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# **Pedagogical handout**

## **Subject: Entrepreneurship**

### **Practical Guide**

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**Intended for licenses and Masters in:**

- **Agronomy,**
- **Economic science ;**
- **Humanities and Social Sciences.**

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**Preamble**

At the beginning of the 21st century, the Algerian university is confronted with numerous socio-economic and pedagogical challenges that cast doubt on its usual positioning in relation in particular to economic sectors. Training in the field of agronomy is essential to enable the university to forge links with its environment and to promote the integration of the labor force into working life. Another vision is also possible in today's world, characterized by both overwhelming globalization and a market economy that is sometimes devastating for nations that have difficulty integrating into its dynamics and its two-speed logic.

The economic development of a country is closely linked to its growth, while the latter depends directly on the GDP which, in turn, cannot be dissociated from the wealth created at the national level.

The creation of wealth at the national level cannot, in any way, be done without the establishment of an economy encouraging the creation of businesses (SMEs and SMIs) and the spirit of initiative.

In this regard, the richest and most exporting countries on the planet are those that have been able to steer their economy towards export and put in place the necessary mechanisms for the creation of business projects in various fields.

Algeria and its economy are struggling to diversify and get out of dependence on hydrocarbons, while other alternatives are possible in order to achieve the necessary balance that allows our country to maintain itself and resist any disruption in its the international economy or the unpredictable drop in the price of a barrel of oil.

At the same time, agriculture constitutes a reliable and valid alternative on which our economy could be based, without neglecting the role of the University as a place of training and a source of innovation.

The creation of businesses and projects in the agricultural field is a real opportunity for young university agronomists graduating from the University with diplomas in various specialties.

We have long made students believe that once they have left the University after a long course of 18 years on average in classes (from primary to graduation and schooled throughout their learning at zero dinars in the public school) that it is up to the State to take care of him to give him work.

Because of these embodied ideas, we have the impression that the University is manufacturing unemployed people who end up on the benches of the waiting rooms to get a job that the public services could offer them.

As a result, the most important aspect that has been neglected in the university training of students, particularly in the agronomic field, is the fact of instilling in future managers the spirit

of initiative and entrepreneurship in order to build themselves and contribute to the creation of small businesses in the form of projects starting from simple ideas in their field of training.

Indeed, this manual is intended to show the way to our future executives in multiple specialties to learn the scientific methods relating to the setting up of business projects, particularly in the agronomic field, while drawing inspiration from and basing themselves on the methodologies adopted. by international institutions such as the European Commission and the FAO.

This manual is presented in a simplified manner based on illustrations of diagrams summarizing the steps and procedures necessary for the creation and analysis of projects, starting from the simple idea to the concretization, verification and implementation. work.

## **1. General framework**

## 1.1. What is a project ?

### *a. Anglo-Saxon definition*

The 'Oxford' English Dictionary defines project as: 'A carefully planned individual or collective undertaking designed to achieve a particular objective: (eg) a research project/a national project to encourage enterprise development.'

The French dictionary "Petit Robert" offers the following definitions:

Project: image of a situation that one thinks to reach; it is what is thrown before one as a guide for action; purpose, intention, plan, resolution, view; first state of a work, preparatory writing, draft; everything by which man tends to modify the world or himself in a given way; drawing of a building to be constructed.

### *b. The definition adopted in French-speaking countries*

In France, the term "project" has a standardized AFNOR definition applicable to the professional field: "A project is defined as a specific approach that allows you to methodically structure a future reality. A project is defined and implemented to develop the response to the need of a user, client or clientele and it involves an objective and actions to be undertaken with given resources".

### *c. Definition according to the development institutions of the European Union*

According to the definition adopted by the European Union, the term "project" refers to a "project" - a group of activities aimed at achieving a specific objective within a given time - and a "programme" - a series of projects whose objectives taken together contribute to a common overall objective, at the levels sectoral, national or even international.

Facilitators, interviewed to define the "project" at the start of project management training courses, suggested various answers. Here are a few:

- "Promoting an idea, structuring a series of ideas, reconciling various proposals for action."
- "To envision, plan and define the course of action one wishes to take to arrive at a specific situation."
- "Describe, at a given time and in a given situation, the process of a change to be initiated to create a new situation at a specified time in the future."
- "Process which involves the construction of a global program taking into account the various aspects of a situation to arrive at another situation."
- "Dream, process, instrument that can be used to project oneself into the future, to set objectives and goals."
- "Being based on the present to envision tomorrow a destination developed together."

According to the economic and social dictionary, the origins and meaning of the term:

It should be noted that the term "project" was first used in the 16th century and the word and the concept were first used by architects.

Its origin is from the Latin "projicere", which means "to throw forward". Its Latin root evokes a movement, a trajectory and a relationship to space and time. The process involved is as follows:

*d. A starting point, on which we base ourselves to launch forward towards a goal.*

In the 15th century, Filippo Brunelleschi introduced two novelties in the architectural practices of the time:

The construction of the Florence Cathedral had been interrupted in the 14th century, and Brunelleschi was commissioned to continue it with the construction of the dome. Before starting, he made a drawing (progetto or plan) of the dome, using different perspectives to create a geometric representation of the future structure as he imagined it; through the interplay of these perspectives, the dome had to represent the historico-political reality of the city. Florence wanted to be a city open to the world, so the dome consisted of two shells, one internal and the other external.

Brunelleschi thus rationalized architecture by placing it in a temporal perspective – an approach that allowed him to separate what pertains to design and what pertains to its execution, what pertains to the project and what pertains to its implementation. work.

This example invites us to rethink the term "project" and consider it as a concept that serves to organize action.

## **1.2. What are the characteristics of the project?**

*a. Projects have a specific and clear objective*

Setting up projects necessarily requires the definition of the objectives to be achieved in a clear manner in order to achieve clearly defined results. The goal of any project is necessarily to solve a problem, respond to a concern, which implies a prior analysis of needs. Suggesting one or more solutions, they aim for lasting social change.

In the case of projects in the agricultural field, the project starts from a socio-economic or technical problem posed and identified through an observation, before achieving the results of the objectives drawn up beforehand following a methodology and a clear approach.

*b. A successful project is one that is established according to the SMART formula*

A good project, whether personal or professional, must meet a certain number of requirements and scientific standards which, from the outset, make it possible to consolidate its platform and achieve the expected objectives.

Therefore, the SMART formula is the way to formulate objectives so that they are the clearest, the easiest to understand and that they have the best chance of being achieved. SMART goals are created according to the criteria which are defined by the letters of its acronym. Several versions of this acronym exist and are used in different contexts, but here is the version that is most suitable for carrying out professional and personal projects.

- S: Specific
- M: Measurable
- A: Acceptable
- A: Realistic
- T: Temporally defined

*c. Why use SMART goals?*

What are the advantages or benefits of creating SMART goals?

SMART goals are comprehensive. That is, when you have set a SMART goal, then you don't have to explain it or give extra details for it to be understood. In addition, it is easy to know when it has been reached or to have an idea of its progress thanks to its measurability and its time variable. Finally, it does not waste anyone's time since the SMART objective is defined on the basis that it is achievable and that it is accepted by all.

*d. How to create SMART goals?*

## **S**pecific

**A SMART goal must be specific.** Some versions of the acronym speak of a simple goal. In reality, it can very well be both: simple and specific.

A specific objective means an objective that is not ambiguous. A SMART objective should not look like “to make your future grain farming operation profitable.....”. Instead, you should say “achieve a yield of 90 quintals/ha”.

The objective must be simple to understand, clear, precise and understandable by all quickly. If the objective is too complex, it must be broken down into several finer objectives which can be called specific objectives.

*e. How to determine the objectives of a project?*

There are simple and straightforward questions we can ask to help us create or improve our goal and make it specific.



- Can the objective be divided into several objectives?
- Does a single measurement criterion allow me to validate the achievement of the objective?
- Is the objective defined in terms that all stakeholders can understand?
- If possible, try to create a positive statement.

## **M** measurable

By looking at the measurable portion of a SMART goal, we should be able to immediately understand what we will need to measure to determine if we have achieved the goal. It is said that a measurable objective can be quantified or qualified.

Also, it is necessary to have a threshold. That is to say, we must know what is the level to be reached, the value of the measure to be met, or the bar to be crossed in order to conclude that the objective has been achieved.

For example, if you set an objective that says “increase grain yields on my farm...”, we understand that these are the yields that must be measured, but we do not have a threshold to achieve. Is 60 qx/ha or 80 qx/ha.

We can then say "increase the yield of my cereal farm by 10% or 20%.....", but here again there remains an element that remains vague, unknown or indeterminate for the person who does not know the context of our company. . That is, it does not know the starting value or the current yield.

Thus, we must state our objective as follows: “achieve a cereal yield of 60 qx/ha in the area of El-harrouch...”. In this way, we understand that to validate the achievement of this objective, it is necessary to measure the percentage of yield to be achieved while specifying the agricultural area, because the territories are heterogeneous in nature. If we are only at 40qx/ha in the El-harrouch area, we are still far from achieving our objectives.

## **AT** acceptable

The following two criteria, “Acceptable” and “Realistic”, are often defined together since they often depend on common elements such as the feasibility or the perception we have of an objective.

In some definitions of the acronym SMART, the letter "A" sometimes stands for the words "Achievable" or "Appropriate".

You need to find a goal that is big enough to be challenging, to be challenging, and to be motivating. But it must be small enough to remain reachable and achievable. For stakeholders to agree to join.

It is in this order of ideas that a SMART objective must be acceptable. It is said that it must be accepted by the participants or stakeholders who have a direct or indirect link with the project.

In an agricultural development organization where decisions are dictated by the management, it will be ensured that the objectives have been accepted by the management committee. In an organization where everyone's participation is encouraged, all the participants could be consulted before adopting the objective, like the board of directors or the evaluation committee. This criterion is fundamental, because it helps in particular during the study of your file by the various commissions whether it is during the request to benefit from agricultural land, credit .....

**Example:** a public or private bank cannot afford to grant a bank loan to a project developer whose objectives are not achievable over a known period.

## **R**realistic

As explained in the previous paragraphs, a SMART goal must be realistic or achievable. But the fact remains that it must be a good challenge to take up.

The motivation of your team or the people around you largely depends on your motivation. If you believe in your objective, if you demonstrate enthusiasm, if you participate, if you put in the necessary resources and effort, if you lead by example, you will succeed in motivating participants to achieve this objective.

It is necessary to find the threshold of realism. Find the level of challenge that will motivate the most people and ensure that you don't lose important players.

Example: we cannot say that, if our cereal farm currently generates a yield of 60 quintals/ha, we will achieve a yield of 200 quintals/ which is scientifically and logically impossible. Because of this, our goal must be realistic and logical

In summary, find a goal that is realistic, but challenging and motivating.

## **T**emporally defined

Finally, the last criterion that a SMART objective must meet is that it must be time-bound. Hence the letter "T".

Otherwise, how do you know the progress towards a goal if it has no deadline? How to motivate your teams if you do not define when the objective must be reached?

As in the definition of the measurable element, the time element must also be defined in clear terms that leave no room for interpretation.

For example, don't fix the time element with a duration like "within the next 3 years" or in fuzzy, non-measurable terms like "as soon as possible" or "before our competitors".

Instead, put terms that let everyone know precisely when the goal should be achieved, as in the following examples:

“...by 2017”, “...by the end of fiscal year 2016-2017”, “before December 1, 2017”.

## **2. Projects are both simple and complex**

Projects may require a variety of editing and management skills, and involve various partners and actors.

### **2.1. Projects can be collective:**

The projects are the product of a collective enterprise. They are team-driven, involve various partners and respond to the needs of a target audience.

Projects are born from a new idea. They provide a specific response to a need (problem) in a specific context. They are innovative.

### **2.2. Projects are an adventure in themselves**

Each project is different and innovative; it necessarily involves some uncertainty and risk.

- Projects are planned and organized according to measurable objectives which must be able to be evaluated.
- The projects consist of several phases:
- Projects consist of distinct and identifiable phases

### **2.3 Project templates**

Embarking on a project means opting for action with a view to a controlled change over time. A project is not a dream... but a dream that comes true can become a project. The project method is the framework in which the dream can take shape and become reality.

There are different project models which reflect different definitions and developments in methodology over time and in different fields of application. Each model is also adapted to certain factors: context, target group, available resources, .... etc

Nevertheless, all the projects follow the same pattern; we are going to try to identify certain recurring characteristics which will allow us to build our own diagram for the realization of our project.

Structure the project according to the questions

“W” (inspired by Laswell's method)

Identify the elements of the practice and their relationships using questions.

Answering it, you will be able to have an overview of the practice and grasp the links between these different elements.

WHO ? - FOR WHO ? - WITH WHO ? (who?)

- identification of partners or target groups,
- their roles and relationships in the project
- their speech
- strengths and weaknesses that emerge from these relationships and these discourses

WHAT ? (What?)

- the main spontaneous, organized, institutional activities
- socio-economic, cultural, political, educational fields
- impacts of the project on these fields

FOR WHAT ? (Why?)

- needs and aspirations to which the project responds
- motivations and interests of the actors
- main objectives
- financing options
- relationship between actors' objectives and institutional objectives

OR ? (Where?)

- social context of the project and situation of the participants

WHEN ? (When?)

- privileged moments (past, present, future)
- short, medium, long term
- practice and history of the actors

HOW ? (How?)

- how did it happen? Modes of organization and process of participation
- techniques and instruments used
- contribution of the experience of the actors, of theories, of other projects...

### **3. The project cycle**

The planning and implementation of projects<sup>2</sup> follow a well-established sequence, which begins with an agreed strategy, which leads to the idea of a given action, which is then formulated, implemented, and evaluated with a view to improving the strategy and future interventions.

#### **3.1. The six phases of the project cycle**

##### **1. Programming**

This is the definition and general principles based on the analysis of the problems and potentialities of a region or country, taking into account local priorities and the actions implemented by donors as well as existing capacities.

##### **2. Identification**

Ideas for projects and other operations are identified and reviewed for possible further development. Sectoral, thematic or "pre-feasibility" studies of a project can be carried out to help

identify, select or examine specific ideas, and to define what additional ideas may be necessary for the formulation of a project or action. This results in a decision whether or not to further explore the options to be developed.

### **3. Instruction**

All important aspects of the project idea are reviewed, taking into account guidance from the Country Strategy Paper, key quality factors (see Point 7) and views of key stakeholders. Beneficiaries and other stakeholders should actively participate in the detailed description of the project idea. The relevance of the project idea to the problems and its feasibility are key issues to consider. Detailed work plans, including a logical framework with indicators and expected results and impact indicators, as well as schedules of activities and resources should be produced during this phase. This results in a decision whether or not to propose funding for the project.

### **4. Funding**

The funding proposal is completed and reviewed by the appropriate internal or external committee. It is then a question of deciding whether or not to finance the project. A formal agreement, setting out the essential financial provisions for implementation, is then signed by the financial backer and the project developer or another entity representing it.

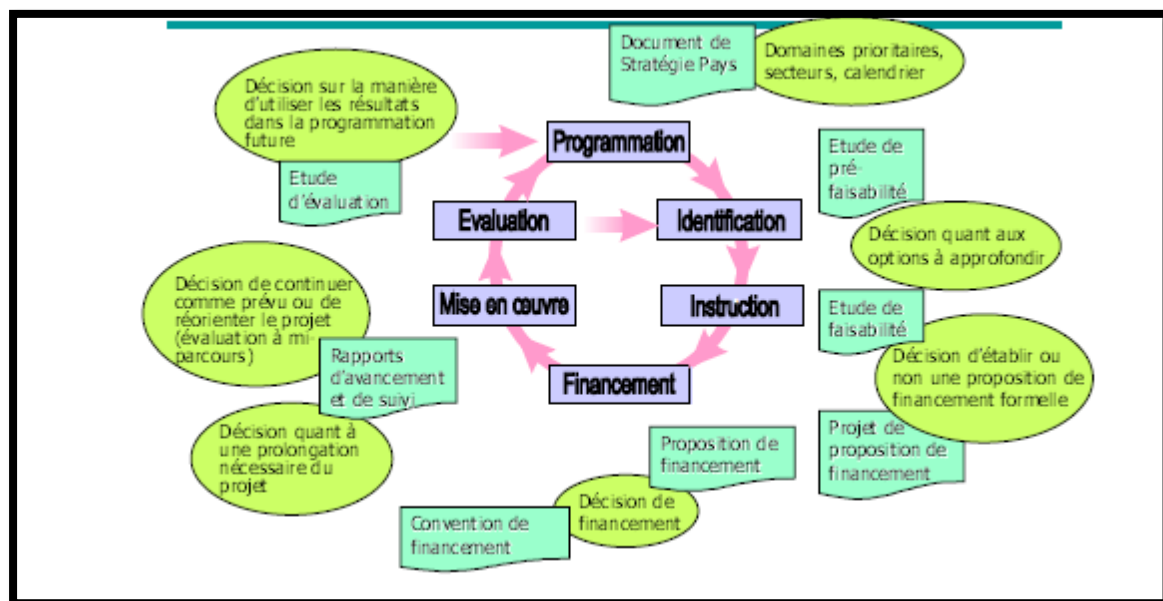
### **5. Implementation**

The agreed resources are used to achieve the specific objective (= the target group(s) perceive (wind) the intended benefits) and the broader, global objectives. The progress of the project is regularly monitored to adjust it to changes in the situation. At the end of the implementation, the decision to close or extend the project should be taken.

### **6. Assessment**

Evaluation is “a function which consists of making an assessment, as systematic and objective as possible, of an ongoing or completed project, a program or a set of lines of action, its design, its implementation and its results. . This involves determining the relevance of the objectives and their degree of achievement, efficiency, effectiveness, impact and viability in relation to development. An evaluation should provide credible and useful information, allowing the lessons learned to be incorporated into the decision-making mechanisms of both partner countries and donors”.<sup>4</sup> An evaluation can take place during the implementation of a a project (“mid-term evaluation”), at the end of a project (“final evaluation”) or after its completion (“ex post evaluation”), either to redirect the project or to draw lessons for future projects and programming. An evaluation should lead to a Conclusions and recommendations should be taken into account in the planning and implementation of comparable projects in the future.

**Fig1. the project cycle**



### 3.2. The principles of project cycle management

In reality, the length and importance of each phase vary from project to project. However, the methodological approach remains the same for all projects. The core principles of PCM are:

1. Apply the logical framework approach to analyze problems and arrive at a valid solution
2. Scrupulously produce the key document(s) of good quality relating to each phase, to ensure structured and informed decision-making,
3. Ensure, as far as possible, the consultation and involvement of key stakeholders,
4. Formulate and focus the specific objective in a clear manner on the sustainable benefits for the intended target groups,
5. Consider key aspects in the design from the start.

## **4. Project analysis**

### **4.1. Logical framework is an approach and steps to follow**

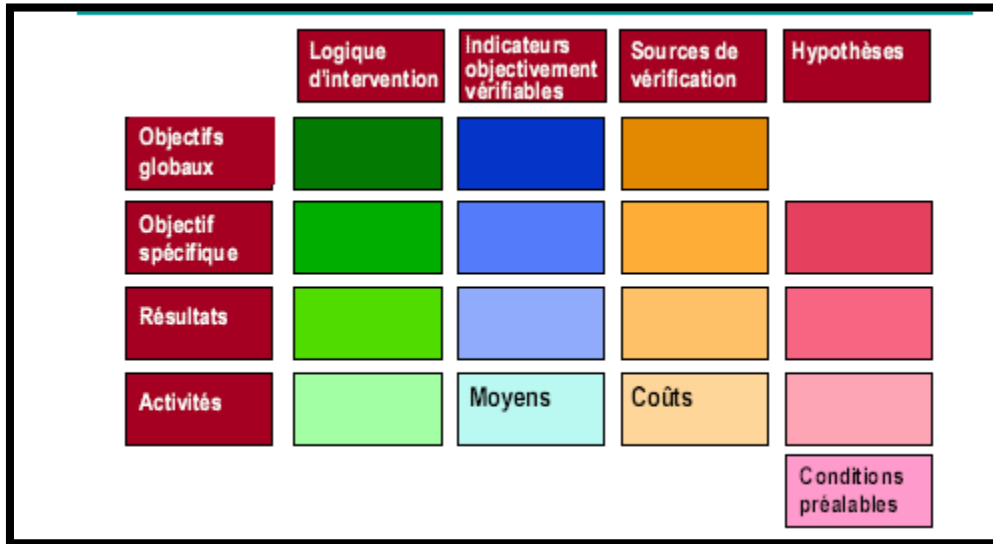
The logical framework is a tool that was developed in the 1970s and has been used by many different organizations ever since.

This method involves formatting the results of an analysis so as to systematically and logically present the objectives of a project/programme. The formatting must reflect the causal links between the different levels of objectives, indicate how one can verify whether the objectives have been achieved and define what are the assumptions, beyond the control of the project / program, likely to influence its success. .

The main results of this process are summarized in a matrix (the “logical framework”) which describes the most important aspects of a project/programme.

**Fig2: The logical framework of a project**





There are close links between the logical framework and the basic format of the documents, in particular at the level of the headings of the chapters/paragraphs relating to the overall objectives and the specific objective, the results, activities, means and costs, hypotheses and indicators. Critical analysis of quality factors will improve the quality of the logical framework.

Apart from its importance for analysis and design, the logical framework also proves useful for the implementation and evaluation of a project/programme.

The logical framework therefore has a role to play in each phase of the cycle. During the preparation phase (identification), it will have to be developed without it being possible to finalize it at this stage. It is during the following phases that the logical framework will be gradually completed.

It is therefore the management tool for each phase of the project cycle and the “reference tool” for developing other tools, the implementation schedule and the monitoring plan.

#### 4.2. The logical framework of the project is not the project itself!

The logical framework has proven useful for those responsible for preparing and implementing projects. It allows them to better structure and formulate their thinking and to express it in a clear and standardized way. If the policies are poorly designed, or if the logic “does not hold”, the logical framework should reveal the contradictions, although it alone cannot design better policies.

The logical framework is therefore only a tool to improve planning and implementation. However, a tool, no matter how good, cannot, on its own, guarantee positive results. The success of a project/programme depends on many other factors, such as the organizational capacity of the team or the bodies responsible for the implementation.

##### 4.2.1. What are the success factors of a project?

- Equitable representation of different interests through participation

- Good planning is careful planning,
- The project addresses the real problems of the target groups,
- The parties involved respect their commitments,
- Beneficiaries are clearly identified by gender and socio-professional group,
- Sufficient organizational capacity is needed,
- There is an equitable allocation of costs and benefits between men and women,

***4.2.2. The logical framework is the result of an in-depth analysis and a joint planning process*** whose quality depends on a number of factors, namely:

- available information,
- The capacity of the planning team,
- Proper consultation of stakeholders, with a balanced representation of the interests of each of them, women and men included,
- Conscientious consideration of lessons learned.

Ultimately, the logical framework is a dynamic tool that must be reassessed and revised during the implementation of the project according to the evolution of the situation.

### **4.3. Development of the logical framework**

The construction of the logical framework is done in two stages which take place progressively in the identification and appraisal phases of the project cycle.

#### **4.3.1. The analysis stage**

During which the existing situation is analyzed to develop a vision of the “desired future situation” and select the strategies to be used to achieve it. The key idea is that projects/programmes are designed to solve problems faced by target groups/beneficiaries, women and men, and respond to their needs and interests.

There are four types of analysis to perform:

##### **a. stakeholder analysis**

Stakeholder means any individual, group of people, institution or company/firm likely to have a link with a given project/programme. In order to optimize the social and institutional benefits of the project / program and to limit these negative impacts, the stakeholder analysis makes it possible to identify any party likely to be affected (positively or negatively) by the project and the way which he/she is/are affected. It is important that stakeholder analysis is carried out early in the Identification and Appraisal phases of a project/programme.

*First, you have to start by identifying and listing them before making contact. In the agronomic field, the stakeholders are generally the development organizations and the agricultural and administrative services without which the stages of the project cannot materialize.*

Ideally, a project/programme should be designed during a participatory planning workshop bringing together representatives of the main stakeholders, with a balanced representation of the interests of women and men. When considering revising the logical framework during the life of a project, the initial stakeholder analysis should be reviewed.

Stakeholder analysis and problem analysis are closely related: without the views of different stakeholders on a problem, neither the nature of the problem, nor the needs of those stakeholders, nor possible solutions will emerge. .

##### **b. Problem Analysis**

Problem analysis identifies the negative aspects of an existing situation and establishes cause and effect relationships between existing problems. This process consists of three steps:

1. Precisely define the framework and the subject of the analysis.
2. Identify the major problems faced by the target groups and beneficiaries (what is/are the problem(s)?).

3. Visualize problems in a diagram, called a "problem tree" or "problem hierarchy" to establish cause and effect relationships.

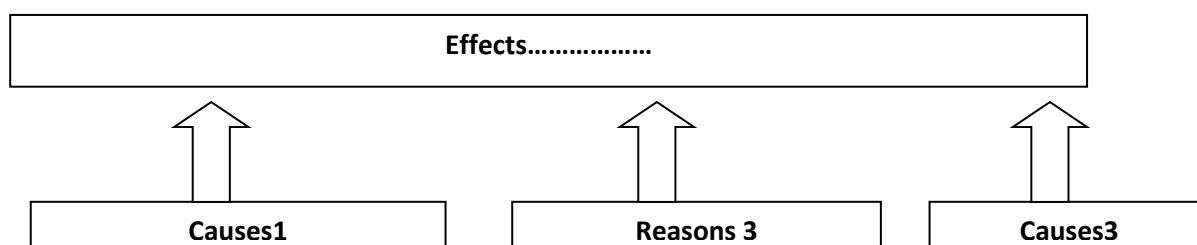
The analysis is presented in the form of a diagram where, for a given problem, the effects are placed above and the causes below. The analysis aims to identify the real bottlenecks that the stakeholders consider as priorities and that they are trying to overcome.

When completed, the problem tree gives a complete picture of an existing negative situation

The diagram gains credibility when it is prepared in a workshop involving

The stakeholders (who therefore know the problem) and are led by a person (the moderator) who masters the method and understands the group dynamics. This approach can be combined with other approaches such as technical, economic or social studies, the results of which can supplement the group analysis.

**Fig3: Problem tree**



### **vs. Goal analysis**

The analysis of objectives is a methodological approach allowing:

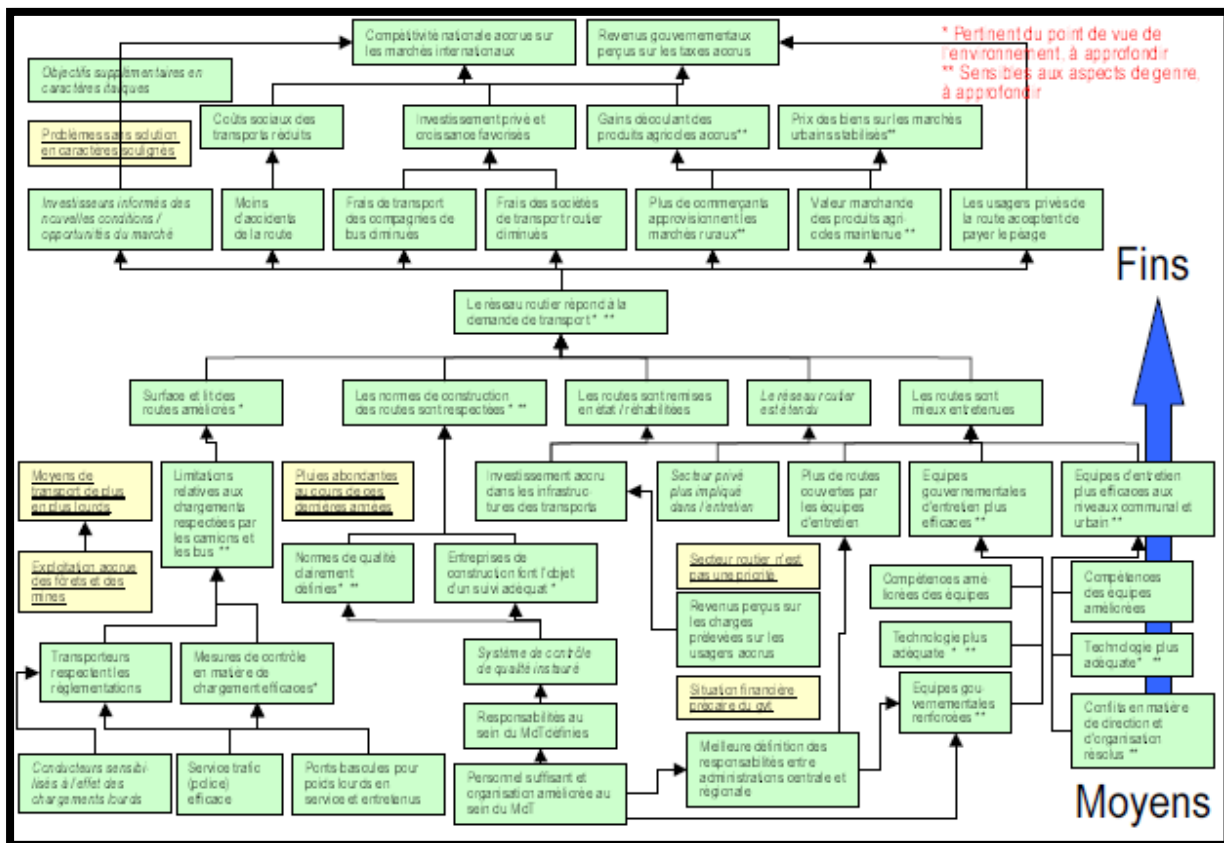
- to describe the future situation that will prevail when the problems have been resolved, with the participation of the representative parties;
- check the hierarchy of objectives;
- visualize means-ends relationships in a diagram.

The “negative states” of the problem tree are converted into solutions, expressed as “positive states”. For example, “agricultural production is low” is converted to “agricultural production is improved”. All of these positive states are, in fact, goals, and are presented in a goal diagram, where the “means-ends” hierarchy is visualized. This diagram gives a clear overview of a desired future situation.

Such a diagram often shows certain objectives that cannot be achieved by the proposed project. They must therefore be treated within the framework of other projects.

Some goals may turn out to be unrealistic. In this case, it will be necessary either to find other solutions, or to abandon an attempt at a solution.

Fig4: Objectives tree



Source: EC, 2001

#### d. Analysis of strategies

This last type of analysis consists of selecting the strategy(ies) that will be applied in order to achieve the desired objectives. When analyzing strategies, it is necessary to decide which objectives to include IN the project and which objectives to keep OUT of the project, as well as to determine the specific objective and the overall objectives of the project. This type of analysis requires:

- clear criteria for choosing strategies;
- the identification of the different possible strategies to achieve the objectives;
- the choice of the strategy to adopt for the project.

In the hierarchy of objectives, the different "families" of objectives of the same nature are called strategies. It is necessary to choose the strategy(ies) of the future intervention. The most relevant and feasible strategy is selected based on a number of criteria. Among these criteria, we find for example: the priorities of the stakeholders (women and men), the probability of success, the available budget, the relevance of the strategy, the time required, the contribution to the reduction of inequalities, including those related to gender, etc.

### 4.3.2. The planning stage

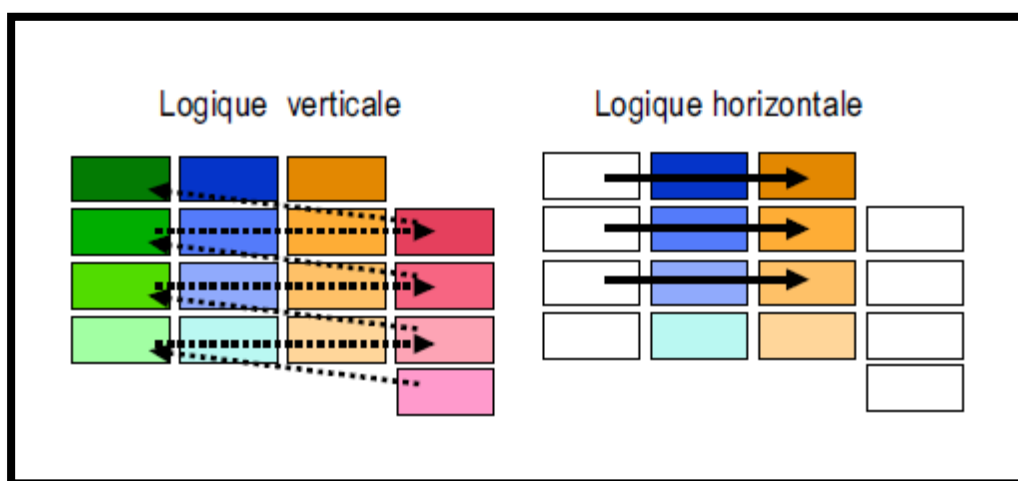
During which the project idea is translated into a practical operational plan, ready for implementation. It is at this stage that the logical framework is developed, and that activities and resources are defined and integrated into their respective schedules.

## 5. How to develop a logical framework?

The logical framework is presented in the form of a matrix. This matrix makes it possible to structure the content of a project / program in a complete and understandable way for all. It has 4 columns and 4 rows:

- Vertical logic identifies what the project aims to achieve, clarifies causal links, and specifies important assumptions and uncertainties that are beyond the control of the project manager.
- The horizontal logic concerns the measurement of the effects of the project, and of the resources it has mobilized, by identifying key indicators, and the sources that allow them to be verified.

**Fig5.the two logics of the logical framework**



Source: EC, 2001

### 5.1. Column one: intervention logic

The first column of the logical framework is called “intervention logic”. It indicates the basic strategy underlying the project:

- the activities and means (inputs, physical and non-physical) to be mobilized (2nd column, row 4);
- by implementing these activities, results are achieved;
- the set of results leads to the achievement of the specific objective;
- the specific objective contributes to the overall objectives.

As a rule, the results, the specific objective and the overall objectives are referred to as "objectives". There are four levels of objectives:

Level 1: overall objectives (programme),

Level 2: Specific objectives (clearly identified),

Level 3: the results ((products),

Level 4: activities (actions or means).

## **5.2. Column two: objectively verifiable indicators**

Indicators are operational descriptions<sup>6</sup>:

- global objectives,
- of the specific objective,
- results.

## **5.3. Column three: sources of verification**

The sources of verification indicate the origin (place) and the form in which the information on the achievement of the global objectives, the specific objective and the results (operationalized in objectively verifiable indicators) is available. The costs and sources of financing (agricultural banks, State, private sectors...) must be placed in the lowest row of the third column.

## **5.4. Column four: assumptions**

From the analysis step, it is evident that the project alone cannot achieve all the objectives identified in the objectives tree. Once the strategy has been chosen, it remains to identify the objectives not included in the intervention logic.

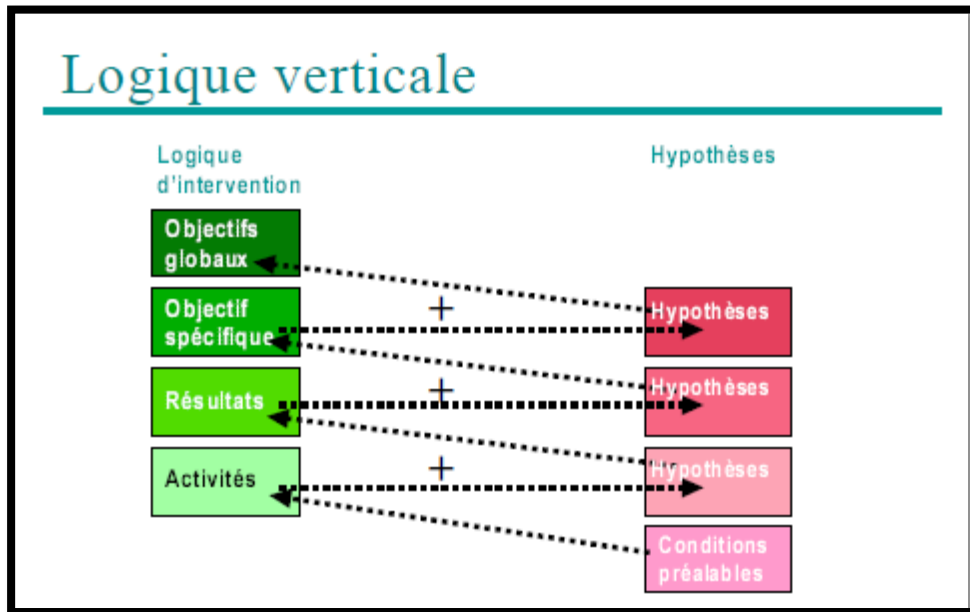
and other external factors, which affect the implementation of the project and its long-term viability but are beyond its control. These conditions must be met to ensure the success of the project. They are included as assumptions in the fourth column of the logical framework. Therefore, we can say that the assumptions answer the following question: "What are the external factors over which the project has no control and which are likely to hinder the implementation of the project and its long-term viability? ? »

The vertical logic of the logframe, i.e. the relationship between columns 1 and 4, works as follows:

- Once the preconditions have been met, the activities can start;
- If the activities have been implemented and the assumptions materialize at this level, the results will be achieved;
- If the results are achieved and the assumptions materialize at this level, the specific objective will be achieved;

- If the specific objective is achieved and the hypotheses materialize at this level, the project will have contributed to the achievement of the overall objectives.

**Fig6.Vertical logic**



Source: EC, 2001



## 6. how to identify the intervention logic?

Once the stakeholders have decided on the specific objectives, the objectives that fall within the scope of the project are transposed from the objectives tree to the logical framework. The objectives selected for the project are placed in the first column of the logical framework. There are four levels of objectives. At this stage, it is important to ensure that the target levels are correct.

### 6.1. Developing a logical/logical framework for intervention

	Intervention logic	objectively verifiable indicators	Verification sources	Assumptions
overall goal				
Specific objectives				
results				
activities		Means	Costs	
			Preconditions	

## 6.2. Methodological approach to identify the intervention logic of a project

### 1. Identifier l'objectif spécifique

Choisir dans la hiérarchie des objectifs l'objectif qui décrit des bénéfices durables pour les groupes cibles, femmes et hommes. A cet effet, il convient de parcourir les objectifs de bas en haut. En remontant vers le sommet de l'arbre, les objectifs qui impliquent des bénéfices durables peuvent être plus facilement identifiés.

### 2. Identifier les objectifs globaux

Choisir un ou plusieurs objectifs situés aux plus hauts niveaux de la hiérarchie qui décrit / décrivent les bénéfices à long terme pour la société ou le secteur, auquel / auxquels le projet contribuera.

### 3. Identifier les résultats

Choisir dans l'arbre les objectifs qui – selon la logique « moyens-fins » - mènent à la réalisation de l'objectif spécifique, et sont dès lors, des résultats.

Ajouter d'autres résultats propices à la réalisation de l'objectif spécifique. Ces résultats peuvent être identifiés après une analyse supplémentaire des potentialités et risques dans la situation donnée.

### 4. Identifier les activités

- Choisir dans l'arbre les objectifs qui – selon la logique « moyens-fins » - produisent les résultats et les traduire en activités. Les activités sont formulées à l'infinitif : p. ex. « Organiser des séances de formation », « Se coordonner avec les parties prenantes principales », etc.
- Ajouter d'autres activités identifiées à l'issue d'une analyse supplémentaire des potentialités et risques dans la situation donnée. Il s'agit, par exemple, d'effectuer des études additionnelles, des discussions avec les parties prenantes (p. ex. lors d'un atelier de planification), en tenant compte des intérêts spécifiques des groupes sous-représentés.

5. Les relations moyens-fins sont examinées à nouveau. Les résultats et activités additionnelles peuvent être ajoutées, comme indiqué ci-dessous dans les cases avec astérisque.

#### Remarques :

- *Inscrire uniquement les activités principales dans le cadre logique*
- *Relier les activités aux résultats en les numérotant (Activité 1.1 est reliée au résultat 1, Activité 4.3 est reliée au Résultat 4). Ce système permet de maintenir les relations « moyens-fins ».*

Source, EC 2001

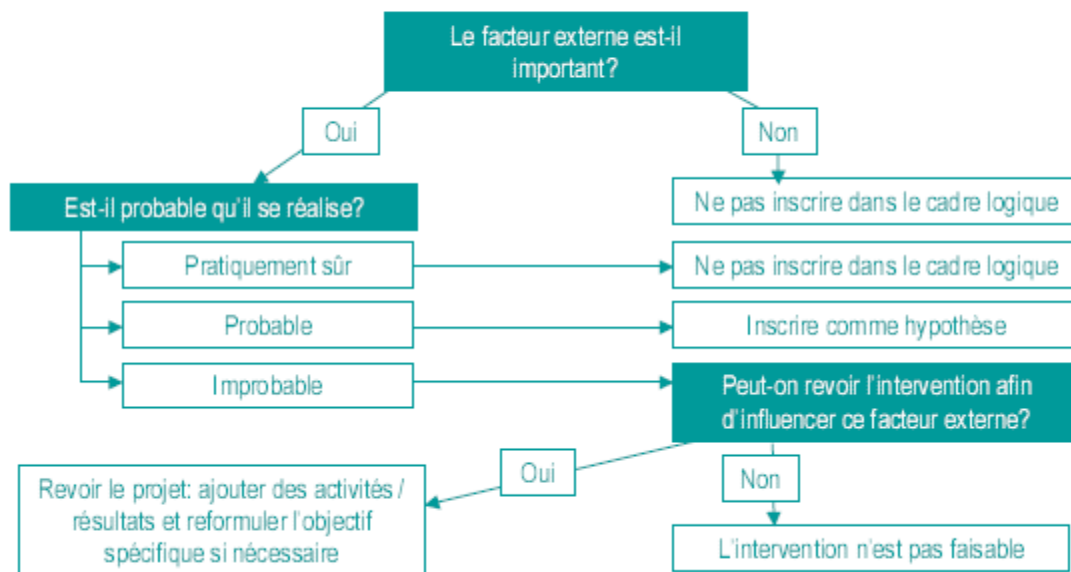
## 6.3. How to check assumptions

A project is exposed to many risks, some of which will be critical to its success while others will be less important. The likelihood and significance of external conditions should be analyzed. The diagram below makes it easier to assess the degree of importance of the assumptions. Once the hypotheses have been identified, they are expressed in terms of the desired situation.

In this way, they can be verified and evaluated. These external factors are then transposed to the appropriate level of the logical framework.

Fig7.Verification of hypotheses

# Vérification des hypothèses



Source: EC, 2001

## 6.4. Project quality criteria and factors

A project/programme can be said to be viable when it is able to provide benefits to target groups over a long period of time; once the bulk of external aid has come to an end. In the past, due to insufficient consideration of a number of critical success factors, projects have failed to produce lasting benefits. Quality is therefore not a principle to be considered just before the end of the project, it must be kept in mind right from the planning and the other stages of the project design.

### 6.4.1. What are the quality factors?

The sustainability and viability of a project as well as its benefits for the population for which it is intended depends on several criteria and factors, including:

- Appropriation by the beneficiaries,
- Support Policy,
- Appropriate technology,
- Socio-cultural aspects
- Men and women equality,
- Environmental Protection,
- Institutional and management capacity,
- Economic and management viability,

### 6.4.2. Methodological approach to ensure the quality of a project

1. <i>Appropriation par les bénéficiaires</i>	Quelle preuve a-t-on quant au soutien de tous les groupes cibles (femmes et hommes) au projet ? Dans quelle mesure sont / seront-ils activement impliqués / consultés dans la préparation et mise en œuvre du projet ? A quel point sont-ils d'accord avec les objectifs du projet et s'engagent-ils à les atteindre ?
2. <i>Politique de soutien</i>	Le gouvernement a-t-il établi une politique sectorielle appropriée et complète ? Quelle preuve a-t-on que les autorités responsables apporteront l'appui suffisant pour mettre en place les politiques de soutien et allouer des ressources (humaines, financières, matérielles) nécessaires pendant et après la mise en œuvre ?
3. <i>Technologies appropriées</i>	Quelle preuve a-t-on que les technologies choisies peuvent être utilisées à des coûts raisonnables et dans des conditions et capacités locales de tous les usagers, pendant et après la mise en œuvre ?
4. <i>Protection de l'environnement</i>	Les effets néfastes sur l'environnement résultant de l'utilisation des infrastructures et des services du projet ont-ils été identifiés de manière adéquate ? Des mesures ont-elles été prises pour atténuer au maximum d'éventuels effets nuisibles pendant et après la mise en œuvre du projet ?
5. <i>Aspects socioculturels</i>	Le projet tient-il compte des normes et attitudes socioculturelles locales, y compris celles des populations autochtones ? Le projet favorise-t-il une répartition plus équitable de l'accès et des bénéfices ?
6. <i>Egalité hommes / femmes</i>	Les mesures suffisantes ont-elles été prises pour assurer que le projet réponde aux besoins et intérêts des femmes et des hommes et permette l'accès durable et équitable des femmes et des hommes aux services et infrastructures ? Dans ce sens, les mesures sont-elles suffisantes pour s'assurer que le projet contribue à atténuer les inégalités liées au genre à plus long terme ?
7. <i>Capacités institutionnelles et de gestion</i>	Quelle preuve a-t-on sur les capacités et ressources (humaines et financières) des autorités de mise en œuvre à gérer le projet de manière efficace, et de continuer à prester les services à plus long terme ? Si les capacités sont insuffisantes, quelles sont les mesures prévues pour développer les capacités au cours de la mise en œuvre ?
8. <i>Viabilité financière et économique</i>	Quelle preuve a-t-on que les bénéfices du projet justifient les coûts en question, et que le projet constitue le moyen le plus viable en réponse aux besoins des groupes cibles, femmes et hommes ?

(Source EC, 1997)

### 6.4.3. How to identify the means and costs of the project?

The means are physical and non-physical resources ("inputs" or "inputs") that are necessary to carry out the planned activities and to manage the project. We distinguish :

- human resources
- material resources.

The costs are the translation into financial terms of all the resources (means) identified. They should be presented in a standardized format indicating the contribution of the EC, the government and any other parties, such as the target groups and beneficiaries.

### 4.4. Final project quality check

Once the means and costs are determined, the logical framework is complete.

It is necessary to review it one last time to check whether:

- the vertical logic is complete and correct;
- the indicators and sources of verification are accessible and reliable;
- the preconditions are realistic;
- the assumptions are realistic and complete;
- the risks are acceptable;
- the probability of success is high enough;
- the quality factors have been taken into account, and where appropriate, translated into activities, results or assumptions;
- the benefits justify the costs;
- further studies will be needed.

This verification should be carried out for the first time after a planning workshop during the Instruction. However, apart from such an exercise, it can be done by people who have not drawn up the logical framework, more specifically by officials from the EC and partner countries.

## **Conclusion**

Every project has a life cycle, from the initial idea to its completion. The design and analysis of a project cannot be done without a framework to ensure consultation of stakeholders, define key decisions, information requirements, and responsibilities for each phase to make decisions in a way enlightened at each phase of a project's life. As such, the cycle uses evaluation to draw lessons to take into account in the design of future programs and projects.

Leading a project or creating one for a university executive is a challenge, but also an alternative to integrating into today's economy. An economy of creation, innovation and progress suggests that the State, in the near future, will no longer be able to ensure the employability of executives, but it is they themselves who are called upon to create jobs and actively contribute to their own success.

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## Appendices

### Appendices1: Structure of the project around the initial questions

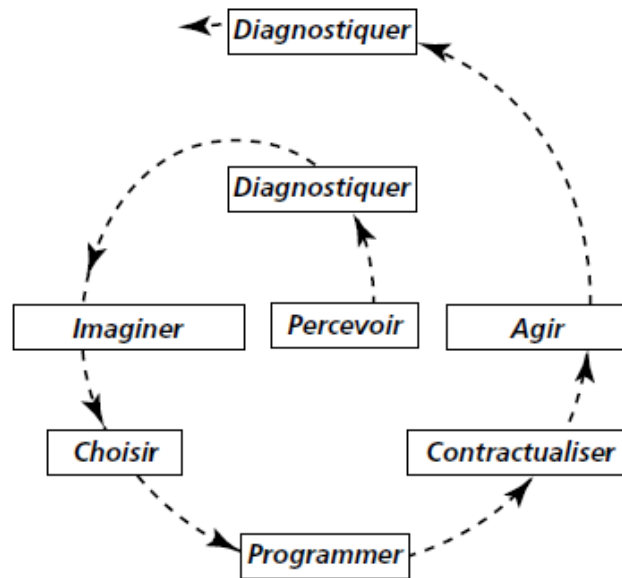
*Structurer le projet autour de questions  
à se poser avant son lancement*

Problématiques principales	Quelques questions à se poser avant de commencer le projet
Définir les buts, objectifs, le contexte et le public	Dans quel environnement ou contexte le projet va être réalisé ? Quels changements va-t-il entraîner ? Pourquoi réaliser ce projet ? Quel est le résultat attendu ? Pour qui le projet est-il prévu ? Quel est l'enjeu ?
Contenu du projet	Quel est le thème et le contenu du projet ? Quelle est l'approche choisie (méthodologie) ? Quelles activités ? Qu'est-ce qui est nécessaire à la réalisation du projet ?
La construction spatio-temporelle	Où doit se réaliser le projet ? Combien de temps va durer le projet ? Quand commence-t-il ?/finit-il ?
Organisation pratique	Quelle logistique implique le projet ? Quelle organisation matérielle est nécessaire ?
Montage financier	Quel est le coût global du projet ? (conception / réalisation et évaluation), Comment, d'où viennent les fonds nécessaires à la réalisation
Partenaires	Qui sont les partenaires ? Quel est leur rôle ? Comment se fait la coordination ?
Moyens d'action	Existe-t-il des aides financières qui peuvent s'appliquer au projet ? Le projet peut-il s'intégrer dans des dispositifs déjà existants ? (conditions)
Communication	Communication interne: Comment circule la communication à l'intérieur de l'équipe menant le projet ? Communication externe: Faut-il médiatiser le projet (pourquoi ? comment ? sur quels aspects ?)
Evaluation et suites	Comment et à partir de quand évaluer le projet ? Sur quels aspects / pour quoi ? Quelles seront les suites du projet ?

### Appendix 2: The Spiral approach for project development

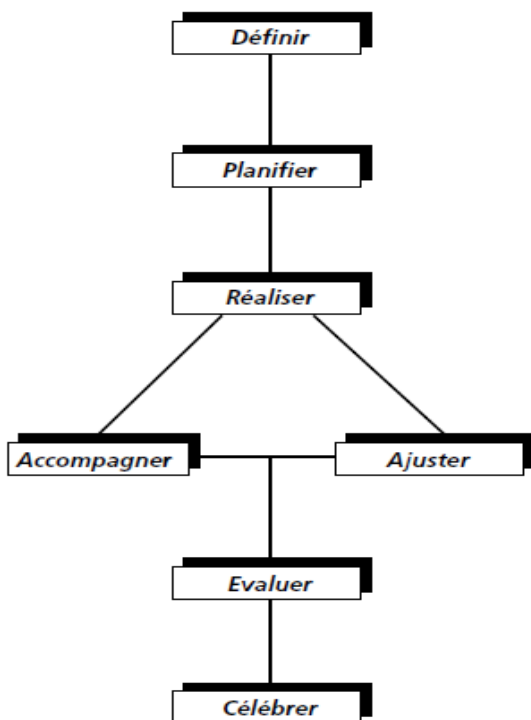
### Modèle en spirale

(Institut National de la Jeunesse et de l'Education Populaire (INJEP), Elaboration d'un projet d'établissement – démarche générale en spirale / Document 47/MAFPEN, Rennes 1988)



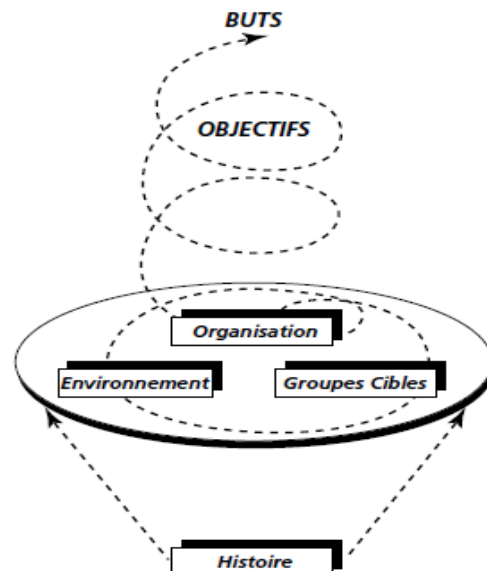
### Appendix 3: project structuring

#### Structurer le projet autour de ses différentes phases



#### Modèle en spirale

(Institut National de la Jeunesse et de l'Education Populaire (INJEP). – La crise de l'organisation scolaire / Document 48, Guide méthodologique pour la direction de projets. Formation au Diplôme d'Etat de Directeur de projet d'animation et de développement sous la responsabilité de Annette Coulon, CREPS, Chatenay-Malabry 1991)

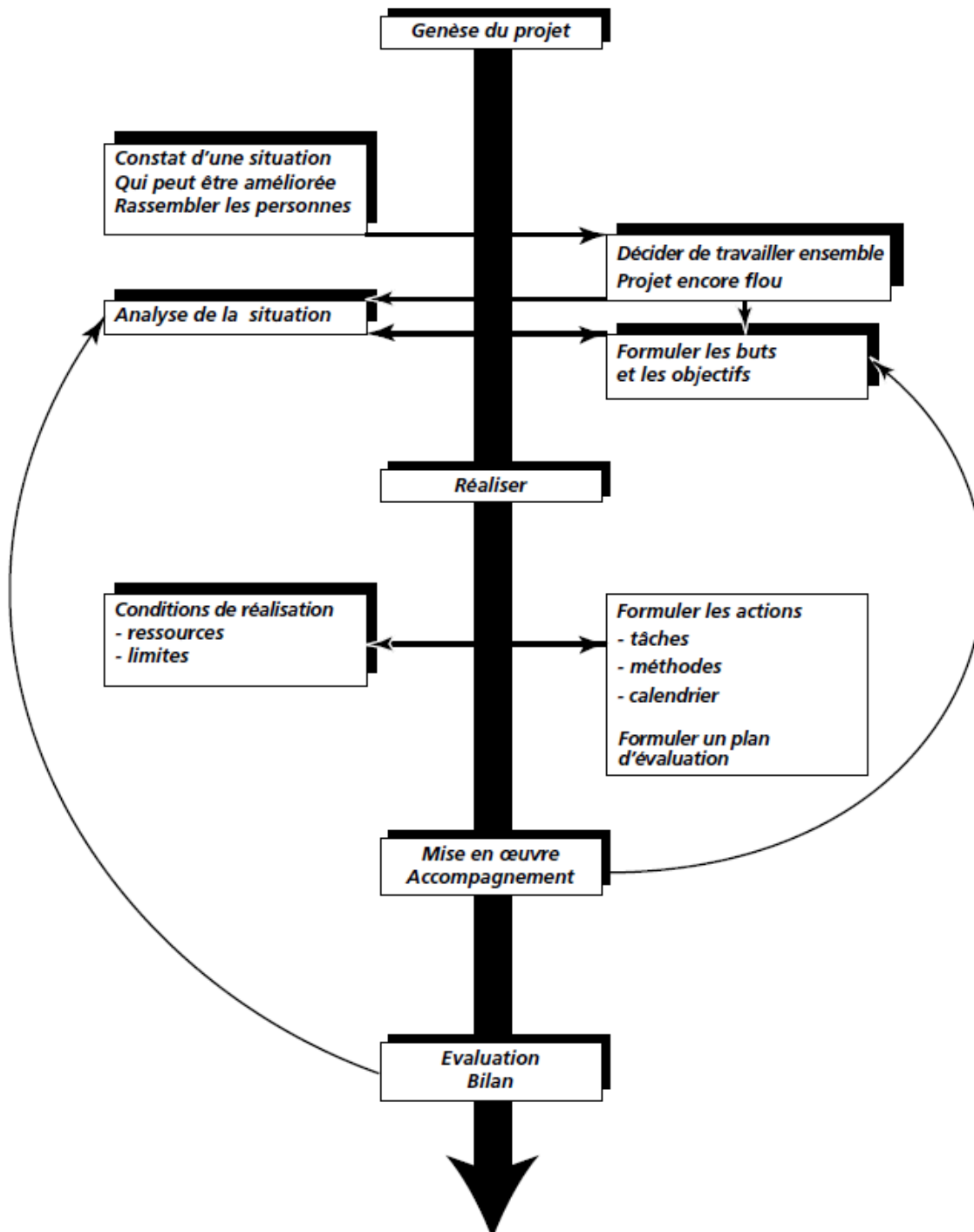


### Appendices4: diagram summarizing the development of the project

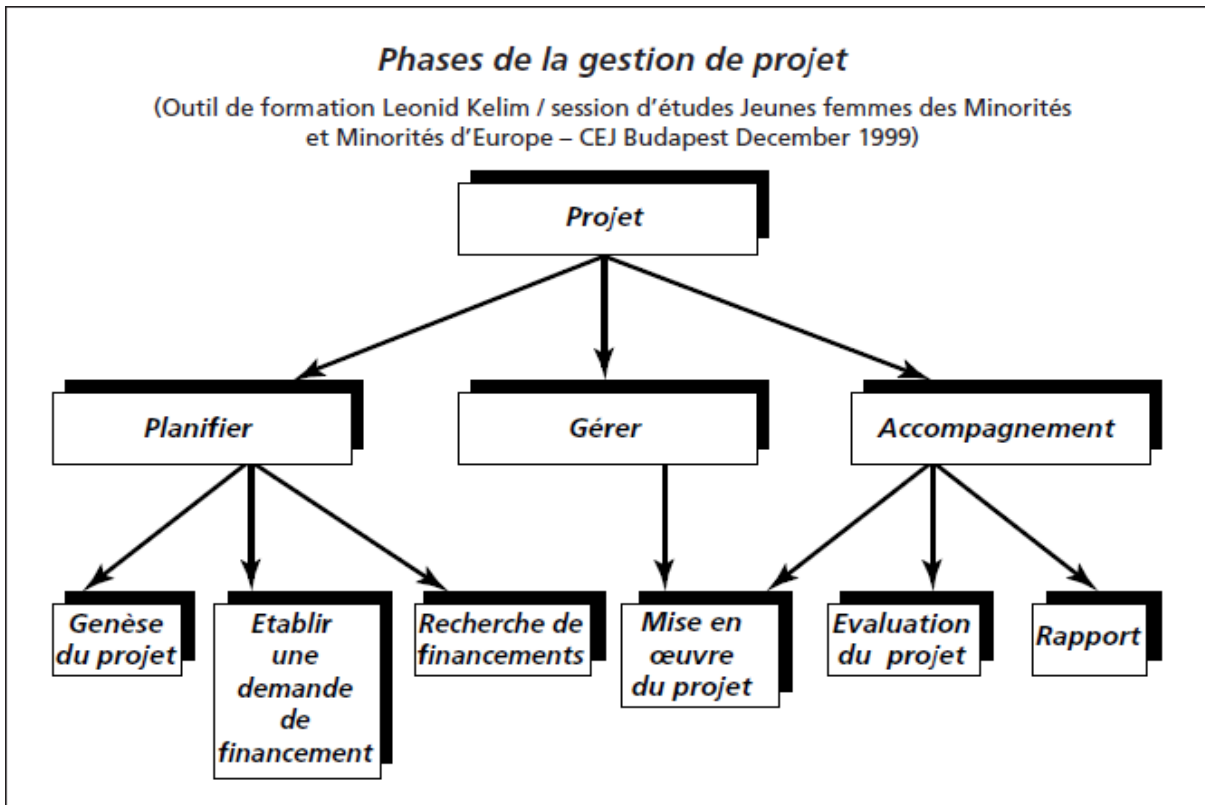


## Représentation schématique des phases d'élaboration d'un projet

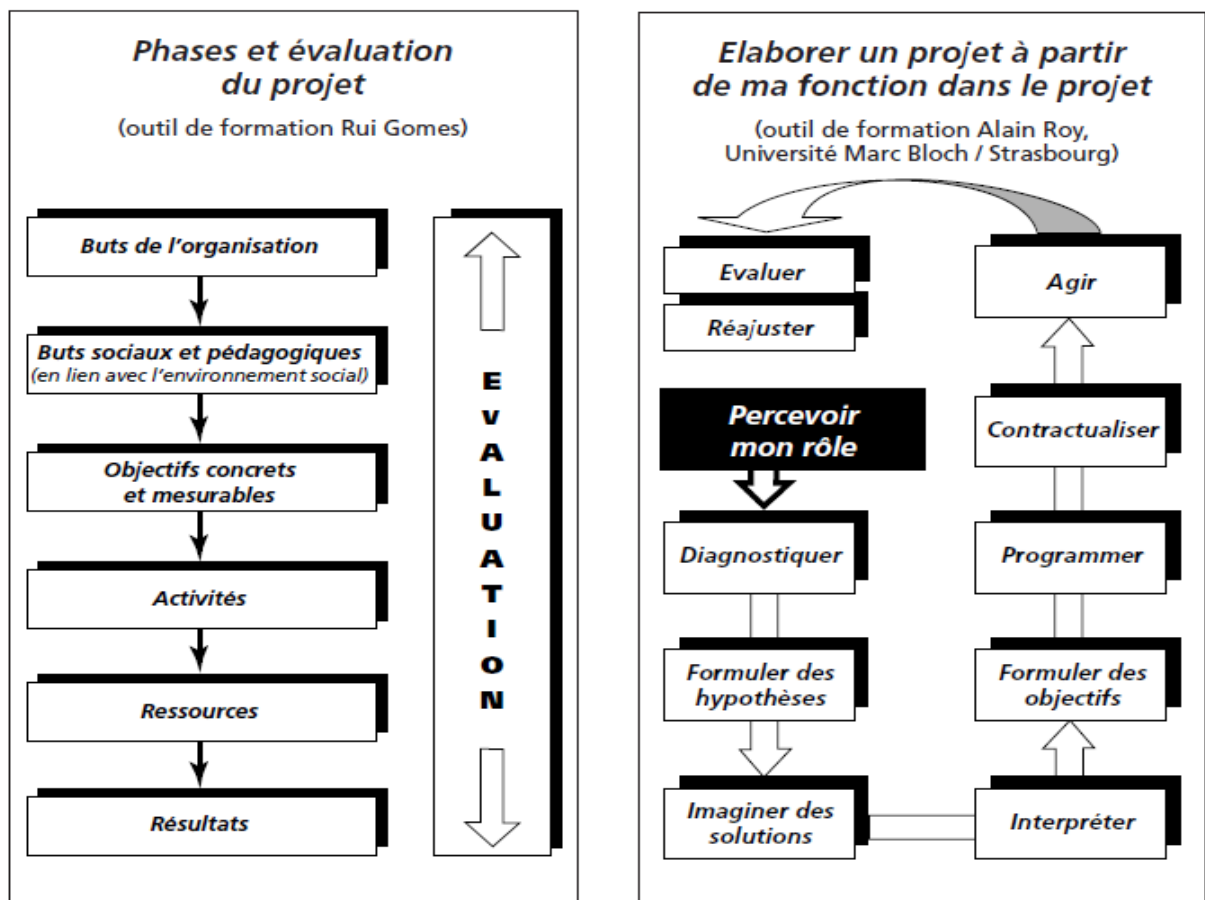
(Institut National de la Jeunesse et de l'Éducation Populaire (INJEP), Méthodologies de projet / Document 46  
– Direction des Lycées et Collèges, 1990)



Appendix 5: Phases of project management



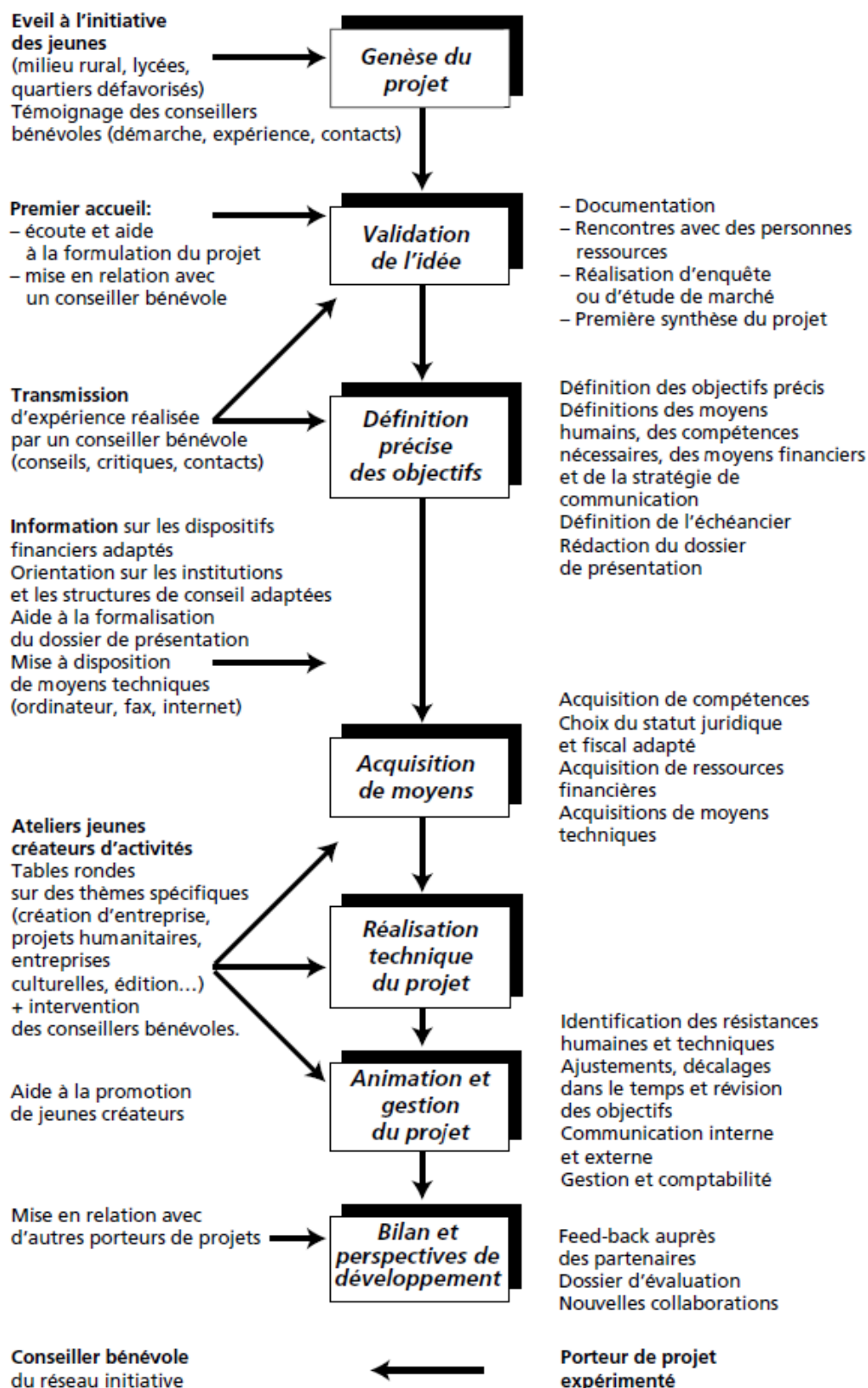
**Annex 6: Project evaluation and implementation**

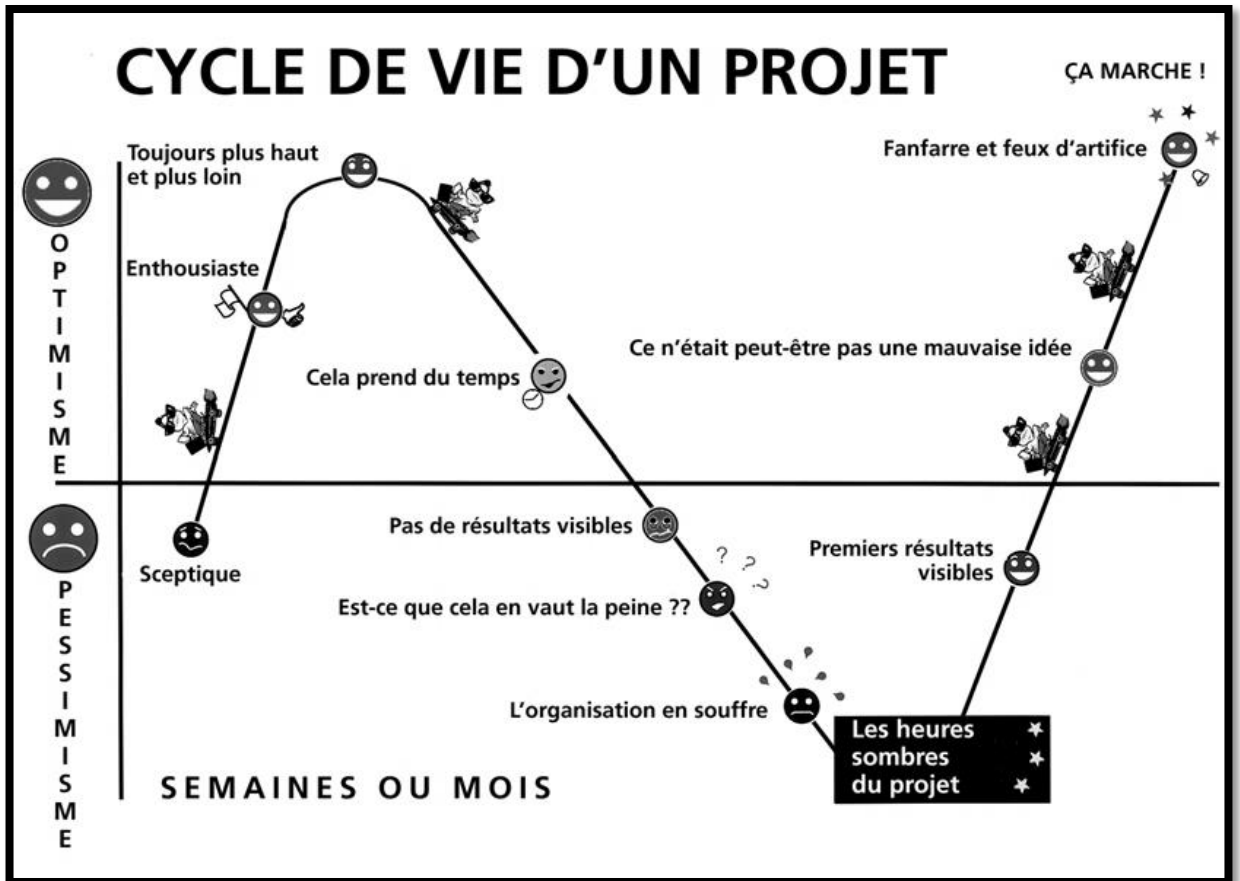


**Appendix 7: Approach summarizing the setting up and structuring of the project**

## *Phases du montage de projet*

(modèle produit par le réseau « Initiatives de la région Midi-Pyrénées » (France)  
pour un stage de formation pour jeunes accompagnateurs de projets)





Source: Els van Mourik and Danny Hearty Knowing me knowing you: an intercultural training resource pack, Léargas, 1999

**The Chairman of the Scientific Committee of the Department**

**The president of the Scientific Council of the Faculty**