Programme and Project Cycle Management (PPCM)

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ABSTRACT: 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 methodology for the training. Institutional ownership of both PPCM tools and approaches are considered to be vital for success. With so many donors using 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 project/programme review stage is also illustrated and stressed.

I. INTRODUCTION

The lessons drawn in this paper come primarily from a practitioner perspective; however, these lessons have also been informed by the current academic debate around the use and value of logical frameworks as a tool for either "blueprint" and/or "process" projects; see for example Cracknell (1996), Eggers (1992 & 1998), Gasper (1999), Hobley and Sheilds (1998), Jackson (1999) and Wield (1999). However, before we elaborate our experiences, and because of the negative opinions that a few people hold for logical frameworks, we will 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 (or Logframe[2] as its often now called) has its roots in American military planning (Nancholas 1998) but in 1969 was developed for the U.S. Agency for International Development 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 the USAID increase accountability to the American Congress.

A second generation of the LFA importantly 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 Logical Framework Approach (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 (Sartorius 1996) combined newly developed computer software (Team Technologies 1993) with guidelines for integration with other Project Cycle Management tools such as stakeholder analysis and problem analysis.

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 relevanceofaproject.ManyauthorsincludingColeman(1987)Akroyd(1995aandb) Eggers (1994), Cordingley (1995), Wiggens and Shields (1995) have outlined their use and their benefits. Many donor agency handbooks do likewise e.g. CIDA (1985), DANIDA (1992), NORAD(1989).

Logical Framework antecedents are in "management by objectives", the benefits of which have been variously defined by many authors including Humble (1970) and Morrisey (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, to be found in movements such as "Large-scale Technology" (Dannemiller& Jacobs 1992) and Total Quality Management (Drummond, H. 1992).

Furthermore, the tool has links into Psychotherapy with emphasis on the importance of the therapist in assisting the individual to formulate considered objectives coming through the teachings of Assagioli (1999) who wrote "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." and the Neuro Linguistic Programming (NLP) school which considers the secret of success to be "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 & Seymour 1993).

One of the most important points to be stressed is that any logical framework should not 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 emphasis that the logical framework 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 has it received such "bad press"? Well, like any other tool, from an axe to a scalpel, its impact is not determined by its nature but by the way in which human beings use it. Chambers (1997) chronicles examples of the way that 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 a very useful tool by clumsy artisans that we are writing this paper, and through the dissemination of our own experiences are seeking 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:

- The training of over 300 staff of the Department For International Development (DFID) in a variety of countries including Brazil, India, Kenya, Malawi, Nepal, Poland, South Africa, 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 their international research staff. This work lead to our involvement in training over a hundred IPGRI and other Consultative Group International Agricultural Research (CGIAIR) staff in France, Italy, Malaysia and Syria.
- The facilitation of DFID sponsored workshops for a sustainable livelihoods Project in Ukraine where project staff were wrestling with the focus of the project.
- The training of 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.
- The facilitation of a variety of Project/Programme Start-up and Inception Workshops in Jamaica and South Africa.
- Participation 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[3].

In the past two years an attempt to apply these lessons, learnt mostly from the south, to some UK work with PPCM has been made, namely through:

- Undertaking a project management needs assessment for the UK Health Action Zone (HAZ) project staff and the subsequent training of over 250 HAZ project staff and managers;
- Other more recent work 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.

The outcomes of this work is reported elsewhere – See Daniel and Dearden (2001).

Lesson 1 –Programme and Project Cycle Management (PPCM) Training is required - NOT just training on Logical Frameworks.

In recent years it has increasingly been recognised that the LFA can have a number of disadvantages. Some have been documented by Jackson (1999) and Gasper (1999), others are added here as a result of 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.

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[3] During the past four years we have had the privilege of sharing the experience of several CIDT colleagues with whom we have worked on several of the above projects. This paper has benefited from the large quantity of practitioner insights and feedback they have given us. For this we are very grateful.

This may result in a limited vision. In addition, problem analysis can be difficult in some cultures where it is considered inappropriate to discuss problems openly or suggest criticism of 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 the main problem.

2   The LFA is sometimes only used 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 higher one and about the role of external factors in affecting these connections. Gasper (ibid) has aptly named this case 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 toconform to a bureaucratic requirement, rather than to create afresh a logically sound one.

3   By design the logframe encourages a simplication 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). The logframe is a summary, not a substitute for a full explanation.

4   After a logframe has been prepared there can be a danger of it becoming fixed and a "lockframe" as Gasper (ibid) has termed it. Sadly many Logframes are developed but then never revisited and/or updated. Overbearing and rigid management have in many cases destroyed the real value of the Logframe as a managementtool.

5   To be most effective the LFA requires a team process with sensitiveleadership 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 time longer than has been allowed for. The LFA may also need to be linked and/or used alongside other participatory techniques such as Participatory Rural Appraisal (PRA) and Participatory Learning and Action (PLA) themselves often time consuming exercises. There are no short cuts to goodplanning.

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. Their participatory powers undermined by distant "advisers" exercising powers of veto over their wording and context. In additionLogframes are, by their very reductionist and deterministic nature (built upon hypotheses, cause and effect relationships and logic), culturally imperialistic, being very "western" in their construction. For other stakeholders the approach may simply be rendered incomprehensible by the jargonused.

These draw back are not inherent in the tool but result from the way that it is used. Therefore, the first lesson for the current fourth generation of the LFA is that training of staff is essential and should include a variety of Programme and Project Cycle Management (PPCM)[4] tools (e.g. including visioning as well as problem analysis) and that both the advantages and disadvantages of the LFA need to be discussed during the training. In addition the importance of other participatory approaches (e.g. PRA, PLA, SLA) and their alignment with the LFA needs to be clearlyexplored.

Lesson 2 – The Training Approach and Facilitation Methodology used in PPCM is critically important.

For successful PPCM training a needs based approach is essential. During the past five years we have been fortunate to be involved in training donor agency, government staff, Non-Government Organisation (NGO) and civil society staff as well as a private sector staff on a range of LFA, Project Cycle Management (PCM) and PPCM workshops and courses. The most rewarding element of this work has been the high level of workshop participant satisfaction expressed in post workshop evaluations. This is primarily because a combination of a needs based approach and an experiential methodology has been taken.

Whilst designing and developing any LFA/PCM or PPCM event we have been faced with a series of choices about the type 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 the attitudes of those participating. Given the heterogeneous nature of the development professionals and students involved, a series of different learning experiences have been incorporated into the workshops or courses. These often included:

-   a complex case study with considerable participatory group work, often based ontheIcitrappackage(Dearden,Carter,Davis,KowalskiandSurridge1999).
-   several brainstorming sessions (surprisingly a skill which veryfew professionals seem tohave),
-   a heavy emphasis onvisualization,
-   a series of practical development sessions ingroups,
-   team building,and

- a series of presentation and feedback sessions where flip charts were often presented for critical appraisal by othergroups.

The recognition that the participants all have their own preferred learning styles and consequently prefer to learn in different ways (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 1below).

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 are a constellation of attitudes and skills that include:

- the ability to listen openly andactively;

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[4] In recognition of the increasing number of Programmes as opposed to Projects being funded DFID have changed the name of their staff development courses to Programme and Project Cycle Management (PPCM)

- a respect for people and communities and their points ofview;
- strong interpersonal and collaborative problem solvingskills;
- a deep belief in the wisdom and creativity ofpeople;
- a search for synergy and overlappinggoals;
- a working knowledge of groupdynamics;
- a deep belief in the inherent power of groups andteams;
- patience and a high tolerance for ambiguity to let a decision evolve andgel;
- an understanding of adult learning processes,and
- a flexible approach to resolving issues and makingdecisions.
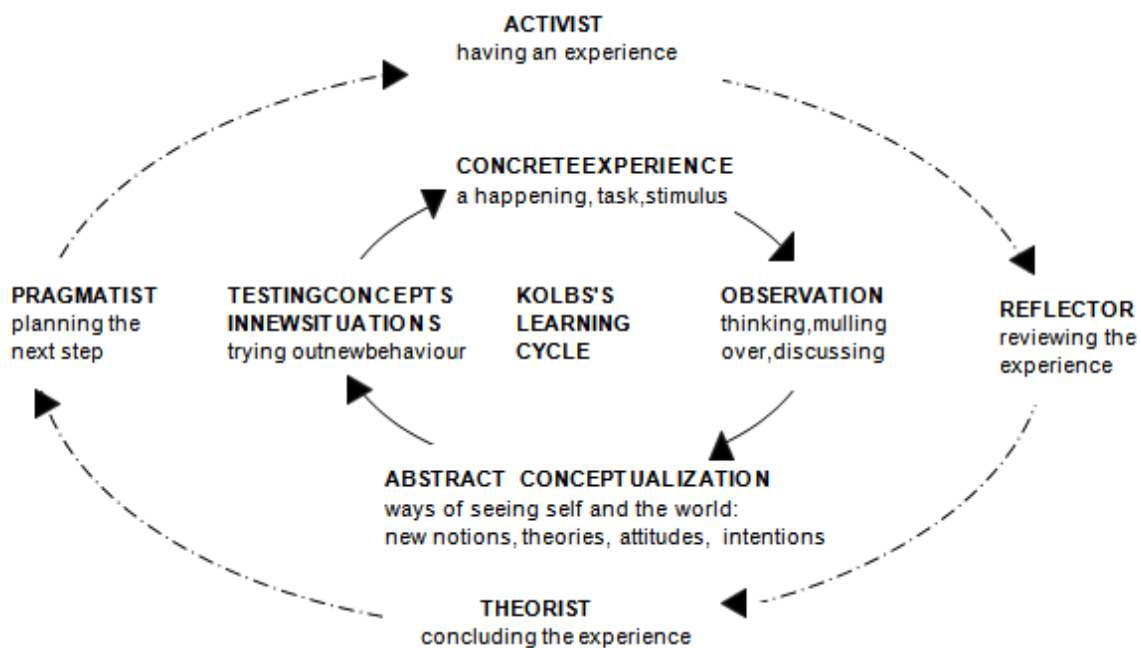
Figure 1: Kolb's Learning Cycle with adaptation to add Honey and Mumford's Learning Styles (after Dearden et al 1999)

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. There is a need for programme and project managers to have an array of skills, a depth of knowledge and the appropriate attitudes. At the personal level there is often a need for workshop and course participants to challenge themselves and to transform or deepen their attitudes for collaboration and to build their personal

programme and project toolkit overtime.This is often overlooked when considering whether to initiate training - if the adviser does not think beyond the tool to the deeper skills that under pin itsuse.

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 constrain workshops andcourses.

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 Logical Frameworks and the LFA. Most donors 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 as and when required. 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 the International Plant Genetics Resource Institute (IPGRI).

In 1997 a Project Management Training Needs Assessment consultancy exercise was undertaken for IPGRI (Dearden 1997a). 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 over the next two years a series of international training courses conducted. (Dearden 1997b, Dearden, Carter and Kowalski 1997, Dearden 1998, and Dearden and Carter 1999).

Following the training workshops the LFA has become institionalised throughout IPGRI and indeed several other CGIAR organisations e.g. ICARDA and INIBAP (Withers, 2001).

Critical to the success of this initiative was the commitment and ownership of the PCM approach taken by the senior managers in IPGRI. In practice this was clearly demonstrated by all senior managers in IPGRI attending and actively participating in the initial training courses. As a result of their own personal training the senior managers then felt empowered to assist other staff within IPGRI. They also acted as very strong role models for other staff in IPGRI. Following on from the initialtraining an in-house staff training and support system has been developed to give new staff any assistance they may require with thetools.

Lesson 4– PPCM Inception and Start-up workshops can lead to greater ownership of a Programme or Project.

The idea of the logframe being a real "living document" has been demonstrated by the approach taken by several projects and programmes. In the Jamaica All Age School Project(JAASP)theinitialprojectlogframewasdevelopedbytheprojectdesignteam in close consultation with local key stakeholders following the DFID Guidelines (DFID 1998a, 1998b and 1998c). A series of PLA activities and visioning exercises fed into the JAASP logframe (Surridge 2000). Part of the logframe was then actually used as part of the Project tender process where potential mangers had to outline how they would achieve the seven project outputs. As is often the way with projects, considerable time slippage occurred between the initial logframe design and the project commencing. At the end of the inception period of the project and after a base line study had been completed, it was decided that the logframe would need updating and modification. A large inception workshop was held with many key secondary stakeholders invited to participate. During this workshop the initial stakeholder analysis and project Logframe were discussed, debated and updated. As a result of the inception workshop process there was considerable "buy-in" from key stakeholders. (Dearden 2000b). The resulting stakeholder analysis is now being used as the basis for the project's communication strategy and the updated logframe is beingactively used by the JAASP team (Johnson 2000). This approach underpins all CIDT managed projects.

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

Lesson 5 – Logframes can be powerful communication tools.

When used correctly logframes can be a very powerful communication tool, which can help facilitate effective communication within and between 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 namely the Donetsk Agrarian Reform Co-ordinating Centre (DAR) and Farm and the Agribusiness Support Services (FABSS). As a result of a number of changes in 1999 it was deemed necessary to amalgamate DAR and FABSS organisations. With a new organisational structure under discussion two LFA workshops were held to develop and agree a new logframe for the combined project.

Through a series of training and facilitation workshop exercises a number of participatory tools were used to firstly empower groups of key stakeholders who were wrestling with the foci of their own organisations and the new project. Following 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 of which the agreed overall goal was "the alleviation of rural poverty based on 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" (Dearden 1999). A subsequent workshop was held to build the combined team and agree the final version of the LF (Kowalski 2000). In this case the very process of using PCM tools and developing an agreed logframe not only allowed staff of the two organisations to successfully speak the same language but also to agree on a set of new objectives of their programme and to build a strongteam.

Lesson 6 - That to ensure the Logframe is treated as a living, flexible tool, procedures should be built into reporting systems and proformas so that 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 (CIDT 2001). 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 proforma for the collection of data and information related to the indicators at the appropriate level of the Logframe. One major weakness in these proforma as they currently stand is that they pay no regard to any unexpected outputs, positive or negative, that may have occurred during the project.

In the standard DFID Output-to-Purpose proforma there is space for reporting on progress against the Goal, Purpose and Outputs of the project. Currently, however, there is no standard box for reporting against **unexpected** Outputs.

DuringtheOutputtoPurposereviewoftheDFIDsponsoredSENAPost-harvestFruit and Vegetable Project in Colombia it was realised that an important unexpected output had occurred. This unexpected output was reported in the extra boxes, which were added to the standard proforma (Appeleton, Stubblefield and Dearden1999).
See shaded boxes in Table 1 (over).

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

However, the other 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 **"Strengthened 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 come together to work for peace was infinitely more important than their work together to improve post- harvest handling of fruit and vegetables. This fits with current Sustainable Livelihoods approaches (Carney 1998), where the technology becomes an entry point for developing SocialCapital.

In the 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 an important part of the development process.

In conclusion, although the 16 boxes of the logframe can help us answer 16 very valid questions about the project design, at the review stage of the programme or project there is sometimes a need to think "outside the boxes", 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 non-government organisations (NGOs) they are also increasingly requiring the use of development professionals and private sector development consultants. Consequently, while the academic

debate around the use and value of the LFA and PPCM goes on, there is still an on going need for LFA/PPCM training for government staff, private sector consultants and other development professionals/practitioners.

This lesson has been clearly demonstrated, for example, during the recent 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, interview, training and appointment - all following the established recruitment methodology of DFID's Governance Department in the UK. The Panel is now a group of more than forty consultants who have applied to DFIDSA 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 DFID in Southern Africa, assisted by Crown Agents, examined the key skills and knowledge required by South African consultants to work for DFID and/or any other donor agency. Top of the list were those related to the tools in Programme and Project Cycle Management (PPCM). As a result the forty South African consultants have recently been trained alongside an equal number of government staff and other development professionals in PPCM tools. The initial feedback from the training programmes undertaken has been extremely positive with most of the participants now feeling more empowered to work with donor agencies using both the language and tools of PPCM (Dearden, 2000a).

II. 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 skills necessary to use it in that context. Its function is both to focus people's minds on the task in 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 the poor application of that tool. 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 tool 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 who criticise the LFA as a planning tool, are actually comparing it with not planning. Many of us would rather not plan; but not planning rarely results in effective and efficient operation. A planning approach has to be used and if there is widespread consensus on one approach, so much the better. After several years of practioner experience we feel that, on balance, the strengths of the LFA outweigthe 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, therefore, should only be used with those who are comfortable with that language.
This is not to say 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 it because it has been misused in the past. What is required, we would argue, is continued commitment to its use, but this to be accompanied by extensive training and coaching of the staff, at all levels, who are going to use it and particularly those who are going to require its use by others.

In the light of the above seven lessons we present an outline of what we consider to be the ideal minimum contents of a Programme and Project Cycle Management (PPCM)[5] workshop/course (See Box 1).

- The Programme and /or ProjectCycle.
- Participatory Approaches in Programme/ProjectManagement
  - Use of participatorytools.
- Skills of participation
  - Listening, facilitation & working inteams
  - Brainstorming & creativethinking
- Stakeholders and Stakeholder Analysis.
- Participatory Problem Analysis and Visioning.
- Advantages and Disadvantages of the Logical Framework. Approach – Their use alongside other tools, 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 Contents of a Programme and Project Cycle Management (PPCM) Workshop/Course

[5] The tools used for Project Cycle Management are all just as valid for Programme Cycle Management.

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

Project goal: Quality and quantity of marketable fruit and vegetables in the post-harvest chain increased in order to raise incomes of small-holder 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 usedin 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=to early to assess likelihood of achievement

Outputs	Contribution to Purpose	Key Issues	Rating
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**
Output3 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.	

Key issues:
- Shift from production to dissemination activities needs careful attention for the remaining period if the project purpose is to beachieved.
- Monitoring against the logframe is limited by poorly formulated indicators which do not always relate to project purpose oroutputs
- Combination of training methodology skills with technical skills iscritical

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