



**SPC**  
Secretariat  
of the Pacific  
Community



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

**IMPACT EVALUATION OF  
PROPOSAL PREPARATION USING THE LOGICAL FRAMEWORK APPROACH WORKSHOP IN  
TUVALU**



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## Introduction

Pacific Research and Evaluation Associates (PREA) delivered training on 'Proposal Preparation Using the Logical Framework Approach' to government staff in Tuvalu on 1-6 November 2013.

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) in collaboration with the Secretariat of the Pacific Regional Environment Programme (SPREP).

The aim of the training was to strengthen the capacity of national government staff to develop successful and integrated climate change adaptation project proposals. This will allow PSIS and donors to work together to ensure a more effective and coordinated aid delivery to address climate change at the national and regional level.

This report evaluates the impact of the training eight 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 submit quality funding proposals informed by the Logical Framework Approach
- Funding proposals submitted would address PSIS climate change adaptation requirements
- Increased number of quality funding proposals are funded by Government and external donors
- Implemented projects assist countries to adapt to climate change impacts
- Components of the LFA would be used in other daily work duties resulting in an increased quality of work produced

## About the training workshop

The training workshop was delivered over four days in November 2013. This was followed by an optional half-day of mentoring where participants could work on their project proposals.

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

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

- Describe and perform all the steps of the Logical Framework Approach and to develop a logframe matrix
- Describe and complete the key components of a funding application by pulling relevant data from the logframe matrix
- Be more aware of the donors and grant funding programmes that can be accessed by PSIS to fund climate change adaptation projects.

The key topics covered during the workshop included:

- A background on the project management cycle
- A detailed look at the logical framework approach
- Proposal writing (informed by the LFA) and
- A brief summary of climate change donors active in the Pacific region.

The effectiveness of the training workshop was evaluated through a post-workshop survey that was completed by participants on the last day. Results from the evaluation were documented in the post-workshop report submitted to SPC.

The Tuvalu workshop had 25 participants who attended two or more days of the training and therefore were eligible to receive certificates. The participants represented various departments of the Tuvalu Government, as well as several representatives from a local NGOs (TANGO, TuFHA, Red Cross, National Council of Women).

The post-workshop evaluation indicated that the workshop was very successful in building the capacity and more motivation of Tuvalu government staff to use the logical framework approach to design better projects, and leading to better proposals. It was noted that participants saw value in thinking through projects at the design stage, rather than jumping straight to solutions or actions. The post-workshop evaluation indicated that there was a strong likelihood that two or possibly three project ideas worked on during the training would be further developed into actual proposals.

## Methodology

The impact evaluation took place in June-July 2014, eight months following the training. The evaluation consisted of:

- An online survey issued to all participants.
- Limited phone and Skype calls
- Assistance by the Tuvalu GCCA Coordinator to follow up with participants to complete the survey

The online survey was sent to 25 participants with email details. Five participants' emails bounced back. A number of group email reminders were sent following the initial invitation to complete the online survey. This was followed by personally addressed email reminders. The evaluation team provided a MS Word version of the questionnaire to participants and a number of the respondents took up this option.

There were no phone contact details for Tuvalu participants, but online phone directories were used to attempt to reach a number of participants. However, phone calls were unsuccessful in reaching participants. Assistance was subsequently sought by the GCCA coordinator in Tuvalu to contact participants to remind them to complete the survey. One reason for the low number of responses is provided in a respondent's comment below.

*"This evaluation should be done straight after the training, because the main reason of getting late reply on this evaluation is that some were already retired, some got a job in other places and some were taking their annual leave."*

It should be noted that a post-training evaluation was conducted and that this follow-up impact evaluation needs to be done at least three to six months following the workshop to determine what short to medium term impacts the training has had.

## Results

There were a total of 10 respondents for the Tuvalu impact evaluation survey, from a total of 20 participants with valid contact details giving a response rate of approximately 50% for participants with valid contact details. This is lower than most other countries surveyed, and is due mainly to the difficulty in contacting participants.

### Workshop resources

Seven of the 10 respondents (70%) indicated that they still had both their training learner guide (hardcopy) and USB flash drive with workshop resources. Though it is lower than some of the other countries in which the training was held, it indicates that a good proportion of respondents have access to the learning resources for future reference. Two respondents only had their learner guide, whilst one respondent indicated that they only had the USB drive. There were no cases of respondents not having access to either the learner guide or the USB drive.

Three respondents had referred to the resources more than three times since the training. (Table 1). Five respondents used the resources between two and three times. This totals 80% for respondents who accessed the resources more than two times since the training. This may indicate that the respondents saw a need to use the LFA either in their work duties, or to prepare a proposal, and referred to the learning resources to guide them in the process. Two respondents indicated that they had only referred to the resources once.

Table 1. Use of learning resources post-workshop

	Number	Percentage
Never	0	0%
Once	2	20%
Two or three times	5	50%
More than three times	3	30%

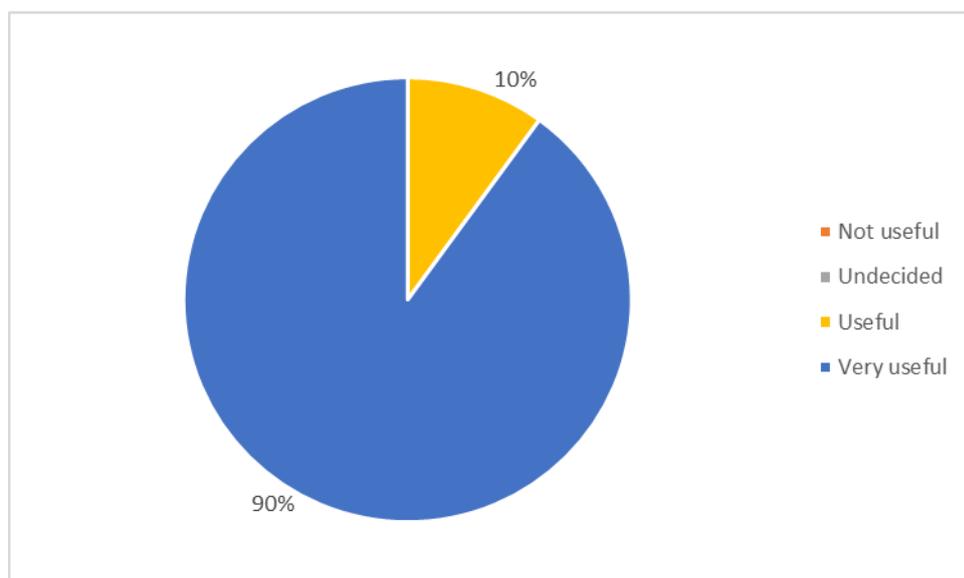
Though all of the respondents had access to the workshop's learning resources, and had referred back to them at least once, SPC may consider providing an electronic version of the revised learner guide and resources to a central contact in Tuvalu (e.g. grant coordinator) so that they can place the resources on an internal server, or intranet/internet in the same manner that the Cooks Islands has done<sup>1</sup>. This will ensure that all participants have access to a copy of the resources, as well as expanding the reach beyond those who attended the training. The addition of the updated resource can then be communicated to all participants as another reminder about the training and supporting resources.

### Use of LFA steps

All of the respondents indicated that they had found the LFA steps and tools useful in informing future project proposals (90% very useful, 10% useful- see Figure 1). This indicates that the training topic was valued, and that the training was delivered in a manner that communicated the importance of the LFA as a useful tool to the local context. Respondents found the LFA useful both in terms of proposal writing and in general work duties, such as for strategic planning purposes.

<sup>1</sup> <http://www.mfem.gov.ck/58-development/aid-resources/295-logical-framework-approach-training-material-and-resources>

Figure 1. Usefulness of the LFA steps and tools in informing future project proposals



Nine of the ten respondents 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 2. Participants reported having used the LFA steps more in preparing proposals (36 times across all steps) than in performing general work duties (31 times across all steps). This demonstrates the benefits of the LFA process for respondents preparing proposals. Interestingly, most of the other countries' respondents indicated a greater use of the LFA steps in general work duties. As such, the Tuvalu results tends to indicate that most of the respondents had an opportunity to work on a project proposal in the period between the training and the impact evaluation.

The considerable use of the LFA steps in general work duties demonstrates that the LFA training has built capacity of staff not only in proposal preparation but also in the performance of their role in government, and emphasises the benefits of the LFA process in planning for both work and proposals.

“The insight I have gained from training encouraging myself to proposed other training for my staff and the Kaupyule staff to gain and improve their capacities for a good quality Proposal writing. I have proved that the techniques I have learned in the process may apply to other area of profession in term of community participation in development issues in Their own islands. Most importantly, the problem analysis and other analysis are most important process to see the core problem affecting the communities and how the switch over technique to reflect in other project features simplifying the writing process at the end of the whole process. I, therefore, comment that the training is most significant for our staff training needs for the better proposal writing and reporting in the future.”

Table 2. Use of the LFA steps in proposal writing and other work duties - Tuvalu

LFA Step	Used or performed since training for a project proposal	Used or performed since training for general work duties
Conducted a stakeholder analysis	6	7
Developed a problem tree or solution tree	8	6
Developed a logframe matrix	7	5
Developed a monitoring and evaluation plan	5	3
Created a timeline or Gantt chart (Activity Schedule)	5	4
Created a budget (Resource Schedule)	5	6

### Proposals prepared since the training

Six of the 10 respondents provided details of seven proposals that they had contributed to developing or submitted (Table 3). This is a lower number than that of respondents who indicated that they had used the LFA steps in preparing proposals (Table 2). The difference may be due to respondents only including the ‘details’ of proposals already submitted, rather than being worked on at present. Five of the seven proposals are noted to have been successful, and the remainder are pending. Elements of the LFA process had been used for all of the proposals. This indicates that the respondents have been able to put into practice the skills learnt in the workshop.

Table 3. Funding proposals prepared following the training

Donor / Grant Name	Were you successful	Did you use LFA	Short Proposal Summary
DAP Funding	Still working on it and to be submitted in early June	Yes	Developing of TANGO Strategic Plan
Government Grant for Outer Development [SDE]	Yes, the Falekaupule approved the proposal and the Minister of Home Affairs seconded this approval based from the sequence of activities in using the LFA Matrix	Yes, I assist one Youth Association using this process for its sport facilities project	The purpose of the project is to procure sport facilities for the Youth in it preparation for the Tuvalu Game which was currently ongoing. The list of sport facilities was finalized by the Youth Association and then send to the Supplier in Fiji. We attached the list as an attachment which justified the funded that was requested.
Not yet	Yes	Yes but proposal still in draft	To minimize number of stray dogs by a Dog control population scheme
Australian Red Cross	Yes	Yes	Building of Red Cross Shelters

Japan GGP Funding	Yes	Yes	Building of Red Cross Shelters
NZAid	Yes	Yes	
Funafuti Town Council	Not yet received feedbacks	Yes	The main objective of the proposal is to assist our church youth in purchasing the grass cutter machines. These machines would be used in maintaining the grass at the airstrip. Budget \$2000

In addition to the above listed proposals, one Tuvaluan participant who attended the Kiribati training contacted PREA in June to get feedback on a proposal for constructing harbours in the outer islands of Tuvalu (which is also referred to in one respondent's comments). The person had used the LFA process to develop a well-structured and clearly-communicated project proposal which demonstrated the benefits of the investment in the training as the project was for a large scale climate change adaptation initiative that has a good chance of being funded.

### Future proposals

Seven survey respondents indicated they had plans to submit additional funding proposals in the next six months. Three respondents were unsure.

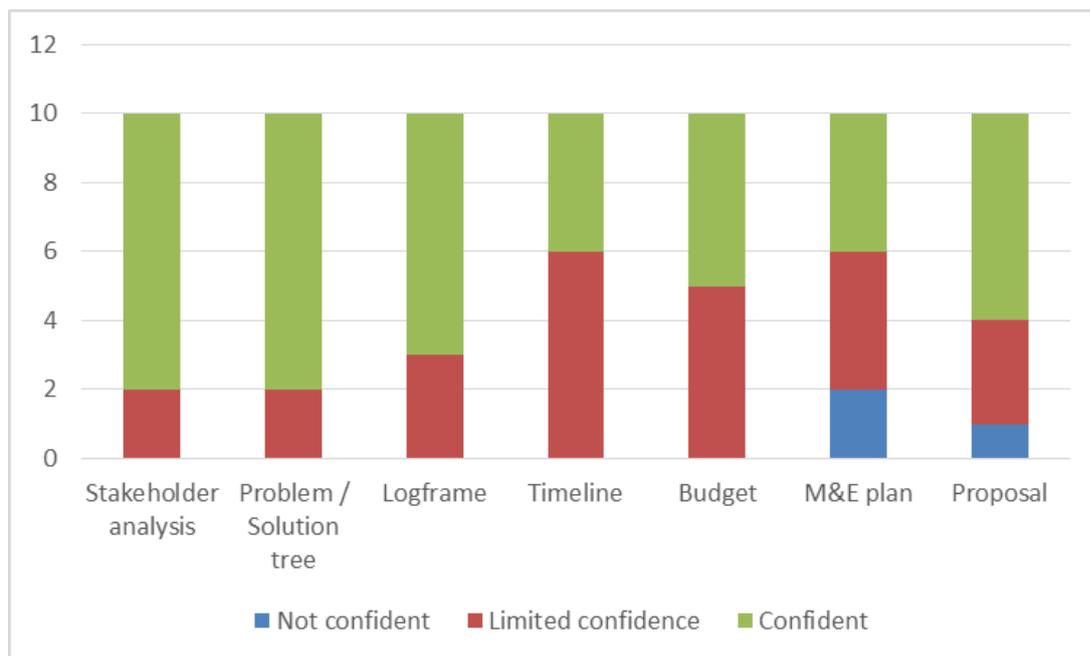
Nine of the ten respondents noted that they would use the LFA, or parts of it, in preparing future project proposals. One respondent was unsure.

With most of the respondents indicating the intention to submit proposals, the benefits of the training are likely to continue into the future. This is supported with the high number of respondents indicating that they would use the LFA in future proposals which demonstrates the 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, developing an M&E plan, and preparing a proposal following the training (Figure 2). Respondents indicated higher levels of confidence with stakeholder analysis, problem/solution tree and logframe. At least half of the respondents indicated limited confidence with timelines and budgets. The lowest level of confidence was for monitoring and evaluation (M&E) plans. One respondents also indicated they were not confident in preparing proposals.

The lack of confidence in M&E can be explained by the limited time spent covering this topic during the training. M&E was an additional add-on component of the training. Only part of the last day is spent on writing up the framework for a proposal, and this may also explain the lack of confidence, and limited confidence in preparing proposals as reported by some of the respondents.

Figure 2. Level of confidence in using the LFA, M&E and proposal writing following the training - Tuvalu



Overall, the results are positive in that there was a good balance between respondents indicating confidence, and those with limited confidence, with only minimal numbers indicating no confidence. There is the potential for the development of an informal network or community of practice to support the use of the LFA in Tuvalu. This should be encouraged so that the skills can be practiced, reinforced and maintained over time. Further training (refresher) or mentoring in project design and proposal preparation using the LFA would also improve the participants' confidence.

### 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 4.

Four respondents nominated further training in the LFA, or components of the LFA. It was noted that further training would provide participants with greater confidence to use the LFA. Two respondents indicated they wanted training in M&E. This reflects the lower level of confidence in this topic, which as noted previously, was covered very briefly during the training.

*“Another workshop of the last steps of LFA; activity schedule, resource schedule, monitoring and evaluation planning and writing the proposal would be useful.”*

*“I believe another practical training workshop for individual to do their actual proposal is a good one.”*

*“The book actually contains lots of important notes and very useful to keep referring all the time, however refreshing and new, advance knowledge on proposals it always an advantage.”*

*“Work more on the problem and solution analysis and the development of a monitoring and evaluation plan.”*

Table 4. Additional training requirements- Tuvalu

Capacity building area	Number of nominations by participants
Refresher LFA	4
Monitoring and evaluation	2
Mentoring support	1
Cost-benefit analysis	1
Financial reporting (acquittal)	1

As noted earlier, future training could also be provided on writing proposals. The LFA training focusses on the LFA process to guide the content of the proposal, rather than focussing on the writing element of a proposal.

*“Should be more time spent on wording the funding proposal. I am confident in doing all the LFA process except for writing the proposal.”*

A focus on proposal writing could be done through providing participants with examples of well written, and poorly written proposals. This could be achieved through online, or remote training, or through mentoring. Developing skills in proposal writing itself can also come from practice, with feedback on draft submissions (e.g. through mentoring).

Several respondents noted that the training should be delivered to a wider audience:

*“Yes definitely but for the whole country at departmental level. That means we’d have to gather department representatives to the workshop for you to come and run.”*

*“I believe this is a key skill for all middle managers and senior official at operational management level. Keep the training and the good training.”*

*“To do another training with the other department like National Planning and the Budget division of all line ministry.”*

## Feedback on the workshop

*“I have a personal confidence that I can perform all various steps in the LFA in order to write a better proposal, but I still need some areas to improve the quality with a big and technical projects like 'construction of boat harbour' for the outer islands of Tuvalu. This project is similar to the one we do for our practical project in the training. It has brought to my understanding that this project is a government priority for outer island. The previous submission of the department formulated by previous official for this project has bounced back from Japan to improve the content of the proposal. So we need assistance on this immediately.”*

Respondents were asked to provide feedback about their reflections of the training. A number of comments were provided, covering the usefulness of the training, improvements, and the need to conduct the impact evaluation earlier.

One respondent who commented on the usefulness of the training (see text box to the right) indicated that the training would be beneficial for staff training needs.

Suggested improvements included:

*“Real proposals similar to the proposals done in the workshop which have been successful should form materials for the second workshop. The timing for next LFA in-country workshops should be considered together with the time schedules for submitting proposals to donors.”*

*“I think these could be some of the steps that should be taken before writing a proposal. - Cost Benefit Analysis - Survey”*

One respondent indicated that they would like the opportunity to send PREA *“drafts of our proposals for exchange of information and advice to enable us to improve the proposal before its finalization for proceeding to donors.”*

It should be noted that all participants were offered the opportunity to send in proposals for review, and this offer was taken up once. A reminder can be sent to all participants.

Two respondents indicated that the impact evaluation should have been undertaken much sooner after the training. One reason provided is that participants move on to new roles and their contact details are therefore no longer valid. It has already been mentioned that a post-training evaluation was conducted and that this follow-up impact evaluation needs to be done at least three to six months following the workshop to determine what short to medium term impacts the training has had.



“The insight I have gained from training encouraging myself to proposed other training for my staff and the Kaupyule staff to gain and improve their capacities for a good quality proposal writing. I have proved that the techniques I have learned in the process may apply to other area of profession in term of community participation in development issues in their own islands. Most importantly, the problem analysis and other analysis are most important process to see the core problem affecting the communities and how the switch over technique to reflect in other project features simplifying the writing process at the end of the whole process. I, therefore, comment that the training is most significant for our staff training needs for the better proposal writing and reporting in the future.”

## Conclusion

The Tuvalu workshop was successful in increasing the knowledge and skills on the use of the LFA for both proposal writing and general work duties.

The training led to a high number of respondents using some of the LFA steps in their work duties or project proposals within eight months of the training. Five respondents had submitted proposals and all of them had used the LFA steps. In addition, nearly all respondents indicated that they would use some of the steps in future proposals. Though the success of the proposals cannot be directly attributed to the LFA training, the open feedback from Tuvalu respondents indicates the positive impact of the training. This is supported by several respondents indicating that they would like refresher training on the LFA, and that the training should be delivered to a wider audience as part of staff training needs.

Overall, the impact of the Tuvalu training was positive. The evaluation concludes that the GCCA-funded training is contributing to achieving the core objective of the development of better funding proposals. Additionally, the benefits have extended beyond proposal preparation with LFA being incorporated into regular work duties.

## Recommendations

Updated LFA training resources (e.g. electronic copy of learner guide, slides and templates) should be made accessible to all participants, either downloadable from an internet/intranet site, or emailed directly.

LFA refresher training should be provided to workshop participants to increase their confidence in specific areas of the LFA.

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 as a mentor could also provide the required support.

Providing a mentoring service so that participants have a person to review their draft proposals and provide feedback. This provides a means to practice and improve the written component of proposal preparation.

The delivery of monitoring and evaluation training should be considered in the future. M&E is a critical skill required in projects and one that cannot be effectively covered as part of a four day course on proposal writing.