



**SPC**  
Secretariat  
of the Pacific  
Community



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

**REGIONAL REPORT ON THE  
LOGICAL FRAMEWORK APPROACH &  
PROJECT MONITORING WORKSHOPS HELD  
IN FIVE PACIFIC SMALL ISLAND STATES 2015**



**PREa**  
PACIFIC RESEARCH & EVALUATION ASSOCIATES

## Contents

Executive Summary .....	1
Introduction .....	4
Capacity building in project preparation using the Logical Framework Approach .....	4
Second round of capacity building workshops .....	5
Results of the impact evaluation- second round of training.....	7
Further training needs.....	15
Lessons & recommendations .....	18

### **Disclaimer:**

This publication has been produced with the assistance of the European Union. The contents of this publication are the sole responsibility of Pacific Research and Evaluation Associates and can in no way be taken to reflect the views of the European Union. Whilst care has been taken in the preparation of the material in this document to ensure its accuracy, Pacific Research and Evaluation Associates and other contributors do not warrant that the information contained in this document is error-free and, to the extent permissible under law, it will not be liable for any claim by any party acting on such information.

## EXECUTIVE SUMMARY

The Global Climate Change Alliance: Pacific Small Island States (GCCA: PSIS) project is a four-year intervention which started in 2012, is funded by the European Union (EU) and implemented by the Secretariat of the Pacific Community (SPC) in collaboration with the Secretariat of the Pacific Regional Environment Programme (SPREP). One component of the GCCA: PSIS programme involved building the capacity of national governments to access climate change adaptation funding through the provision of training on project proposal preparation using the logical framework approach (LFA).

Pacific Research and Evaluation Associates (PREA) were contracted to deliver LFA workshops in nine countries between early 2013 and March 2014. Based on positive results and demand from countries, an additional five refresher training workshops were held during 2015 in Tuvalu, Niue, Tonga, Kiribati and Palau.<sup>1</sup> This second round of training incorporated most of the recommendations from the regional impact report from the first round.

This report presents the findings of an impact evaluation of the five countries between five to eight months after the training workshops. A total of 105 people attended the training in the five countries and 58 responded to the impact evaluation survey.

Overall, the LFA training was well received in all countries. Feedback from respondents indicates that participants appreciated the LFA's systematic process to project design, and especially the focus on identifying the core problem and multiple causes as part of the problem analysis step.

Learning resources were handed out in both paper and electronic form to workshop participants and these have been used at least once since the training by nearly all survey respondents. Nearly all respondents indicated that they found the LFA useful to both inform preparation of project proposals and conduct their everyday work duties. Respondents indicated that all steps of the LFA had been applied to varying degrees to support project proposal preparation and their general work duties.

Situation analysis, developing an M&E plan, developing a budget and problem / solution analysis were the components of the training most used in proposal writing and general work duties. More respondents indicated that the LFA was used to support their general work duties as opposed to proposal writing. This finding indicates that the benefits of the LFA training are greater than the intended scope of improving the quality of project proposals.

Most participants (90% or more) indicated that they had some level of confidence in undertaking a situation analysis, stakeholder analysis, problem analysis, logframe and monitoring and evaluation plan. Developing a timeline and budget were the training components that respondents expressed the least amount of confidence in undertaking (18% and 14% respectively).

The impact evaluation results revealed that 40 project proposals were submitted since the LFA training workshops were conducted. Thirty seven of the 40 proposals had been informed by one of more steps of the LFA which indicates workshop participants have applied some of the new knowledge and skills learnt during the training. Respondents indicated that half (20 of 40) of the proposals submitted had been successful, and another 17 were pending a funding decision. Over half of the respondents indicated they had plans to submit funding proposals in the next six months and nearly all respondents indicated they would use components of the LFA to inform their funding

---

<sup>1</sup> A sixth workshop was held in Cook Islands and part-funded by SPC. No impact evaluation was conducted.

proposal. It is likely that the new knowledge and skills learnt during the LFA workshop have helped to improve the quality of funding proposals submitted which over time should lead to an increased likelihood that funding proposals will be approved.

To respond to the expressed future training needs of PSIS countries, it is suggested that the opportunity to undertake LFA training should continue to be offered either to new participants or as a refresher to past participants after one to two years. Future training delivery should consider additional time for one-on-one mentoring to support the development of real project proposals. This approach was successfully applied in Rarotonga, Cook Islands, where the mentoring period coincided with funding being available through the SRIC-CC<sup>2</sup> programme, as well as the Australian and New Zealand High Commissions. The additional mentoring meetings conducted during the second week of the in-country visit supported the development of eleven new project proposals that are likely to be submitted.

Further capacity building needs of PSIS countries include training in the topics monitoring and evaluation, and budget development.

The following lessons and recommendations are proposed to improve and strengthen capacity building in the LFA.

Lesson	Recommendation
There is a need to reinforce the knowledge and skills of workshop participants in applying the LFA to project design and proposals	Develop a contact list of past LFA participants and keep them updated on resources and grant opportunities that may be of interest.
	Update and distribute "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)
	Integrate the LFA into country-level project design documentation to promote its application
Participants require support on applying the LFA over a longer period as they work on real proposals	Form a network of local LFA practitioners, or a community of practice, to provide support to participants to apply the LFA and review proposals.
	Designate a local or regional LFA focal point as a mentor to provide support to participants to apply the LFA.
	Deliver LFA training at a time that coincides with grant funding being available (e.g. SRIC-CC programme in Cook Islands, or future country or regional grants) and provide longer in-country visits where the focus is on more one-one-one mentoring to support the development of project proposals after the standard 4-day workshop is conducted. This was trialled in Cook Islands where the training workshop and week of follow-up mentoring coincided with grant funding rounds for SRIC-CC and Australian High Commission.
Specific topics, such as monitoring and evaluation, and budgeting, require more training time.	Design and deliver separate training workshops on monitoring and evaluation (2-3 days) and budgeting (2-3 days). There is potential to design modules for online self-paced delivery complemented by remote support from trainers.

<sup>2</sup> Strengthening the Resilience of our Islands and Communities to Climate Change (SRIC-CC), resourced by the Adaptation Fund.

	<p>Investigate opportunities to develop an accredited course or subjects for project design (LFA) and monitoring and evaluation that covers different topics in detail over longer time periods. Such training could be delivered through blended learning, combining online delivery and face-to-face component. Such a course could be a stand-alone course or integrated into, for example, the University of the South Pacific Certificate IV in Project Management.</p>
<p>The LFA refresher training was delivered mostly to new participants, and therefore was not so much a refresher but a fresh delivery.</p>	<p>The purpose and scope of training workshops needs to be very clearly defined and communicated between SPC, workshop facilitators, and in-country coordinators.</p> <p>Refresher training targeting past participants (invited through the email list) be delivered as required, either at a national, or regional level.</p>
<p>There is interest and scope to use smartphone application technology to support monitoring data collection.</p>	<p>Design and deliver a training programme in the use of smartphone survey technology (e.g. Field Task) to deliver to selected participants as a 'train the trainer' model, and/or deliver training at country level and integrate it into the dedicated monitoring and evaluation training.</p> <p>Develop internal capacity within SPC or other CROP agency in the use of smartphone survey technology to support member countries in the use of this technology. In the case of the Field Task, this may involve the agency hosting the SMAP survey database server required to support the application.</p>

## INTRODUCTION

The Global Climate Change Alliance: Pacific Small Island States (GCCA: PSIS) project is a four-year intervention which started in 2012, is funded by the European Union (EU) and implemented by the Secretariat of the Pacific Community (SPC) in collaboration with the Secretariat of the Pacific Regional Environment Programme (SPREP). The project budget is €11.4 million.

The overall objective of the GCCA: PSIS project is to support the governments of nine Pacific smaller island states, namely Cook Islands, Federated States of Micronesia (FSM), Kiribati, Marshall Islands, Nauru, Niue, Palau, Tonga and Tuvalu, in their efforts to tackle the adverse effects of climate change. The purpose of the project is to promote long term strategies and approaches to adaptation planning and pave the way for more effective and coordinated aid delivery on climate change at the national and regional level.

The project approach is to assist the nine countries to design and implement practical on-the-ground climate change adaptation projects in conjunction with mainstreaming climate change into line ministries and national development plans; thereby helping countries move from an ad hoc project-by-project approach towards a programmatic approach underpinning an entire sector. This has the added advantage of helping countries better position themselves to access and benefit from new sources and modalities of climate change funding, e.g. national and sector budget support.

### Capacity building in project preparation using the Logical Framework Approach

Following a regional workshop on Climate Finance and Proposal Preparation held in Apia, Samoa, 26 – 27 October 2012, and supported by the Asia-Pacific Adaptation Network (APAN), Secretariat of the Pacific Regional Environment Programme (SPREP) and SPC, all of the nine countries involved in the GCCA: PSIS project expressed their interest in having a national training workshop on project proposal preparation using the logical framework approach (LFA) to strengthen the capacity of national governments to access climate change adaptation funding. This LFA training project responded to that expressed need.

Pacific Research and Evaluation Associates (PREA) were contracted to deliver LFA workshops in nine countries between early 2013 and March 2014. An impact evaluation (3+ months post) of the workshop series was undertaken by PREA in July 2014. The evaluation findings revealed that the LFA workshop series had built the capacity of government staff to write higher quality funding proposals informed by the LFA. Workshop participants had used the new knowledge and skills to inform project proposal preparation and higher numbers of participants had applied the LFA to their daily work duties. Reflections on the LFA training from attendees at the SPC GCCA: PSIS annual reflection meeting held in Yap in August/September 2015 reinforced many of the findings from the impact evaluation. The evaluation identified a number of subject matters areas that participants had nominated to support future capacity development in project design and proposal preparation. The most highly nominated areas for additional support were in the following areas:

- LFA refresher training
- monitoring and evaluation
- proposal writing
- resource scheduling (developing budgets)

## Second round of capacity building workshops

SPC responded to the request for LFA refresher training and capacity building in monitoring and evaluation by providing funding for five country workshops in 2015 (Tuvalu, Niue, Tonga, Kiribati and Palau). A sixth workshop was hosted in Cook Islands and this was part funded by SPC and the Cook Islands Government through the Strengthening the Resilience of our Islands and Communities to Climate Change (SRIC-CC) programme (Adaptation Fund). Due to the workshop timing, no impact evaluation was conducted for the Cook Islands training workshop.

The impact evaluation from the first round of workshops made a number of recommendations to be considered in any future capacity building training. These recommendations and how they were responded to are outlined below (Table 1). Five of the seven recommendations were actioned which demonstrates a willingness on SPC and PREA's behalf to continually improve programme delivery and better meet the needs of SPC's member countries.

Table 1. Recommendations and actions taken from first impact evaluation report

Recommendations from 2014 LFA impact evaluation	Status	Comments
Making updated LFA training resources available to all participants	Actioned	Updated LFA training resources were published on the Evaluation Toolbox <sup>3</sup> website along with summary findings from the 2014 LFA training workshop impact evaluation. An email promoting these resources was sent to all participants and in-country coordinators who took part in the training.  The LFA learner guide has been downloaded 2,088 times
Breaking up the training with a weekend or work-day in the middle	Not actioned	Logistically difficult as dates are selected by the in-country coordinator in conjunction with SPC. Dates selected generally reflect the availability of key stakeholders.
Implementing strategies to increase the number of participants attending the workshop	Actioned	PREA requested in-country coordinators to oversubscribe the workshop and develop a stand-by list of participants who could attend if confirmed participants fail to show up on day one. With the permission of the in-country coordinators, PREA was sometimes proactive in directly inviting relevant stakeholders to attend the workshop.
Implementing strategies to increase the timeliness of attendance	Actioned	The promotion of fun activities at the beginning of each day and starting in a timely manner when sufficient (but not all) participants were present in the morning of each day improved the

<sup>3</sup> <http://tinyurl.com/o2cj634>

		timely attendance of workshop participants over the four day period.
Formation of Government or country level community of practice on LFA	Not actioned	Out of scope for SPC or PREA to implement. Common barriers of competing responsibility, limited capacity and time all factor in to explain why this recommendation was not progressed at the country level.
Delivery of LFA refresher training	Actioned	SPC funded additional LFA training workshops in five countries (and part-funded in a sixth) which were all delivered in 2015.
Delivery of M&E training	Actioned	One day of the LFA refresher training provided was dedicated to project monitoring and the development of monitoring data collection tools.

The objectives of the second round of workshops were 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.

The original intent was for participants from the first round of LFA training to attend the second round so that they may build on their knowledge and skills from the initial training. Specifically, the refresher training content was informed by the training needs reported by participants in the post-workshop and impact reports. However most participants in the second round of training had not participated in the first round. SPC GGCA in-country coordinators were responsible for inviting participants to the workshop and it is unclear if the intent of the training to be targeted at past participants was communicated to them. It may be a case of participants attending the first LFA training workshop being unavailable to attend the planned refresher LFA training or if the coordinators deliberately invited a new group of participants to broaden and not deepen the skill base within their Governments. A consequence of having new participants attend the second round of training was that the training was less of a refresher and required the facilitators to cover all the LFA steps in detail. The workshop session plan was modified to customise some activities or remove activities that involved participants recalling knowledge and skills from the first round of training.

A total of 105 people attended the training in the five countries (see Table 2). Each training session was evaluated via a post-workshop questionnaire, and the post-workshop reports were provided to SPC. The post-workshop evaluation was followed with an impact evaluation conducted between five to eight months after the workshop using an online questionnaire. Impact evaluation reports for each country were also provided to SPC.



This regional report assesses all the training workshops and identifies lessons learnt and areas where further training is required. The impact evaluation is based on a total of 58 respondents from the five countries, providing a 55% response rate (see Table 2).

Table 2. Participation in second round of workshops and response rate to impact evaluation survey

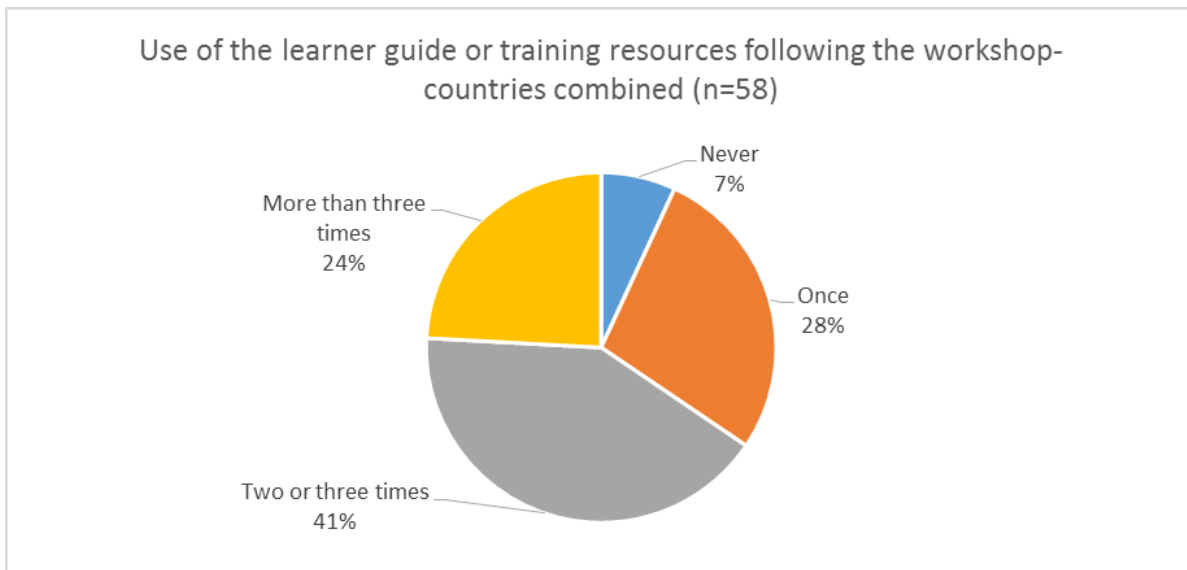
Country	Date	Number of participants	Number of respondents to the impact evaluation
Tuvalu	February 2015	20	15
Palau	April 2015	18	9
Niue	May 2015	22	13
Kiribati	June 2015	18	12
Tonga	June 2015	27	9
<b>Total</b>		<b>105</b>	<b>58</b>

## RESULTS OF THE IMPACT EVALUATION- SECOND ROUND OF TRAINING

*Ninety-three percent of respondents had referred to the learning resources at least once since the training*

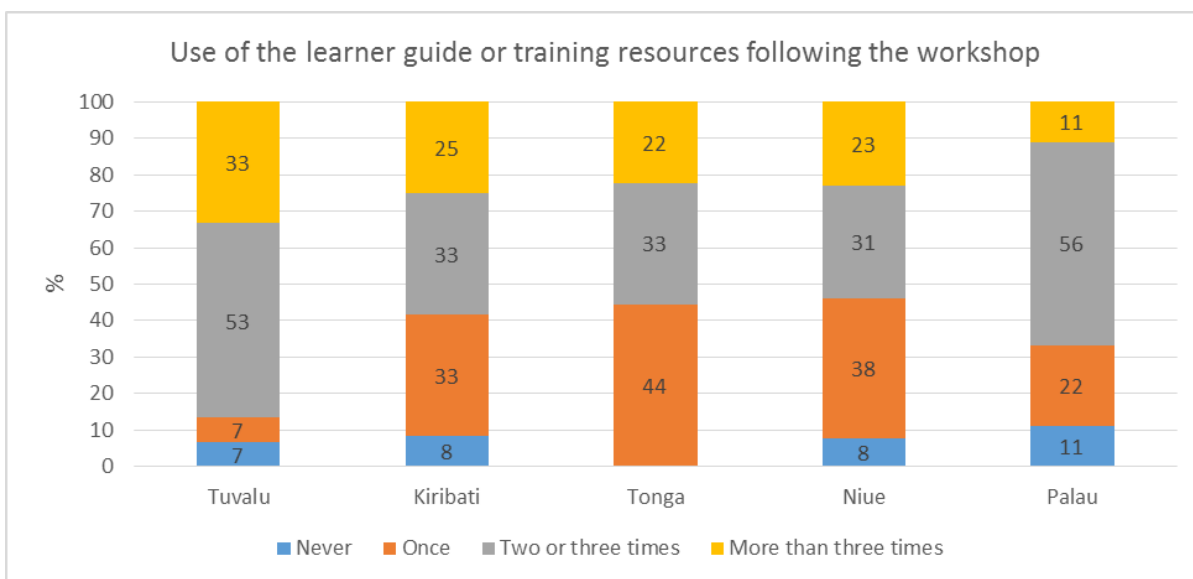
65% of respondents had used the learner guide or other training resources two or more times following the workshop (Figure 1). This indicates that overall, nearly all respondents sought to refresh their knowledge on aspects of the workshop content.

Figure 1.



Use of the training resources was greatest in Tuvalu (the first of the workshops in February), with 86% of respondents noting they had accessed the resources more than two times (Figure 2). Interestingly, Tuvalu also had the most number (20) of proposals prepared or submitted since the workshops (see Table 3). This is likely to be linked to the greater time period between the workshop and impact evaluation for Tuvalu, but it may also reflect the greater number of respondents accessing learning resources to refresh themselves on the LFA.

Figure 2.



### *98% of respondents found the LFA useful in informing project proposals*

Nearly all respondents found the LFA useful in informing project proposals (Figures 3 & 4). This vindicates the GCCA: PSIS project's allocation of funding towards capacity building in project proposal preparation using the LFA. The impact evaluation asked participants to report how many project proposals they had worked on or submitted in the months between the training workshop and impact evaluation. Of the 40 proposals reported to be submitted in the impact evaluation, 37 had been informed by the LFA. Feedback indicates that respondents appreciate the systematic

process to project design that the LFA offers, and especially the focus on identifying the core problem and multiple causes.

*"Knowing and understanding the 8 inter-related 'systematic' steps of the LFA. Skipping one step is like lacking a tool to completing a task!" [Kiribati participant]*

*"This simple step-by-step guide is applicable to most any proposal development, makes it easy to know where to get started." [Palau participant]*

Figure 3.

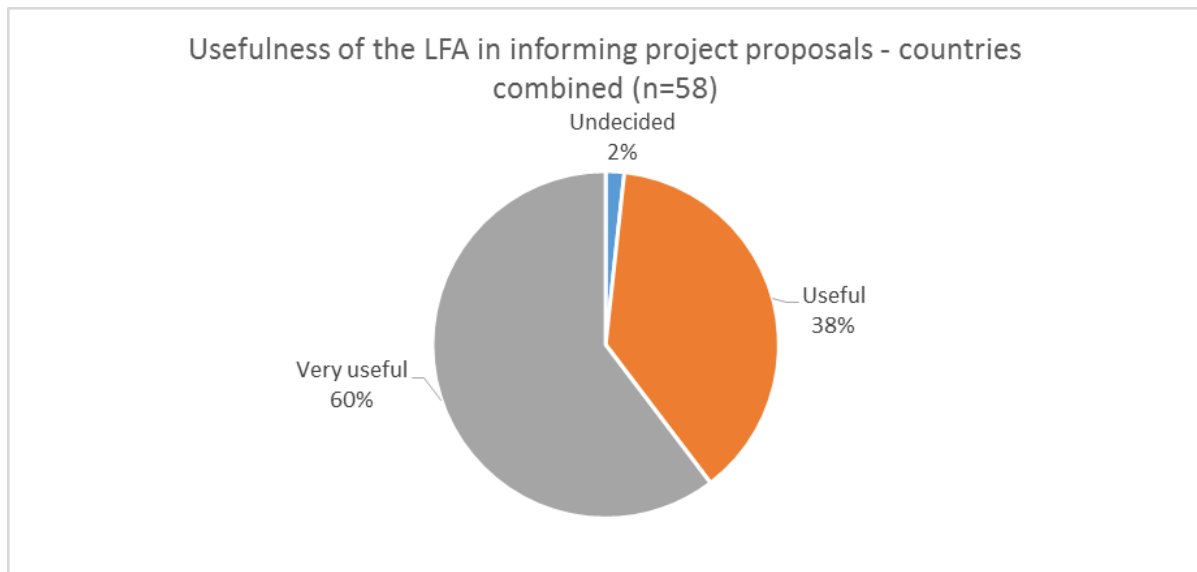
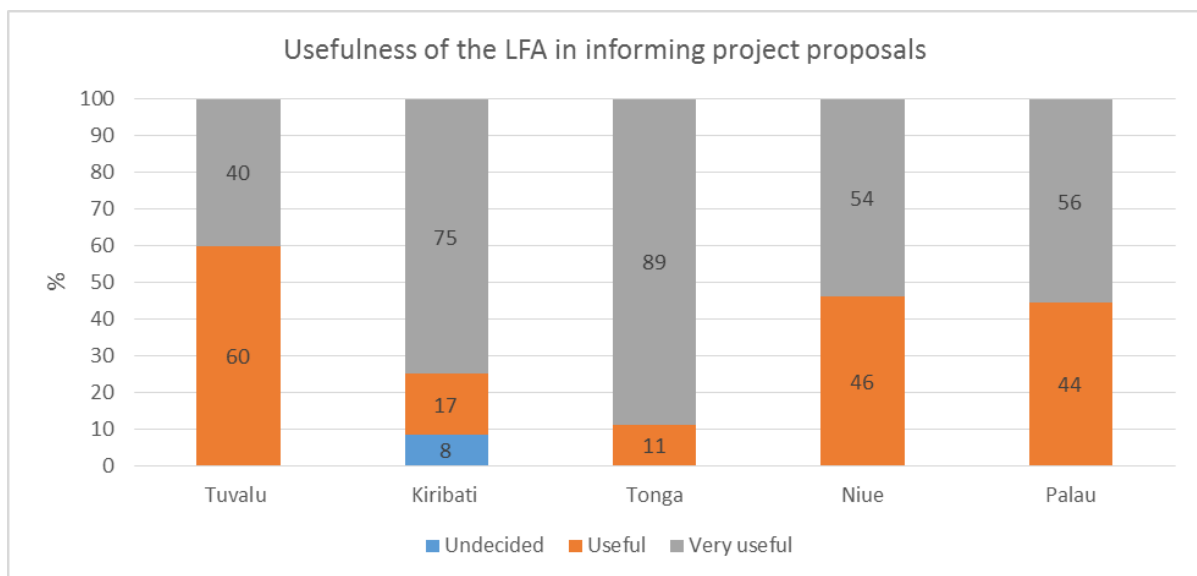


Figure 4.



*93% of respondents found the LFA useful in their general work duties*

Most respondents indicated that they found the LFA useful in their general work duties (Figure 5 & 6). The application of the LFA steps has not only assisted workshop participants in proposal preparation, but also in strategic planning and general work duties such as analysing problems and developing budgets (see Figure 7). This is an unintended benefit of the capacity building workshops that was also found in the impact evaluation from the first round of training.

Figure 5.

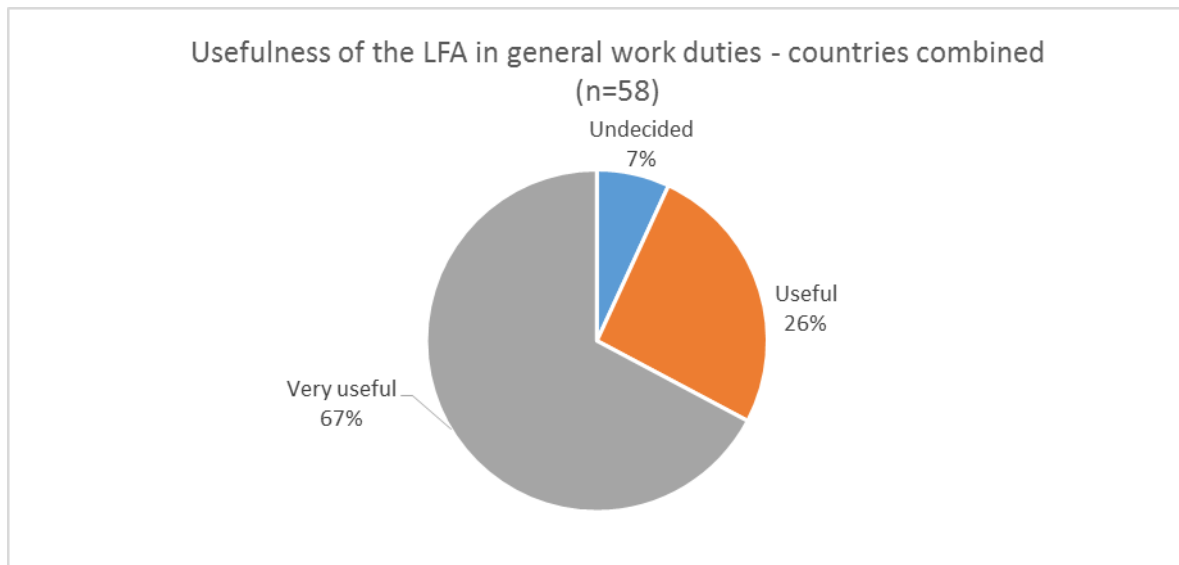
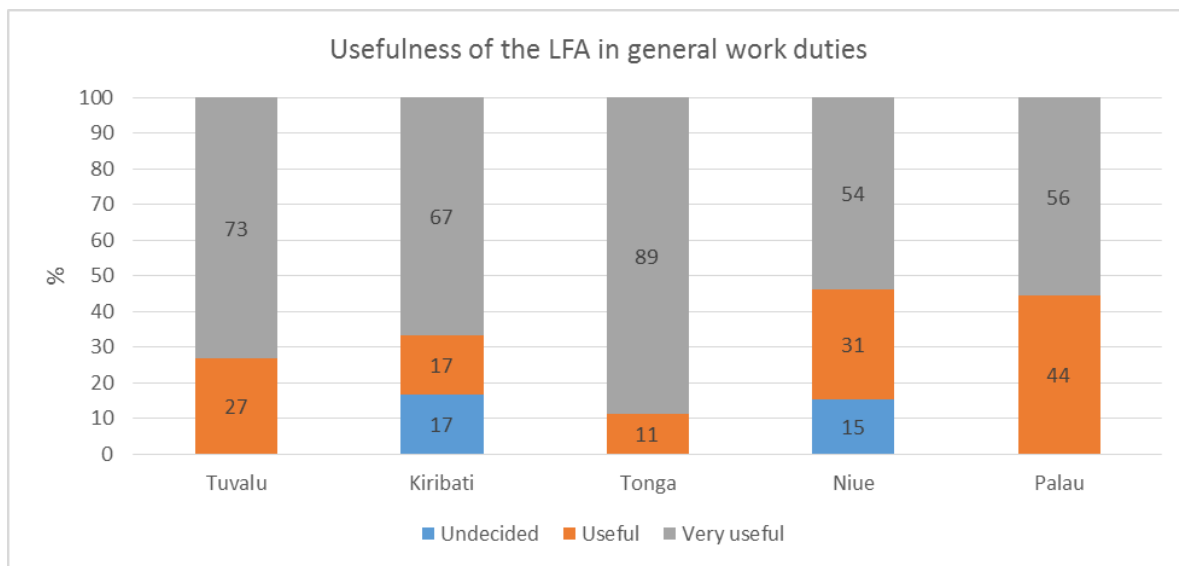


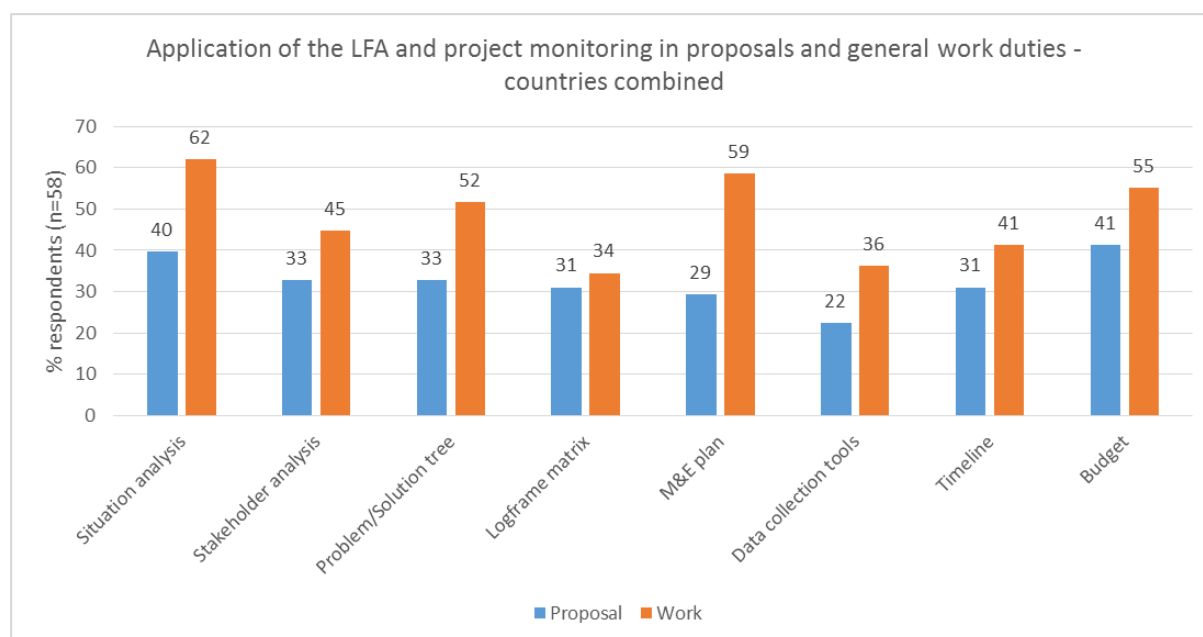
Figure 6.



*"I can only say that the biggest benefit I gained from the training is about my own capacity building. What we have covered during the course are 100% related to my work as a senior rural development officer at the Rural planning division within the ministry of internal affairs. Since we are dealing with outer island councils' projects, our main works start from the identification stage until the acquittal stage in the project cycle. The training also highlight the importance of the monitoring during the process. Hence, it was very beneficial to take part in such a course as it totally build up our capacity in our main area of work." [Kiribati participant]*

*The knowledge and skills on the LFA and project monitoring are being applied in general work duties more than in project proposals – an unintended benefit of the training*

Figure 7.



*Respondents had the highest level of confidence in undertaking situation analysis, stakeholder analysis and problem/solution tree*

Respondents indicated generally having some confidence (limited confidence<sup>4</sup> and confident) across all the areas of the LFA, and in developing monitoring and evaluation plans (Figure 8). This indicates that the objectives of the training were met for most of the participants.

Objective	Results
Apply the Logical Framework Approach to develop a robust logframe matrix	52% limited confidence, 38% confident
Develop an accurate timeline and budget for projects, based on identifying the tasks and costs to implement activities in the logframe matrix.	41% limited confidence, 41% confident for timeline 36% limited confidence, 50% confident for budget
Develop a monitoring plan and understand how to monitor projects as they are implemented.	48% limited confidence, 42% confident

The two areas which had the highest percentage of respondents indicating not being confident were developing timelines (18%) and budgets (14%). These two topics were covered in greater detail during the second round of training. However, the content for these two topics is quite

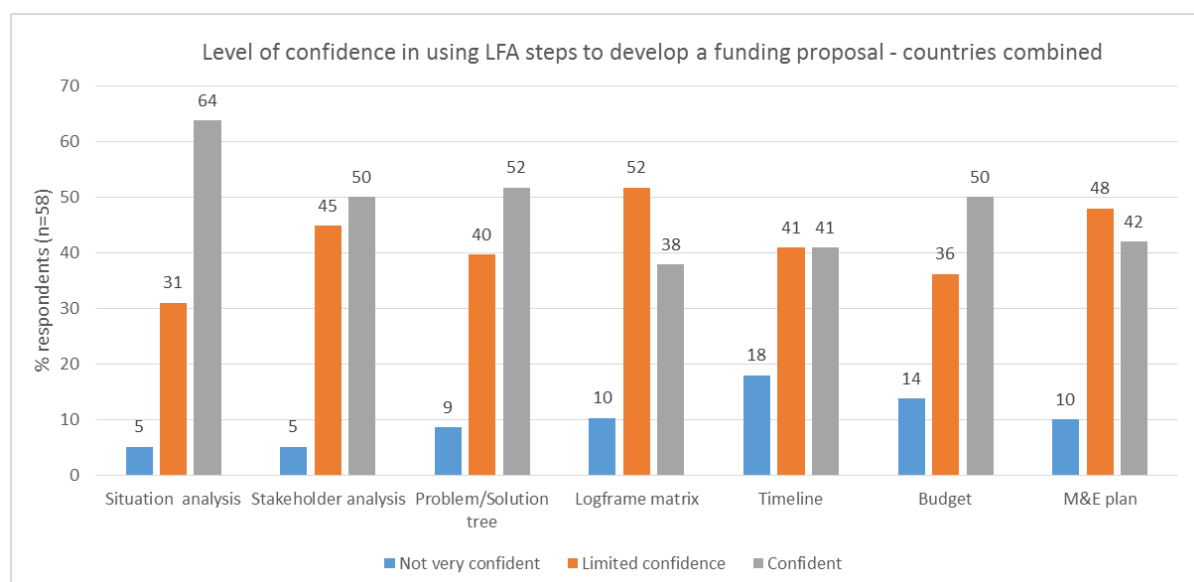
<sup>4</sup> 'Limited confidence' was defined as being able to complete the task, but would require some assistance.

detailed and could be subject to a separate two or three day training course to instil the confidence needed to lead this process.

*“With the training I would like to say that the most benefits I gained from the training is how to analyse problem and their solution especially to understand well on how to create problem & solution tree.”*  
[Tuvalu participant]

As noted previously, the initial aim for the second round of training was to further build the capacity of those participants that attended the first round of training. However, the participants that attended the second round were, for the most part, new to the LFA. As such, the second round of training was in essence delivering new content to most participants. This is reflected in the level of confidence for the different topics covered in the training, which are similar between the first and second round of workshops.

Figure 8.



*40 proposals have been submitted by respondents since the training workshops, with the LFA being used in 37 proposals*

One or more steps of the LFA was used in nearly all of the proposals submitted by respondents since the second round of training workshops. This supports the earlier finding that respondents found the LFA useful when developing project proposals (Figure 3). Respondents indicated that half (20 of 40) of the proposals submitted had been successful, and another 17 were pending. Whilst it is not possible to attribute the successful proposals to respondents participating in the LFA training, written feedback suggests that it is likely that the training has provided the participants with improved skills in designing projects and communicating this clearly in proposals.

*“The biggest benefit for me would have to be the confidence I now have in preparing project proposals. This arises from the easy-to-follow steps of the LFA.”* [Tuvalu participant]

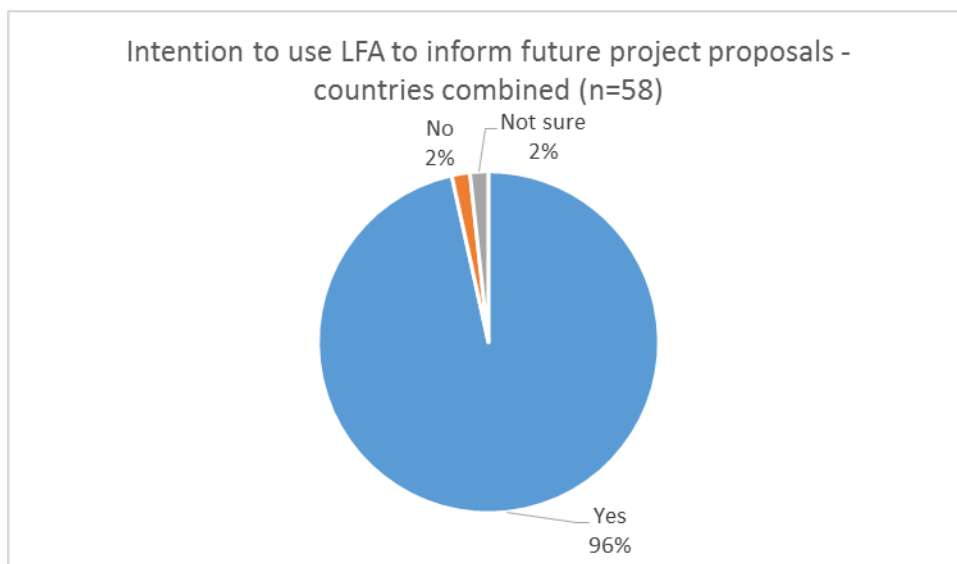
Table 2.

Country	Number of proposals prepared or submitted	Used LFA in proposals	Successful proposals	Not successful	Pending or other
Tuvalu	20	20	5	2	13
Kiribati	6	4	4	1	1
Niue	7	6	5	0	2
Tonga	2	2	1	0	1
Palau	5	5	5	0	0
<b>Total</b>	<b>40</b>	<b>37</b>	<b>20</b>	<b>3</b>	<b>17</b>

*96% of respondents intended to use the LFA to inform future project proposals*

The usefulness of the LFA is again supported by nearly all respondents (96%) indicating that they intended to use the LFA to inform future project proposals (Figure 9).

Figure 9.

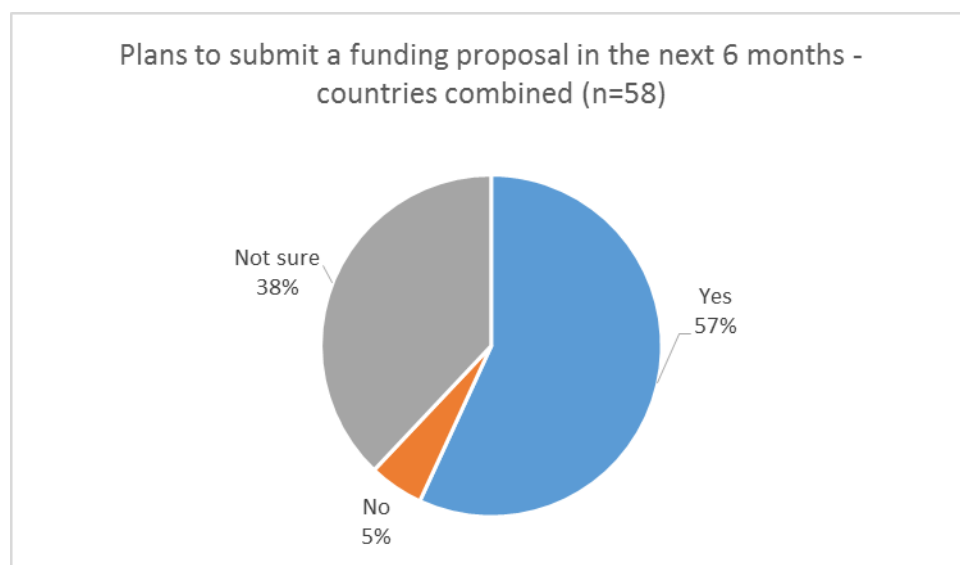


*57% of respondents had plans to submit a funding proposal in the next 6 months (Figure 10)*

The benefits of the training, in terms of applying the LFA in proposal writing, is likely to continue in the near future with over half of the respondents indicating that they are planning to submit proposals. It is important for respondents to apply the knowledge and skills learnt during the workshops by developing proposals in order to reinforce their learnings.



Figure 10.



*"This training has provided me more understanding of using the logical framework approach for analysing and solving planning problems and for designing and managing their solutions which summarises what the project intends to do and how, what the key assumptions are, and how outputs and outcomes will be monitored and evaluated, basically this is relevant to my current job in appraising and developing project proposals from the line ministries." [Tonga participant]*

## FURTHER TRAINING NEEDS

Respondents identified further training on the LFA, and support or mentoring on applying the LFA on real project proposals as the most nominated areas for further capacity building (Table 3). This indicates that respondents find the LFA useful in developing proposals and would like to further their knowledge and skills in applying the LFA. In other variations of this priority areas, some participants requested follow-up LFA training for other colleagues in their ministry or across other Government departments. Providing support to workshop participants as they develop project designs and proposals would require resourcing which could be delivered through a country-level LFA focal point, through developing country-level communities of practice, or through external support such as CROP agencies, or contracted support for specific proposals.

Monitoring and evaluation, and budget, were the other two topics with five or more nominations. Several participants in each country where training took place expressed a strong interest in learning more about Field Task<sup>5</sup>, a free, open source survey application that works on both smartphone (and tablet) platforms and web-browsers. Participants could see the benefits of using a smartphone survey application to collect monitoring data. Using the smartphone platform to conduct surveys and collect monitoring data has the advantages of avoiding printing, manually re-

<sup>5</sup> Field Task is supported by [SMAP consulting](http://www.smap.com.au) (www.smap.com.au). PREA is a partner of SMAP consulting.

entering data and making the survey work more appealing for data-collectors. There is potential to develop separate two to three day training courses in both monitoring and evaluation, as well as budgeting, to enhance the knowledge and skills of participants in these two areas.

Table 3. Further training needs

Capacity building area	Number of nominations by participants
More LFA training	12
Support on real project proposals	11
Monitoring and evaluation	6
Budget	5
Excel and other software	1
Peer-support	1
Gantt chart	1
Donor analysis	2
Logframe	1
Situation analysis	1
Collecting baseline information	1
Knowledge Management	1

In addition to the four days for LFA workshop training deliver, the Cook Islands workshop featured five days of one-on-one mentoring opportunities with workshop participants and other Cook Islands stakeholders. This format provided an opportunity to test the demand and effectiveness of one-on-one assistance which supports the above recommendation to work on more real life project proposals. During this second phase of the workshop, twelve one-on-one mentoring meetings were conducted over five days. Initially, there were two cancelled appointments and the first two days were only half booked out. This spare time was used to complete the workshop report and contact workshop participants to remind them of the opportunity for mentoring. By day three, the word had gotten around and days four and five were nearly fully booked to an extent where consultations started before 9AM, went through lunch hour and ended after 5pm.

Consultation times ranged from 30 minutes to four hours spread over two days. Most mentees came to the session with one or more project idea in mind. Some had already put significant thought into their idea whilst others were very fresh and at the early inception stage. Less well developed ideas required the creation of a draft problem tree and solution to clearly articulate what the problem was and possible solution pathways available to solve the problem. For mentees with well-developed ideas it was sometimes possible to co-develop a logframe matrix without developing a problem tree / solution tree.

All consultations included a discussion of possible donors and the next steps to follow to confirm the accuracy of the work undertaken with the broader project team and ideally the target group and beneficiaries.

One-on-one mentoring occurred at an ideal with find grant funding available from at least three sources. This helped create motivation for participants to attend the mentoring to develop funding proposals. The post-workshop mentoring was successful in the Cook Islands and should be considered in future workshop delivery. One challenge with this model is that after a four day training workshop, participants often need to get back to the office and catch-up on work duties, thus, there may be a one or two day delay in demand to book mentoring opportunities. This challenge can be part overcome by extending the mentoring opportunity to stakeholders beyond

the LFA workshop training. This occurred in the Cooks Islands and worked successfully. In this instance the mentoring provided an opportunity to pass on spare LFA learner packs and provide a rushed introductory 30 minute introduction to the LFA.

## LESSONS & RECOMMENDATIONS

Lesson	Challenge / Opportunity	Recommendation
There is a need to reinforce the knowledge and skills of workshop participants in applying the LFA to project design and proposals	Workshop participants may lose their training resources, or forget to refer to them over time, especially if they do not have opportunities to frequently develop proposals.	Develop a contact list of past LFA participants and keep them updated on resources and grant opportunities that may be of interest.
		Update and distribute "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)
		Integrate the LFA into country-level project design documentation to promote its application
Participants require support on applying the LFA over a longer period as they work on real proposals	Applying the LFA to real project designs and proposals requires more than four days. Participants would benefit from mentoring or support as they apply the steps of the LFA on real projects.	Form a network of local LFA practitioners, or a community of practice, to provide support to participants to apply the LFA and review proposals.
		Designate a local or regional LFA focal point as a mentor to provide support to participants to apply the LFA.
		Deliver LFA training at a time that coincides with grant funding being available (e.g. SRIC-CC <sup>6</sup> programme in Cook Islands, or future country or regional grants) and provide longer in-country visits where the focus is on more one-one-one mentoring to support the development of project proposals after the

<sup>6</sup> Strengthening the Resilience of our Islands and Communities to Climate Change (SRIC-CC) programme (funded through the Adaptation Fund)

		standard 4-day workshop is conducted. This was trialled in Cook Islands where the training workshop and week of follow-up mentoring coincided with grant funding rounds for SRIC-CC and Australian High Commission.
Specific topics, such as monitoring and evaluation, and budgeting, require more training time.	Monitoring and evaluation can be considered as a distinct topic to be delivered in a separate training. Budgeting is a topic of considerable detail that requires more time and focus.	Design and deliver separate training workshops on monitoring and evaluation (2-3 days) and budgeting (2-3 days). There is potential to design modules for online self-paced delivery complemented by remote support from trainers.
		Investigate opportunities to develop an accredited course or subjects for project design (LFA) and monitoring and evaluation that covers different topics in detail over longer time periods. Such training could be delivered though blended learning, combining online delivery and face-to-face component. Such a course could be a stand-alone course or integrated into, for example, the University of the South Pacific Certificate IV in Project Management <sup>7</sup> .
The LFA refresher training was delivered mostly to new participants, and therefore was not so much a refresher but a fresh delivery.	The LFA training was titled a refresher training and was initially meant for delivery to past participants from the first round. However, the recruitment of participants by country coordinators targeted mostly new ones. There is benefit in delivering training to both past participants, in order to increase their skills and confidence, as well as to new participants so that the reach of the training is maximised.	The purpose and scope of training workshops needs to be very clearly defined and communicated between SPC, workshop facilitators, and in-country coordinators.
		Refresher training targeting past participants (invited through the email list) be delivered as required, either at a national, or regional level.

<sup>7</sup> <http://www.usp.ac.fj/?id=15698>

<p>There is interest and scope to use smartphone application technology to support monitoring data collection.</p>	<p>The project monitoring component of the training introduced smartphone application technology to facilitate data collection but there was insufficient time to providing training on how to set it up and use it. Participants would require two to three days of training to apply the technology to data collection. To fully adapt the technology, workshop participants would also need an initial level of support from the Government's IT department (or CROP agency) to gain approval on the use of the technology.</p>	<p>Design and deliver a training programme in the use of smartphone survey technology (e.g. Field Task) to deliver to selected participants as a 'train the trainer' model, and/or deliver training at country level and integrate it into the dedicated monitoring and evaluation training.</p> <p>Develop internal capacity within SPC or other CROP agency in the use of smartphone survey technology to support member countries in the use of this technology. In the case of the Field Task, this may involve the agency hosting the SMAP survey database server required to support the application.</p>
--	--	---