



**SPC**  
Secretariat  
of the Pacific  
Community



**GLOBAL CLIMATE CHANGE ALLIANCE:  
PACIFIC SMALL ISLAND STATES PROJECT**

**IMPACT EVALUATION OF  
LOGICAL FRAMEWORK APPROACH & PROJECT MONITORING WORKSHOP IN  
PALAU**



**PREA**  
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## Introduction

Pacific Research and Evaluation Associates (PREA) delivered training on the Logical Framework Approach and Project Monitoring to government staff in Palau on April 27, 2015. This training was a follow-up to previous training on proposal preparation using the logical framework approach.

The training formed part of the Global Climate Change Alliance: Pacific Small Island States (GCCA: PSIS) project funded by the European Union (EU) and implemented by the Secretariat of the Pacific Community (SPC). The initial round of training was delivered to nine countries in 2013-2014. The second round of training in 2015 was delivered to five countries (Tuvalu, Kiribati, Niue, Palau, and Tonga) that requested further capacity building<sup>1</sup>.

The aim of the training was to strengthen the capacity of national government staff to use the logical framework approach to develop successful and integrated climate change adaptation project proposals.

The content of the training was based on the results of the impact evaluation from the first round of training, which identified areas which participants sought further capacity building in. The intent was for participants from the first round of training to attend the second round so that they may build on their knowledge and skills from the initial training. However, most participants in the second round of training had not participated in the first round and thus the training was less of a refresher and required the facilitators to cover all the LFA steps in detail.

This report evaluates the impact of the training at least five months following the workshop.

## Impact evaluation

The impact evaluation framework was informed by the anticipated short and medium-term outcomes from the training workshop.

The anticipated short and medium-term outcomes are summarised below:

- Participants apply the logical framework approach steps to develop proposals or in their general work duties
- Participants submit quality funding proposals informed by the logical framework approach
- Participants have confidence in applying the logical framework approach steps and project monitoring.

## About the training workshops

The training workshop was delivered over four consecutive days.

The objective of the training was to build participant capacity in proposal preparation using the logical framework approach and project monitoring.

At the end of the workshop participants were expected to be able to:

- Apply the logical framework approach to develop a robust logframe matrix.
- Develop an accurate timeline and budget for projects, based on identifying the tasks and costs to implement activities in the logframe matrix.
- Develop a monitoring plan and understand how to monitor projects as they are implemented.

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<sup>1</sup> Cook Islands was later added as a sixth country but was not included in the impact evaluation.

The key topics covered during the workshop included:

- the logical framework approach steps
- developing a logframe matrix
- project monitoring (developing a monitoring plan & data collection methods)
- creating a timeline and budget.

The effectiveness of the training workshop was evaluated through a post-workshop survey that was completed by participants on the last day. A post-workshop report was created and submitted to SPC and should serve as a reference for those interested in the details of the training workshop.

The Palau workshop was conducted between 27<sup>th</sup> and 30<sup>th</sup> April 2015 and attended by 18 participants.

## Methodology

The impact evaluation took place in November 2015, at least three months following the training.

The evaluation consisted of:

- An online survey issued to all participants.
- Personally addressed follow-up emails to remind participants to complete the survey online or as an attachment.
- Phone calls to remind participants to complete the survey, or to complete the survey over the phone.

Some participants were not reached if they did not have a valid email address or other contact details.

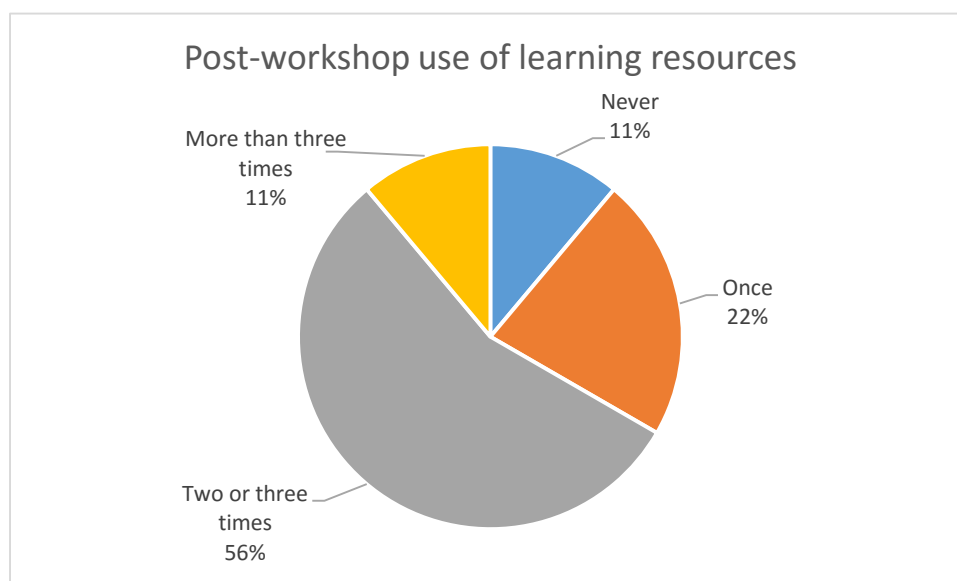
## Results

There were a total of nine respondents for the Palau impact evaluation. This is approximately a 60% response rate for participants with valid contact details (and 50% of total workshop participants).

### Workshop resources

All workshop participants were provided with a hardcopy of the learner guide and presentation slides. A USB flash drive was also distributed that contained electronic versions of all the training resources, including presentation slides, additional examples and further reading. All but one respondent indicated they had referred to either the learner guide or electronic resources at least once (n=2), two or three times (n=5) or more than three times (n=1) (Figure 1 on next page). This provides some indication that the content and resources were valued by participants.

Figure 1. Post-workshop use of learning resources by workshop participants.



### Use of LFA steps

All of the respondents indicated that they had found the LFA steps and tools useful (n=4) or very useful (n=5) in informing future project proposals. A number of respondents thought the LFA steps would be useful or very useful in assisting with their general work duties.

All but one respondent indicated having used at least one of the LFA steps for proposal preparation or in general work duties. The number of respondents using the LFA steps is outlined in Table 1. Whilst there was only a small difference between the two results, respondents reported that the LFA steps had been used more often in preparing proposals (n=28) compared to use in general work duties (n=24). This balanced result may reflect that many of the survey respondents played a role in writing proposals. It also demonstrates that the LFA process supports general work practices which should ultimately provide benefits in terms of the quality of work produced by workshop attendees. Whilst no LFA steps stand out as being used significantly more or less than others, there was slightly less use of the logframe matrix and timeline development steps. The development of M&E data collection tools was also less represented in results.

Table 1. Use of the LFA steps in proposal writing and other work duties - Palau

LFA Step	Used or performed since training for a project proposal	Used or performed since training for general work duties
Conducted a situation analysis	5	4
Conducted a stakeholder analysis	3	4
Developed a problem tree or solution tree	2	4
Developed a logframe matrix	4	1
Developed a monitoring and evaluation plan	3	3
Developed a monitoring data collection tool	2	3
Created a timeline or Gantt chart	4	1
Created a budget	5	4

Participants reported that they gained a lot from attending the training. The most common theme that emerged from feedback was an increased level of understanding of project planning methods and tools and how to apply these. The LFA process also clarified the linkages between project activities, timeline, budget and developing an M&E plan. Respondents also appreciated the process and tools used to identify the problem that their proposals seek to address. Meeting new people and forming a new networking group was a highlight for one participant.

"THE PROPOSAL WRITING WAS VERY HELPFUL IN GATHERING INFORMATION FOR THE ACTUAL PROPOSAL. IT IS THAT I NEED TO USE THEM TO WRITE A PROPOSAL BUT DUE TO MY WORKLOAD I AM NOT ABLE TO USE THESE TOOLS. I AM HOPING THAT SOON I CAN GO INTO PROPOSAL WRITING USING THESE TOOLS.", PALAU WORKSHOP PARTICIPANT

### Proposals prepared since the training

Four respondents indicated they had completed or worked on a total of five funding proposals since the training workshop was held (Table 2). All five proposals were reported to have been successful which is a positive outcome for Palau. The use of the LFA in creating all the proposals may be in part attributable to the high percentage of proposals that were deemed worthy of funding.

Table 2. Funding proposals prepared following the training

Donor / Grant Name	Were you successful?	Did you use LFA?	Short Proposal Summary
JICA	Yes	Yes	I used LFA to submit an action plan for Community Based Disaster Risk Management project that I intend to implement on a one year project.
EU-GIZ	Yes	Yes	To address food security by promoting integrated farming through dry litter piggeries and organic crop production
KOICA	Yes	Yes	I used LFA to submit an action plan for Implementation on GIS and early warning system in NEMO office. Pending respond from donor agency. Value was at \$50,000.00
EU-GIZ Adapting to Climate Change and Sustainable Energy (ACSE) Programme	Yes, officially have been approved	Yes	The objectives of the ACSE programme are to enhance sustainable livelihoods in Pacific island countries, strengthen countries' capacities to adapt to the adverse effects of climate change and enhance their energy security at the national, provincial and local/community levels. Value is at 400,000 Euros.
US Embassy Ambassador Discretionary Grant	Yes	Yes	Promote using local foods through in-school Jr. Chef Challenge. \$14,000

## Future proposals

Seven survey respondents indicated they had plans to submit additional funding proposals in the next six months, whilst one respondent was unsure and one indicated they had no plans to submit a proposal. All respondents noted that they would use the LFA, or parts of it, in preparing future project proposals.

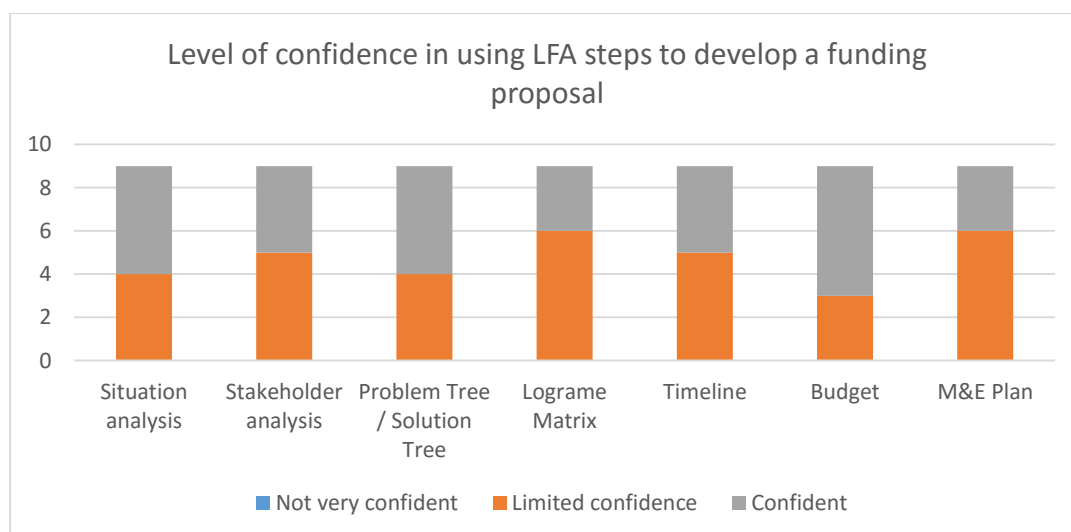
The high number of respondents indicating that they would use the LFA in future proposals demonstrates the general positive impact of the LFA training in motivating participants to use a clear, logical process to design better projects, leading to better-prepared proposals.

Survey respondents indicated varying degrees of confidence in using the LFA steps and developing M&E plans following the training (Figure 2). All respondents indicated they had confidence or limited confidence (requiring assistance from others) to apply all the LFA steps and develop an M&E plan. In contrast to other countries where training was delivered, Palau respondents had the highest level of confidence in developing a budget. There was less confidence in respondent's ability to develop logframes and M&E plans.

"TO SEE THE PROCESS IN A DIFFERENT PERSPECTIVE. I THOUGHT I WAS USING AN EFFECTIVE METHOD BUT AFTER THE TRAINING SEEING THE STEPS AND PHASES MADE ME THINK TWICE. NOW I'M MORE FOCUSED ON ANALYZING AND LOOKING AT THINGS IN MORE DETAILED ORIENTED WAY.", PALAU WORKSHOP PARTICIPANT

Overall, the results are positive in that there was a good balance between respondents indicating confidence to use the LFA steps alone, and those with limited confidence who could still complete the steps with assistance. Encouragingly, there were not any participants indicated they had no confidence to use the LFA steps. Given the balance between those participants who are confident to use the LFA alone and those requiring some assistance, an informal network or community of practice to support the use of the LFA in Palau could be established. This should be encouraged so that the skills can be practiced, reinforced and maintained over time.

Figure 2. Level of confidence in using the LFA and M&E plans following the training – Palau



## Additional capacity building

Participants were asked to nominate any additional training they needed to support them in their work. Their responses were categorised in Table 3.

Table 3. Additional training requirements- Palau

Capacity building area	Number of nominations by participants
Writing of the funding proposal	2
Knowledge Management	1
M&E	1
Donors	1

There was no strong consensus on the focus area of future training. Request for more support to write the funding proposal at the end of the LFA was the most highly nominated idea (n=2). There were also requests for capacity building in M&E, knowledge management and donors (and funding mechanisms).

## About the workshop

Respondents were asked to provide feedback about their reflections of the training (see Annex 1 for all comments). Several respondents reflected upon the workshop timing and structure. One respondent made a comment that the training was rushed and more time should be allocated in future trainings. Another commented on the desire to have started a real project design process before the workshop so that the workshop could be used to pinpoint weaknesses and improve the draft design / proposal. Interestingly, this is also the desired approach of the facilitation team and this is communicated to in-country coordinators who are organising the training. Competing priorities, workload challenges and timing are likely barriers that have prevented country coordinators and workshop participants taking advantage of this opportunity to bring to the workshop a partially completed project design or funding proposal.

Respondents suggested that the provision of remote support between facilitators and participants could be of benefit to facilitate the continued sharing of experiences and new tools. The workshop facilitators offered participants in Palau the option of free remote mentoring and the opportunity to review project designs and proposals, however, no participants have taken up the offer.

Other feedback indicated that the workshop participant invitations could have been more targeted at individuals whose role it was to write funding proposals. Workshop invitations are the responsibility of the in-country coordinator and thus outside the scope of SPC to address. It should also be noted that the impact evaluation has found that the training has benefited not just proposal writing, but everyday work duties as well and thus whilst the training could be targeted solely at proposal writers, the knowledge and skills learnt are really applicable across all job roles in Government and the not-for-profit sector.

"NOT SO SURE BUT THINK ITS BETTER TO TRAIN WITH THE PEOPLE OR AGENCIES THAT NEED FUNDING PROPOSAL AND NOT JUST INVITE EVERYBODY TO COME TO THE TRAINING" PALAU WORKSHOP PARTICIPANT



## Conclusion

Overall, the Palau workshop was very successful with high attendance rates and a high level of engagement from participants. The Palau respondents demonstrated that the benefits of the training have flowed on to impact both proposal writing and general work duties. As such, the GCCA-funded training is having wider benefits than its core objective of the development of better proposals. Palau respondents also indicated that the LFA had been used to support the preparation of five project proposals, all of which were successful in being funded. Overall, the impact of the Palau training was positive.

## Recommendations

Develop a contact list of past LFA participants and keep them updated on resources and grant opportunities that may be of interest. The list should be used to distribute the new “A Guide to key Funding Sources for Climate Change and Disaster Risk Reduction” (September 2015) developed by Pacific Island Forum Secretariat (PIFS) and Secretariat of the Pacific Regional Environmental Program (SPREP).

The opportunity for participants to prepare a draft project design or funding proposal before the training workshop and bring this draft into the workshop for further development needs to be better communicated more clearly at the country level.

Consideration should be given for a longer in-country visit where the focus is on more one-on-one mentoring to support the development of project proposals after the standard 4-day workshop is conducted.

Forming a network of local LFA practitioners, or a community of practice, would provide support for participants who do not yet feel they have enough confidence in undertaking the steps of the LFA. Alternatively, designating a local or regional LFA focal point from one of the Council of Regional Organisations in the Pacific (CROP) agencies as a mentor could also provide the required support.

## Annex 1 – Participant Feedback

### Benefits of the training

- A reintroduction to project planning methodologies
- The benefit is that I have a better understanding of the process that needs to be taken to write a proposal. I need to get into the process so that I know my strength and my weaknesses and to develop where I am weak in.
- It helped me understand a problem/issue at hand better and formal steps to address it in a logical way.
- To see the process in a different perspective. I thought I was using an effective method but after the training seeing the steps and phases made me think twice. Now I'm more focused on analyzing and looking at things in more detailed oriented way.
- This simple step-by-step guide is applicable to most any proposal development, makes it easy to know where to get started
- met others and built new networking group
- Connecting the project activities to a timeline budget and M&E plan.
- Not sure

### Follow up support

- Was unable to connect to website - this would be very useful for additional tools. As well, training is too brief, understandably - if there is a way for continued interaction between trainers and participants and sharing of experiences and new tools via technology.
- A follow-up support or training that would assist me is the actual funding proposal write up. I may have this information but how do I write up the proposal.
- Will need to gain some proposal development experience first before understanding the type of follow-support that I would need. So far, I haven't been given the responsibility to develop a funding proposal.
- I think refresher or continuation training on LFA is needed. Even though the training was very helpful time was very limited therefore, we had to rush our trainings. There should be more time for the lectures and interaction such as group discussions, exercise and Q & A that could be more helpful and we could absorb more.
- Perhaps more guidance on knowledge management
- writing skills improvement
- I would like to take another monitoring and evaluation training.
- Availability and access to funding mechanisms, donor organizations, etc.
- Not so sure but think it's better to train with the people or agencies that need funding proposal and not just invite everybody to come to the training.

### Other comments

- Pre planning so that participants can make use of technology and different programs. Create templates that participants can use and with specific examples - whole group exercise and small group exercise.
- The proposal writing was very helpful in gathering information for the actual proposal. It is that I need to use them to write a proposal but due to my workload I am not able to use these tools. I am hoping that soon I can go into proposal writing using these tools.
- I think more time should be allotted at the next LFA training workshop so that we can cover a lot of areas and not rush. Keeping the terminology simple and the examples of LFA case study so that we can comprehend and understand. Overall, the training was success and I hope you can consider having the trainings again to enhance our knowledge and capacity to be more productive and efficient in our line of work.

- Show complete project from beginning to end.
- Would like to have more advanced notice of trainings.
- Let's work things bit advance, you give us time to start our funding proposal, then you can train us later to pinpoint our weaknesses and strength.