 'speaking the same language', the LFA was used as a vehicle to resolve conflicts and set out a new programme whose agreed overall goal was 'the alleviation of rural poverty based on the creation of an enabling framework for sustainability and growth of the rural economy in Ukraine'. The agreed purpose was 'to develop, test, refine and replicate an integrated and financially sustainable system of rural advisory services addressing rural, agri-business, and social sphere problems in Donetsk Oblast'. A subsequent workshop was held to build the combined team and agree on the final version of the logframe. In this case, the very process of using PCM tools and developing an agreed logframe not only enabled staff of the two organisations to speak the same language but also to agree on a set of new objectives of their programme and to build a strong team.

Lesson 6: to ensure that the logframe is treated as a living, flexible tool, procedures should be built into reporting systems and pro-formas so that the review and development of the logframe throughout the implementation phase is encouraged and expected

The sixth lesson relates to the use of the logframe as a monitoring, review, and evaluation tool. The middle two columns of the logframe matrix cover indicators and their means of verification. The different levels of these two columns can be used to provide the basis of monitoring, review, and evaluation work. Many donors such as DFID have standard pro-formas for the collection of data and information related to the indicators at the appropriate

Table 1: DfID Output-to-Purpose Summary Report

Project dates: Phase II (1996–2000) Currently in year 3	Mission members: Helen Appleton (DFID Social Development Adviser) Leigh Stubblefield (DFID Assistant Natural Resources Adviser) Philip Dearden (Training Consultant)	Date of OPR: 15–24 January 1999
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Project goal: Quality and quantity of marketable fruit and vegetables in the post-harvest chain increased in order to raise incomes of smallholder farmers in Colombia

Project purpose: Relevance and quantity of SENA post-harvest fruit and vegetable training programmes delivered to end-users improved

Project purpose	Impact and Sustainability	Recommendations and Actions	Rating
Indicator of achievement 1.1 2 training packages are produced in each of the 16 centres and being used to train at least 20 intermediary trainers in each centre by the end of 1998	16 training packages produced by the end of 1998. 13 training packages in progress and 6 planned for the end of the project. 39 SENA trainers and 60 multipliers have been trained in the process of developing training packages from case studies. The 16 published packages have recently been distributed to 32 centres and are beginning to be used in training	Lessons from the production of earlier packages learned and incorporated into the production of new training materials. Indicator should reflect end of project situation	1
1.2 Demand for training being met for post-harvest end-users, particularly by women in those parts of the chain where they predominate	Project monitoring system established but still too early for analysis of data. There are examples from individual centres that training is meeting demands of end-users. However, the impact on women is unclear	The focus for the remainder of the project should be on identifying and supporting suitable multipliers including those who can reach women in the post-harvest chain	2/3

Rating: 1 = very likely to be achieved; 5 = unlikely to be achieved; X = too early to assess likelihood of achievement.

Table 1: Continued

<i>Outputs</i>	<i>Contribution to Purpose</i>	<i>Key Issues</i>	<i>Rating</i>
Output 1 Training case studies planned and implemented	The project has succeeded in meeting targets	The process of developing the case studies (and producing as training packages) should be documented	1
Output 2 Training packages developed from case studies, integrated into set of validated training programmes, and made available to end-users	Training packages have been and are being developed from case studies. Early indications from training centres are promising	Making training programmes relevant to end-users should be the focus of the remaining period of the project, particularly for women and other marginalised groups	2
Output 3 SENA trainers' skills in specific post-harvest processes, participatory training, planning, and management improved	A total of 180 SENA staff trained in post-harvest technology by the end of 1998	Trainers include post-harvest specialists as well as staff from other SENA departments. Levels of facilitation and communication skills are variable and should be a focus of the remaining period	1/2
Output 4 Capability of intermediary trainers, smallholders, and other end-users in the post-harvest chain enhanced	Progress has been very variable	Identification of suitable intermediary trainers and strengthening their training skills should be a focus of the remainder of the project	2/3
Unexpected outputs Strengthened linkages between different producer groups, communities, and families	This has enhanced capacity to articulate needs and contribute to the development of project activities. This is potentially significant in strengthening civil society initiatives in the future	Ensure this aspect is included in the end-of-project evaluation report. Technology-focused interventions can act as catalysts for community-based interest groups and associations	
<p>Key issues:</p> <ul style="list-style-type: none"> • Shift from production to dissemination activities needs careful attention for the remaining period if the project purpose is to be achieved. • Monitoring against the logframe is limited by poorly formulated indicators which do not always relate to project purpose or outputs. • Combination of training methodology skills with technical skills is critical. 			

level of the logframe. One major weakness in the current pro-forma is that it pays no regard to any unexpected outputs—positive or negative—that may have occurred during the project. In the DFID Output-to-Purpose pro-forma, for instance, there is space for reporting on progress against the Goal, Purpose, and Outputs of the project, but no standard box for reporting against *unexpected* Outputs.

During the Output-to-Purpose review of the DFID-sponsored SENA Post-Harvest Fruit and Vegetable Project in Colombia, it was realised that an important unexpected output had occurred. This was reported in extra boxes that were added to the standard pro-forma (Appleton et al. 1999). See shaded boxes in Table 1.

When the project was designed, four project outputs were set down in the logframe, all of which were valid and deemed to be contributing to the purpose of the project. Good progress had been made against all of them.

However, another project output was new and genuinely unexpected. In retrospect, it would have been impossible to predict that the four expected project outputs would lead to '[s]trengthened linkages between different producer groups, communities, and families'. This unexpected output had, in turn, contributed to the purpose: 'Enhanced capacity to articulate needs and contribute to the development of project activities.' In the context of Colombia, where some communities were coming together to work for peace, it was agreed that this unexpected output 'was potentially significant in strengthening civil society initiatives in the future'. Indeed, it could be argued that the enhanced capacity of communities to do this was infinitely more important than their work to improve post-harvest handling of fruit and vegetables. This fits with current sustainable livelihoods approaches where the technology becomes an entry point for developing social capital.

In light of this example, it is recommended that DFID and other donor agencies pay attention to unexpected outputs from their projects and programmes. These are sometimes as valid as the expected outputs and need to be both recorded and recognised as important elements of the development process.

In conclusion, although the 16 boxes of the logframe can help answer 16 very valid questions about project design, at the review stage of the programme or project there is sometimes a need to think 'outside the boxes'—that is, to examine unexpected outputs and record them.

Lesson 7: PPCM skills and knowledge are essential for development professionals and international development consultants

While donors the world over are increasingly attempting to work in genuine partnership with a variety of government agencies and NGOs, they are also increasingly requiring the use of development professionals and private-sector development consultants. Consequently, while the academic debate concerning the use and value of the LFA and PPCM goes on, there is still an ongoing need for LFA/PPCM training for government staff, private-sector consultants, and other development professionals/practitioners.

This lesson was clearly demonstrated, for example, during the establishment of a DFID Governance Panel of Consultants in Southern Africa. This Panel was conceived in 1999 in order to meet the growing demand for work in this sector from partner organisations in South Africa. DFID contracted Crown Agents and worked in partnership with them to recruit the most appropriate individuals for the anticipated work. The recruitment methods used were advertisement, selection, assessment, interviewing, training, and appointment—all following the established recruitment methodology of DFID's Governance Department in the UK. The

Panel now consists of a group of more than 40 consultants who have applied to DFID in Southern Africa to become advisers in the governance field. They are representative of the diversity of culture and society found in South Africa and are committed to working with DFID and its partners to achieve the transformational objectives contained in the current governance portfolio of programmes.

As an integral part of this programme in Southern Africa, assisted by Crown Agents, DFID examined the key skills and knowledge required by South African consultants to work for DFID and/or any other donor agency. At the top of the list were those related to the PPCM tools. As a result, the 40 South African consultants have been trained in these tools alongside an equal number of government staff and other development professionals. The initial feedback from these training programmes has been extremely positive, with most of the participants now feeling more empowered to work with donor agencies using both the language and the tools of PPCM.

Conclusion

The Logical Framework, like any tool, only works well in the hands of people who both understand its use and place in the development context, and have the necessary skills to use it in that context. Its function is to focus people's minds on the task at hand, provide them with the motivation to carry out their part in that task, and the means to monitor and evaluate progress. As such, it is a communication tool and not a bureaucratic formula.

In the current debate, it is not easy to separate the weaknesses that may be inherent in the tool itself from its poor application. Some feel it is essentially a good tool, but one that is often badly applied. The 'good servant, bad master' theme is deepened by the frequent use of the LFA as a rigid and inflexible mechanism for central, hierarchical control. Some opponents go further and reject the approach itself on the grounds that it is reductionist and simplistic, that it exacerbates power imbalances between donor, intermediary, and beneficiary, and that it is 'Western-centric'.

The most valid justification for continuing with the LFA is that 'something is better than nothing'. Some critics the LFA as a planning tool are actually comparing it with not planning at all. Many of us would rather not plan; but failing to do so rarely results in effective and efficient operations. A planning approach has to be used, and if there is widespread consensus on one approach then so much the better. After several years of practitioner experience, we feel that, on balance, the LFA's strengths outweigh its limitations. We remain, however, well aware of weaknesses and potential abuses and misuses of the approach.

It must be remembered that the language of the framework is highly specialised and so should be used only with those who are comfortable with that language. This is not to say, however, that the questions that supply the answers that go in the 16 boxes of the matrix cannot be formulated in such a way that all stakeholders can participate in formulating the answers.

Given its value in these processes, it is unreasonable to refuse to use the LFA because it has been misused in the past. What is required, we would argue, is continued commitment to its use, but this needs to be accompanied by extensive training and coaching of staff at all levels—particularly those who are going to require that others use it as well. Drawing on the seven lessons outlined above, we conclude with an outline of what we consider to be the ideal minimum contents of a workshop or course for both Programme and Project Cycle Management (see Box 1).

- The programme and/or project cycle
- Participatory Approaches in Programme/Project Management
 - Use of participatory tools
- Skills of participation
 - Listening, facilitation, and working in teams
 - Brainstorming and creative thinking
- Stakeholders and Stakeholder Analysis
- Participatory Problem Analysis and Visioning
- Advantages and disadvantages of the Logical Frame Approach – its use alongside other tools, e.g. PRA, PLA, SLA
- Logical Framework Analysis and Design
- Risk Analysis and Management
- The Logical Framework as a communication tool
- Participatory Monitoring, Review, and Evaluation
- Review of tools and processes involved in PPCM

Box 1: Outline of contents for a PPCM workshop or course

Acknowledgements

Over a number of years, we have had the privilege of sharing the experience of several CIDT colleagues with whom we have worked on several of the projects described in this paper. We are very grateful for the large quantity of practitioner insights and feedback they have given us.

Notes

- 1 DFID calls the Logical Framework a 'Project Framework'.
- 2 In recognition of the increasing number of programmes as opposed to projects being funded, DFID has changed the name of its staff development courses to Programme and Project Cycle Management (PPCM).

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