

Logical Framework Approach – with an appreciative approach



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Published by Sida 2006

SEKA/Sida Civil Society Center

Photo: Lars Forsstedt/ETCbild

Printed by Edita Communication AB, 2006

Art. no: SIDA28355en

This publication can be downloaded/ordered from www.sida.se/publications

Foreword

In development cooperation projects, we look for working methods that give people freedom in formulating how they want to alter their situation, whether they represent, as a target group, a cooperating organisation or are people who are living in direct poverty.

This point of departure is clearly evident in Sweden's Policy on Global Development, which stipulates that outside support must contribute to developing the target group's capacity to drive its own change process.

Sida's guidelines for providing support to civil society represent another important starting point. These guidelines stress that an international development cooperation must always lead both to a situation that is improved or changed long-term for the target group, and to a strengthening of the "civil society's structures". This could take the form of, for instance, a higher degree of organising within the target group, or a capacity development effect for the local cooperative partner.

New model

As a part of its effort to realise the intentions of Sweden's Policy on Global Development, Sida Civil Society Center (SCSC) initiated a development project in 2005 together with PMU Interlife (the Swedish Pentecostal Mission's development cooperation agency) and consultant Greger Hjelm of Rörelse & Utveckling.

The goal was to create a working model which combines the goal hierarchy and systematics from the Logical Framework Approach (LFA)¹ with the approach used in the Appreciative Inquiry tool (AI).

AI is both a working method and an approach. In analysing strengths and resources, motivation and driving forces, the focus is placed on the things which are working well, and on finding positive action alternatives for resolving a situation.

LFA, which is an established planning model in the field of international development, is found by many to be an overly problem-oriented model. Using this approach, one proceeds based on a situation in which something is lacking, formulates the current situation as a "problem tree", and thus risks failing to perceive resources which are actually present, and a failure to base one's support efforts on those resources.

¹ Read more about LFA in Sida's "Logical Framework Approach (LFA) – A summary of the LFA theory".

Working in close cooperation, we have now formulated a new working method for planning using LFA, one which is built on appreciative inquiry and an appreciative approach. The model was tested by PMU Interlife's programme officers and their cooperating partners in Niger, Nicaragua and Tanzania during the autumn of 2005. Their experiences have been encouraging, and it is our hope that more Swedish organisations and their cooperating partners will try our model and working method.

We also want to take advantage of new experiences in further developing the tool. For instance, we have not included following up and evaluating an intervention in this model.

Have fun, and please try to read with an "appreciative approach"!

For the work group

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LFA with an appreciative approach (LFA–AI)

LFA, Logical Framework Approach, is an established planning model in the field of international development cooperation. It helps make it possible to systematically and “logically” analyse the conditions and assumptions underlying a project and create a sound basis for planning. However, many find LFA to be an overly problem-oriented working model, not least because it involves working with the current situation on the basis of a so-called “problem tree”. In “LFA-AI” we have chosen to implement more “resource-based” thinking, wherein the AI stands for Appreciative Inquiry, while at the same time retaining the systematics of the old LFA model. Appreciative Inquiry is an approach and working method in which the focus is on what is working well, strengths, resources, motivation and driving forces, and on positive action alternatives for improving a situation. You can read more about AI in the Appendix “An appreciative approach”.

In this document, we will present LFA-AI and offer concrete tips on how to use the working model in planning a development project. The contents of the document are as follows:

- A. Purpose, area of application
- B. Some important starting points
- C. The working model
- D. Methodology
- E. Preparations

Appendices:

- 1. Guidelines for conducting a workshop
- 2. An appreciative approach
- 3. Problem management based on an appreciative approach
- 4. Interview guide (workshop).

A. Purpose, area of application

LFA-AI is a goal-based project-planning method which is intended to...

- Foster involvement, and bolster a sense of self among individuals, groups and organisations to take responsibility for their situation and influence their own development
- Identify and free up resources to support the project
- Facilitate the planning of an international development project
- Create a basis for assessing a project’s underlying conditions, assumptions and resource needs

B. Some important starting points

Sweden's Policy on Global Development

Sweden's new Policy on Global Development is intended to help create conditions that will enable poor people to improve their lives.

The basic assumption is that all development must be realised by people themselves, within their own communities. Development cannot be created from outside.

The Policy on Global Development has two fundamental perspectives which serve as the basis for how these goals are to be achieved:

- The poor people's perspective, which means that poor men and women are given the opportunity to participate in and influence decision-making processes that affect them;
- The rights perspective, which means that the entire working process must be guided by a system of values that is built into internationally accepted norms for human rights: non-discrimination, participation, openness and insight, accountability and dignity.

In light of the foregoing, it is important to try to develop the use of LFA/goal-based management so that these perspectives are clearly in evidence. Poor people are in focus; they control and drive their own development. Outside support is intended to facilitate without taking over.

Support for civil society

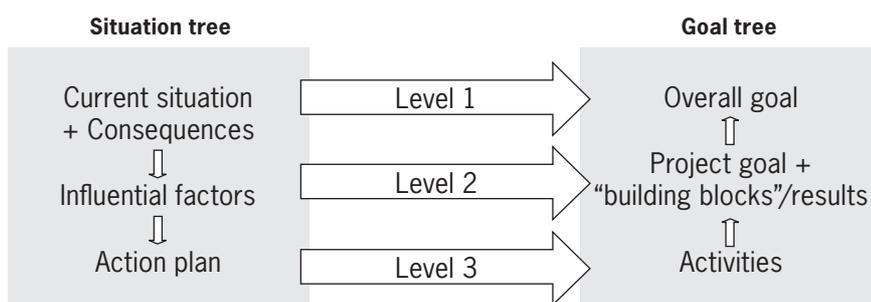
Sida's guidelines for providing support for civil society represent another important point of departure. International development cooperation must always strive to bring about two things:

1. A long-term improvement/change in the situation of the relevant *target group*
2. A strengthening of the "*civil society's structures*". For example, a greater degree of organisation within the target group, or an enhancement of the capacities of the local cooperating partner.

These two perspectives thus also serve as the starting points for LFA-AI, and have guided the design of this working model. LFA-AI is also believed to be applicable to the planning of humanitarian aid initiatives, based not least on its ability to shape such efforts so that they promote development and utilise and strengthen local capacity.

C. The working model

The structure of the working model is predicated on first addressing problems based on the current situation and creating what is known as a "situation tree". From this starting point, one then develops a "goal tree" that will guide the project.



The working model entails that relevant stakeholders be brought together to work on relevant issues collectively in a number of steps which lead to a concrete project description. Here you can see the seven different steps, along with the various issues addressed in each one. The starting point for working on the issues in steps 2, 3 and 5 is based mainly on the participants' own experiences, as intermediated among them in narrative form. It is necessary during the course of the process to continuously check to determine whether the results arrived at affect any of the earlier steps. In other words, one must be prepared to modify what one has already done before moving on to the next step.

1. Definition of target group and content area

Introductory tentative definition of the project

1. Target group?	For instance, <i>"the inhabitants of district x"</i>
2. Area in terms of content?	For instance <i>"the children's situation and rights"</i> . This does not mean: what shall we do? The actual planning later in the process will address that issue.

2. Description of current situation

Description of the target group's current situation within the relevant area (level 1 in the situation tree).

1. What is after all working satisfactorily?	Examples: <i>"child vaccination"</i> , <i>"access to food"</i> , <i>"functioning emergency healthcare"</i> etc.
2. What is working poorly, or is difficult or problematic?	Example: <i>"children are exposed to cruelty"</i> .

3. Consequence analysis

Description of the consequences which the situation is having for the target group (level 1 in the situation tree).

1. Negative undesired effects?	Example: <i>"children, especially girls, are not completing primary school"</i>
2. Any positive effects?	Example: <i>"children are an important asset in society and for the family"</i> .
3. Future concerns?	What will the consequences (effects) be if no change occurs?
4. Desirable future situation?	What would we (primarily the target group) prefer to see instead? Example: <i>"that the children grow up safely and comfortably"</i> .

4. In-depth analysis of underlying factors

Analysis of the *factors* which are working in favour of and against the current situation (level 2 in the situation tree).

1. Positive factors?	What factors are contributing to the things which are working well? Which factors are working against/mitigating the things which are working poorly, or are difficult or problematic?
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2. Negative factors?	What factors are contributing to the things which are working poorly, or are difficult or problematic? Which factors may be working against or impeding the things which are working well?
3. How are these factors interacting?	How are the various factors affecting one another? For instance, are there any “chain reactions” present in which one thing affects another thing, which in turn affects a third?
4. What could bring about a change in the desired direction?	What factors or main areas should the project (consequently) concentrate on? For example: <i>“Attitudes toward children”</i>

5. Analysis of internal conditions and assumptions and need for development

Analysis of the project’s conditions and assumptions, based on the various actors involved in the change process.

1. Who are “we”?	What does “the project organisation” comprise, i.e. who could be incorporated to contribute to bringing about change? Why should we, in particular, work together on this project? What makes us especially suited to work together?
2. Our resources?	Based on our experience, what are we good at? What resources do we each have? And what strengths and resources do we have at our disposal collectively?

Corresponding boxes in the LFA matrix

Overall goal	Indicators	Information about indicators	External factors/risks
Project goal	Indicators	Information about indicators	External factors/risks
Results	Indicators	Information about indicators	External factors/risks
Activities	Resources	Budget	External factors/risks

6. Selection of project goal and “building blocks” – project deliveries

Formulation of a comprehensive project goal, and identification of concrete measures to achieve that goal. The project goal is thus the change which the target group wants to bring about, and which will occur when the target group uses the results delivered by the support initiative (level 2 in the goal tree).

1. What concrete goal shall the project have?	What will the project contribute that will help to improve the target group’s situation? Example: <i>“The schools’ routines and regulations are designed so that the children’s rights and dignity are provided for”.</i>
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Corresponding level in the LFA matrix

Overall goal	Indicators	Information about indicators	External factors/risks
Project goal	Indicators	Information about indicators	External factors/risks
Results	Indicators	Information about indicators	External factors/risks
Activities	Resources	Budget	External factors/risks

2. How are we to succeed in this endeavour? What are the “building blocks”/results for the project? What is the project to “deliver” in order to contribute to bringing about change in the areas defined earlier under section 4.4? Example: *“Local decision-makers and leaders in civil society organisations (CSOs) have been educated on, and understand children’s rights”* (level 2 in the goal tree under “Project goal”).

Corresponding level in the LFA matrix

Overall goal	Indicators	Information about indicators	External factors/risks
Project goal	Indicators	Information about indicators	External factors/risks
Results	Indicators	Information about indicators	External factors/risks
Activities	Resources	Budget	External factors/risks

3. Our own relevant resources? Which of our resources, competencies and strengths, as arrived at under section 5.2, are particularly suitable for achieving this?
4. Division of responsibility? What are we, the various stakeholders involved in the project, each prepared to assume responsibility for?
5. Key success factors? What else may we need to think about to ensure a favourable project result?

7. Overall goal for the project

To what long-term sustainable changes (positive effects) shall the project contribute? Example: *“Important local social institutions provide for children’s rights and take measures to strengthen them”* (level 1 in the goal tree).

Corresponding level in the LFA matrix

Overall goal	Indicators	Information about indicators	External factors/risks
Project goal	Indicators	Information about indicators	External factors/risks
Results	Indicators	Information about indicators	External factors/risks
Activities	Resources	Budget	External factors/risks

8. Resources and division of labour

- | | |
|---|---|
| 1. Additional resources? | What, if any, strengthening do we need in terms of resources to achieve the goals we have set (under sections 6 and 7)? |
| 2. Need for organisational development? | What do we, the Swedish NGO and the local NGO, need to develop? ² |
| 3. Main roles? | Which different roles should each of us assume in the project in order to achieve maximum benefit and ensure that we will, based on our different circumstances and abilities, show ourselves to advantage and come into our own? |

9. Action plan

Formulating a concrete action plan (level 3 in the situation tree)

- | | |
|------------------------------------|---|
| 1. What concrete needs do we have? | What activities do we need to carry out in various areas of the project? Example: "Contact other CSOs in the district that are working on children's rights". |
|------------------------------------|---|

Corresponding box in the LFA matrix

Overall goal	Indicators	Information about indicators	External factors/risks
Project goal	Indicators	Information about indicators	External factors/risks
Results	Indicators	Information about indicators	External factors/risks
Activities	Resources	Budget	External factors/risks

- | | |
|----------------------------------|--|
| 2. Practical division of labour? | Which of us will do what as we turn these plans into practical action? |
| 3. Deadlines? | When must the various activities be completed? |
| 4. Coordination? | How are the various activities to be coordinated? |
| 5. Reporting? | How are completed activities to be reported, and to whom? |

D. Methodology

The approach or methodology in LFA-AI is based on several key principles:

1. It is essential to bring together and involve many different "stakeholders" in the planning process. In addition to (1) the Swedish NGO, (2) the local NGO/cooperation partner and (3) representatives from the target group, the stakeholders can also include local authorities, other cooperating organisations or affected individuals, groups or organisations.
2. The various stakeholders must work *together* on issues pertaining to the current situation and *jointly* formulate the main elements of a project

² Described as "organisation development goals" and incorporated into the overall goal formulated under section 7, and at the project goal level. A parallel goal hierarchy can alternatively be set up for the organisation/capacity development initiatives. Example for level 1: "The Swedish NGO and local NGO have efficient developmental follow-up systems". Example for level 2: "The local NGO has a highly developed system for monitoring".

plan. Detailed issues and action plans are handled by a smaller group, such as a project group.

3. A *process-oriented working method* is used in which no results are predetermined. The process must have the capacity and freedom to create something unforeseen.
4. Steps 2, 3 and 5 in the working model must be based on *concrete experiences* and intermediated among the participants in *narrative form* (the narrative principle).
5. The working method and process set-up must be *flexible* and capable of being changed/adjusted in response to local conditions and circumstances.

E. Preparations

A number of preparations are needed to carry out a planning process using this working model. These preparations include...

1. Forming a *project group* which will assume the responsibility for carrying out the process, and which is prepared to continue working with the material that results from the process; e.g. to prepare an action plan and project application.
2. *Defining* the main target group for a development project, and the essential areas upon which the project will bear in terms of content.
3. Making a good choice of the participants who are to be involved/cooperate in the process (should be done by the project group).
4. Appointing one or more process leaders who can take on the task of leading and acting as facilitators for the process, e.g. if it takes the form of a workshop. Such process leaders should be accustomed to leading group processes.
5. Assuming responsibility for various practical preparations.

Appendix 1

Guidelines for conducting a workshop

Here is a description of how to conduct a workshop using LFA-AI as the starting point, along with detailed tips and suggestions for the various steps to be followed in the workshop.

The guidelines presume that a maximum of 20 people are participating in the workshop, at least half of whom are from the target group (recipients).

The workshop is expected to take roughly two full-days (effectively 10–12 hours).

The working model is not static, but rather is to be seen as an organic process. As a result, the process leader may need to take the participants back to an earlier step and modify formulations based on new information generated in the process.

1. Introduction

Purpose of this step

To get the workshop off to a good start and get the participants to grasp the context, feel that they are participating, and assume personal responsibility for contributing toward achieving the goal of the workshop.

Estimated time required

Roughly 30 minutes

Suggested content

1. Welcome everyone, and have the participants introduce themselves to one another.
2. Describe the background and goal of the workshop, e.g.:
 - a. What this workshop has been set up for (to create a foundation for a project plan)
 - b. Who has taken the initiative and invited the participants (and “owns” the process)
 - c. Who is financing the workshop
 - d. Framework and delimitations, i.e. defining the area or overall situation to be addressed jointly

3. Describe the content and working method to be used in the workshop, including:
 - a. The various steps to be worked through
 - b. How the material will be used
 - c. What methods and approaches will characterise the workshop
 - d. Other practical issues
4. Clarify roles and responsibilities during the workshop:
 - a. What your role and responsibility will be as the process leader or facilitator
 - b. What the participants are expected to contribute
5. Give the participants opportunity to ask any questions they may have
6. It is a good idea to conclude this introductory step by talking for a while about what is needed from the participants to achieve good results from the workshop. Preferably document the results as “common rules of play” on a flip-chart visible to all.

2. Description of current situation and consequence analysis

Purpose of this step

To formulate a joint description of the current situation of the relevant target group, i.e. those who are to share the project results, and the situation which the participants jointly wish to change within the framework of this project.

Estimated time required

Roughly 1.5–2 hours

Suggested content

1. Divide the participants into pairs, with one person in each pair representing the target group. The target group representative is the “focus person”. The other person in each pair is the “interviewer”.
2. Have the interviewer in each pair interview the focus person (for 20–30 minutes) about how they are experiencing their own situation and the current situation within the area to which the change process pertains, and what they perceive to be the effects that the current situation is having on them personally, and on others. It is a good idea to translate (if required) the accompanying interview guide (Appendix 4) and give a copy to each interviewer to serve as documentation and support for the interview.

It is important for the person acting as the interviewer to be something of a “reporter” and help the focus person deliver their narrative in as concrete and detailed a manner as possible. The interviewer should also write down a few notes so that he or she can come back later to key points in the focus person’s experience. Note that the interviewers are to make no attempt at analysis, but rather focus solely on capturing various details of the actual experience.

3. Once all the interviews have been completed, the participants are divided into two groups. Note that each pair must be kept together and join the same group. In these groups, the narratives will be recounted, one at a time, by those who have acted as the interviewers, preferably in a dramatised and convincing way. The person whom the narrative

is about can sit quietly and listen, and should correct or add additional information to the narrative only if it is really necessary to do so.

In an alternative form of this step and continuation of the workshop, a smaller group (e.g. the project group) will process the material from the interviews and carry on with the bulk of the remaining steps in the process themselves.

4. Once all the narratives have been recounted, each group will try to summarise what they have heard from the various narratives collectively (here representatives from the target group will sit together with the other participants):
 - a. What is working poorly, or is difficult or problematic in the situation the target group is describing?
 - b. What effects (consequences) is this having on the target group and other affected parties?
 - c. What is working fairly well in the situation being described?
 - d. What effects (consequences) is this having on the target group and other affected parties?
 - e. What are the fears for the future if no change occurs?
 - f. What are the hopes for the future? What would a desirable future situation be?

Each group will document the results from this summary on one or two flip-charts, if possible.

5. Reassemble the entire group and distribute the results (the summaries) from each group. Optionally discuss the overall picture which emerges.

3. Influential factors

Purpose of this step

To identify the most important factors in working together to bring about a change in the direction of the overall goal.

Estimated time required

Roughly 1.5–2 hours

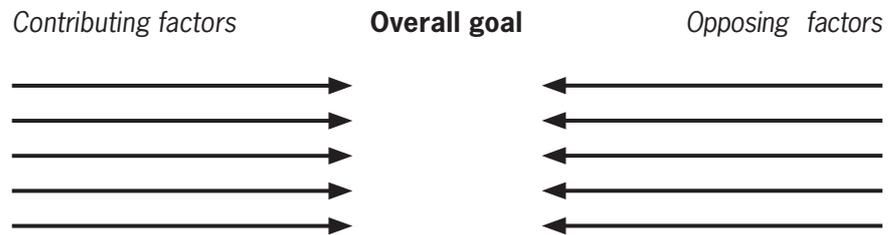
Suggested content

1. Divide the participants into two new groups so that those who were paired together in step 2 now find themselves in different groups.
2. Have the participants in the two groups discuss with one another for roughly 30 minutes about the factors they believe are currently influencing the situation of the target group.

Ask them to consider two types of factors:

 - a. Those factors which are influencing the situation in the right direction, i.e. contributing toward progress toward the overall goal.
 - b. Those factors which are influencing the situation in the “wrong” direction, i.e. those which currently represent obstacles to bringing about progress toward the overall goal. Ask each group to summarise the results of its discussion, and document them on one or more flip-charts.
3. Reassemble the entire group and distribute the results (summaries) from each group.

4. Working together in the large group, and using the groups' presentations as a starting point, try to formulate a collective overall picture of the positive and negative factors in the form of a "force field analysis":
5. Conclude by asking the participants to take this collective picture as their starting point and reflect together (optionally in smaller groups) on the following questions:



- a. How do these factors interact? How do they affect one another? For example, are there any "chain reactions" where one thing affects another, which in turn affects a third?
- b. What could contribute to bringing about a change in the desired direction?³
- c. What key factor(s) or area(s) should the project (consequently) concentrate on?

Document the conclusions from the discussion of question "c" on one or two flip-charts, and save the summary for the "Project goal and building blocks" step later on.

4. Internal assumptions

Purpose of this step

To help the participants perceive the resources which they themselves and the group they represent have at their disposal, to clarify and affirm these resources, and to help the participants reflect on what their group or organisation could contribute in a future joint development project.

Estimated time required

About 2 hours

Suggested content

1. Prepare a summary of the "stakeholders" represented at the workshop. Write it up so that it is visible to all. It may include, e.g.:
 - a. The Swedish NGO
 - b. The local NGO
 - c. The target group
 - d. Local authority or other cooperation partner
2. Let each participant sit alone quietly (for about 5 minutes) and search their memories for a personal experience that was a success or positive concrete situation that occurred recently in which they felt that their own group or organisation really worked well and distinguished itself.
3. Divide the participants up into pairs and ask them to interview one another about these experiences, one person at a time, for about 10 minutes. The interviewer must, as before, try to be something of a

³ This can involve both strengthening the contributing factors (the "good forces") and reducing the influence of the opposing factors. Both things are often necessary.

“reporter” and help the other person deliver their narrative in as concrete and detailed a manner as possible. The interviewer should also write down a few notes so that he or she can recount the main points of the experience later on. Note that the interviewers are to make no attempt at analysis, but rather focus solely on capturing various details of the actual experience.

4. Split the participants up into 2–3 groups. Make sure that those who interviewed one another in the previous step are placed in the same group.

Ask the groups, one at a time, to have the people who acted as interviewers recount the narratives, preferably in a dramatised and convincing fashion. The person whom the narrative is about can sit quietly and listen, and should correct or add additional information to the narrative only if it is really necessary to do so.

Each time a narrative is recounted, the group should stop for a few minutes (3–5) and reflect on the following question (everyone except for the person whom the narrative was about, who should just listen).

Write the question so that everyone can see it: *What does the narrative say about the capabilities and resources available within the group or organisation that x represents?* Have the group document the response, i.e. write down on paper which group or organisation the narrative was about, and what capabilities and resources within the group/organisation were clearly evident in the narrative. The group then continues with the focus on the next person to have their narrative recounted, and so forth until all the narratives have been recounted.

5. Reassemble and share the results from each group, i.e. each group reports on the capabilities and resources that were apparent in each stakeholder group or organisation. Each stakeholder group or organisation then summarises its capabilities and resources on a separate flip-chart and displays it on the wall for all to see.
6. With the entire group assembled, discuss the collective results on the wall, using the following questions as a starting point:
 - What strengths and resources do we have at our disposal collectively?
 - Why should “we”, in particular, work together on this project? What makes us especially suited to working together?
 - What, if any, resource strengthening do we need to carry out the project that is emerging from this workshop?
 - What may we need to develop or change in each organisation in order to be able to best contribute to the project?⁴

⁴ The conclusions arrived at in terms of development needs within the local NGO must be reformulated into “organisation development goals” and added to the overall goal created in step 6, “Formulating an overall goal”. The Swedish organisation’s corresponding needs can also be clarified here. One suitable approach may be to draw up a parallel goal hierarchy for the organisation development parts of the cooperation.

Corresponding boxes in the LFA matrix

Overall goal	Indicators	Information about indicators	External factors/risks
Project goal	Indicators	Information about indicators	External factors/risks
Results	Indicators	Information about indicators	External factors/risks
Activities	Resources	Budget	External factors/risks

- What might we, as a local organisation, need to develop to strengthen our role as an actor in civil society?
- Which different roles should each of us assume in the project in order to achieve maximum benefit and ensure that we will, based on our different circumstances and abilities, show ourselves to advantage?

Document the conclusions drawn from the discussion of these questions on one or two flip-charts, and save the summary for the “Project goal and building blocks” step later on.

5. Project goal and building blocks = results

Purpose of this step

To formulate an overall project goal and choose concrete measures to achieve it. The project goal is thus the change which the target group wishes to bring about, and which will occur when the target group applies the results delivered by the support initiative (level 2 in the goal tree).

Estimated time required

Roughly 1.5–2 hours

Suggested content

1. Split the participants up into the same groups they were assigned to earlier for the current situation description (step 2), i.e. the two groups they were in when the narratives of the target group’s experiences of their situation were recounted.
2. Look back together for a while on the conclusions and material from the work on “influential factors” (step 3), and “internal assumptions” (step 4).
3. Ask the groups to use these summaries as their starting point and discuss the following four questions for about 45 minutes:
 - a. What concrete goal should the project have in order to help us contribute to improving the target group’s situation?

Note that there is to be just **one** goal, e.g.:

“The school’s routines and regulations are designed in such a way that the children’s rights and dignity are provided for”.

Corresponding level in the LFA matrix

Overall goal	Indicators	Information about indicators	External factors/risks
Project goal	Indicators	Information about indicators	External factors/risks
Results	Indicators	Information about indicators	External factors/risks
Activities	Resources	Budget	External factors/risks

- b. What concrete things can we do to bring this about? What must the project “deliver” to bring about change in the areas we described earlier in the “influential factors” step? For example: *“Local decision makers and leaders in the civil society organisations (CSOs) have been educated on and understand children’s rights”*. *“Networks exist among local CSOs to protect children’s rights”*.

Corresponding level in the LFA matrix

Overall goal	Indicators	Information about indicators	External factors/risks
Project goal	Indicators	Information about indicators	External factors/risks
Results	Indicators	Information about indicators	External factors/risks
Activities	Resources	Budget	External factors/risks

- c. Which of our resources, competencies and strengths arrived at in steps 4.5 and 4.6 would be particularly well suited to bringing this about?
- d. What else may we need to think about to ensure a favourable result? Ask the groups to document the answers to these questions on one or more flip-charts.
4. Reassemble the entire group and share the results from each group.
5. Working together in the large group, and using the answers from the two groups, try to form a shared picture of what constitutes a suitable project goal, and of what the most important building blocks in a development project area are, i.e. what the project is to “deliver”. Document the conclusions and write them up for all to see.

6. Formulating an overall goal

Purpose of this step

Based on the description of current situation, project goal and results, formulate a common overall goal for a development project, one which would bring about a change for a broader target group over the longer term (level 1 in the target tree).

Estimated time required

Roughly 30 minutes

Suggested content

1. Look back on the summary of the description of current situation and consequence analysis, and on the project goal and results. Let the participants, optionally first in smaller groups and then in the large group, reflect on how an *overall goal* for a joint development project might look.

Stimulate the discussion with questions such as:

- What overall situation would we want to change that would benefit the target group in a sustainable, long-term manner?
 - What concrete effect would we want to see from a development project (one which would benefit the target group)?
 - What would a truly successful result of a change project be (one which would benefit the target group)?
2. Try to summarise the discussion and zero in on the overall goal at which you have jointly arrived, and then document it clearly for all to see.

Corresponding level in the LFA matrix

Overall goal	Indicators	Information about indicators	External factors/risks
Project goal	Indicators	Information about indicators	External factors/risks
Results	Indicators	Information about indicators	External factors/risks
Activities	Resources	Budget	External factors/risks

Note that there must be just one succinct *overall goal*, e.g. “*Important local social institutions provide for children’s rights and undertake supportive measures*”, which is to be formulated and then serve to guide the project, even if this project alone will not be able to contribute to fulfilling this need. This is a goal that indicates the direction of the cooperation.

7. Undertakings

Purpose of this step

To help the various stakeholders reflect on what they themselves are prepared to assume responsibility for in the development project they have now helped to formulate, and to clarify their undertakings for the other stakeholders.

Estimated time required

About 1 hour

Suggested content

1. Split up the participants so that those who come from the same organisation or “stakeholder group” sit together, e.g. the Swedish NGO, the local NGO, the target group, local authority, or other cooperation partner.
2. Ask each group to spend about 30 minutes discussing what their group or organisation is prepared to take responsibility for in a devel-

opment project, based on the goals and building blocks agreed upon in the course of this workshop.

3. Reassemble the large group and distribute the results from the groups. Document the results to help the project group which will continue to work on after the workshop.

8. Conclusion

Purpose of this step

To summarise the most important results of the workshop, and clarify how those results will be managed by the project group.

Estimated time required

About 30 minutes

Suggested content

1. Take a collective look back and summarise the results from the various steps of the workshop, e.g. with the help of the various summaries and flip-charts.
2. Give the participants an opportunity to ask questions or make suggestions as to how the material could be used in the continued planning process.
3. Inform or remind the participants as to how the project group will proceed in terms of formulating a concrete action plan, based on the results of the workshop, and when and how the participants will get feedback on what the results of the workshop have led to.
4. It is a good idea to conclude by asking the participants to offer their comments on how they think the workshop went, and what they think the most valuable result from the workshop was.

Appendix 2

An appreciative approach

LFA-AI is based on the traditional LFA model's⁵ "goal-based" orientation, and on its essential structure and working method, but involves adopting a more appreciative approach in which, for example, the terms "problem" or "problem situation" are not focused on as heavily as before.

The abbreviation "AI" stands for "appreciative inquiry", which is a working method for developing individuals, groups, organisations and societies. Simply put, AI involves initiating discussion and processes in which, based on people's own feelings and experiences, the following are studied and identified in narrative form:

- individual, group, organisational and societal capabilities and resources,
- motivations and driving forces,
- developmental possibilities and action alternatives for the future, ... which are then used to affirm, guide and develop.

Underlying AI is a highly conscious approach which involves the following: (Hjelm, 2005):

- A. Focusing on what is working, on the "life-giving" forces associated with an individual, group, organisation, society, resources or opportunities.
- B. Actively clarifying, affirming and recognising these competencies, resources and opportunities.
- C. Viewing individuals, groups, organisations and societies from a systemic perspective, and studying how the various parts of the system affect one another, in this case on what influences something to work well.
- D. Contributing to freeing up and further developing existing capabilities (rather than replacing them).
- E. Proceeding based on the notion that something increases in value when it is "appreciated".
- F. Studying concrete experiences conveyed in narrative form.
- G. Showing respect for and acknowledging these experiences and perceptions.

⁵ Logical Framework Approach.

- H. Utilising the dialogue as a mode of discussion.
- I. Discussing, with respect to the future, what one is wishing for rather than what one is wishing to avoid.
- J. Letting acknowledged resources (e.g. capabilities and driving forces) serve as a guide for the future, and focusing on positive decision paths to which the individual, group, organisation or society feels it has access.
- K. Being aware of the importance of language in creating meaningfulness and promoting development.
- L. Viewing human systems as living things which are constantly evolving; proceeding on this basis we can influence this evolution through, among other things, our use of language.

There are several fundamental principles or theses on which AI is based, and which are indicative of several key factors in fostering real change and development⁶:

1. *The constructionistic principle*: We humans construct our own “world” and perception of reality, not least based on how we talk about the world. By changing our language, e.g. by talking about opportunities and strengths instead of weaknesses and threats, we can alter our mental frame of reference, and thus our reality.
2. *The principle of interactive processes*: It is not possible to distinguish between studying something and changing it. The two components of a development process work together in parallel. Change begins the moment we start to ask questions and study someone’s experiences and perceptions, and the questions we ask determine what we will find.
3. *The poetic (narrative) principle*: An individual, group or organisation can be described as a book whose narrative is being written in a continuous, ongoing process by ourselves and others. With respect to AI, this means taking an interest in the narratives which people furnish regarding their experiences and perceptions. The poetic principle also entails that development can be steered by the (new) narratives which are initiated, conveyed and maintained with regard to, e.g. an individual, group or organisation.
4. *The principle of controlling expectations*: We all have visions of the future. These visions determine our behaviour as we contribute to bringing about the future that we are able to imagine. Studying our preconceptions and expectations about the future, and formulating desirable visions of the future on the basis thereof, will help us to take positive, action-oriented steps in our lives.
5. *The positive and affirming principle*: Threats or fears can contribute to change and development in people, but only up to a certain point. Positive, affirmative premises are needed to build and maintain the forces of change at a deeper level. The more appreciative our starting premise, the more successful and sustainable our efforts to bring about meaningful change and development.

⁶ Freely interpreted and developed by G. Hjelm from Cooperrider and Whitney in *The Change Handbook*, Berrett-Koehler Publisher 1999.

Appendix 3

Problem management based on an appreciative approach

Examples of questions for use in addressing a problem or challenge (referred to here as the “area”) using an appreciative approach:

Investigate

1. What is it that disturbs or concerns you?
2. What, despite everything, are you pleased with in terms of how you are managing the situation (the problem) at present?
3. What might this say about your capabilities?
4. If possible, describe a situation or period in which the (area) was working well, when the problem did not exist?
5. What do you think could have contributed to its working well at that time?

The future

6. How would you like things to be? What is important to you?
7. Can you offer any examples of how things would look if the situation or problem were resolved?
8. Who would be pleased by that? What would the effect be on yourself or others?

Create

9. What do you think it will take to get there?
10. What have you tried?
11. How did it go, and what lessons can you take from that?
12. Can you see any signs that the situation is already moving in the right direction?
13. What do you view as your most important resources for handling the situation?

Realise

14. What might be a first step for you to take?
15. Is there anything you need to leave behind you in order to move forward?
16. From whom could you get help?
17. What would be a sign that you were succeeding?

Appendix 4

Interview Guide (workshop)

Tips on questions at a workshop for representatives from the target group concerning the current situation and the effects which the prevailing situation is having.

1. Talk a little about yourself... who are you?
2. What brought you to this workshop? How did you come to be here?⁷
3. How would you describe your situation (or the situation of the group to which you belong) in terms of the theme we are here to discuss?
4. What is it that disturbs or concerns you most within this area?
5. Describe a concrete case or situation in which this problem or difficulty was particularly evident?
6. What consequences is this problem or difficulty having for you personally, and for your group and others around you?
7. What are you currently doing to manage the situation?
8. Are there situations in which the problem does not occur or is not so clearly noticeable?
9. What might that say about what is, despite everything, working well?
10. What are your fears for the future if no change occurs? What would happen then?
11. What do you wish for the future (within this area)?
12. If your wishes became reality, what would that mean for you and for others?

⁷ This entire question (question 2) is omitted in discussions with the target group that do not occur within the framework of a workshop, e.g. when visiting the target group.

Halving poverty by 2015 is one of the greatest challenges of our time, requiring cooperation and sustainability. The partner countries are responsible for their own development. Sida provides resources and develops knowledge and expertise, making the world a richer place.



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