

Proceedings:

# WORKSHOP

## LFA AND PROJECT PLANNING

For the officials of the  
10 partner administrations of  
The Urban Environmental Management Programme

**Dates:** 31<sup>st</sup> July - 1<sup>st</sup> Aug 2007  
**Venue:** Southern Sun, Oliver Tambo - JHB International

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**The purpose of the workshop was two-fold:**

1. to **exercise identifying the right project(s)** - based on systematic approach and systematic analysis of the relevant factors such as the strategies, long term planning, real needs of the institution resources, capacities, etc.
2. to the exercise of **setting up an operational year plan** - based on a systematic approach and systematic analysis of the relevant factors, such as budgets, time constraints, institutional capacity and talents, resources, etc.

The workshop was funded by DANIDA and conducted by: Mr. Robert Mann & Mr. Sunjay Panday  
Project Preparation Trust of KZN, PO Box 5609, Durban 4000, 031 305 1288, [www.pptrust.co.za](http://www.pptrust.co.za)

## 1. WELCOME AND INTRODUCTION

The workshop was opened with welcoming notes from the facilitators, Mr. Sunjay Panday and Mr. Robert Mann and the international programme adviser, Mr. Bo Leth-Espensen.

For introductions participants were asked to team up with the co-participant next to them and thereafter to present this participant to the group. Approximately 35 participants from ten partner organizations representing municipal, provincial and national government institutions of South Africa, attended both days of the workshop. (See ref. 1)

## 2. UEMP SUMMARY PRESENTATION, Bo Leth-Espensen

Bo outlined the aims and objectives of the Environmental Management Programme (UEMP), and detailed some of the challenges that have been experienced on the program thus far.

A major challenge highlighted was the shortcomings of spending and progress against the budgets and business plans set up by the partners. While there may be many courses for this, and have several solutions he found that one of the solutions for this challenge could be the tools to be provided in this course.

## 3. PARTICIPANTS CHALLENGES, Mr. Robert Mann & Mr. Sunjay Panday

Individual participants were asked to write down, on the cards provided, the current challenges they were experiencing, which were limiting their effective implementation of the UEMP program. (*Each participant was asked to come to the front and present their specific challenge to the group*).

The challenges were categorized and summarized as follows:

### **Communication:**

- Lack of effective communication within DEAT
- Interdepartmental information sharing
- Institutional resistance (EThekweni)
- Improve overall responsiveness
- Information Management

### **Overall Support and buy in:**

- Official buy in (to the process)
- Meeting timeframes (DEAT)
- Getting other departments to support the program
- Getting city leadership to de-romanticize environmental planning and to prioritize it
- Prioritizing environmental projects systematically
- Different priorities at different levels of government
- Planning events-lack of participation, change of planned events (SACN)
- Links to key projects
- Prioritizing issues (urban poor)
- Time Management - other projects (DEADP)

### **Coordination:**

- Lack of co-operative government
- Project coordination and integration of projects (fragmentation)

- Lack of internal coordination and communication
- Vertical, horizontal and diagonal coordination
- Integrating DEAT and other government departments and legislation
- Integrating AQM to other development programs

#### **Capacity:**

- Capacity constraints in air quality Management in all tiers of government
- Delegation of responsibilities
- Government capacity
- Capacity to implement projects/programs
- Administration-role clarification, financial, filing

#### **Bureaucracy:**

- Bureaucracy
- Procurement processes (Ekuchuleni)
- Finalizing terms of reference (eThekwini)

#### **Miscellaneous:**

- Proper planning and time management
- Clearly understanding challengers
- Attitude of team (eThekwini)
- Getting consultants to start work (eThekwini)
- Co-funding of identified projects

#### **4. AN OVERVIEW OF THE LOGICAL FRAMEWORK APPROACH (LFA), Robert**

After the challenges were categorized and presented, Robert provided a short LFA presentation to the group.

The presentation detailed

- the main aims and objectives of the LFA-approach and
- the nine planning steps which need to be followed when using this methodology

**For the full presentation see ref. 2. For a report of the theory behind LFA, see ref. 3**

#### **5. THE PROBLEM ANALYSIS, Sunjay**

The problem tree allows planners to visualize both the range of problems and the inter-relationship between them. The problem tree helps understand the problems and thus to see/understand at which point the best intervention or the project with the greatest effect can be implemented.

#### **Methodology summary: Problem analysis/problem tree**

Sunjay took responsibility for facilitating the process. The methodology followed was:

Participants were provided with the document; "*UEMP: Shopping list*" or "*Programmatic Approach*", which summarizes the UEM Programme and its context and provides five proposals for thematic focus areas, one for each environmental theme of the programme. The five suggestions are:

1. Air: Indoor air pollution/air pollution in the townships
2. Health: EH study + implementation of 1-2 key considerations

3. Energy: Re sources + sustainable consumption
4. Plan: Environmental management frameworks
5. Waste: Waste Management bill: Implementation

Participants were then asked to choose one of the focus areas proposed in this document in order to base the problem tree analysis on this. **Air: indoor air pollution/air pollution in the townships** was chosen.

Participants were then divided into four groups, and the following steps were taken:

### Step one: Determine the focal problem

The first step in developing a problem tree is to determine the focal problem.

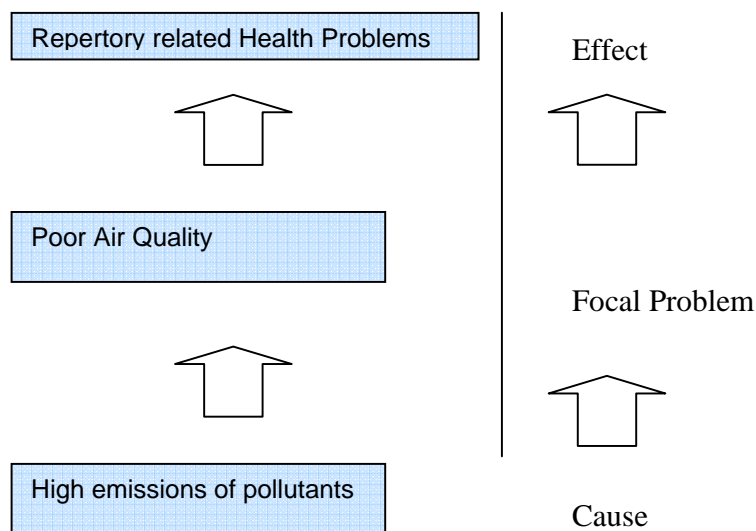
All participants, within the four separate groups, wrote down, on cards, what they felt the core problem was. The group discussed the problems presented and chose ONE focal problem to use in their problem tree.

It is important to note that you should not to use terms of such as 'lack of' , and problems statements must be as specific and accurate.

### Step two: Establish chains of courses and consequences.

Write down on cards, courses ad consequences in relation to the focal problem. Put the cards on the wall organizing them into cause and effect relationships. This should then form a logic with the root causes at the bottom leading to the effects above and so on until the focal problem (in the middle) is the result. The focal problem then leads to certain effects and these causes/effects lead to further effects.

For example: As represented in the photo below



### Step Three: Check the logic – confirm focal problem.

*It is vital that groups continually follow the upward logic in this stage.* Check that each cause leads to the cause above until they lead to the focal problem and then on to the effects. This process is continually updated with the question, ‘and does this then lead to that’ etc. checking the logic and

rewriting the cards. This may alter the focal problem, but the idea is to continue till the focal problem and the courses and effect are clear and have been decided on!

## 6. PROJECT SELECTION, Sunjay and Robert

The next stage in the process is determining the areas of focus or projects, in relation to the objectives' tree and the problem tree.

Based on the overviews of the problem trees and the objectives trees participants identified what they believed will be the most effective area of project focus.

In this phase it is vital that planners (participants) choose projects that are realistic, desirable and achievable.

Furthermore it is important that the primary objective or project purpose is stated according to the **QOTL formula**, giving specific and tangible answers to questions such as:

Q = Quantity What numbers, e. g. of people, services, products etc. will be involved?

Q = Quality At what standards will this be done?

T = Time By when will this have happened ? How frequently ? Will it end at some point?

L = Location Where will this take place?

*All the way it is important that discussion partners discuss the same level of hierarchy: The Classican pitfall is that people do not communicate well becau they do not focus at the same leves of hierarchy of the project*

*Reminder of the levels of the hierachy:*

<b>Development goal</b>	Specifies the benefits which the beneficiaries will enjoy as a result of the project, in the longer-term.
<b>Project purpose</b>	Expresses the action that the target group will take in order to bring about the desired change, this is the immediate objective of the project.
<b>Results</b>	The goods services or products which the project makes available to the target group
<b>Activities</b>	Required steps which the project takes in order to provide the various goods services and products outlined above
<b>Inputs</b>	Resources required in order to conduct the activities described above.



Photo 1: Problem trees analysis example 1 from workshop



### 7. THE OBJECTIVES ANALYSIS, Sunjay

Once the focal problem has been verified and the problem tree completed, one can *reverse the tree and all the cards from problems to desired solutions (objectives)*: The objectives analysis.

This analysis is completed, simply by restating each of the problem statements in the tree as a positive, desirable and realistic condition. They should be stated as desired outcomes that have already occurred. Work from the top of the tree downwards. Use different colored cards for this, placing each card directly below its related problem statement. Two examples from the workshop are provided below:





Photo 3-4: Objectives analysis 2 examples from workshop

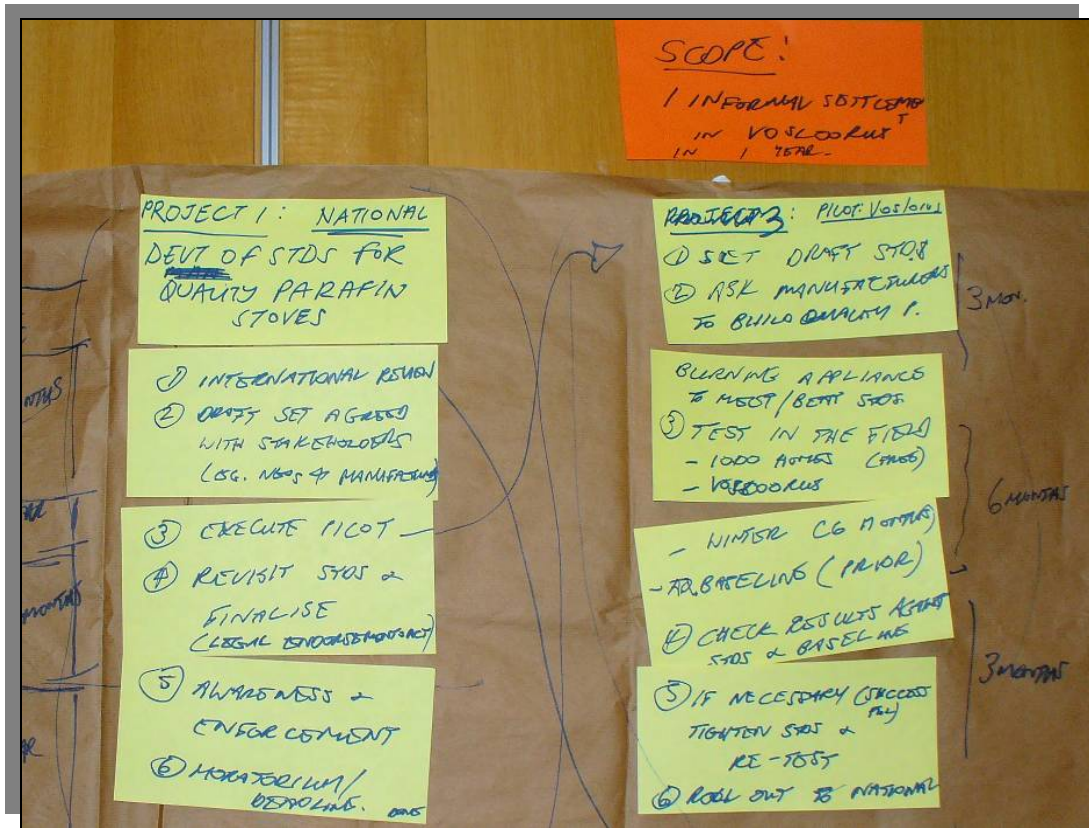
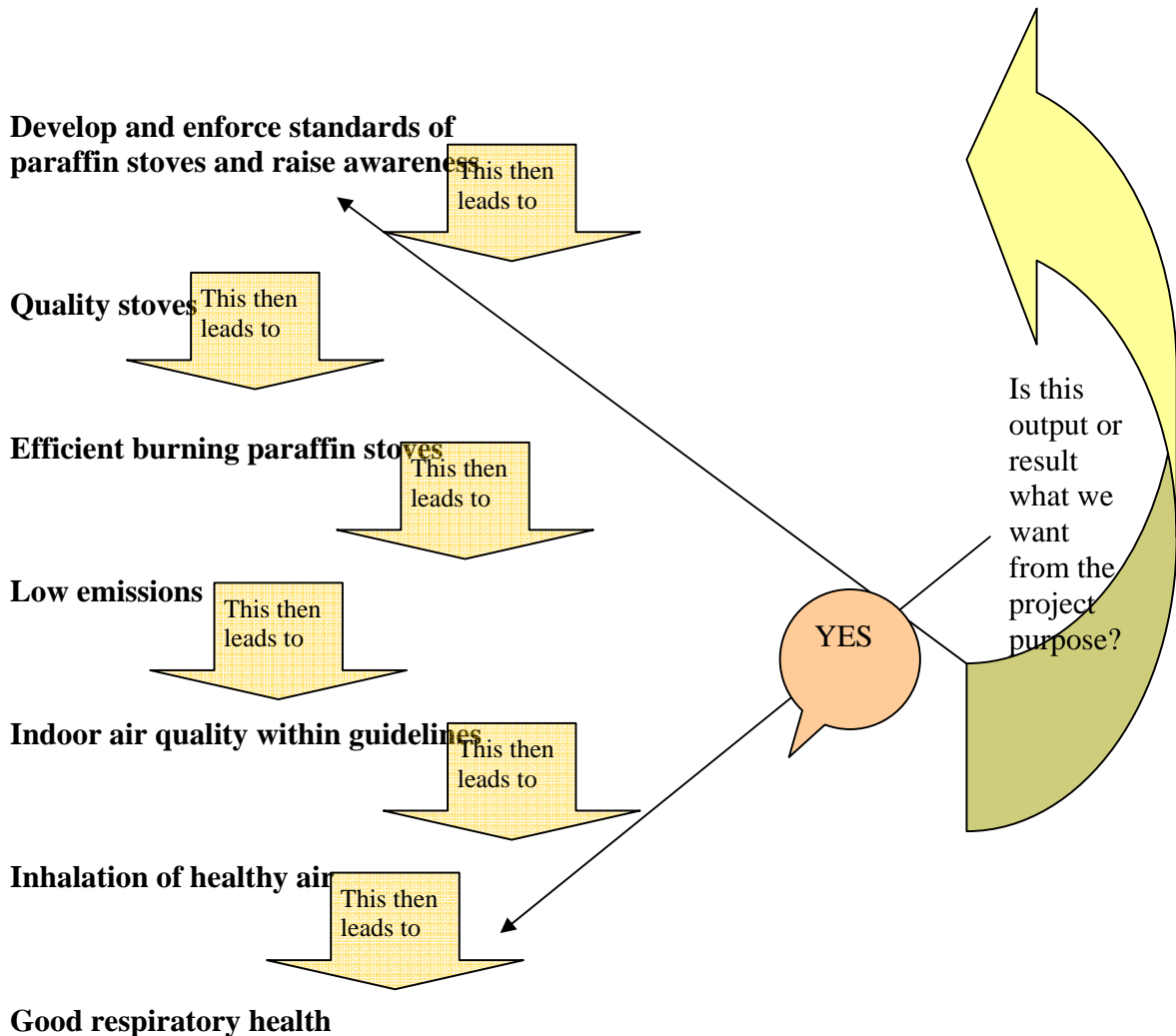


Photo 5: Workshop example of project selection process

An example of this circular logic, based on the selected project we interrogated, is provided below!



*This process continued on until late in the second day.*

## 8. DETAILING PROJECT IMPLEMENTATION PLANS, Robert and Sunjay

Once a specific area of project focus was chosen, from one of the groups, all groups were asked to move from their separate locations, to communally work on a single project selection process. After a short presentation on the focus area of intervention by the initiating group, Robert provided a presentation on how to establish activities within the project, using the Work Breakdown Structure (WBS) methodology.

The work breakdown structure is the document that organizes and summarizes the tasks necessary to complete the project. The work breakdown structure should help you do the following:

1. Identify the major tasks in the project so that all the work that needs to be done is clearly indicated
2. Tasks may be organized in the most logical sequential order

3. Identify tasks that need to be assigned to various team members
4. Identify the resources needed to complete each task so that a budget may be developed
5. Communicate the work to be done to the project team in clear and unambiguous manner
6. Organize the related tasks into logical milestones

They are five main steps that are required to develop the work plan as follows:

1. Define the work as independent tasks that can be sequenced, assigned, scheduled, and monitored
2. Define the tasks at a level of detail appropriate for the length and complexity of the project
3. Integrated the tasks into a total system with a beginning and end, this may require grouping tasks into milestones or sub-projects
4. Present the sequence of tasks in format that can be easily communicated to the stakeholders in the project
5. Verify that the completion of the tasks will result in the attainment of all the project goals and objectives

## **DAY 2 PRESENTATIONS**

### **9. SUSTAINABLE DEVELOPMENT, Sunjay**

Sunjay provided a short description of development and what we understand by terms such as sustainable development.

A short summary of the presentation is provided below:

The main aim of development is to change a negative position into a positive position. This process cannot happen overnight and must take place with small steps. As people take more responsibility for themselves, the line of responsibility moves down, and eventually you must step away from the process.

The most difficult task in development is finding that boundary, the boundary between what we do as implementers of development, and what beneficiaries do as beneficiaries of the development. It is vitally important that once people take responsibility for the own development, we move away from the process.

Another important balances, is the balance between talking and listening. If in development we talk too much, we challenged the beneficiaries we are trying to assist. However if we listen too much we become too sympathetic without providing direction, which does not assist in resolving the issues. Therefore we should not be too challenging or sympathetic we should choose the middle ground, of empathy.

### **10. SOME KEYs to SUCCESSES FROM ETHEKWINI MUNICIPALITY,**

**Mrs. Vicky Sim**

Vicki provided a short presentation (attached) of some of the key factors of success, both from a general perspective and from a more detailed financial perspective, which have enabled the eThekwini municipality to spend almost 85% of their allocated budget on the Danida UEMP.

For the full two presentations see Ref. 4 and 5.

## **11. WAYS FORWARD, Bo**

After some general suggestions from the group and a brief description by Bo the following key suggestions for management in the programme the program were captured.

1. It is vital to define the project most needed and to include the whole picture in this process as done in the LFA (day 1) .
2. In setting up the project plans it is vital to develop a time based plan of implementation for your projects, (project program or Gantt chart)
3. Finance requirements must be captured in a budget and approved at the start of the process
4. Projects must be realistic in terms of achievable results in the timeframes estimated
5. The selection of competent service providers is critical
6. It is possible to follow quicker procurement routes (Section 36)
7. PPT's services have been offered to each partner organization, to assist in more detailed project implementation plan formulation. This would be implemented through a locally based 2 day workshop process, (however content, duration and structure can be adjusted to suit the partner organizations)
8. Project co-ordination should be improved through the recently completed web page which can be accessed at:

[www.UEMP.org.za](http://www.UEMP.org.za)

Username: uemp

Password: Joanne

**Thanks,**

**Robert Mann, Sunjay Panday, Bo Leth-Espensen**

## **12. LIST OF REFERENCES**

1. List of participants, WS LFA and Project Planning, UEM Programme, 070731-070801.
2. UEMP WS 070731-070801 Presentation LFA and LOGICAL FRAMEWORK APPROACH
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