

WORKSHEET

(The LFA Problem, Objective and Strategy analyses)

Task 1 – Problem Analysis tree (20 minutes)

- 1 Join your working group;
- 2 Refer to Module IV, Section II, Paragraph 3.3;
- 3 Choose one major problem of your union and using brain-storming cards and masking tape:
 - 3.1 Build a Problem Analysis tree for the chosen problem (15 minutes);
(Leave sufficient space underneath each problem-cause card and above each effect-card, for the next task).

Task 2 – Objectives tree (20 minutes)

- 3.2 Build an Objective Analysis tree for the chosen problem (15 minutes);
(To save time, place the positive statement underneath each problem-cause card or above each effect-card).

Task 3 – Strategic Analysis trees (20 minutes)

- 3.3 Using masking-tape, mark each cluster that could be used to draw up a coherent strategy;
- 3.4 Using a piece of flip-chart paper, give each cluster an appropriate title and paste it with masking-tape at the bottom of the cluster.

Note: Take into consideration that in real life you would normally allocate more time to carry out these tasks. If you have not finished one task in 15 minutes, pass to the next, but do carry out the 3 tasks.

Task 2 – Reporting (20 minutes)

- Each group will report in their own working room.
- The other groups will visit your working group room and you will have five minutes maximum to report to and answer questions.
- Await instructions from the facilitator.

PEER ASSESSMENT FORM

(The LFA Problem, Objective and Strategy analyses)

Note: To be distributed after group presentations

Participant's Name: _____

Please mark below your own perception of the level of quality of each group's LFA Analysis trees' draft presented by ticking the box between 1 and 10 that corresponds to your perception, one meaning the lowest level of quality and 10 the maximum.

IMPORTANT: *Do not answer for your own group.*

How well-structured and coherent are the following trees:

1 Problem Analysis Tree?

Map:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Compass:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Sail:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Keel:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:

2 Objectives' Tree?

Map:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Compass:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Sail:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Keel:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:

3 Strategy Analysis Tree?

Map:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Compass:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Sail:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Keel:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:

Please rate the quality of the group presentations of the

4 Problem Analysis Tree

Map:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Compass:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Sail:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Keel:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:

5 Objectives' Tree

Map:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Compass:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Sail:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Keel:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:

6 Strategy Analysis Tree

Map:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Compass:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Sail:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:
Keel:	1:	2:	3:	4:	5:	6:	7:	8:	9:	10:

WORKSHEET
(UNI/DRD Project Concept Paper)

Task 1: Group PCP (60 minutes)

- Join your working group;
- Reference text: Module IV, Section II, paragraph 4.1
- Reference work: All group work outputs so far
- **GROUP WORK, PART OF FINAL EXAM:** (To be handed in at the beginning of next session)

The course CDR contains a Word version of UNI's PCP:

- Download the PCP form onto the group computer;
 - A working copy of the PCP form is also included in the next three pages;
 - Based on the work you have carried out so far, as a group, produce a **two-year** Project Concept Paper under one of your Development Objectives;
 - Hand over the PCP (in digital form) to the course facilitator as you walk into the plenary room for the next session.
- Feedback on the group work will be given in the next Q&A session



Project Concept Paper

Geographical coverage:

Implementing Org.: UNI Global Union

National req. Org.:

Project period (years): 200.. – 200..

Application period: .. years

Project title:

Background information

(Describe briefly the political, economical, social and trade union situation in the country(ies) concerned. Union profile is necessary – include also existing discriminations, e.g. ethnic, gender, age, etc.)

Problem analysis

(Identify and define the causes and effects of the core problem(s) to be addressed by this project in concrete and specific terms.)

Development Objective(s)

(Explain what the project intervention will contribute to the union and to society in the long term.)

Specific Project Objective

(Define at least three most important effects, targets or results that will be achieved at the end of the project.)



Target groups

(Describe the different groups of union officials and/or organizations that will benefit directly and indirectly from the project intervention. Take an approach that focuses on existing discriminations such as ethnic, gender and age.)

Project strategy

(Describe the course of action and the type of activities chosen to achieve the project objectives, and the requesting organizations' part in the project.)

Expected results

(Specify the immediate and long term expected results once the project is completed.)

Monitoring/evaluation

(A brief explanation of:

- the project administration and the continuous or periodic surveillance (monitoring) of the project implementation.*
- planned project review and evaluation activities that will be carried out during the project implementation and after.)*



Budget

(Specify the yearly financial resources needed to implement the project for example costs for planning workshop; activities (seminars, workshops, etc.); material/publicity; salary for resource persons and/or staff; infrastructure; monitoring/administration; review and evaluation etc. Fill in the budgets below amending it to the need of the project.)

Year 1 – Budget to be submitted in USD

Activity no.	Specification of costs	Activity budget	Union contribution	Requested financial assistance
1	Activity 1 (Planning workshop)			
2	Activity 2 (seminars, workshops etc.)			
3	Activity 3 (seminars, workshops etc.)			
4	Material/publicity			
5	Salary costs for resource persons and/or staff			
6	Infrastructure			
7	Monitoring and administration			
8	Review and evaluation			
9				
	TOTAL:			

Year 2 – Budget to be submitted in USD

Activity no.	Specification of costs	Activity budget	Union contribution	Requested financial assistance
1	Activity 1 (Planning workshop)			
2	Activity 2 (seminars, workshops etc.)			
3	Activity 3 (seminars, workshops etc.)			
4	Material/publicity			
5	Salary costs for resource persons and/or staff			
6	Infrastructure			
7	Monitoring and administration			
8	Review and evaluation			
9				
	TOTAL:			

WORKSHEET
(Project Planning Matrix)

Task 1 – Project Planning Matrix (5 hours)

Completing a Project Planning Matrix:

- 1 Join your working group;
- 2 Consider that the Project Concept Paper prepared before lunch has been approved and the group is requested to submit a fully-fledged Project Formulation Form.
 - 2.1 Compile all the information you have already developed
 - 2.2 Open a new Project Planning Matrix file from the template included in the course CDR. (Give it a distinctive file name)
 - 2.3 As a team, complete the Project Matrix based on the PCP and the Field Analysis and Design work already carried out.
 - 2.4 Use also the template for Activity Planning Form, creating a different form for each activity, and the template for the Weekly Calendar from the templates included in the course CDR. (Give files a distinctive file name)

Note: Your team should make a serious attempt to implement this task in as realistic a situation as possible.

The team's output should be handed in to the course secretariat before the beginning of the session on Project Formulation Form to allow production of copies for Peer Assessment.

Team outputs will be also assessed as part of the final examination in the state handed in.

WORKSHEET
(Project Formulation)

Task 1 – Project Formulation Form (4 hours)

Completing a Project Formulation Form:

- 1 Once you have completed the Project Planning Matrix, the Activity Planning forms and the Weekly Calendar:
 - 1.1 Open a new Project Formulation Form file from the template included in the course CDR (give it a distinctive file name).
 - 1.2 As a team, complete the form.

Note: Your team should make a serious attempt to implement this task in as realistic a situation as possible.

The team's output should be handed in to the course secretariat at 18:30 on Thursday 12th to allow production of copies for Peer Assessment.

Team outputs will be also assessed as part of the final examination in the state handed in.

PEER ASSESSMENT FORM (Pair work)
(Review of Project Formulation Documents)

Note: To be distributed after group presentations

Participant's Name: _____

Participant's Name: _____

Project Formulation Form from Group: _____

Project Title: _____

Please assume that you are the assessors of the Project Formulation Form assigned to you and state a rating that you both agree to, to each section of the proposal by ticking the box between 1 and 10 that corresponds to your perception, 1 meaning the lowest level of quality and 10 the maximum and, based on the quality of the proposal, give a final recommendation:

(All items 1 to 11 must be rated and 12 only if "Question" checked)

1 Executive summary:

Rating: 1: 2: 3: 4: 5: 6: 7: 8: 9: 10:

2 General information:

Rating: 1: 2: 3: 4: 5: 6: 7: 8: 9: 10:

3 Background:

Rating: 1: 2: 3: 4: 5: 6: 7: 8: 9: 10:

4 Objectives:

Rating: 1: 2: 3: 4: 5: 6: 7: 8: 9: 10:

5 Activities:

Rating: 1: 2: 3: 4: 5: 6: 7: 8: 9: 10:

6 Time-management:

Rating: 1: 2: 3: 4: 5: 6: 7: 8: 9: 10:

7 Budget:

Rating: 1: 2: 3: 4: 5: 6: 7: 8: 9: 10:

8 Monitoring & Evaluation:

Rating: 1: 2: 3: 4: 5: 6: 7: 8: 9: 10:

9 Major assumptions:

Rating: 1: 2: 3: 4: 5: 6: 7: 8: 9: 10:

10 Matrix:

Rating: 1: 2: 3: 4: 5: 6: 7: 8: 9: 10:

11 Recommendation:

Accept Reject Question:

12 If questioned, mark the numbers of all the sections needing clarification:

Information required: 1: 2: 3: 4: 5: 6: 7: 8: 9: 10:

Comments, if any: (use back of the page if necessary)

.../.

MODULE'S SUMMARY

- 1 Introduction:** Planning is defined as the act of formulating a programme for a definite course of action, and points out effective planning requires to be developed within the context of the union's principles and purpose and awareness of the union's capabilities.

Planning needs an attitude of preparedness to face contingencies and flexibility to overcome them and awareness that the impact of unions' actions or lack of actions shape the future of the labour market.

Planning is also creating documentation and procedures to implement activities. While there are many ways to conceptualise planning, the most common types of planning are: Strategic planning, Programme Planning and Project Planning.

Planning in public organisations and unions combines the psychological process of thinking about the actions to create a desired future and the organisational process of creating and maintaining plans. For unions, plans are often represented by projects and because of this, the whole module focuses on planning from the perspective of effective project planning

- 2 Project Planning:**

Project planning is defined as a process of specifying goals and objectives and devising the means by which they can be accomplished. Documentation plays a key role in planning: it provides forecasting information about the future; helps organisations to obtain resources; is a reference for project managers to organise activities and for assessors to demonstrate progress and achievement after comparing indicators.

The Logical Framework Approach, developed by northern European funding agencies is an effective tool to assist planners in project planning and implementation.

The LFA Project Cycle shows five steps: Identification, Formulation, Appraisal-Commitment, Monitoring-Implementation and Evaluation-Conclusion, and is applicable to the interaction between the beneficiary organisation and its sponsors. Based on the difficulties field managers found in applying the LFA Project Cycle to field operations, the Operational Efficiency Cycle, was designed for this course, and consists of seven steps: Identification, Design, Planning, Execution, Monitoring, Evaluation and Review.

The analytical strength of the LFA method are the three tree-analysis methods proposed to identify problems, the first, elaborate solutions the second and devise strategies, the third.

Although the identification of problems requires previous research or brain-storming, the tree-format of the LFA analysis is extremely useful to identify underlying and root causes of identified problems. The format also facilitates the visualisation of strategies to organise the action around the identified solutions. The strategic use of the tree format can also be applied to the development of actions with the objective of taking advantage of identified field opportunities.

Project design

On the basis of the union Field Analysis proposed in Module II and the LFA tree-format analyses, a method for initial design of projects is proposed on the basis of UNI/DRD's Project Concept Paper (PCP) which can be very useful for preparing the brief of an eventual project, in order to identify interest amongst prospective funding agencies.

The PCP is a document of three to four pages which synthesises the response a union intends to develop into a fully-fledged project. The document has ten short sections namely, Identification; Background information, Problem analysis, Development objectives, Specific Project Objectives, Target groups, Project strategy, Expected results, Monitoring/Evaluation and Budget.

3 Project Formulation:

The project formulation process is defined as the desk-work involved in the preparation of the project proposal. All the documentation of the previous processes – field analysis, problem analysis and strategic work, and a letter of funding intention on the basis of the PCP – is used as the main source of information to formulate the project.

Unions compete with other unions and other organisations requesting funding for similar development work and those who succeed in obtaining the funding are those who present the best structured, clearest and most logical proposals. Funding agencies have developed their own forms required for the formulation of project proposals. They usually comply with well-known logical planning methods, but they are often wrongly interpreted by inexperienced planners.

Even after considerable efforts made by funding organisations in circulating methodological guides linked to project planning and project management, as is the case with the LFA manuals, many proposals still show important weaknesses.

Based on existing knowledge about the origins and uses of logical planning methods and on the documentation of the LFA method, matrices and forms elaborated by various agencies, the logical method to project formulation is explained here through a series of practical exercises and forms that fit methodology requirements in all its essential parts.

The exercises and forms covered by this section of the course are:

- Project Planning Matrix: a record of the first logical process to carry out in planning a project. The course teaches the purpose of the matrix and how the contents of each box in the matrix makes logical sense in relation to all others and to the whole project.
- Activity Planning Forms: a series of indispensable records to complete the proposal, because they provide concrete data on what will be done, where and how, including the financial resources needed for each activity. Indeed, without concrete and recorded activity planning, the matrix cannot be prepared appropriately.
- Time-table: a sample and a template time-table are provided to display and facilitate the organisation of activities in a time perspective, including their financial requirements.
- Project Formulation Form: the most important form in a project proposal. A template is provided. To be completed once the Project Planning Matrix is finalised.

A method for completing these forms is proposed and participants have the opportunity to learn by practising the completion of each form in the a logical sequence: they start with the first column of the matrix, to continue with the activity planning forms and time-table to complete the matrix once they have made sure that activities meet the requirements to achieve objectives and expected results. Then they continue with the matrix by defining the indicators of progress and achievement, their sources of verification and related assumptions and risks for the level of expected results. They finalise the matrix by completing the boxes of the next two levels following the same sequence, from left to right.

Once the top row has been completed a review of the whole matrix it is suggested in order for the planners to make sure that every part complies with the intended logical project planning method.

Once participants have finalised the matrix, they have the opportunity to practise the completion of the Project Formulation Form by transcribing the matrix onto the corresponding paragraphs, expanding details for better understanding and adding background elements not usually demanded in logical matrices but related to the initial research, field analysis and organisational and institutional background, requested in most Project Formulation forms.

TASK FOR THE EVENING

- Read Module IV
- Note down the concepts you would like clarified tomorrow during the Q&A session
- Finalise any pending Peer Assessment Form
- Use your notes to pose questions during the morning Q&A session

