

# The Darwin Initiative



## Afternoon Session Welcome back!



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for Environment  
Food & Rural Affairs



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# Afternoon Session Agenda



- 13:00 – 14:15 Project Design Tools
- Why use project design tools
  - Articulating your “pathway to change”
  - Introducing effective logframe development - exercise

14:15 – 14:30 Tea and Coffee Break

- 14:30 – 15:45 The Importance of Good Evidence and Appropriate Indicators
- Identifying SMART indicators
  - Collecting and reporting evidence
  - Means of verification - exercise

15:45 – 16:00 Q&A, Feedback and Wrap Up

16:00 Workshop Close

# What do we want to achieve in these 2 sessions?



- We want you to feel better equipped at presenting your project in a structured and evidenced way which makes sense to the assessor.
- We want you to be able to tell a coherent story about your project. What is your 'why'?
  - Why is this project needed?
  - Why is it the best choice?
  - Why are you the best people to do it?
- We're going to share some tools to help you tell your story well.

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## Project Design Tools



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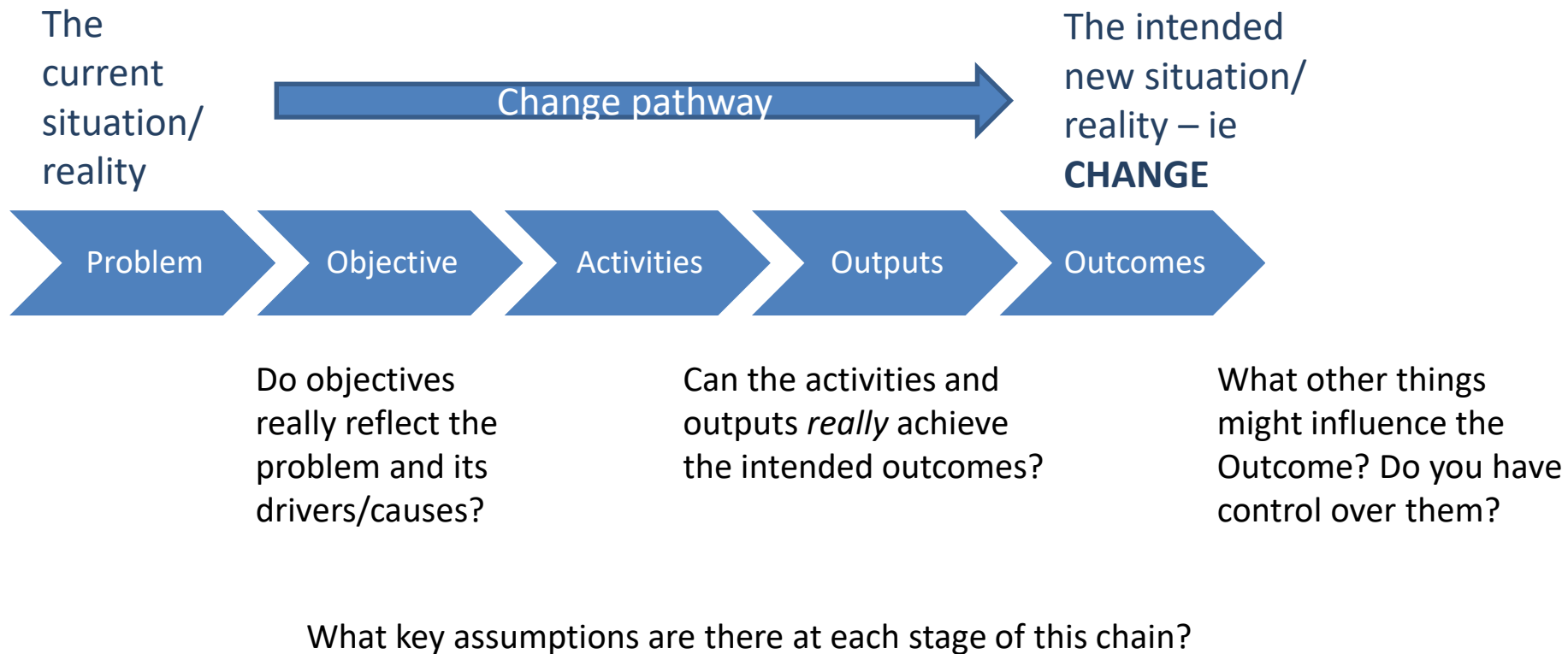
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# Introduction



- What is a project design tool and why do we use them?
- Telling your story – what’s your ‘why’?
- Logframes and project planning
- Group exercise

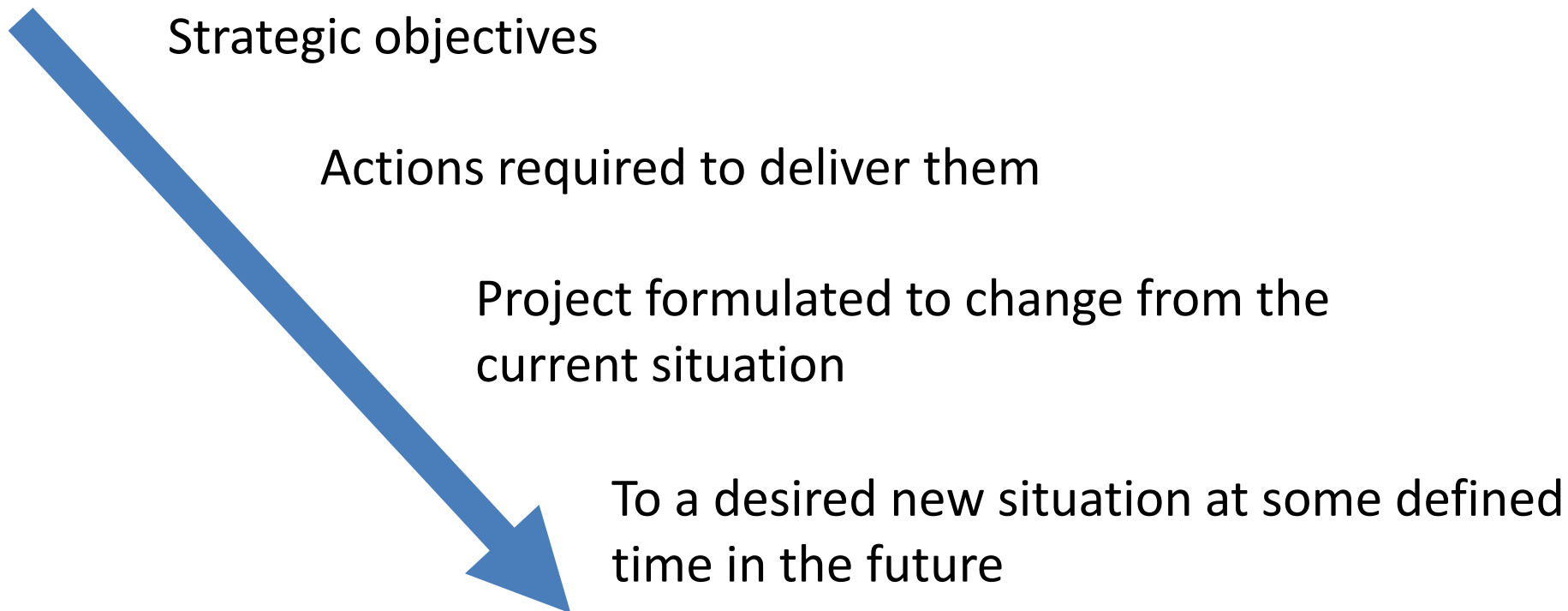
# What is a project design tool?



# Why use a project design tool?



Every project is different, but logical steps should be the same:



# Why use a project design tool?



Every project is different, but logical steps should be the same:

Strategi

- Not always a simple process
- You may end up re-designing some of your ideas as you uncover more information by using tools or hearing views of other stakeholders
- Healthy challenge (or a critical friend) can help you shape your ideas into a stronger offer

current situation



To a desired new situation at some defined time in the future



# Using the tools will help you...



- Create a clear statement of your overall objective
- Understand what needs to change (and in what sequence) to reach your objective
- Start to form a plan on what you'll need to keep track of as your project becomes live (monitoring plan)
- State any assumptions you're making around your project design.
- Identify who else will influence the change process
- Build common understanding across your team
- Select the right solution to an identified problem

# What's your why? What change?



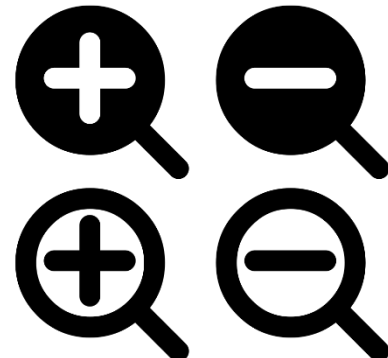
- In order to attract funding, you need to explain **how** you expect your work to contribute to a change process (the big picture)
- You need to be able to say **why** your project is needed

 **change  
ahead.**

# Zooming in.....



- Once you've explained the big picture you can zoom into '**what**'.
- What exactly are you going to do?
- One project design tool to help you set this out is a logical framework (logframe)



# Logical frameworks



- A tool for improving the planning, implementation, management, monitoring and evaluation of projects
- A way of structuring the main elements in a project and highlighting the logical linkages between them
- They:
  - Provide a clear statement of overall objective
  - Articulate the activities which you'll deliver and help set a framework for monitoring them (targets/baselines)
  - Set out risks and assumptions
  - Can be a communication tool to help explain your work to other people
- Limitations of logframes:
  - They can oversimplify the project process and let people think that change is linear
  - If not used as a project management tool, they can be seen as lacking flexibility

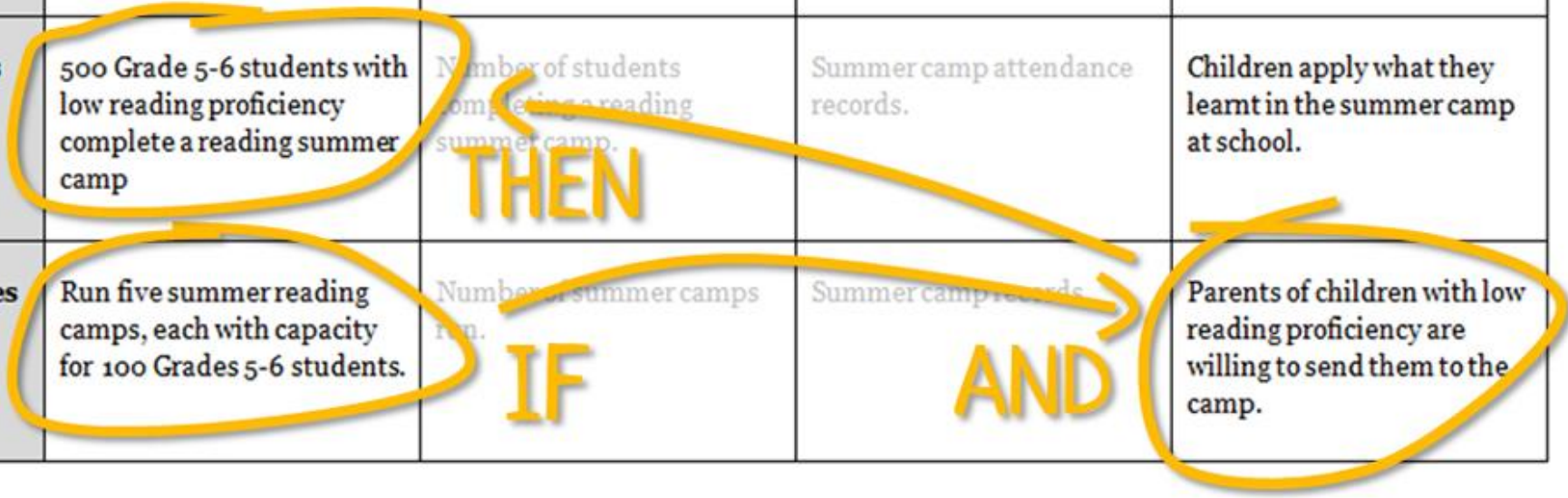


	PROJECT SUMMARY	INDICATORS	MEANS OF VERIFICATION	RISKS / ASSUMPTIONS
<b>Impact</b>	10% increase in the number of Grades 5-6 primary students continuing on to high school within 3 years.	Percentage of Grades 5-6 primary students continuing on to high school.	Comparison of primary and high school enrolment records.	N/A
<b>Outcome</b>	Improve reading proficiency among children in Grades 5-6 by 20% within 3 years.	Reading proficiency among children in Grades 5-6	Six monthly reading proficiency tests using the national assessment tool.	Improved reading proficiency provides self confidence required to stay in school.
<b>Outputs</b>	500 Grade 5-6 students with low reading proficiency complete a reading summer camp	Number of students completing a reading summer camp.	Summer camp attendance records.	Children apply what they learnt in the summer camp at school.
<b>Activities</b>	Run five summer reading camps, each with capacity for 100 Grades 5-6 students.	Number of summer camps run.	Summer camp records.	Parents of children with low reading proficiency are willing to send them to the camp.

THEN

IF

AND



# Logframes – Impact



- The higher level objective that your project is **contributing** to

*“Marine resources and coastal fisheries of Island X are secured, supporting food security, enhancing resilience, and serving as a scalable model for other Small Island Developing States”*



# Logframes – Project Outcome



- The end state that **you** are trying to achieve (and are accountable for)
- The project's overarching objective

*“Introduction of sustainable management regulations for marine resources, improved enforcement, and awareness raising activities, increases incomes for local fishers whilst building ecosystem resilience to climate change”*



# Logframes – Project Outputs



- The key results you need to achieve your project's overall objective
- The specific direct deliverables of the project
- Tangible services, products and other immediate changes that lead to achievement of Outcome

*“Sustainable fishing regulations including no take zones and quotas agreed and implemented through a participatory approach”*





# Logframes – Activities



- The specific tasks that sit beneath each Output
- The discrete actions will you have to carry out to produce high quality products
- The processes through which you turn inputs (financial, material, HR) into Outputs

*“Carry out marine surveys in project locations based on approved methodology”*



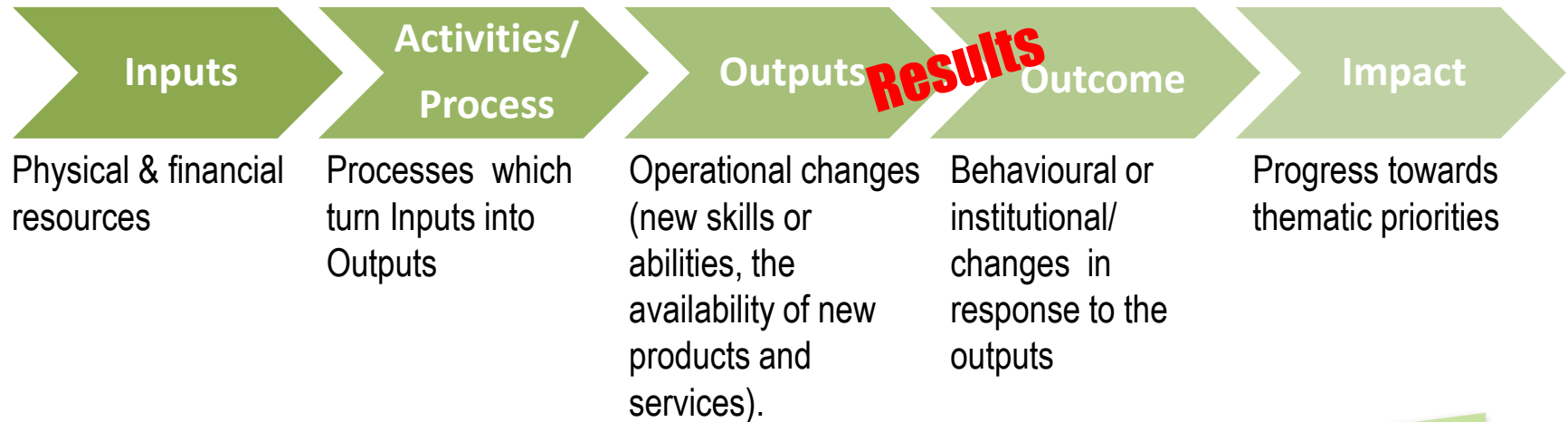
# Results chain



Management control diminishes

Internal perspective

External perspective



External factors become more important

# Logframes – common challenges



## Common logframe weaknesses in Stage 1 applications:

- Confusion between the different logframe components
- Lack of SMART indicators
- Lack of integration of Gender considerations
- Unrealistic or questionable targets/timeframes
- Logframe measuring the wrong things
- Lack of clear logic or significant leaps of faith

“The logframe indicators are not SMART. Many read as activities or are simply items such as reports and action plans.”

“Logframe would benefit from explicit livelihood indicators.” “Requires SMART outcome level indicators to measure direct agricultural benefits.”

“Proposal let down by inadequate logframe that lacks the detail set out in the (convincing) narrative. Indicators not SMART, baselines lacking; not timebound. Assumptions need to be revisited”

# Common challenges cont...



“Although gender is briefly mentioned, there is little substantive in the narrative as to how this will be addressed - and nothing in the indicators which would enable it to be measured.”

“The narrative of the proposal mentions a 15% increase in the volume of several NTFPs by project end but there are no logframe indicators to capture this.”

“Many of the targets seem unrealistic e.g. unrealistic targets 57% increase in incomes from alternative livelihood options within project life.”

“I'm always wary of logframes that include a target uplift for income when there is no baseline.”

“More thought needed on assumptions. The first three are that training meets the beneficiaries' needs - surely this depends on correct project design rather than being outside project control?”

“Quite a few 'killer' assumptions, for which a mitigation plan should be provided.”

# Group Exercise



- Divide into groups
- You will be given a packet with impact, outcome, outputs, activities and a problem for a project design
- Think about the ‘why’
  - Is it clear?
  - Do you have any questions about the change process?
  - Are there any leaps of logic/evidence gaps?
  - What risks and assumptions are there?
- Then map them onto logframe format, discuss as a group
- Feedback thoughts to the plenary

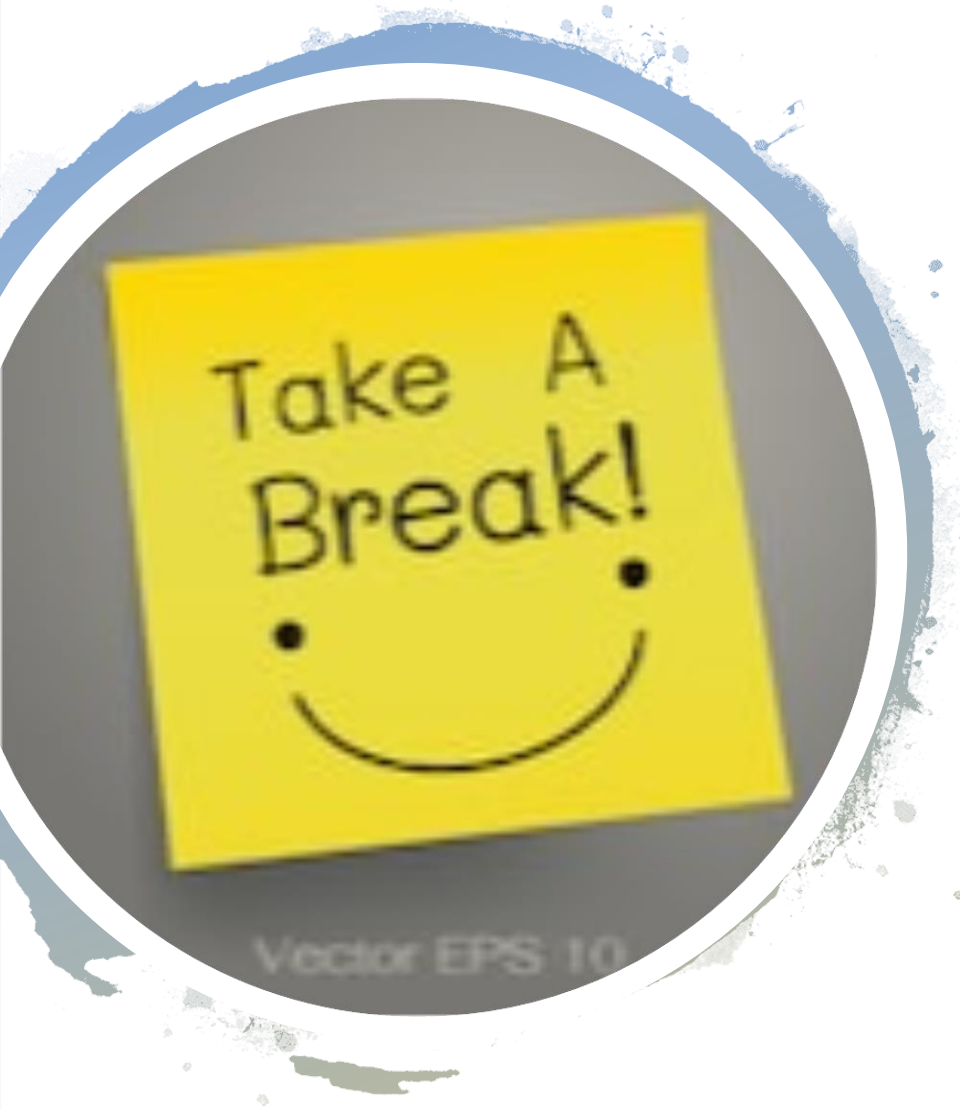


# Some ideas for your Group Exercise cont...



- How are activities combined to achieve outputs (what processes need to occur)
- How do those outputs combine to effect intermediate change (outcome)
- Is the context understood?
- Does this project design truly address the problem statement?
- Are project components necessary and sufficient to bring about intended change?





Take A  
Break!



Vector EPS 10

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## The Importance of Good Evidence and Appropriate Indicators



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# Objective of the Session



- To discuss:
  - What is an indicator?
  - SMART indicators
  - Why do we need evidence?
  - Demonstrating progress and means of verification – providing evidence for your claims
- Group Exercise
- Other Resources

# Indicators



- Are a critical element of your monitoring plan and help you know if you're on track or not or if things need to be adjusted
- Demonstrate progress towards project Outcome and Outputs
- Strong indicators should be SMART

# Pop quiz!



We talk about “SMART” indicators – but what does “SMART” stand for?

In pairs or small groups of 3, you have 45 seconds to write down what each letter stands for!

# SMART

# SMART Indicators



S – Specific

M – Measurable

A – Achievable (*Attributable*)

R – Relevant (*Realistic*)

T - Time-bound



# SMART Indicators



**Starting point:** Deforestation reduced in Uganda

## **S - Specific**

Deforestation rates in Uganda decrease by 75%

## **M - Measurable**

Deforestation rates (measured using satellite imagery) in Uganda decrease by 75% from an established baseline

## **A - Achievable**

Deforestation rates in the project area decrease by 15% from an established baseline

## **R – Relevant**

*Ask yourself – does this indicator reflect progress towards the stated Outcome?*

## **T - Time-bound**

Deforestation rates in the project area decrease by 15% from an established baseline by project end

***Don't forget baselines and targets!***

# Steps in defining an indicator



Process	Education	Agriculture
	<b>Outcome</b> – The education system in the southeastern province provides higher-quality and equitable education.	<b>Outcome</b> – The rural, agrarian population in province X has improved their income-earning potential.
<b>Step 1:</b> Determine the basic indicator—what is to be measured?	More and better-educated students graduate.	Rice yields of small farmers increased.
<b>Step 2:</b> Decide on the quantity—how much (increase/decrease)?	The number of graduates increased <b>from 10,000 to 25,000</b> .	Rice yields of at least <b>1,000 small farmers (owning 3 hectares or less)</b> increased by at least <b>30% from 5 tons to 6.5 tons</b> .
<b>Step 3:</b> Describe the quality—what kind of change?	The number of graduates <b>(55% female and 45% male) passing national standard examination from lower-income families (\$5,000 per annum) in the southeastern province</b> increased from 10,000 to 25,000.	Rice yields of at least 1,000 small farmers (owning 3 hectares or less) increased by 30% from 5 tons to 6.5 tons <b>while maintaining the same quality (average weight of grain) as in 2004</b> .
<b>Step 4:</b> Add the time frame—by when?	The number of graduates (55% female and 45% male) passing national standard examination from lower-income families (\$5,000 per annum) in the southeastern province increased from 10,000 to 25,000 <b>per annum starting in year 4 of project implementation</b> .	Rice yields of at least 1,000 small farmers (owning 3 hectares or less) increased by 30% from 5 tons to 6.5 tons <b>annually, starting 2007</b> , while maintaining the same quality (average weight of grain) as in 2004.

# Why do we need evidence?



- **Progress reporting and accountability** to show funds are being used appropriately
- **Demonstrate effectiveness** to justify continued support from communities, donors, policy-makers etc.
- **Evidence-based learning** from experience in order to develop and apply good practice
- **Share experiences** with the wider conservation community so they can learn from your work
- **Evidence-based policy** - use the results to influence policy reform



*"Learning is experience.  
Everything else is just  
information"*

Albert Einstein

# Demonstrating Progress



- **Means of Verification** – this is how you will evidence achievement of (or progress towards) an indicator
- Consider both primary and secondary data
  - Is this data available from somewhere else?
  - Is this data reliable/objective?
  - If you need to collect data – who will do this/when should you do it/how much will it cost?
- Will these data show Outputs/Outcomes have been met?
- Is the evidence independent and objective?



# Where could we do better?



## **Output**

Increased public awareness of the importance of improved marine protected area (MPA) management to fisheries and the potential benefits of alternative livelihoods

## **Indicators**

- Number of conferences and workshops organised
- Increased media coverage
- Changes in attitudes

## **Means of Verification**

- Project reports
- Outcome evaluation surveys conducted in final year of project

# Indicators and Evidence: Key Considerations



In your applications, please consider that...

- **Indicators must be relevant to the result they are measuring** – make sure your indicators actually demonstrate achievement towards stated results.
- **Evidence and Indicators should be linked** – we often see applications where sources of evidence are put down that bear little resemblance to the information needed to verify progress against an indicator

# Indicators and Evidence: Key Considerations



- **Indicators are not activity outputs.** They need to be independently or objectively verifiable and linked not to activities, but to the results (i.e. Output or Outcome).
- **Unsubstantiated claims are not acceptable**

*“we think that this progress is adequate”* ☹️ ❌

# Group Exercise



2 stages to this group exercise – ‘filling in’ the **Indicator** and **Means of Verification** columns of the logframe

## Stage 1

- Sort out the indicators from the ‘Means of Verification’ (MoV)
- Are indicators at Output or Outcome level?
- Map onto relevant part of your logframe
- Are indicators SMART? Consider how they could be improved. **Identify at least one example to feed back to the plenary.**

# Group Exercise



## Stage 2

- Take the 'MoV' identified in step 1 and match to the corresponding indicator.
- Discuss the MoV – carry out an evidence assessment:
  - Is it feasible?
  - Will it produce high quality evidence?
  - Is it relevant to the indicator?
  - Is it sufficient?
  - If MoV are not appropriate or feasible, discuss more robust alternative(s)
- Would alternative indicator wording be more appropriate to reflect the result/realistic likelihood that evidence may be collected?

# Other resources



- With your project teams, consider the other exercises:
- Carry out a **SMART assessment** of your proposal's indicators
  - Consider developing an **M&E plan** (using template on final page)
  - Evidence collection: how/when/who?

# Thank you!



## Any final questions?



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# Next Steps

- We will be sharing the slides on the Darwin Initiative website as soon as possible next week, with the proceedings (including Q&A) to follow shortly afterwards
- We'd love to hear your feedback so we can improve future workshops – what did we do well? What could we do better?
- We remain available via normal channels for any final questions you might have
- Please leave your name badges behind
- Good luck with your applications!