Project **Proposal** Writing

How to develop a good project

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EASTERN PARTNERSHIP CIVIL SOCIETY FACILITY

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Eastern Partnership Civil Society Facility – Regional Actions

Goal: to promote the role of civil society actors in the six EaP countries (Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine) in reforms taking place in their countries

Funded by the European Union

Implemented by a consortium led by GDSI Limited (Ireland)

Duration: 2017-2020

Details: http://eapcivilsociety.eu/

01 **Mapping studies and research**
for a better understanding of civil society organisations in the partner countries and their problems

02 **E-learning courses and webinars**
to strengthen civil society capacity and local impact

03 **Hackathons to develop new ICT tools**
to enable broader participation of civil society in decision making processes

04 **Better communication**
for high-impact civil society work to improve the image of civil society work and learn how to communicate it better

05 **Civil Society Fellowships**
for future leaders in key sectors to enable them to drive changes

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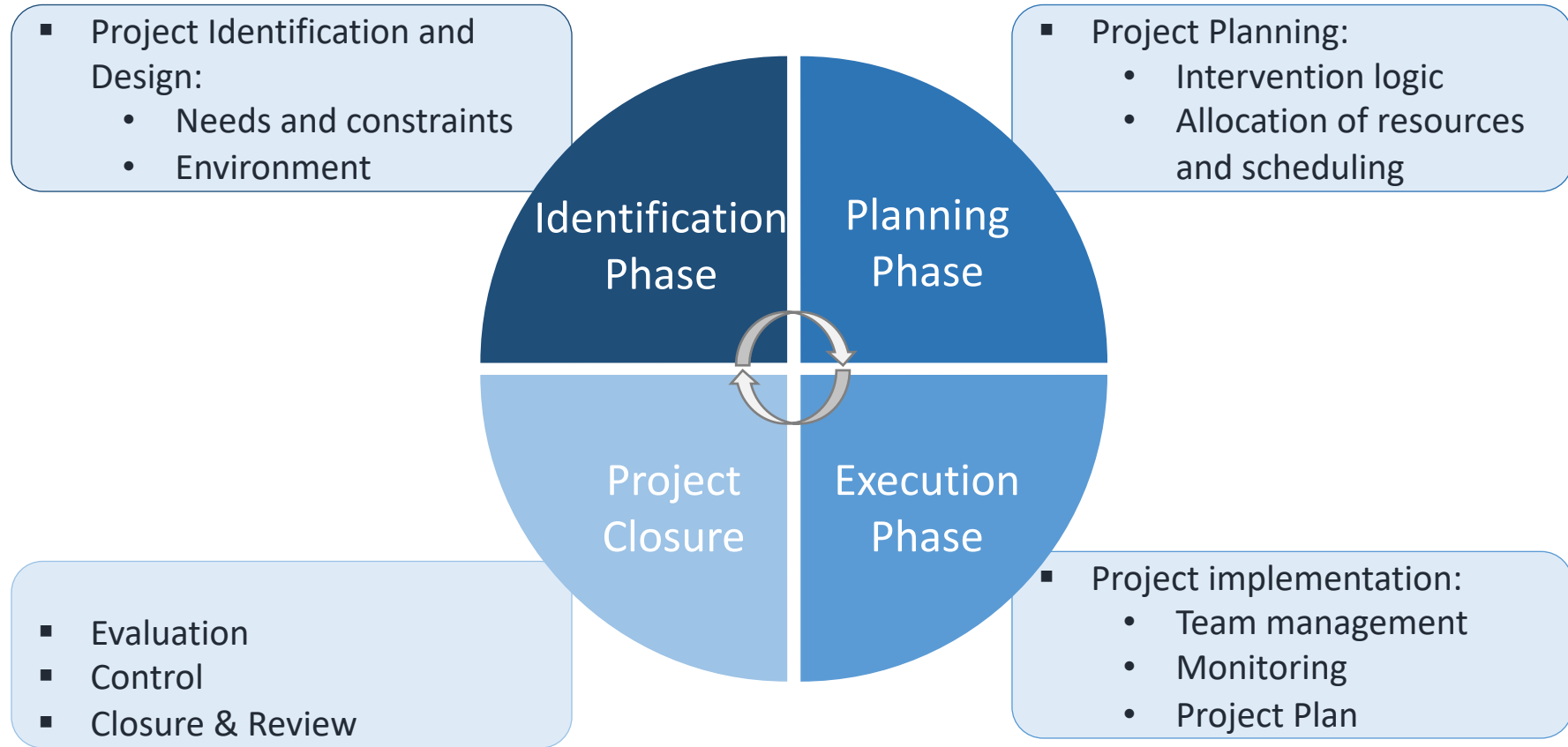Delivering Sustainable Solutions

Webinar

To start…

What is a Project?

- Temporary endeavour- it has a defined start and a defined end;

- Unique product, service or result;

- Limited resources (budget);

- Outlined management structure;

- Monitoring and evaluation system in place;

- Identified stakeholders, including target groups and final beneficiaries;

- Recognised problems, needs and constraints;

- Undertaken to meet certain goals and objectives;

- Bringing about beneficial change or added value.
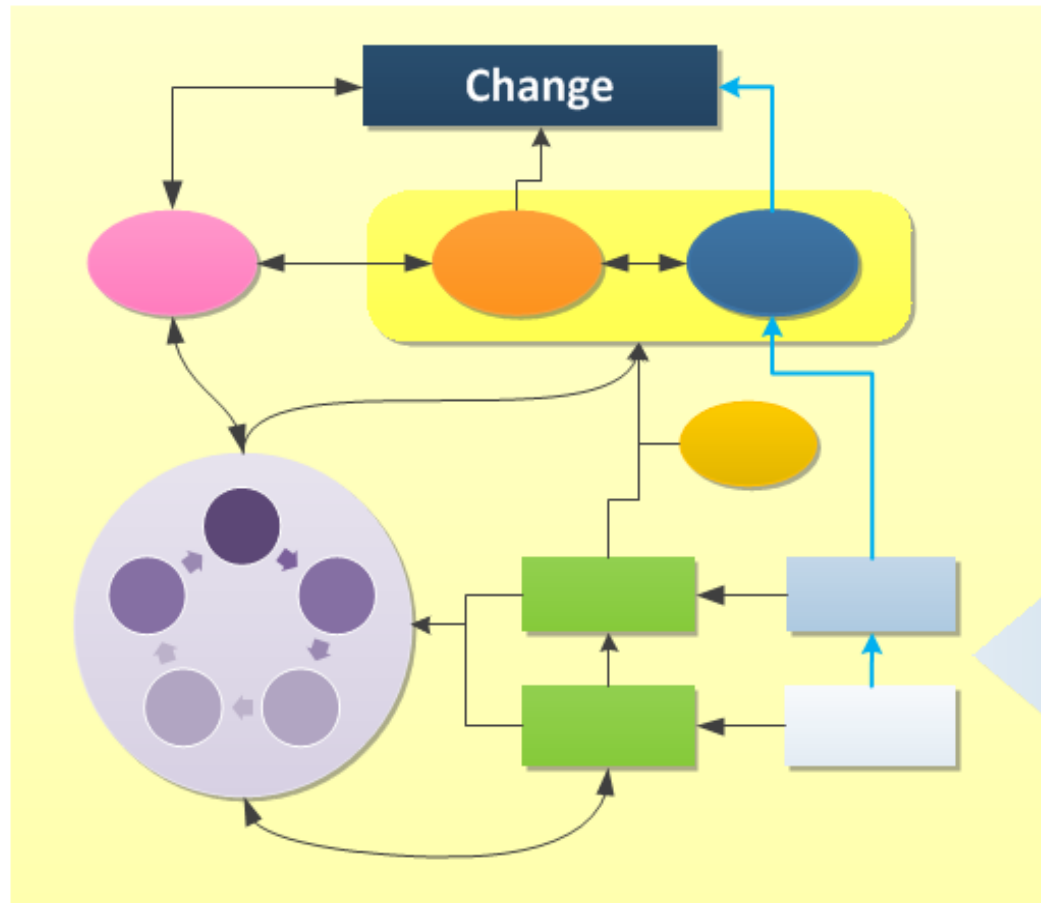
Project Cycle

- Project Identification and Design:
  - Needs and constraints
  - Environment

- Project Planning:
  - Intervention logic
  - Allocation of resources and scheduling

Identification Phase

Planning Phase

Project Closure

Execution Phase

- Evaluation
- Control
- Closure & Review

- Project implementation:
  - Team management
  - Monitoring
  - Project Plan

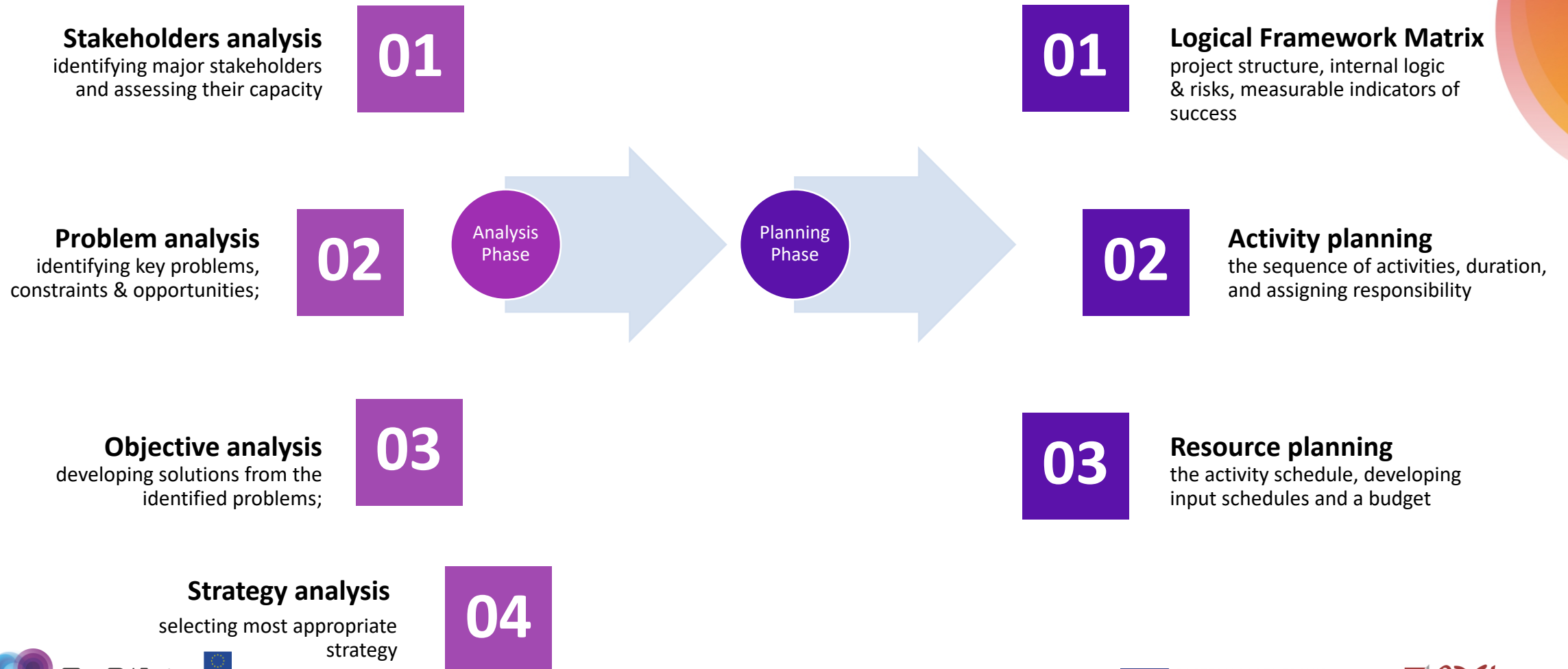# Theory of Change vs Logical Framework
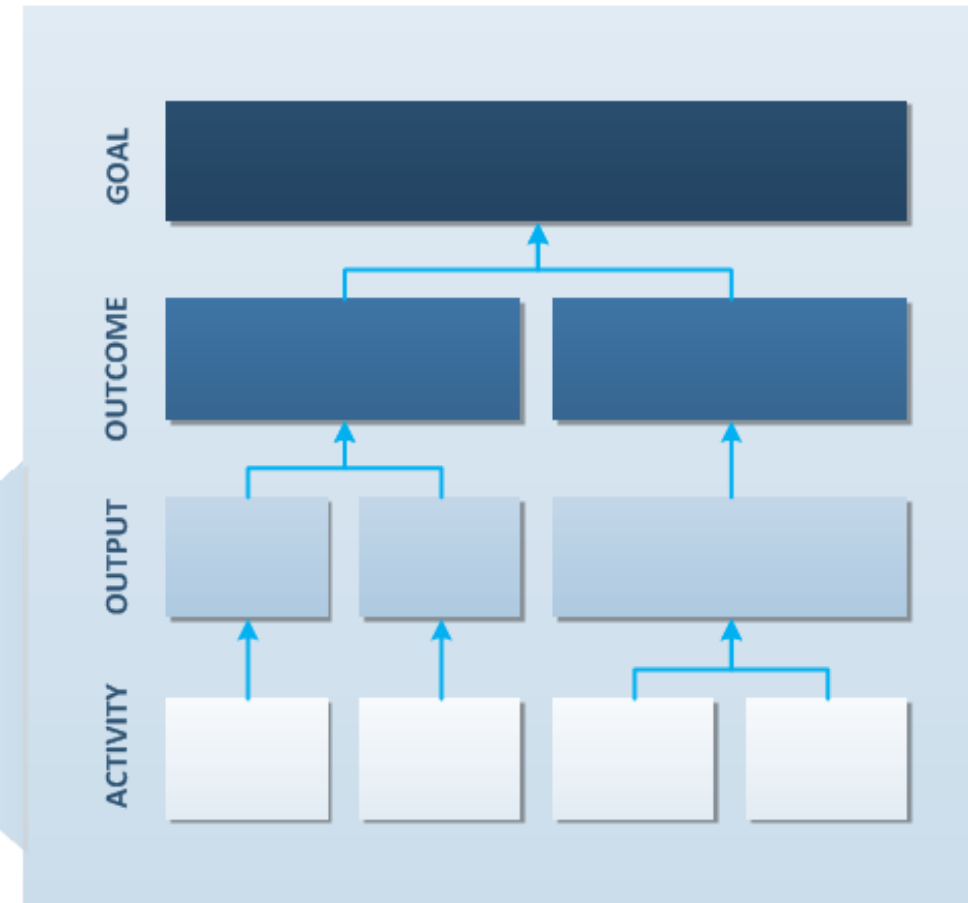
Theory of Change

- Gives **the big picture**, including issues related to the environment or context that you can't control.

- Shows all **the different pathways** that might lead to change, even if those pathways are not related to your program.

- Describes **how and why** you think change happens.

- Is presented as **a flexible diagram** without particular format

- **Tool for program design and evaluation.**

http://www.tools4dev.org/resources/theory-of-change-vs-logical-framework-whats-the-difference-in-practice/

The Logical Framework Approach

Stakeholders analysis
identifying major stakeholders and assessing their capacity

01

01
Logical Framework Matrix
project structure, internal logic & risks, measurable indicators of success

Analysis Phase

Planning Phase

Problem analysis
identifying key problems, constraints & opportunities;

02

02
Activity planning
the sequence of activities, duration, and assigning responsibility

Objective analysis
developing solutions from the identified problems;

03

03
Resource planning
the activity schedule, developing input schedules and a budget

Strategy analysis
selecting most appropriate strategy

04

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Logical Framework Approach

The **Logical Framework Approach** is a **methodology** used in EU External Action for planning, managing and evaluating Programmes/ Projects / Actions.

 It includes:

- The Project's **hierarchy of expected results**, also called the **results chain;**

- The Results Chain is the sequence for an intervention that stipulates the **necessary progression to achieve desired objectives** – beginning with inputs, then moving through activities and outputs, and culminating in outcomes, impacts, and feedback.

- The key external factors critical to the project's success- **assumptions**;

- How the Project's achievements will be monitored and evaluated (i.e. for each expected result as part **of the results chain**, there should be **at least one indicator**, with a corresponding **baseline, target and source of verification**).

Logical Framework Matrix
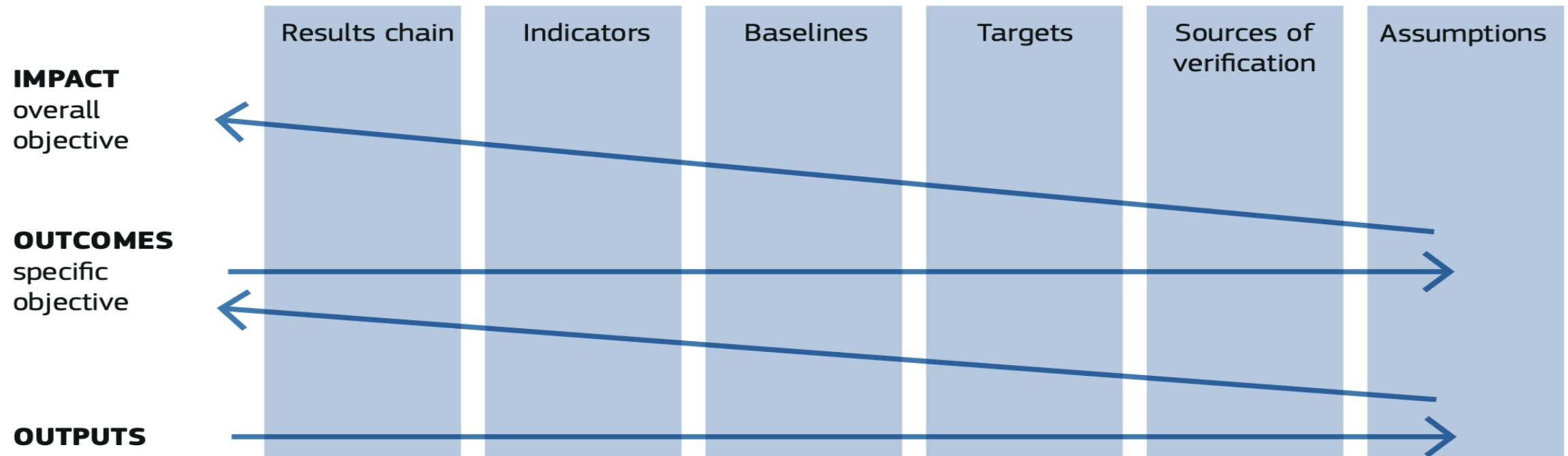
Components of a Results Chain (OECD DAC definition)

IMPACT
overall objective

Long term change to which the action will contribute
(at country, regional or sector level)

OUTCOME
specific objective

Medium term changes in the behaviour of the target groups
under control of beneficiaries

OUTPUTS

The goods / servicies directly delivered by the project
under control of project

ACTIVITIES

What the project does to produce the results
(utilisation of resources)

INPUTS

Financial / Human / Physical Resources

Indicators

An indicator is a variable specifying how performance can be measured and assessed.

Indicators form the basis of the project's monitoring and evaluation system.

An indicator should:

- be **relevant** and closely **connected** to the **expected result,** so that any change in the value can be associated/correlated to the project;

- be **clear and specific** – what do we measure?(e.g. "Number of...", "Percentage of...", "Status of...");

- be **measurable** - data is available or can be collected at reasonable cost; not include elements of the target (e.g. "increased number of...");

- be **disaggregated** by sex where applicable, or by age, urban/rural population, or by wealth quintile....

Indicator Values

- **Baseline** (concrete indicator value at the the starting of measuring, can also be current value);

- **Current value** (concrete indicator value at the start of project implementation);

- **Target** (concrete indicator value to be achieved at project end, also level of expected output, outcome, impact).

Baseline and Target

- Include **the reference year,** before the action starts;

- If not indicated – to **describe how/when/by whom** it will be collected, and under which budget;

- If baseline study needed – **to plan the final study/survey**;

- Disaggregate by sex or other criteria, if relevant.

Sources of Verification

- **How** the information will be collected (e.g. from administrative records, special studies, sample surveys, observation, etc.) and/or the available documented source (progress reports, official statistics, etc.);

- **Who** will collect/provide the information (e.g. contracted survey teams, the project management team, external experts);

- **Data sources for indicators can be:**

  - ➢ **Primary data** are collected directly by the project (usually the implementing partner), and may include administrative, budget, or personnel data; surveys; interviews; and direct observation.

  - ➢ **Secondary data** have already been collected outside the project and is readily available from other sources.

Assumptions

Assumptions are key external factors that are critical to an Intervention's success.

- It is a **condition required** for the success of the Intervention;

- It should cover external factors **not under the control** of the project;

- It should be provided at **output and outcome** levels;

- It should be specific so that it can be **monitored** (avoid "lack of …").

Webinar

In Practice

Who Are Your Stakeholders?

Beneficiaries / Users	Those who directly benefit from the work of your program or organization
Governance	Those who have an interest in how your organization is managed (could include leadership, regulators, and funders)
Providers	Organizations which provide services to your organization
Influencers	Entities which have the ability to change the direction of your work (local media, government officials, community leaders)
Dependents	Others who rely upon your organization or program for deliverables or outcomes (separate from beneficiaries)
Sustainers	Entities which assume or take up the work of your organization or program upon completion

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Understanding Your Stakeholders

- **Exploring the stakeholders' interests**

  Gaining or losing from the project

  Positive or negative expectations

  Resources they could commit

  Potential roles and capacities do they hold

  Supporters or blockers

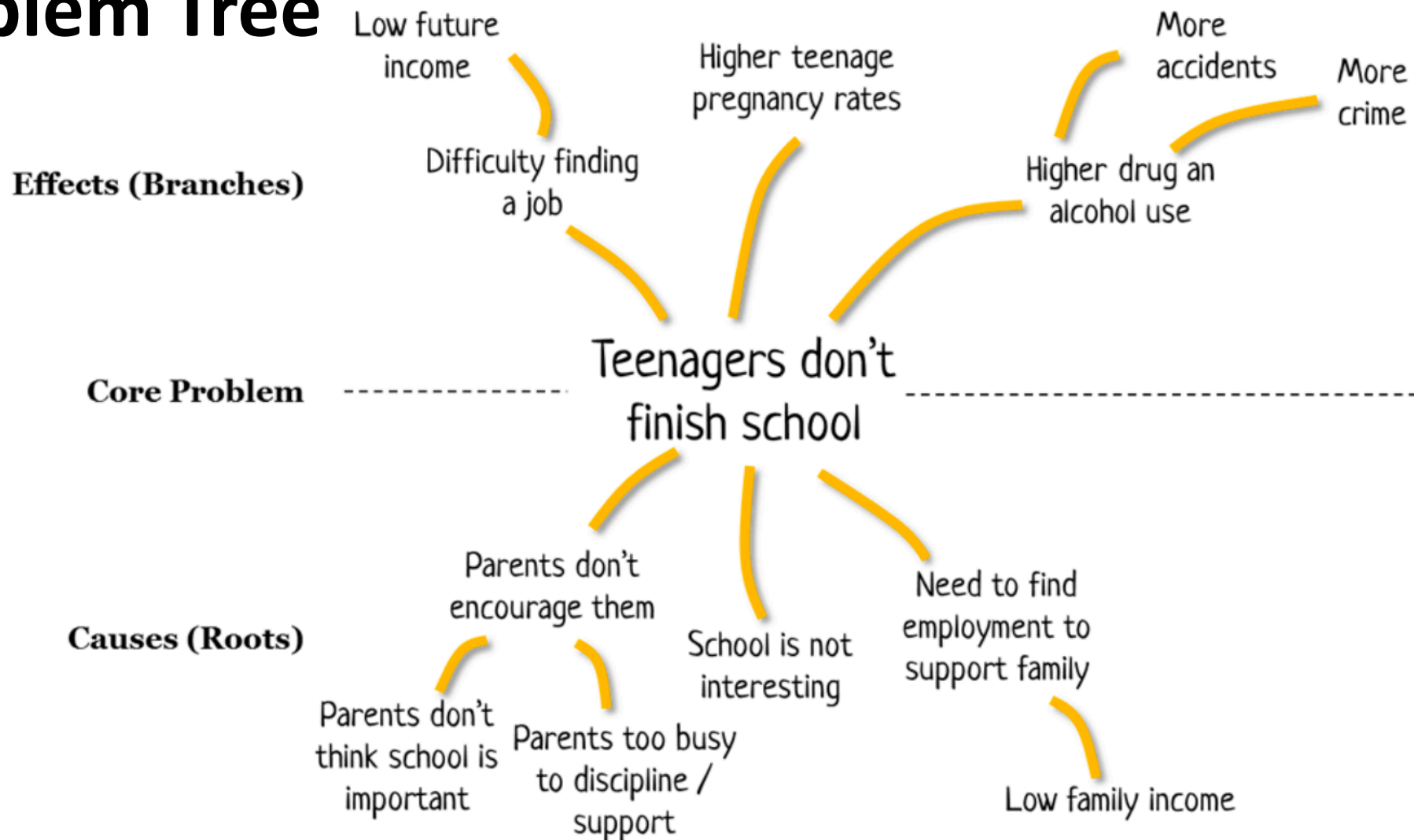- **Mapping the stakeholders' influence**

  Cooperation or conflict

  Power over the project
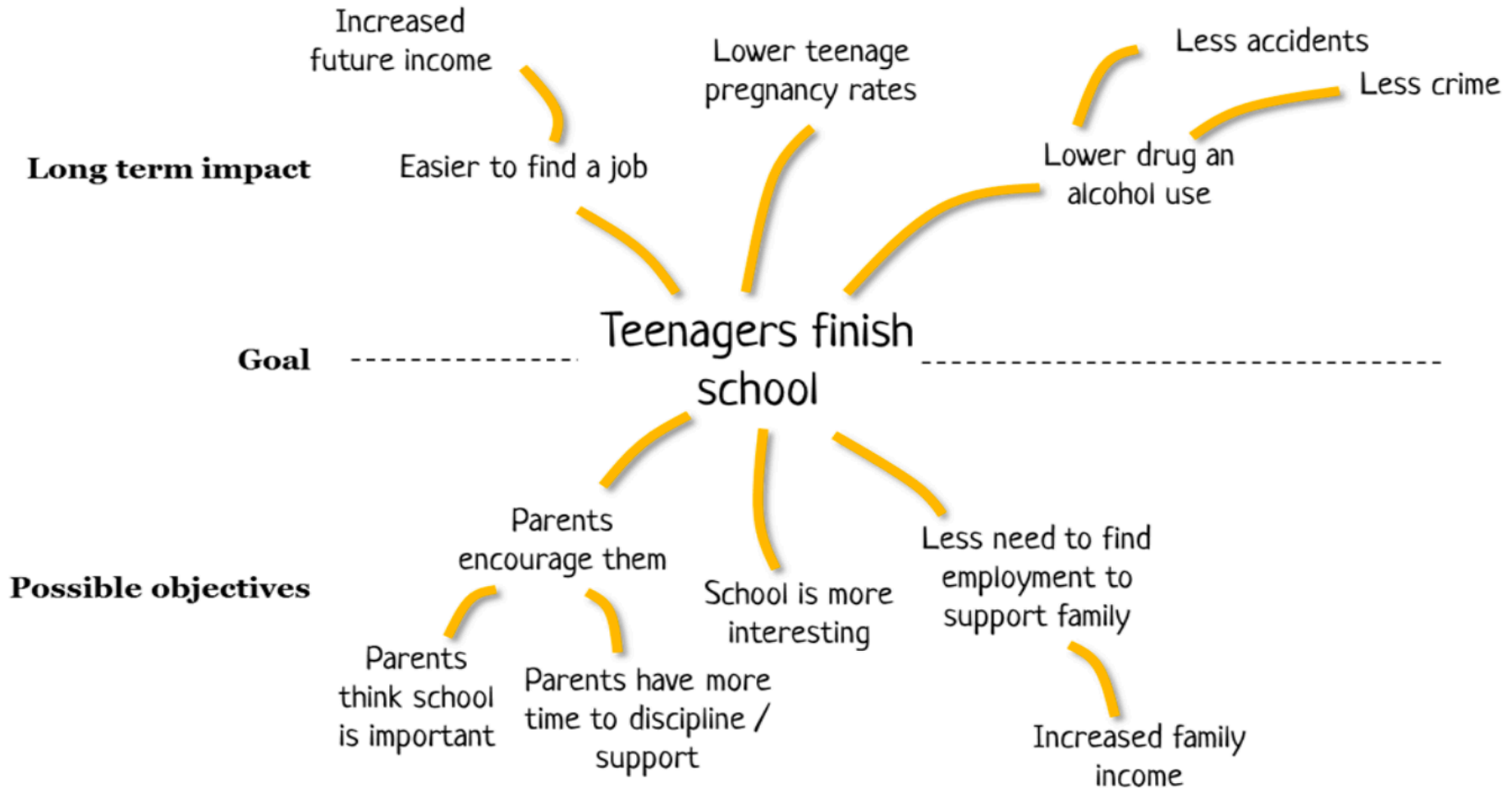
Stakeholders Analysis Matrix (Example)

Stakeholder and basic characteristics	Interests and how they are affected by the problem	Capacity and motivation to bring about change	Possible actions to address stakeholder interests
Ministry of Education	To decrease drop-out rate	Interest in measures, but limited HR resources to work on the measures for improvement; lack of knowledge of what "works"	Launch this as pilot program to assess measures and steps to be taken in the future Increase their HR capacities for working on this problem
Schools	To decrease drop-out rate, establish better connection to parents	Lack of resources Limited influence to introduce wider measures/incentives	Program brings additional resources and more knowledge on reasons for drop-out Increase their advocacy capacity Resources for establishing connection with parents
Parents	Increase family income; not investing limited income in school supplies;	Not aware on long-term benefits of educated children for family; lack of motivation and time to get involved; lack of resources;	Introduce incentives (financial/other) for families Raise awareness;
Media	?	?	?
Other decision-makers	?	?	?

Problem Tree

Effects (Branches)

Low future income

Difficulty finding a job

Higher teenage pregnancy rates

More accidents

More crime

Higher drug an alcohol use

Core Problem - - - - - - - - - - - - - - Teenagers don't finish school -

Causes (Roots)

Parents don't encourage them

Parents don't think school is important

Parents too busy to discipline / support

School is not interesting

Need to find employment to support family

Low family income

Objective Tree

http://www.tools4dev.org/resources/how-to-design-a-new-program/

Inputs	Activities	Outputs	Outcomes	Impact
▪ financial input	▪ Baseline study in 30 schools ▪ Educational campaign for parents ▪ Promotional campaign on media ▪ Advocacy campaign toward decision-makers for introducing incentives for parents that send children to school ▪ Procurement and distributing school supplies for students ▪ End-line study in 30 schools	▪ Obtained baseline data on attendance/drop-out rates; attitudes of stakeholders in 30 schools ▪ 9000 parents reached through educational campaign ▪ 40,000 parents reached through media promotional campaign ▪ At least three different measures/incentives for parents adopted by decision makers and schools ▪ Basic school supplies provided for 22,500 students (3 years, 30 schools) ▪ Obtained end-line data on attendance/drop-out rates; attitudes of stakeholders in 30 schools (after project completion	▪ Increased attendance of students at schools ▪ Improved parents' awareness and information about the need for children to attend the school ▪ Improved conditions for families (more time, financial resources) that send children to school regularly	▪ Contribute to increased number of children that graduate/finish school

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		Result chain	Indicator	Baseline (value & reference year)	Target (value & reference year)	Current value* (reference year) * to be included in	Source and mean of verification	Assumptions
Impact	Overall Objective	Contribute to increased number of children that graduate/finish school	Drop-out rate of children in 30 schools encompassed by the program. disaggregated by sex, age, urban/rural, disability.	To be determined by baseline study (app. 35% on the country level in 2019)	Reduced for 5% in three years in 30 targeted schools	Baseline data (app. 35% on the country level in 2019)	School' records; Ministry of Education records	Not applicable
Outcome (s) Specific Objective(s)		Increased attendance of students at targeted schools	% of children that regularly attends the classes	To be determined by baseline study for 30 schools targeted by program	Increased for 10% in three years in 30 schools compared by baseline.	Baseline data	Schools' records	Political changes do not influence attitude and readiness of key decision-makers to be actively involved in reducing drop-out rate (increase attendance)
		Improved parents' awareness and information about the need for children to attend the school on regular basis	% of parents whose perception of importance of school attendance for children improved (baseline vs. end-line)	0	40%	0	Data from baseline and end-line study	
		Improved conditions for families (more time, financial resources) that send children to school regularly	% of families that report better conditions due to incentives	0	25%	0	Data from end-line study	

Result chain	Indicator	Baseline (value & reference year)	Target (value & reference year)	Current value* (reference year) * to be included in interim and final reports	Source and mean of verification	Assumptions
Outputs	Obtained baseline data on attendance/drop-out rates; reasons for drop out; attitudes of stakeholders in 30 schools	All relevant data obtained for all 30 schools	0		0	0	School authorities remain committed to implementing the programme
	9,000 parents reached through educational campaign	# of parents attended school meetings on iportance and benefits of regular attendance	0	9000	0	0	
	40,000 parents reached through media promotional campaign	# of parents reached through media promotional campaign	0	40000	0	0	Sufficient interest of parents, teachers, other stakeholders to be involved in the program
	At least three different measures/incentives for parents adopted by decision makers and schools	Number of measures/ incentives for parents adopted	0	3	0	0	
	Basic school supplies provided for 22,500 students (3 years, 30 schools)	Number of students that received basic school supplies	0	22500	0	0	Measures/incentives introduced backed-up by Governmental budgets
	Obtained end-line data on attendance/drop-out rates; attitudes of stakeholders in 30 schools (after project completion	All relevant data obtained for 30 schools at the end of the program	0		0	0	

WP1

Baseline study in 30 schools

Educational campaign for parents

Promotional campaign on media

End-line study in 30 schools

WP2

Advocacy campaign toward decision-makers for introducing incentives for parents that send children to school

Procurement and distributing school supplies for students

Means

The program requires the regular office premises and utilities; office equipment and software the partners are regularly using. Schools' premises for meetings with parents;

The team will be composed of experienced professionals; external expertise is indicated in both application form and the budget for the action.

The additional services will include: catering, educational materials - design; printing; PR agency, social networks and media engagement.

Costs

What are the action costs? How are they classified? (Breakdown in the Budget for the Action)

Assumptions

The program partnerships with MoE and schools will be based on partnership agreements that are implemented throughout the program

The partners

gained broad access to target groups and relevant stakeholders;

Strong dissemination, advocacy and raising-awareness competences

The Concept Note

1. **Description** of the action
2. **Relevance** of the action

Description of the Action (max 2 pages)

- The **background** of the action (key challenges, context analyses);

- The overall and specific **objectives** of the action;

- **Key stakeholder groups**, their attitudes towards the action and consultations held;

- Briefly outline intervention logic indicating expected **outputs, outcome(s)** and **impact** as well as underlying the main risks and assumptions towards their achievement;

- Briefly outline the type of activities proposed, including a description of linkages/relationships between activity clusters

- Explain how the Action **will mainstream relevant cross-cutting issues** (human rights, gender equality, democracy, good governance, support to youth, children's rights and indigenous peoples, environmental sustainability and combating HIV/AIDS (if there is a strong prevalence in the target country/region).

Relevance of the Action (max 3 pages)

1) Relevance **to the objectives/sectors/themes/specific priorities of the call for proposals**

Includes information on relevance of the action:

- to **the objective(s)** and **priority(ies)** of the CfP;

- to specific **subthemes/sectors/areas** and other specific requirements as per GfA;

- which of the **expected results** referred to in the guidelines for applicants will be addressed.

Relevance of the Action

2) Relevance to **the particular needs/constraints of the target country/region(s) and/or relevant sectors:**

- The specific **pre-project situation** (incl. quantified data analysis where possible);
- Detailed **analysis of the problems** and how they are interrelated at all levels;
- Any **significant** and **relevant plans** at national, regional and/or local and how the action will relate to such plans;
- If the action is the continuation of a previous action, **how will it build on the activities/results of this previous action**.
- If the action is part of a larger programme, clearly explain how it fits or is coordinated with that programme or any other planned project. Specify the **potential synergies with other initiatives**, in particular by the European Commission.
- Explain the **complementarity with other initiatives supported by the EU** and by other donors (Member States & others).

Relevance of the Action

3) Describe and define t**he target groups and final beneficiaries**, **their needs and constraints,** and state how the action will address these needs

- Target groups are groups/entities who will directly benefit from the action at the action purpose level.

- Final beneficiaries are those who will benefit from the action in the long term at the level of the society or sector at large.

➤ Description of the **target groups** and **final beneficiaries** (quantified where possible);

➤ Their **needs** and **constraints;**

➤ Demonstrate **the relevance** of the proposal to the needs and constraints;

➤ Explain their **participation**.

Rights Based Approach

When you design your Action **five main principles should be taken into account:**

✓ **Applying all Rights (legality, universality and indivisibility of HR)**

- All actors **are legally bound to respect and operate** within the confines established by the **international legal obligations** , including those related to human rights.

- Human rights **are universal and inalienable**. All people everywhere in the world are entitled to them.

- Human rights **are indivisible and equally important.** Human rights of all kinds – economic, political, civil, cultural and social – **are of equal validity and importance**.

✓ **Participation and access to the decision-making process.**

- Covers **meaningful participation and rights to participate**, so that all those in need have access to relevant information. Enabling participation in decision-making processes as the basis for active citizenship.

- Assessment of **the main obstacles** for an active, free and meaningful participation and identify any barriers to such participation.

Rights Based Approach

✓ **Non-discrimination and equal access**

- All people have **equal access to all activities**/ services designed and implemented.
- **No discrimination** of any kind on the basis of race, colour, sex, sexual orientation, ethnicity, age, language, religion or other opinion, origin, disability, birth or other status to public services, opportunities, justice and security.

✓ **Accountability and access to the rule of law**

- The relevant national legislation must be aligned with international human rights obligations
- It essential that **accessible, transparent, and effective mechanisms** of accountability exist
- Should address **the capacities of accountability of the state to fulfil its obligations**, and **the capacity of empowerment of the rights-holders** to hold those who govern to account and exercise their rights effectively

✓ **Transparency and access to information**

- **Access to information and freedom of expression** is crucial to hold the state and other duty-bearers accountable.

The Full Application

1. **Description** of the action
2. **Logical** Framework Matrix
3. **Budget**
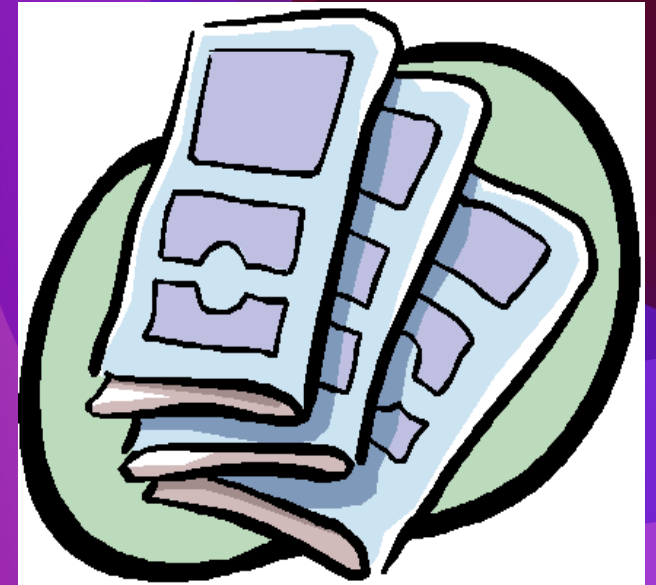
Description of the Action

This section includes many segments already presented in the Concept note, that need to be further elaborated. **In addition it should include**:

➢ **Description (max 13 pages)**

- Description of the proposed action and its relevance referring **to the overall objective and specific objective(s)**, as well as to the expected results **(i.e. impact, outcome(s), and outputs)**.

- Description of **the target groups and final beneficiaries**, their needs and constraints, and how the action will improve their situation.

- **Key stakeholder groups**, their attitudes towards the action and any consultations held.

- Detail **description of each activity (in clusters)** to be undertaken to produce results, justifying the choice of activities and specifying the role of each co-applicant(s).

- **If financial support is anticipated** , the description of the objectives and results to be obtained with financial support, the types of activities to be supported, the types of entity eligible, selection criteria and the maximum amount which may be given.

Description of the Action

➢ **Implementation methods (max 5 pages)**

• the **methods** of implementation and rationale for such methodology;

• the **organisational structure and the team** proposed for the implementation of the action;

• the **role and participation** in the action of the **various actors and stakeholders** (co-applicant(s), affiliated entity(ies), target groups, local authorities, etc.), and the reasons why these roles have been assigned to them;

• the planned **monitoring** arrangements and internal/external **evaluatio**n;

• the planned activities in order to ensure **the visibility of the action** and the contribution of the EU to its funding.

➢ **Indicative action plan for implementing the action (max 4 pages)**

• The **estimated duration of each activity**, by taking into consideration all relevant factors that may affect the implementation timetable. The activities stated in the action plan should match those described in detail in Section 2.1.1. The implementing body must be either the applicants or any of the affiliated entity(ies),

Description of the Action

➢ **Sustainability of the action (max 3 pages)**

• The expected **impact** of the action on **its target group/beneficiaries**, with qualitative and quantified data;

• Detailed **risk analysis** and contingency plan;

• Sustainability of the action at **financial, institutional, policy and environmental level** . This may include necessary follow-up activities, built-in strategies, ownership, communication plan, etc.

• **Dissemination plan** and the possibilities for replication, extension of the action outcomes (multiplier effects), capitalisation on experience and knowledge sharing.

How to Get Started

- **Analyse the problem** - collect information as much as possible – **your information must be accurate and credible.**

- Identify your **project objectives** in line with Call objectives, thematic areas and type of activities.

- Analise the capacity of your organization and feasibility to manage the project in the context of the existing experience, value and duration.

Keep in mind:

- Overall impact is not expected to be achieved with your project only, but it should **contribute** to achieving goals at the higher level.

- The difference between **outputs** and **outcomes** and **inputs (means)** and **activities.**

Project Description

Think about the change you want to produce with your intervention:

- **What** you want to change at:
  - ✓ **Policy** (e.g. new policies, laws, standards, political and institutional framework)
  - ✓ **Practice** (e.g. delivery of new services and systems)
  - ✓ **Behaviour** (e.g. improved capacities, engagement and actions)

- **Who will be** affected by the change?

- **Who will** benefit from the intervention?

- **How** the change will happen?

- **What** methods and approaches you intend to use?

Project Description

Think about the monitoring plan

✓ Include information on **how you would ensure** project performance throughout the implementation and on monitoring and evaluation of the results at output and outcome levels.

✓ Identify the risks and include measures to mitigate/overcome these risks.

Anticipate the impact and sustainability of your action after completion:

✓ **Policy Level** (e.g. new policies, laws, standards, political and institutional framework);

✓ **Institutional Level** (e.g. delivery of new services and systems);

✓ **Financial Level** : e.g. financing of follow-up activities, sources of revenue for covering all future operating and maintenance costs

✓ **Environmental Level** (what positive/negative impact will the action have on the environment;

✓ **Local ownership:** social and impact on local community level.

Logical Framework Matrix

When you define your target be realistic – given resources available and within the time period available; xxx % increased number of children attending school (disaggregated by sex: % of boys and % of girls).

To apply the Logical Framework Approach, you should:

- Undertake an analysis of the context in which the project will operate;

- Ensure that the experience and opinions of all stakeholders are taken into account;

- Encourage a harmonised approach with partners;

- Identify risks and assumptions and explore mitigating actions.

Financial Support to Third Parties

- **Think carefully** about your **Financial Support to Third Parties (FSTP)** in case it is envisaged by the Call.

- Important **to reach CSOs with different levels of managerial and advocacy capacities** beyond those based and operating in the capitals.

- It allows to **support community-based organisations** with **lower grant amounts** through lighter application and selection procedures (including in local languages).

- It also **provides the flexibility** to define eligibility and reporting requirements tailor-made to the capacities of targeted local organisations.

- It **enhances the impact** of the action beyond the activities directly implemented by the lead applicant.

Rights Based Approach

- **A rights-based approach should guide all levels of project design.**

- All **outcomes** should lead to improved standards and **human rights legal framework.**

- Human Rights **standards and principles** should be both **means and goals** of the project.

- Analyse **inequalities and discrimination** practises.

- Assess **the main obstacles** for an active, free and **meaningful participation** and identify any barriers to such participation.

Cross-cutting Issues

✓ Think about the rights and needs of women and men, vulnerable groups and minorities, so that there are equally valued and favoured through the project activities, including balanced human resource management and budgeting.

✓ Describe how those in need will **participate in design and have access to activities.**

✓ Take into account **what is preventing them from participating** and pay attention they **are not to discriminated**.

✓ Consider the environment and climate change during the problem and stakeholder analysis.

Budget

- ✓ First define what you want to achieve then talk about costs.

- ✓ Calculate costs in line with your internal policies and procedures (i.e. salary policies).

- ✓ Ask for prices from possible vendors to make better estimations.

- ✓ Communication and visibility activities should be properly planned and budgeted.

- ✓ The budget should include means for mainstreaming cross-cutting issues and the necessary budget allocation for their effective integration.

- ✓ If staff are not working full time, the percentage should be reflected in the number of units.

- ✓ Consider when you have to calculate nett and gross sums.

- ✓ Make a clear justification of costs. The description of items must be sufficiently detailed. Provide narrative justification of the costs and how they relate to your activities.

Useful links

Project Cycle Management Guidelines

http://ec.europa.eu/europeaid/aid-delivery-methods-project-cycle-management-guidelines-vol-1_en

Access to resources on Rights based approach and mainstreaming cross-cutting issues

https://ec.europa.eu/international-partnerships/topics/human-rights_en
https://webgate.ec.europa.eu/fpfis/wikis/display/ExactExternalWiki
https://europa.eu/capacity4dev/
https://eige.europa.eu/gender-mainstreaming/toolkits
https://europa.eu/capacity4dev/file/12417/download?token=FK5mA5Rc

Thank you for your attention!

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