



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
KIRIBATI**



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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 Kiribati on 2-5 September 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 six 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 consecutive days. 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.

Fifteen participants completed the training, (see Annex 1). There was one member of the government that attended the first day of the training, but was unable to attend the remaining days due to other commitments. Several additional participants joined the training on day 2. The facilitators spent time during breaks to ensure these participants as well those who frequently attended late (10.30) catch up with the material.

The Kiribati workshop was conducted on 2-5 September and attended by 15 participants representing various departments of the Kiribati Government, as well as one representative from a local NGO focusing on women's issues. Many participants arrived late on most days (around 10:30am) so the facilitators worked with participants during breaks to enable them to catch up with the material. The training workshop was also affected by change of venues.

The post-workshop evaluation indicated that the workshop was very successful in building the capacity and motivation of Kiribati government staff to use the logical framework approach to design better projects, and leading to better proposals. The participants noted the benefits of thinking through projects at the design stage, rather than jumping straight to solutions or actions.

Methodology

The impact evaluation took place in May-June 2014, over six months following the training. The evaluation consisted of:

- An online survey issued to all participants.
- Phone calls to remind participants to complete the survey, or to complete the survey over the phone.

One workshop participant did not have an email address or phone contact, and two participants did not have valid email addresses, or other contact details.

For Kiribati, a number of group email reminders were sent following the initial invitation to complete the online survey. This was followed by personally addressed reminders and phone calls which proved successful in getting participants to complete the questionnaire. The evaluation team provided a MS Word version of the questionnaire to participants and a number of the respondents took up this option.

Results

There were a total of 11 respondents for the Kiribati impact evaluation, from a total of 13 participants with valid contact details. This is approximately an 85% response rate for participants with valid contact details, and 73% of total participants.

Workshop resources

Five of the thirteen respondents (45%) indicated that they still had both their training learner guide (hardcopy) and USB flash drive with workshop resources. Two respondents only had their learner guide, whilst two respondents indicated that they only had the USB drive. Two respondents indicated that they had neither the learner guide nor the USB drive.

Of those that had workshop resources, three had referred to them more than three times, and four between two and three times. This totals 64% for respondents who accessed the resources more than two times since the training. Two respondents indicated that they

“I AM NOW IN A STRATEGIC PLANNING MEETING OF THE NORTHERN PACIFIC ENVIRONMENTAL HEALTH ASSOCIATION AND I KEEP REFERRING TO THE RESOURCES TO GUIDE ME IN MY PLANNING.”

had only referred to the resources once, and one had indicated that they had never referred back to the workshop resources.

Though most of the respondents had access to

either the hard copy or electronic version of the workshop 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 Kiribati (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 done¹. 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

Ten of the eleven respondents indicated that they had found the LFA steps and tools useful in informing future project proposals (73% very useful, 18% useful). One respondent indicated that they were undecided as to the usefulness of the LFA. This respondent had only referred to their learner resources once.

Ten of the eleven respondents indicated having used at least one of the LFA steps for proposal preparation, or in general work duties. Two respondent indicated having used five of the six steps either for proposal preparation

“I THINK THIS TOOL IS VERY IMPORTANT BECAUSE IT HELP US TO STRUCTURE OUR MINDS AS WELL AS OUR THINKING. ALL IN ALL, THE TOOL IS VERY USEFUL BECAUSE IT HELPS TO KEEP FOCUS IN OUR OBJECTIVES AND GOALS IN THIS CASE OUR PROJECTS FOR THE OUTER ISLANDS.”

or work duties. The number of respondents using the LFA steps is outlined in Table 1. Participants reported having used the LFA steps more in performing general work duties than in preparing proposals. This 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.

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

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

LFA Step	Used or performed since training for a project proposal	Used or performed since training for general work duties
Conducted a stakeholder analysis	5	7
Developed a problem tree or solution tree	4	5
Developed a logframe matrix	3	3
Developed a monitoring and evaluation plan	4	4
Created a timeline or Gantt chart (Activity Schedule)	2	4
Created a budget (Resource Schedule)	3	3

Proposals prepared since the training

Five of the eleven respondents indicated they had completed or worked on a total of eight funding proposal since the training workshop was held (Table 2). Four of the proposals are noted to have been successful, and the remainder are pending. Elements of the LFA process had been used for six of the eight proposals.

Table 2. Funding proposals prepared following the training

Donor / Grant Name	Were you successful	Did you use LFA	Short Proposal Summary
UNFPA	Yes! the organisation accepted a request to fund related activities to family problems		
KEF- DFAT	Yes! the donor was convinced with the proposal on the research of implementation of the new early years curriculum	A TA who helped me develop the proposal used this and I understood it clearly.	
UNESCO		Of course, the training you had facilitated have helped me win some donors to fund our activities whilst the national curriculum reform unfolds	
NZ Aid (April 2014)	Other; haven't been informed result of applications	Y (Not the whole LFA method, several components to some extent)	Community Rainwater Harvesting Systems Project; Providing community members access to rainwater with installation

			of catchments at community buildings. Cost @ AUD\$10,000 - \$20,000
German Grant (Jan 2014)	Other; Processing of application in progress	Y (some steps/tools)	Church Youths' Advocacy Program; request for PA system & brass band instrument for awareness & training of interest youths. Cost @ \$12,000 for two Youth groups
WHO	Y	N	Salt SHC training
WHO	Y	N	Outer Island EH inspection for six islands
Japanese Aid Grant	Still in process	Y	The project is Port Harbours for five (5) Outer Islands worth of more than USD\$10 million
Not yet identified	Not sure as the prodoc is with our national committee to approve it	Y	Developed a project proposal in merging 2 separate activities into one as per objective below: Objective: To maintain the seaworthiness of RS. Te Tia Akawa to assist the Ministry of Fisheries and Marine Resource Development to build a decision support system that will enable policy makers to make informed decision based on sound scientific and economic information. Cost: \$28,599.00

Future proposals

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

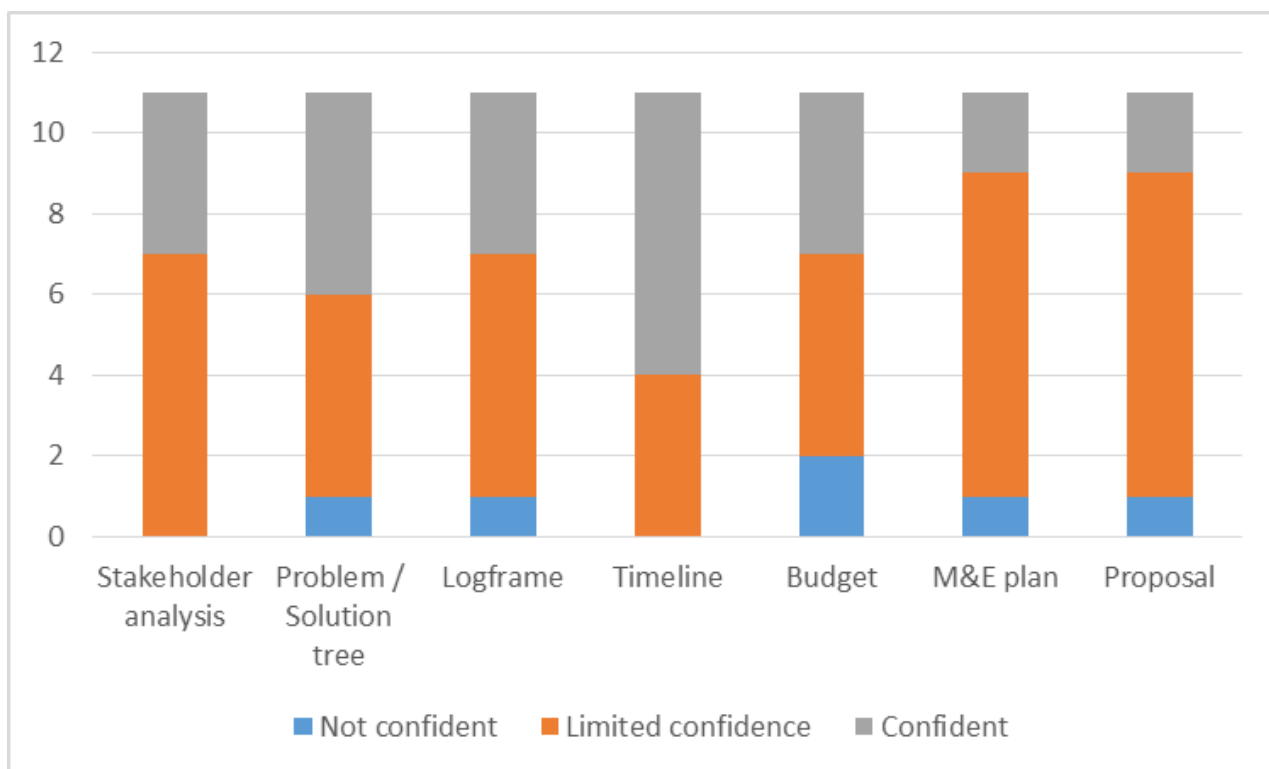
All (eleven) of the respondents noted that they would use the LFA, or parts of it, in preparing future project proposals.

The high number of respondents indicating that they would use the LFA in future proposals demonstrates the 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 1). All (ten) respondents indicated they could undertake a stakeholder analysis and develop a timeline provided they had some assistance or they felt confident enough to lead the process themselves. Most respondents (9 of 10) indicated limited confidence or confidence in undertaking a problem/solution tree analysis, developing a logframe, preparing a monitoring and evaluation plan, and preparing a proposal. Two respondents indicated they were not confident in preparing budgets.

The lack of confidence in budgeting can be explained by the real life complexity of the budgeting process and the small one hour component of the training dedicated to this topic. The lack of confidence in M&E can also be explained by the limited time spent covering this topic during the training, as it was an additional add-on component of the training. 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 Kiribati. This should be encouraged so that the skills can be practiced, reinforced and maintained over time.

Figure 1. Level of confidence in using the LFA, M&E and proposal writing following the training - Kiribati



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.

There were several respondents who asked for a refresher training, and two respondents noted that the duration of the training should be extended. One respondent, as per the quote below, suggests that the training be increased up to 10 days, and be held out-of-country to reduce work distractions that participants face. The Kiribati training did have a number of participants arriving late, or departing

“I BELIEVE A COST BENEFIT ANALYSIS SHOULD BE ALSO INCLUDED IN THE LFA TRAINING AS SOME PROJECT OFFICERS ON ALL THE OUTER ISLANDS IN KIRIBATI DO NOT HAVE ENOUGH SKILLS ON THE COST AND BENEFITS.”

early, as well as inconsistent attendance. This tends to be a feature of training in small island states where staff have considerable workloads or meetings that require their attendance. One option, apart from out-of-country training, is to have the training in a more remote venue if this is practically possible so that it is less convenient to leave the training during the day.

“The period of a training is quite short so it quite difficult to absorb everything and apply at the same time. I am familiar with the concept now and I think any follow-up training will allow us to develop well one project proposal that will.”

“A refresher course on the overall process with specific focuses on detailed components including formulation of a (rational/well linked) logframe matrix, monitoring and evaluation, creating budgets (best estimates that considers requested funds, in-kind contributions, co-financing etc). A 5 ~ 10 days training program instead of 4 days is recommended (the last training is in a kind of a rush) and out-of-country is preferred so that participants concentrate more on the training and won’t have to come in & out at their own preferences or to be called back to their office for other matters.”

“I BELIEVE AN ONGOING TRAINING FOR PROPOSAL WRITING IS ESSENTIAL TO CONDUCT NOW AND THEN NOT JUST FOR THOSE WHO HAVE ALREADY BEEN TRAINED BUT CAN ALSO BE AN OPPORTUNITY TO OTHER OFFICERS.”

Table 3. Additional training requirements- Kiribati

Capacity building area	Number of nominations by participants
Monitoring and evaluation	6
Proposal writing	3
Problem / solution tree	2
LFA refresher course	2
Stakeholder analysis	2
Logframe	1
Resource scheduling	1
Budget	1

Monitoring and evaluation (M&E) training was the most nominated area for additional capacity building. This is recognised as being an important aspect of projects, and one in which there is currently limited capacity. The training provided only included a brief introduction to M&E.

More training on writing proposals was also identified by several respondents. 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. A focus on proposal writing could be done through providing participants with examples of well written, and poorly written proposals, as well as by reviewing examples of proposals prepared by participants. This could be achieved through online, or remote training, or through mentoring.

Some respondents noted that more LFA training would be beneficial. As noted previously, some participants indicated that the duration of the training was too short (though the time constraint was exacerbated by the late starts).

One respondent indicated that follow-up correspondence with participants, and providing funding opportunities (through donors on climate change related projects), and tasking participants to tap into their LFA skills, will strengthen their retention of the training content and skills.


Feedback on the workshop

Respondents were asked to provide feedback about their reflections of the training.

Respondents indicated that the training was very useful in planning, as a tool for critical analysis and thinking, and to prepare proposals.

Respondents also noted that the training needed to be

longer, and that it was important to put the knowledge and skills into practice.



“THE TRAINING HAS BEEN VERY USEFUL TO MY ROUTINE OFFICE WORK AND OTHERS INVOLVING DEVELOPING PROJECT PROPOSALS FOR MY COMMUNITY. THE TRAINING HAS PROVIDED THE ESSENTIAL BACKGROUND INFORMATION AND SKILLS IN DEVELOPING THE PROPOSALS.”

Conclusion

The Kiribati workshop was successful in increasing the knowledge and skills on the use of the LFA for both proposal writing and general work duties. The total number of participants in Kiribati was lower than expected, and the duration of the training was impacted by late starts, and participants having to juggle attendance with work duties. This is reflected in some respondents indicating the need for longer training, and even out-of-country training.

Nonetheless, the training led to a number of respondents using some of the LFA steps in project proposals within six months of the training. Though not all respondents who had submitted proposals had used the LFA steps, 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 Kiribati respondents indicates the positive impact of the training. Overall, the impact of the Kiribati training was positive.

The evaluation concludes that the GCCA-funded training is contributing to achieving the core objective of the development of better 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.

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.

Supervisors should ensure that participants, where practicable, should have their general work duties placed on hold, or covered by other personnel, so that their full attention and consistent attendance at the training is attained.

“THIS KIND OF SKILLS REALLY NEEDED IN THE OUTER ISLAND. OUR PEOPLE OFTEN WANT TO LOOKING FOR FUNDING BUT NEVER OR HARDLY DO IT BECAUSE THEY DON'T KNOW THE SIMPLE WAY TO DO IT. LFA IS THE BEST TO SPREAD TO DISADVANTAGE COMMUNITIES.”