Resource Development Training

Module 2: Project development

Konrad Stoehr/HelpAge Deutschland

Part 1: Project design →

1.1 Introduction to project design

1.2 Fundamentals of effective project design

1.3 How to get started: Identifying entry strategies

1.4 Problem Trees and Objective Trees

1.5 Stakeholder analysis

Annex A. Example of a Needs Assessment methodology

At the end of Part 1, you'll be able to:

- Understand the importance of project design
- Describe some of the approaches to needs assessment and data collection

Antonio Olmos/HelpAge International

Part 2: Logic models →

2.1 Theory of change

2.2 Results framework

2.3 Logical framework

Annex B. Example of a Problem Tree and Objective Tree

Annex C. Examples of Theories of Change

Annex D. Examples of Logical Frameworks (Logframes)

At the end of Part 2, you'll be able to:

- Understand and compare the use of Theory of Change, results frameworks and logical frameworks
- Understand how to construct a logical framework and describe its key uses in project design

Ben Small/HelpAge International

Part 3: Frameworks for MEAL →

3.1 Monitoring

3.2 Evaluation

3.3 Accountability

3.4 Learning

At the end of Part 3, you'll be able to:

- Describe how the logical framework relates to Monitoring, Evaluation, Accountability and Learning (MEAL)
- Understand some key principles of monitoring, evaluation, accountability and learning

Konrad Stoehr/HelpAge Deutschland

Resource Development Training

Module 2: Project development

Part 1. Project design

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Part 1. Project design

1.1 Introduction to project design

Programming for an organisation is often the development of many individuals projects that help to contribute to the organisation's mission.

A programme of work supports an organisation to deliver outputs connected with its mission. Whilst some organisations, especially larger International Non-Governmental Organisations (INGOs), such as Save the Children, Oxfam and Plan often have unrestricted funding that they can utilise to develop well-designed integrated programmes, for a majority of Civil Society Organisations (CSOs) this is achieved through the delivery of donor funded projects. These projects are designed in line with donor requests and will have agreed objectives, outputs, budgets and timelines.

To be successful and have its desired impact it is important that the project design is clearly thought through. An organisation must demonstrate how it will meet their intended objectives through its project design – taking a holistic approach to planning and delivery. When donors assess a proposal, they will need to have a reasonable level of confidence that the proposed project will succeed in achieving its objectives. In the case of many HelpAge network members, this will involve increasing the wellbeing and dignity of older women and men in their local communities, through specific programme activities.

Module 2 will specifically look at how an organisation can develop a robust project providing key tools used in development and humanitarian programmes, and *Module 3* then goes on to explore how that designed project can then be presented to the identified project donor.

Project design
must be clearly thought through in order to be successful and have its desired impact.

1.2 Fundamentals of effective project design

Project design is fundamental to ensure that an organisation is able to logically undertake the activities proposed, achieve results, meet the project's objectives, as well as manage donors' expectations and associated risks.

Characteristics of development and humanitarian projects

Development and humanitarian projects have some specific characteristics that an organisation needs to consider in their design:

- Projects should aim to deliver both specific tangible outputs to meet their objectives, as well as tangible outcomes related to social change and/or behaviour change.

  For example: *in delivering a health-related project for older people, a CSO may be looking to deliver a specific output such as home-based care for homebound older people but they will also be working to achieve outcomes related to the increased dignity and wellbeing of older people.*

- Development and humanitarian projects will focus on the ultimate goal of the project having a number of products/activities which together help to achieve this.

  For example: *in the case of a HelpAge network member this may involve designing activities, such as creating Older Peoples Associations (OPAs) as a means to improve the wellbeing and reduce social isolation of older people.*

- Development projects aim to address complex problems of poverty, inequality and injustice. An organisation will need to understand the issues faced by their beneficiaries to propose solutions that will work. This will support the framing of the problem and help propose solutions.

  For example: *an organisation may look at issues faced by poorer older women, such as access to health services and their rights to universal health coverage (SDGs, indicator 3.8). In doing so, they would need to understand the specific access issues older women face in accessing health services and propose how these can be fixed to support them to equally access health services.*

- Development and humanitarian projects tend to operate in exceptionally challenging contexts (with limited resources, high risks, complex procurement networks, unstable political/financial environments, and unsafe conditions).

  For example: *a CSO may respond to a humanitarian crisis caused by a natural disaster or be working in a context which is politically unstable and leads to frequent civil unrest or war.*

- Project implementation for development and humanitarian projects is often managed through a complex array of stakeholder relationships.

  For example: *for many CSOs this could involve implementing partner agencies, government ministries, community-based organisations, contractors, or a global consortia of organisations, including INGOs.*

- The project approach is often as important as the outcomes themselves (including a high priority placed on participation and rights-based approaches).

  For example: *at HelpAge, projects are often designed involving older persons participating in and leading activities, including advocacy campaigns calling for a UN convention on the rights of older people, or conducting awareness raising sessions amongst their peers on understanding their rights. It is important that older people and other beneficiaries are part of the project design, implementation and evaluation so that their voices are heard and help inform the approach.*

- Transferring knowledge and learning to the target population is a priority during every phase of the project.

  For example: *more donors are requesting sustainability of project activities and are looking at CSOs to design programmes which not only include community members in their implementation but facilitate and support the transfer of knowledge to these individuals.*

Avoiding common mistakes

It is important that organisations understand the main reasons why projects fail (or are not as successful as they could be) to ensure that they learn from this to avoid the same pitfalls:

- A lack of understanding of donor requirements and compliance procedures. Organisations should be clear of what they have committed to under the donor grant contract and ensure that these are met. Where it is not clear – organisations should check with the donors.
- An inability or lack of resources to deliver high-quality project results within the approved timeframe, budget and scope. Organisations should avoid under predicting resource costs as this will ultimately affect the delivery and quality of a project.
- Failure to develop a comprehensive and detailed project plan; and managing this plan through the entire life of the project.
- A lack of contingency planning, both for identifying and managing risks. An organisation must identify potential risks and establish processes to address these risks.
- Failure to learn from mistakes and adapting subsequent project plans.

There are many tools available to help design a project in a robust way. This Module will look at a variety of tools and how they are best used, including Problem Trees, Objective Trees, Theory of Change, Results Frameworks and Logical Frameworks.

HelpAge International

Many tools
are available to help design projects in a robust way.

1.3 How to get started: Identifying entry strategies

It is important that projects are designed with a comprehensive understanding of the need and to do this an organisation must consider the overall situation for its proposed beneficiaries.

1. Understanding national policies and priorities

An established CSO working on ageing issues and for older people should be familiar with the overall context for older people in their country. Programmes should always be developed understanding national policies and government's priorities; how they include or exclude an organisation's beneficiary groups (for example, older women and men, or persons with disabilities) as well as have a clear understanding of the country's programme to achieve the Sustainable Development Goals (SDGs) or other regional/international frameworks.

2. High level data collection on the situation of older people

In order to design programmes, it is important to have relevant data on the situation of older people and how government policies relate to older people. This will be particularly important if an organisation is moving into a new area of the country for the first time.

It is important to gather as much data as possible concerning the people and context of the district/province or country you are working in.

Both secondary and primary data collection is important to support organisations understand and analyse the needs and situation of older people.

Secondary data collection

Organisations should start by collecting and analysing secondary data. Exactly what is available will vary from country to country, but secondary data would typically come from these types of sources:

- The latest census
- Demographic and health surveys
- Reports from individual Ministries or local government
- Reports from United Nations organisations
- Unpublished materials or those published in non-commercial form such as reports, policy statements and issues papers from INGOs, local Non-Government Organisations (NGOs), and Community Based Organisations (CBOs)
- Academic/research reports

From secondary data it should be possible to establish the broad characteristics of the district/communities that an organisation is considering working in (or already working in), and also help prioritise geographical areas for a project.

Primary data collection

The next stage is often to meet key informants at both national and local level:

- At national level key informants may include Government Ministry officials, staff of the relevant UN organisations, INGO and NGO staff
- At local level this can include politicians, local government officers, health staff, selected older women and men, and representatives of local community. This will help organisations gain a better understanding of the local context and issues.

These individuals are important to understand the broad context and help a CSO understand how they may be able to add value to the development needs of older people in this particular community.

Organisations should be clear on why they are meeting with key informants to ensure they don't raise false hopes!

3. Needs Assessment

Having understood the broad picture, the next stage ideally is to conduct a Needs Assessment, or where resources are a constraint, a mini-research project within the community itself, sometimes called a 'Rapid Needs Assessment'. **This is often used in humanitarian settings, for example HelpAge uses the *Rapid Needs Assessment – Older People* → at the beginning of a humanitarian response**.

A **Needs Assessment** is a systematic process for determining and addressing **needs**, or 'gaps' between current conditions and desired conditions or 'wants'.

The research and data to be collected depends on the individual context and the information required by an organisation.

For example: *if an organisation is working to understand the needs of older people in managing their everyday tasks, in order to assess the care needs required, the organisation may look at:*

- *What an older person has in place to meet their care needs*
- *An older person's skills and abilities*
- *Physical difficulties that may be experienced*
- *Any health or housing requirements experienced*
- *An older person's needs and wishes*
- *What an older person would like to happen*
- *Information about needs from an older person's carer (if relevant and older persons wants them to be involved).*

To do this, they will utilise the information from *steps 1 and 2* → on the previous page, as well as develop a more detailed understanding through data collection from older people.

More details of how to conduct a Needs Assessment can be found in the *Additional Resources section* → and an example of a Needs Assessment methodology and the topics covered is presented in *Annex A* → from a project conducted in Cox's Bazaar in Bangladesh, a humanitarian setting.

Reza Rahman/Amnesty International

4. Data collection from the community

Following these initial stages, it will be necessary to work with the community to collect and analyse data:

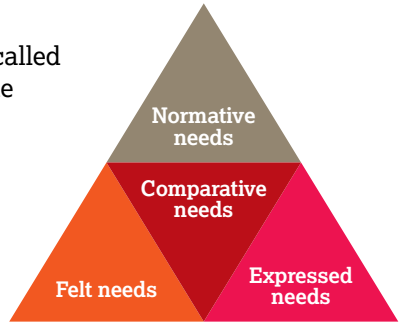
a. Collect data. The first step in determining whether an organisation is looking at developing a suitable project is to collect data from the community and proposed target groups. The purpose of this data collection is to broadly explore a wide number and variety of issues, providing information which, when analysed, will inform priorities and identify interventions that will address the challenges in a target area.

Data can be collected through questionnaires or surveys, Focus Group Discussions or one-to-one interviews with the target group or community members.

How much data is collected depends to a large extent on an organisation's budget and how much time they have. When collecting data, organisations should ensure this is done ethically and that participants are aware of why the data is being collected and their consent is obtained, especially from older people.

As part of this broad exploration process, the project team will need to collect data that identifies community needs in the potential intervention area and build on the ideas that were identified by talking with key informants. However, the data should not be limited solely to examining issues related to community needs. Other topics to explore should include the present state of service provision, existing strengths within the community, and an analysis of stakeholders present in the intervention area. One of the challenges when collecting data is that the process can be highly subjective and organisations should try to use different data collection methods to support their findings.

b. Triangulation. A technique called 'triangulation' uses more than one source of data collection on the same topic to validate findings as well as to provide them with more credibility. In many cases this could be done through different data collection methods as well as sampling methods.



Triangulation

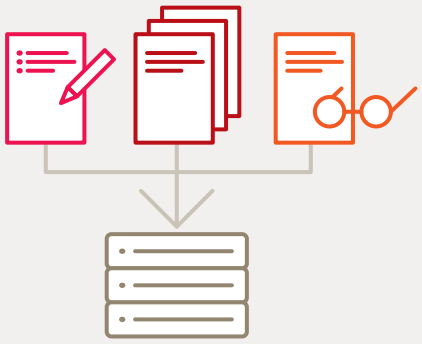
c. Types of data. The data collection process is not limited to defining the needs. To fully understand the project context, the project team will need to collect data regarding a number of areas related to the project environment.

Three types of data may be collected, although care should be used to select the most appropriate and cost-effective tools and approaches to collect information:

Secondary data: information from published or unpublished sources (discussed above).

Primary quantitative data: collecting numerical data through surveys.

Primary qualitative data: in contrast to quantitative data, the qualitative approach seeks to capture participants' experiences using words. This gives the data richness, creates openness and stimulates people's individual experiences.



d. Analysing data. Analysing data is an important step to help organisations understand the raw data collected and make informed decisions based on logical reasoning. There are many data analysis tools that an organisation can use to support with the analysis of data, including Excel. In organising the data, there are two broad categories of analysis which should be considered:

- **Current State Analysis:** using various analysis tools to understand the status, condition, trends and key issues affecting people's lives and livelihoods.
- **Future State Analysis:** once the current state analysis is complete, the future state analysis looks at how the project will improve the livelihoods, ecosystems or institutions of the project participants.

e. Understand what others are doing. There are often others in the community that are working on development issues. This will almost certainly include the government, but also other stakeholders such as other NGOs and CBOs. In the Needs Assessment phase, it is important to meet with these organisations and find out what they are currently doing and what they plan to do in the future. There is no point in duplicating the efforts of others. Instead, organisations should explore how their work with older people will complement what is already being done, and whether there may be possible benefits by working together in some way.

Identifying the project intervention logic

It is likely that the process will not be linear, as in reality organisations will consider possible interventions that might best support the realisation of the rights of older people, as data is collected. However, an important step is how an organisation utilises the secondary and primary data collected to understand the problems faced by older people and identify project logic.

Data should inform each step in the design process and the Module will now explore each of these in turn:

Part 1 will continue to focus on the models that help lay the foundations of project development:

1. Problem Tree analysis
2. Objective Tree analysis
3. Alternatives analysis
4. Stakeholder analysis

Part 2 → will then go on to explore the models that are often requested by donors to understand the proposed project:

5. Theory of Change
6. Results framework
7. Logical framework

Additional resources

A guide to assessing needs, The World Bank:
http://documents1.worldbank.org/curated/en/644051468148177268/pdf/663920PUB0EPI00essing09780821388686.pdf

Methods to data collection and analysis, Save the Children:
https://resourcecentre.savethechildren.net/node/12203/pdf/6_methods_of_data_collection.pdf

1.4 Problem Trees and Objective Trees

Having completed the data collection an organisation will have a good understanding of the issues and problems faced by the community. For many HelpAge network members this will be the problems and concerns of older women and men, which may range from access to services, health concerns, income security or age discrimination.

One way of analysing the problems is to develop a Problem Tree.

Problem Tree: Problem Tree analysis is one method of **mapping out core problems, along with their causes and effects**. Like any other tree, the problem tree has three parts: **a trunk, roots, and branches**.

The trunk is the core problem and the branches represent its effects or consequences. The roots of a tree are often hidden, and the root causes of the core problem are not always immediately apparent either so they require some thought. But if we do not understand the underlying causes there then we can waste a huge amount of resources addressing the wrong issues, and the core problem will not be addressed.

Understanding the core problem and its causes is important if the project is to effectively address the effects of that problem on the community.

Developing the Problem Tree is best done as an exercise by a group of people within and outside of the organisation who are familiar with the community, including members of the target group themselves.

Objective Tree: An Objective Tree is the next step and should be completed after the Problem Tree. The Objective Tree design should involve all of the relevant stakeholders or participants that were involved in designing the Problem Tree.

The purpose of an Objective Tree is to offer solutions (or specific objectives) to each of the problems that were identified. It is important that the objectives are drafted with a good understanding of the cause-and-effect relationships that were identified.

It is important for both the Problem and Objective Trees to be as specific as possible to support in the design of a project.

Figure 1: Problem Tree

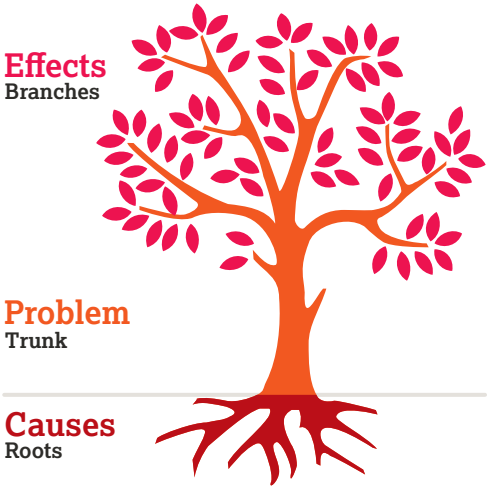
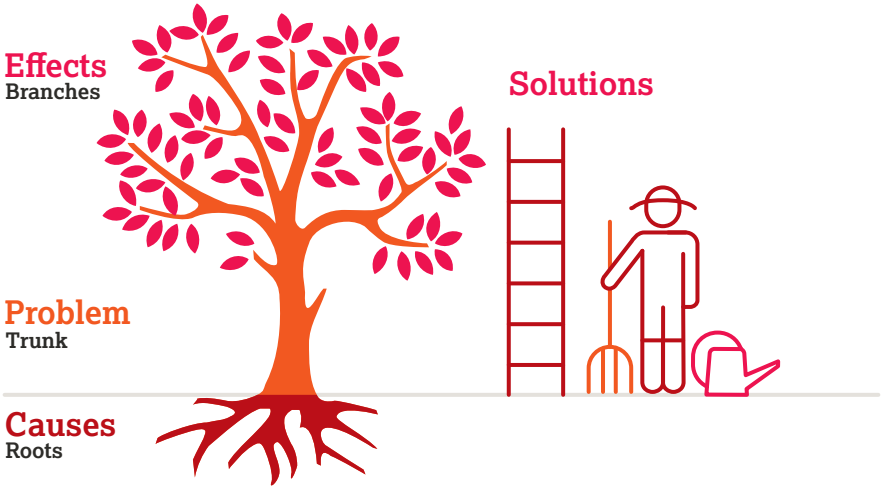


Figure 2: Objective Tree



A Problem Tree exercise: Rikot community example

Here is a step-by-step exercise that you and colleagues can undertake together to understand how a develop the outline of a Problem Tree and subsequent Objective Tree using a fictitious example from the district of Rikot.

Purpose of the exercise

- To identify the core problem in the communities that you want to address and analyse the causes and effects of that problem
- To analyse solutions to the problem
- To inform the Theory of Change, Results Framework and Logical Framework (*covered in Part 2 of the Module* →)

Participants

There is no fixed rule about who should take part, but those participating should be familiar with the community. They should include CSO staff, but you could include other stakeholders from the community (including older women or men), CBOs or local government for example.

Time required (tentative)

Two–three hours is required as an estimate. This allows for in-depth discussion amongst the group (some people may develop a Problem Tree in 15 minutes, but the point is to discuss among the group, challenge each other on cause and effect, and try and reach a consensus).

Materials required

Large flipchart paper or sheets of paper; meta cards or post-it notes; pen or markers.

exercise continued over

Process of using the tool:

1. Identify a core problem This should be possible following the Needs Assessment and data analysis.

Define this problem as clearly as possible. If there is more than one core problem identified discuss until you have a consensus on the main problem.

Place a card with this problem in the middle of a large sheet of paper.

In the Rikot example: *the core problem is 'older women lack voice in the community'.*

2. Identify causes of the problem Questions to ask in the group: Why does this problem exist here? What are the immediate causes?

Identify up to five or six existing factors that are responsible for the problem. **These are the first-level causes of the core problem.** Write (or draw) each first-level cause on its own card using a short sentence or phrase.

In the Rikot example: *some reasons why older women lack voice may be:*

- *Traditional village structures are led by men*
- *Attitudes of men give women low status*
- *Low self-esteem*

3. Place all the cards that show first-level causes in a row below the core problem card.

4. Identifying the responsible factors Use the method described in Step 2 to determine the factors that are responsible for each of the first-level causes. These are your second-line causes. Write each second level cause on its own card. Place the new cards in a row below the corresponding first-level causes.

In the Rikot example: *if you take 'low self-esteem' from the list of causes identified, some factors might be:*

- *Role in family and community undervalued*
- *No paid work or regular income*
- *Children do not keep in regular contact*
- *Disability*
- *Social isolation*

You would then do the same exercise to identify factors of other causes.

In the Rikot example: *this would be looking at: 'Traditional village structures are led by men' and 'Attitudes of men give women low status'.*

5. Repeat the method to identify the causes Use the same method to determine the causes until you can go no further. For example, take 'No paid work or regular income' and ask 'why? And keep asking 'why' until you can go no further.

exercise continued over

6. Identify effects Go through the same steps (steps 3–5) to determine the **first-level**, **second-level** and **third-level** effects of your core problem. These are effects that exist right now and that you can observe.

Write down (or draw) each effect on its own, and place the new cards in rows, above the core problem.

To help the thinking, you can take the core problem and add consequences of it to help you understand the effect.

In the Rikot example: *'lack of voice of older women in the community' means:*

- *Older women's health issues are not prioritised by the health centre*
- *Issues addressed by the village council are always prioritised by men and do not include the opinions of women*
- *Violence against older women remains invisible*

This time, instead of asking 'why?' state 'therefore…'.

In the Rikot example: *if you take 'violence against older women remains invisible' the next statement could be therefore…*

- *The mental health of older women declines*
- *Village council does not address the issue of violence against older women in the community*

See Figure 3 to see how the core problem, causes and effects are laid out for the Rikot example →.

7. Ask whether any important causes are missing If so, add them in on separate cards. Likewise, ask whether any important effects of the core problem are missing and add these in.

8. Check the logic Look for causes and/or effects that reinforce each other through direct or indirect connections. Each problem should logically lead to the next.

9. Discussion Discuss the findings amongst the group – make changes or additions as required.

10. Creating an Objective Tree When the group is satisfied with the Problem Tree analysis, it is time to turn the Problem Tree into an Objective Tree (also known as solution tree).

11. Solutions For each negative statement of the Problem Tree, discuss and agree a positive statement that describes a solution to the problem.

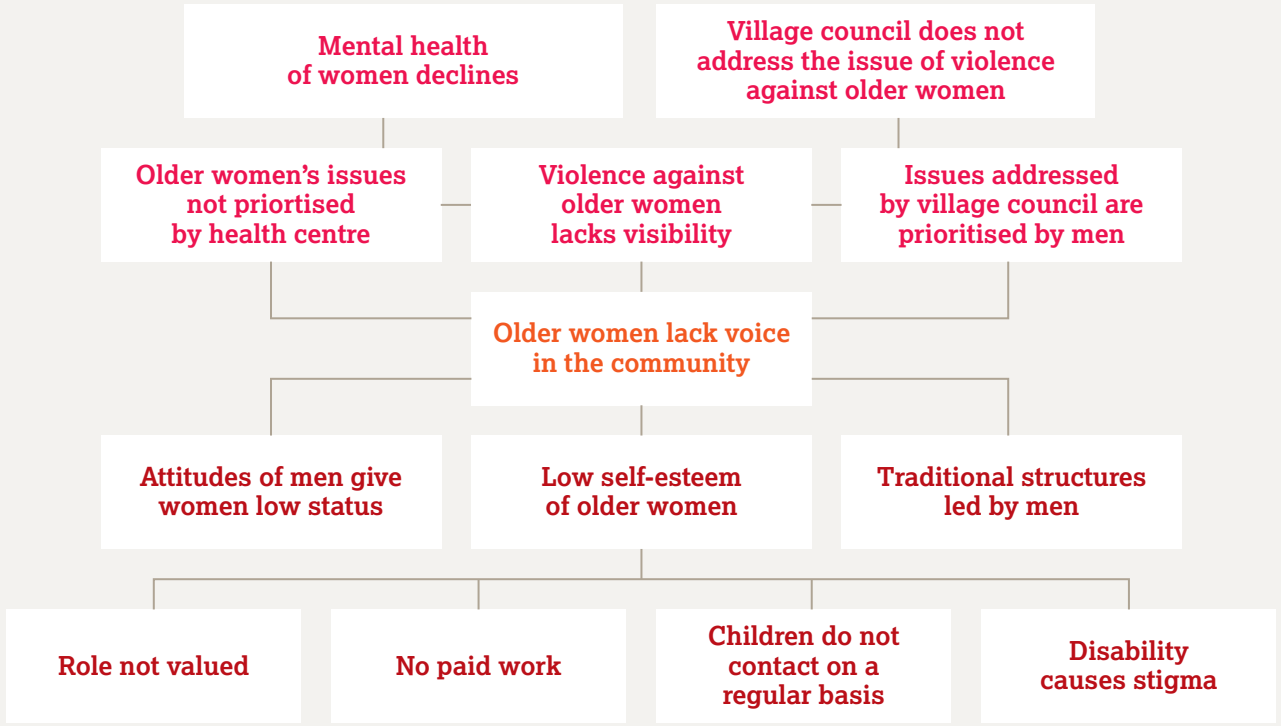
In the Rikot example:

This problem statement…		… becomes this objective:
Lack of voice of older women in the community	→	***Older women in the community have a voice and can address their rights***
Low self-esteem	→	***High self-esteem***
Role in family and community undervalued	→	***Older women's role in family and community is valued***
Violence against older women remains invisible	→	***Violence against women is acknowledged as an issue by the community***
Traditional decision-making structures led exclusively by men	→	***Traditional decision-making structures not led exclusively by men***

exercise continued over

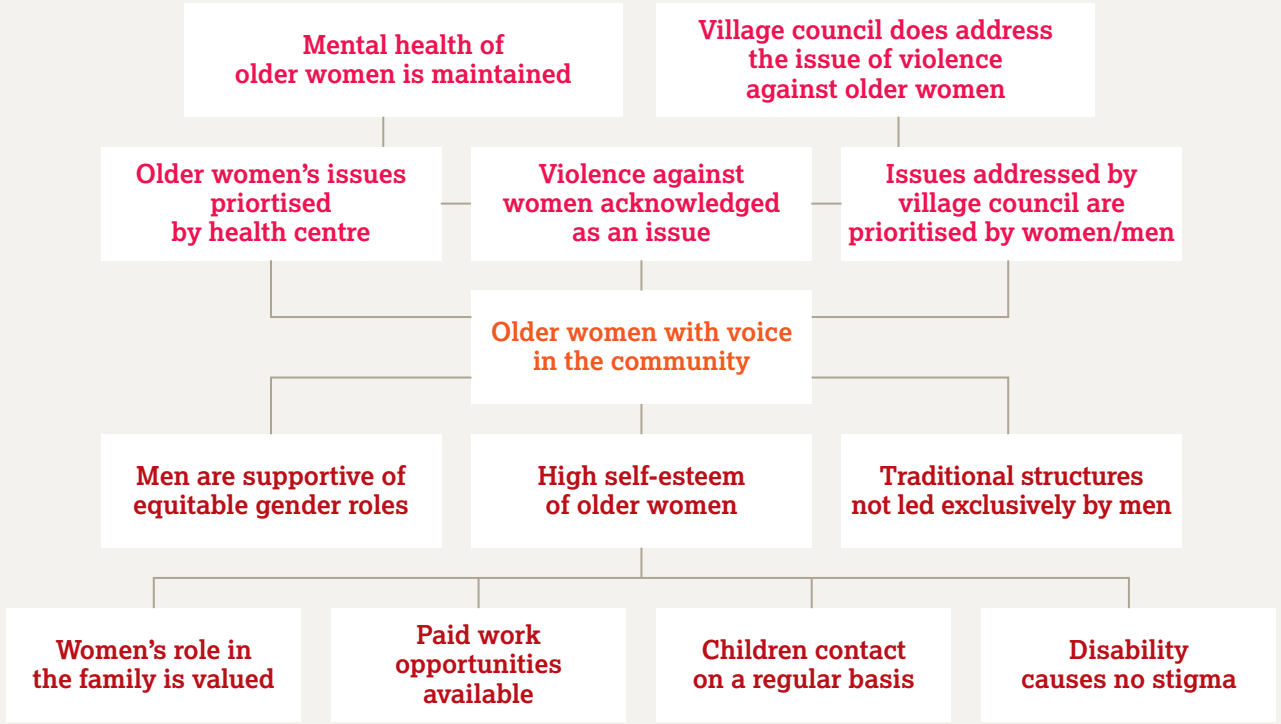
Using this example, a simple **Problem Tree** for the Rikot community project would look like this (in reality it follows an in-depth discussion and would be more developed and more detailed with arrows to all boxes):

Figure 3: Rikot Problem Tree



Then, having turned the problems into solutions, the Problem Tree becomes an **Objective Tree**, as shown in Figure 4 below.

Figure 4: Rikot Objective Tree



Whilst the Objective Tree does provide you with outline objectives for a project, an organisation will need to ensure these are written as SMART objectives for the donor *(as will be shown in Part 2 of this Module →)*.

Annex B provides a detailed example of a Problem Tree and Objective Tree from HelpAge Vietnam →.

Alternatives analysis

An Objective Tree may lead to numerous objectives and different pathways of change. All these pathways may have some impact but unless an organisation has access to unlimited funds it may not be able to address everything in its project. As such organisations often have to choose between objectives.

In the Rikot example: *(see Figure 4 →), the project being developed may have to choose between focusing on building the self-esteem of women or advocacy to change the traditional decision-making structures.*

In making this decision, organisations will need to consider many criteria including:

1. The relative impact of each approach.
2. The relative cost of each pathway – organisations may not be able to do one if it is too costly.
3. The skills, experience and reputation that the organisation has – organisations will be more likely to persuade donors to grant them funds if they can demonstrate experience in implementing similar programmes.
4. The skills and experience of other organisations – are there others who could do a better job?
5. What an organisation thinks it can realistically get funds for – this is tricky as no organisation want to be 'donor-led'. But on the other hand, if an organisation knows it cannot raise funds for a particular activity (for example buying a building) then there is no point including it in the project design.

Whilst the Problem and Objective Trees are useful tools in helping an organisation identify all of the problems and possible solutions. Alternative analysis will help organisations decide what to include in their project.

Anteneh Teshome/HelpAge International

1.5 Stakeholder analysis[1]

A stakeholder analysis is a process of identifying the relevant individuals that may have a role to play in an organisation's project, and grouping them according to their levels of participation, interest and influence in the project. It will help the project team come up with strategies on how best to include them in the project.

There are many forms of stakeholder analysis, but the example exercise provided in this section is relatively simple and effective.

Stakeholder analysis exercise

A stakeholder analysis exercise should be carried out by a group of people (not an individual) as opinions will vary greatly.

1. List all the stakeholders you can think of in your project and write them in the first columns of a Stakeholder Table.

2. In the next column, estimate how much support they will give the proposed project where **+5 is very supportive and -5 is very opposed**.

3. In the final column, estimate how much power that stakeholder has to influence the outcome of the project from **0 (no power) to 10 (very powerful)**.

Try to discuss this as a group until you have a consensus on the scores. If you cannot reach a consensus take the average scores of each participant.

In the Rikot example: *Figure 5 (right) shows an example stakeholder analysis conducted for the fictional Rikot community project looking to increasing older women's voice in Rikot.*

Figure 5: Example of Rikot community stakeholder table

	Stakeholders	Support to project –5 to +5	Power 0 to 10
1.	Older women	+5	2
2.	Older men	-3	7
3.	Leaders of traditional decision-making structures	-4	7
4.	Local government officers	+2	6
5.	Frontline health staff	+3	4
6.	District health managers	-1	4
7.	Local politicians (these might divide these into different political parties)	+2	8
8.	Religious leaders	-1	8
9.	Female children of older women	+3	3
10.	Male children of older women	+1	6
11.	OPA leaders	+4	8

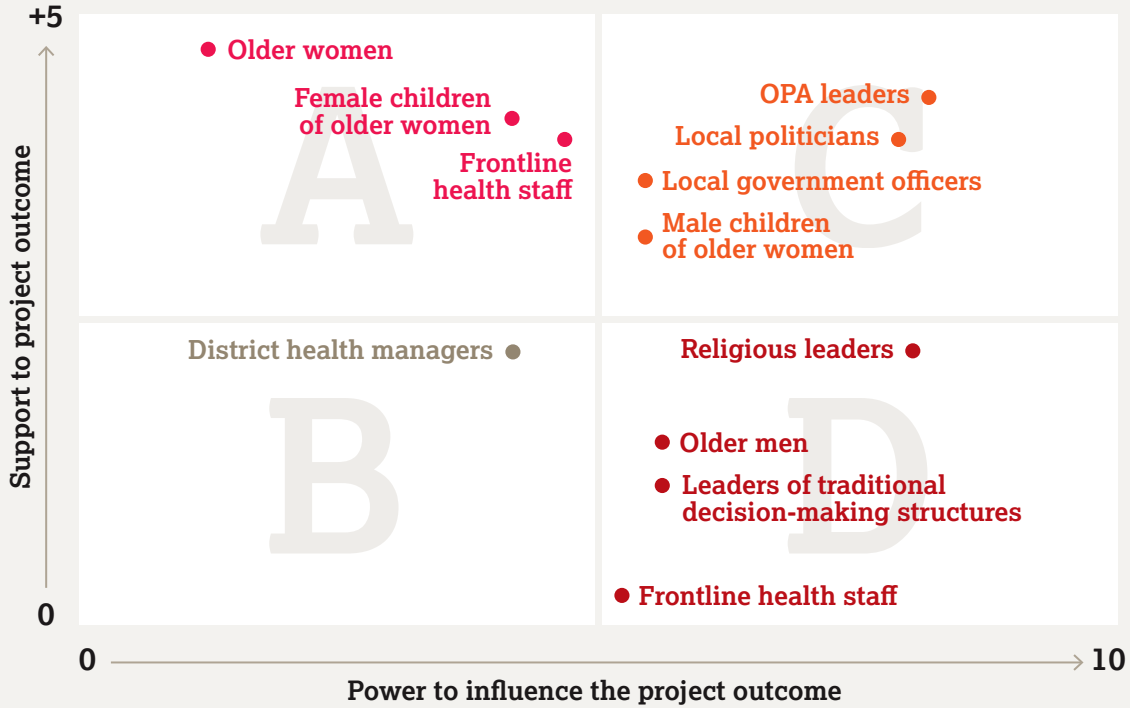
exercise continued over

4. Having listed all of the stakeholders with their scores, they can be plotted into a stakeholder matrix as shown in Figure 6 below using the numbers in the far-left column of the table (or write their names if you have enough space on your paper).

Using the Rikot example: *the interpretation in terms of the project design is as follows:*

- ***Stakeholders in square A (such as frontline health workers) have low power but are very supportive of project.*** *As an organisation you should then be thinking about how you look to increase their power during the project.*
- ***Stakeholders in square B (such as District Health Managers) have low power and have little support of project.*** *As an organisation you should be looking to monitor them in case their power increases as currently they are only a small risk.*
- ***Stakeholders in square C (such as OPA leaders) have high power and are highly supportive of the project.*** *As an organisation you should look to these individuals to collaborate with you in the project in some form, such as allies to reach other stakeholders.*
- ***Stakeholders in square D (such as leaders of traditional decision-making structures) have high power but have little support of the project.*** *As an organisation you need to monitor and manage these individuals/organisations very closely as they are potential risks to project success.*

Figure 6: Stakeholder matrix



Additional resources

HelpAge's COVID-19 Rapid Needs Assessments:
www.helpage.org/what-we-do/coronavirus-covid19/covid19-rapid-needs-assessment-rnas/

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

Problem Tree Analysis:
https://odi.org/en/publications/planning-tools-problem-tree-analysis/

Stakeholder analysis matrix template:
www.tools4dev.org/resources/stakeholder-analysis-matrix-template/

Stakeholder analysis of aid and development projects:
https://beamexchange.org/resources/548/

Endnotes
1. A stakeholder is anyone with an interest in the project, whether positive or negative

Annex A.

Summary of a Needs Assessment methodology

Methodology of a Needs Assessment report for Disaster Risk Management conducted by Handicap International (Humanity & Inclusion) HelpAge International and United Purpose (January 2018)

Methodology

Assessment area: The study areas were three sub-districts (Ramu, Teknaf and Ukhia) of the Cox's Bazar district of Bangladesh. All these sub-districts have been chosen due to the humanitarian crisis. Data was collected from 1–11 January 2018.

Data collection tools: Secondary documents review, Focus Group Discussion (FGD) and Key Informant's Interview (KII) have been used to collect primary data from the field. Along with secondary information also collected from upazila (administrative sub-districts in Bangladesh) and camp. To have common understanding among the team members, a unique checklist has been developed for the FGD and KII. A daylong orientation and discussion session were arranged on the checklist. Twelve FGDs were conducted with groups of women, adolescent girls and men. In each group, 8–10 members actively participated. Eight KIIs were conducted with different stakeholders to get in-depth information on Disaster Risk Reduction (DRR). Direct observation of the assessment team members was also compiled in the report. A day long workshop with assessment team has been arranged to identify need, problem and risk regarding flood, cyclone and earth quark hazards of the host community and camp. Workshop findings also included in the assessment report.

Data collection procedure: A team has been developed with Handicap International, HelpAge International and United Purpose for the Needs Assessment. A total of three upazilas (administrative sub-districts in Bangladesh) have been visited by the study team members. The upazilas are Ramu, Ukhia and Teknaf. During the field visit, the study team conducted FGDs with host communities, camp residents, and civil society groups, and conducted KIIs with the upazila chairmen, members of the majhi emergency response system, schoolteachers etc. The study team also interacted with representatives from national and international NGOs.

Following is a list of persons interacted during the study:

- KII (Upazila level different departments) Government of Bangladesh officials
- Agriculture, fisheries, livestock, education officer
- Project Implementation Officer
- UP Chairman and members
- Different websites
- FGD with local peoples (both male and female) and camp
- Humanitarian response plan 2017
- Review of the existing reports and relevant websites

The assessment was made under these headings:

1. Disaster risk management governance
2. Shelter
3. Schools
4. Livelihood
5. Food Security
6. Health
7. WASH
8. Protection
9. Gender
10. Inclusion
11. Education
12. Women and adolescent
13. Fishermen
14. People with disability

Antonio Olmos/HelpAge International

Resource Development Training
Module 2: Project Development

Part 2. Logic model

HelpAge International

Part 2. Logic models

Part 2 presents and works through each of the logic models, that the data and analysis from Part 1 feeds into, to help structure the design of projects.

A logic model is a roadmap or simplified image that shows how the proposed intervention will produce its suggested outcomes or objectives. Logic models can take different forms, but donors will often ask for proposals to include a Theory of Change, a Results Framework and/or Logical Framework.

Figure 7: Key elements of logic models

Theory of Change (TOC)	Results Framework	Logical Framework
Maps out: • Intended long term change that a project/programme is hoping to achieve • Major pathways of change • Interconnecting relationships • Underlying assumptions	**Builds on the TOC by mapping out:** • The project's hierarchy of objectives • Causal logic that organises all levels of objectives into if-then relationships *('if this happens, then this will…')*	**Builds on the TOC and Results Framework by mapping out:** • High level Monitoring, Evaluation, Accountability and Learning (MEAL) framework including indicators and means of verification • Assumptions that need to be in place for the logic to hold true

2.1 Theory of Change

What is a 'Theory of Change'?

A comprehensive and visual description of how and why a desired change is expected to happen.

The Theory of Change (ToC) provides the big picture of the intended change. It defines the long-term goal of a project and the broad strategic areas of intervention, and then maps the building blocks or preconditions, that need to be in place for the long-term change to occur. The ToC also identifies the assumptions that need to hold true for the project to succeed, and the evidence that is available to support them. A ToC may be designed for a programme of work, an organisation's mission or a project.

ToCs come in various formats, some quite simple and others complex. There is no 'correct' way of visualising a ToC – organisations can develop and present it in whatever way that works for them. This could take the form of a visual diagram alone, a written narrative or a mixture of both. *Annex C has some examples of how HelpAge and other organisations have created project ToCs* →.

There are many advantages to presenting the ToC in a visual format:

- Visualises complex data and ideas in an image that is easier to understand for a new reader.
- Identifies the full range of changes needed to achieve the intended impact. These include changes that are implemented by other stakeholders.
- Recognises non-linear change.
- Makes explicit the assumptions, for example, the potential risks that could disrupt the logic of the project.
- Encourages discussion and participation by opening up space to ask questions, challenge assumptions and suggest alternatives.

Part 1. Project design →

Part 2. Logic models
• 2.1 Theory of Change
2.2 Results Framework
2.3 Logical Framework
Annex B. Example of a Problem Tree and Objective Tree
Annex C. Examples of Theories of Change
Annex D. Examples of Logical Frameworks (Logframes)

Part 3. Frameworks for MEAL →

The ToC should be based on the **needs analysis**, taking into account the **assets, opportunities and the operating environment as well as drawing upon the stakeholder analysis and local knowledge** with specific, real-life circumstances to support the change.

The process of developing a ToC should be participatory, ideally involving a cross section of staff and key stakeholders, to benefit from their many perspectives. ToCs are stronger when they are evidence-based and deliberately informed by and aligned with research, theory, practice and experience.

As organisations develop a ToC it is good to draw on existing conceptual frameworks i.e., a tested, evidence-based model for a development or relief intervention. For example, a project that is focussing on behaviour change, might draw on the *FHI 360 Social and Behavioural Model for Change* →.[2] Or a project that focuses on the empowering role of OPAs might draw on the proven success of the *OPA models in Asia* →.

Process for developing a Theory of Change:

The broad process of developing a ToC is detailed below and to support with the understanding, we will use our Rikot project example alongside each of the steps:

1. Identify the desired long-term change.

In the Rikot example: *this would be 'Older women have a voice in the community'.*

2. Identify the pre-conditions required: what are the requirements that must exist before the long-term change can take place?

In the Rikot example: *the preconditions include men being supportive of equitable gender roles; high self-esteem of older women; traditional structures not led exclusively by men, plus all the other objectives which enable those preconditions (valued roles, paid work opportunities available, children contact on a regular basis, disability does not cause stigma etc.) being in place.*

3. Divide the pre-conditions into different pathways of change: As identified in the alternative analysis a project may not be able to do everything and you may need to make choices. **Identify pathways of change – what needs to happen to make the change happen.**

Using the Rikot example: *you might need to assess the relative merits of the three possible pathways of change i.e.*

- *Changing men's attitudes so that 'men are supportive of equitable gender roles'*
- *A focus on older women such that they develop high self-esteem*
- *Advocacy to change the gender balance in the leadership of traditional decision-making structures*

Then assess these three possible pathways of change using the five criteria listed under *'alternatives analysis' in Part 1* →.

4. Identify the connections between the preconditions in the pathways of change: If your project cannot implement all pathways, then it would be important to link with any organisations that are addressing those that you omit ensuring your analysis is considered or looking at how you could potentially partner with them.

procedure continued over

5. Assumptions: As organisations develop a ToC, they will need to determine whether there are any assumptions that will seriously affect a project's ability to deliver on its commitments.

Organisations should ask themselves: "What are the top three assumptions that need to be valid for our project to be successful?".

We will also look at assumptions as part of Logframes in Part 2, but in ToC we only need to identify the top assumptions that impact on the ability to achieve the long-term goal.

In a ToC, assumptions are the conditions or resources outside the direct control of project management, but that nevertheless must be met for progress to be made toward the eventual achievement of the long-term goal.

We all make assumptions when we design and plan our projects. For example, we might assume that:

- Government plans, policies and actions will support our work
- Election results will lead to a stable transfer of power
- Other organisations will continue to operate in the same area
- There will be no civil unrest
- Communities are interested, motivated and have time to engage
- Project staff can operate safely with full freedom of movement
- Pandemics will not disrupt our ability to work in the community

Assumptions provide a reality check for a TOC. Assumptions point out the potential risks that can interfere with project success. **Everything will proceed well if the assumptions that organisations have identified prove correct. However, unfulfilled assumptions can completely alter how, or even if, an organisation's project works.**

As organisations identify their ToC assumptions, it will be important to develop a plan to gather the evidence that will confirm whether these assumptions will hold true.

a. If evidence indicates that the assumption will almost certainly hold true, then organisations probably do not need to include it in the ToC.

b. If evidence indicates that the assumption is likely to hold true, but there is some risk, then organisations should include it in the ToC and commit to monitoring its status.

c. If evidence indicates that an assumption will NOT hold true, organisations will need to redesign this part of the project. **Note: If there are no options to redesign the project, then the project may not be viable.**

If organisations are unable to find evidence relating to an important assumption, they may need to decide how best to gather evidence so that they can determine into which of the three categories above the assumption resides. **Be careful of any 'killer assumptions'. These are assumptions that you expect to hold true, but the evidence suggests are unlikely to be realised and could potentially 'kill' the project.**

In the Rikot example: *the top three assumptions may be:*

a. *Communities are interested, motivated and have time to engage*

b. *Project staff can operate safely with full freedom of movement*

c. *Pandemics will not disrupt our ability to work in the community*

procedure continued over

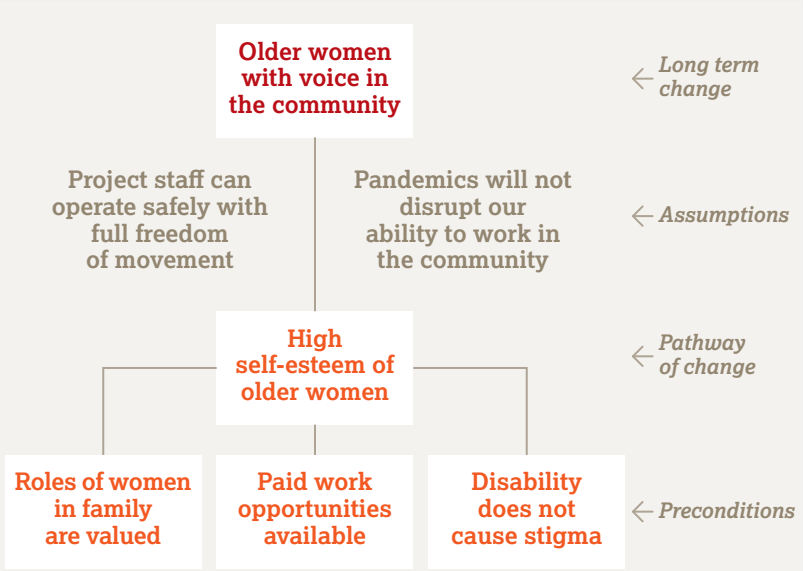
For assumption a: *'Communities are interested, motivated and have time to engage', this would be given the definition of an assumption being 'outside the control of project management'. However, at the same time, this is something that can be easily checked before and as the project is designed – and it is up to the organisation to establish interest before starting the project and help control the risk.*

For assumption b: *'Project staff can operate safely with full freedom of movement', this is something an organisation will need to assess according to the context. You might decide, for example, that it fits with 'If evidence indicates that the assumption is likely to hold true, but there is some risk, then include it in the ToC and commit to monitoring its status' or it may not be an issue in your operating context.*

For assumption c: *'Pandemics will not disrupt our ability to work in the community', this is more difficult to predict as the world found with COVID-19. So, you would need to be aware of the scientific evidence and the likely political/social responses to assess if there is a likelihood of a pandemic disrupting activities significantly.*

A simple ToC for Rikot example may look like the example in Figure 8, right. In reality organisations may develop a more complex model with more than one pathway of change. In this example, the chosen pathway of change is 'increasing the self-esteem of older women'.

Figure 8: Theory of Change for Rikot project



Additional resources for Theory of Change

Learning for sustainability Theory of Change:
http://learningforsustainability.net/evaluation/theoryofchange.php

Centre of Theory of Change:
www.theoryofchange.org/what-is-theory-of-change/

Bond Theory of Change:
www.bond.org.uk/resources/theory-of-change-for-organisations

2.2 Results Framework

A Results Framework is a planning and communications tool which presents the expected results of a project as a four-level hierarchy of objectives as shown in Figure 9:

Figure 9: Definitions of different types of objective

Level	Description
Goal	This is the higher-level objective, greater than the project itself, but to which the project will contribute. Other interventions (often by others) will also contribute to the achievement of the goal.
Outcome	The outcome should identify what will change, and who will benefit because of the project (this will be the outcome over the project period).
Outputs	The specific, direct deliverables of the project.
Activities	What the project does in order to produce the outputs.

It is important that the Results Framework aligns with both the Logical Framework (as it is essentially the first column of the Logical Framework) as well as the TOC.

In presenting the TOC and Results Frameworks to the donors, organisations must ensure:

- The goal level in the Results Framework is consistent with the long-term change identified in the ToC.
- The outcome level in the Results Framework corresponds with the ToC statements found at the pathways of change level.
- The outputs levels of the Results Framework correspond with the preconditions of the ToC.

More details on how to write the objectives for a Results Framework and a Logical Framework can be found in the next section →.

Ben Small/HelpAge International

2.3 Logical Framework

The Logical Framework is a matrix that is used to summarise the design of a project. The Logicial Framework is more commonly referred to as the 'Logframe'.

The Logframe builds upon the Results Framework and describes the key features of the project (objectives, indicators, indicator means of verification, and assumptions) as well as highlights the logical linkages between them. With the inclusion of these additional items, the Logframe provides the basis for developing the Monitoring, Evaluation, Accountability and Learning (MEAL) plan.

As with the Results Framework, the Logframe is intended to communicate the purpose and main components of a project as clearly and simply as possible. However, the Logframe also includes key details which expand on the ToC and the Results Framework.

Donors often require a Logframe to be submitted as part of the project proposal. It is less common at the concept note stage, as donors generally only ask for the Results Framework (i.e., the first column of the Logframe). However, it is important to do both when designing a project to help link the logic. A typical Logframe layout is shown in Figure 10 below.

Whilst there is not a universal format for a Logframe, and donors may use different terminology, the four key areas are:

- **Project summary** (explaining the objectives).
- **Objectively verifiable indicators** (how achievements will be measured).
- **Means of verification** (the sources and methods of how information required for the indicators will be collected).
- **Risks and assumptions** (external conditions needed to get results).

We will work through each column of the Logframe in the next sections.

In Annex D → there is an example of a completed Logframe from Gravis, a HelpAge network member in India that formed part of a successful bid to EC and a successful Logframe from HelpAge International submitted to Agence Francaise de Developpement (AFD). It is advised that you review these as you read through the next few sections of how to complete a Logframe.

Figure 10: Logframe

Summary	Objectively verifiable indicators of achievement	Means of verification of the indicator data	Assumptions
Goal			
Outcome			
Outputs			
Activities			

Column 1 of the Logframe: Hierarchy of Objectives

The first column of the Logframe is the same as that reflected in a Results Framework and focuses on the hierarchy of the objectives.

Figure 11: Hierarchy of objectives

Summary	Objectively verifiable indicators of achievement	Means of verification of the indicator data	Assumptions
Goal: The higher-level objective, greater than the project itself, but to which the project will contribute. Other interventions (often by others) will also contribute to the achievement of the goal.			
Outcome: The outcome should identify what will change, and who will benefit over the lifetime of the project, because of the project.			
Outputs: The specific, direct deliverables of the project.			
Activities: What the project does in order to produce the outputs.			

The terminology of Goal/Outcome/Outputs/Activities as show in Figure 11 is NOT universal. Some donors will use different variations as shown in Figure 12.

Whilst the terminology or words used may be different, the meaning is always the same.

The key principle in the hierarchy of objectives is understanding and applying the cause and effect logic. Each objective level (starting with the activities) is linked to the next objective level as follows:

- If you do the activities you will produce the outputs;
- If you produce the outputs you will achieve the outcome;
- If you achieve the outcome, you will contribute towards the goal.

In the Rikot project example: *the logic would be IF you increase the self-esteem of older women, you will contribute to their greater voice in the community.*

Figure 12: Comparison of terminology for objectives in the Logframe

Traditional	Alternatives	
Goal	Wider objective	Impact
Outcome	Specific objective	Outcome
Outputs	Expected results	
Activities		

Writing objectives

Well-designed objectives help to communicate the project's intervention clearly. They are important for donors to be able see what organisations are proposing to do through their interventions. They are important for monitoring and evaluating and help to increase accountability.

Figure 13 provides some suggestions on how to write the objective at each level of the Logframe:

Figure 13: How to write the objectives

Goal	There should only be one goal. The sentence should be clear and concise starting with words that describe what your project is contributing towards such as – **'To contribute towards…'** or **'Older people in [x country or district] can…'** ***In the Rikot example:*** *'To contribute towards the increasing voice of older women in Rikot'*
Outcome	There should only be **one outcome per project.** The sentence should show the change that will happen as a result of your project, and could begin with the words: **'Increase…', 'Improved…', 'Reduced…'** ***In the Rikot example:*** *'To increase the self-esteem of older women in Rikot'*
Outputs	There should be **several outputs per project (suggest a maximum of six).** Outputs should use language which reflects the immediate result of your activities and what has been achieved. The outputs need to be measurable. Outputs should be within the control of the project. ***In the Rikot example:*** *'Older women trained to access jobs in the community'*
Activities	There should be between **3–5 activities per output.** Verbs[3] should be used to describe the activities. The activities should contain details of what organisations propose to do in their intervention. ***In the Rikot example:*** *'Train 100 older women in interview techniques', or 'Create 4 Older Peoples' Associations with female leaders'*

Column 4 of the Logframe: Assumptions

After completing column 1 (objectives) it is good to complete column 4 (assumptions) as this may impact on the final content of column 1.

Overall assumptions for a project design were framed as part of the TOC development. However, in the Logframe they are presented in more detail, and at each level of the Logframe.

Assumptions and risks are factors that are **largely OUTSIDE the control of the project**.

Figure 14 explains assumptions at different levels of the Logframe:

Figure 14: Assumptions

Summary	Objectively verifiable indicators of achievement	Means of verification of the indicator data	Assumptions
Goal			Leave this square blank as the goal is the highest level objective in the Logframe.
Outcome			Assumptions that must hold true to contribute to the goal/ impact.
Outputs			Assumptions that must hold true to achieve the outcome of the project.
Activities			Risks that must be managed to produce the outputs.

Assumptions in the Rikot project example could include:

- *Willingness of older women to improve their knowledge and access to their rights*
- *Political and economic situation remains stable in each country*
- *Conducive civil society space for the organisation to engage duty bearers and key stakeholders*

After identifying assumptions and risks, consider what activities can be added to the project to mitigate them, or even eliminate them. The logic then becomes like this, as shown in Figure 15.

Figure 15: The logic of objectives and assumptions

Summary	Objectively verifiable indicators of achievement	Means of verification of the indicator data	Risks and assumptions
Goal			
Outcome			**If** we achieve the outcome **and** the assumptions hold true, **then** we will **contribute** to the goal/impact.
Outputs			**If** we deliver the outputs **and** the assumptions hold true, **then** we will **achieve** the outcome.
Activities			**If** we undertake the activities **and** the risks are managed, **then** we will **deliver** the outputs.

At the activity level the risks might include:

- Finances do not arrive
- Staff with appropriate qualifications cannot be recruited.

You will need to have assumptions at both outcome and output level.

In the Rikot example: *if you can **only** work on the self-esteem of older women, then the outcome is increased self-esteem of women and you will need to **assume** that men's attitudes and traditional structures will still not prevent women's voice being heard. The logic therefore would therefore be:*

*'**if** we increase the self-esteem of older women **and** the assumptions (e.g. men's attitudes and traditional structures do not prevent women's voices being heard) hold true **then** you will contribute to the increased voice of older women.'*

Columns 2 and 3 of the Logframe: Indicators and their Means of Verification

Indicators and their Means of Verification should always be considered together. If a suitable means of verification for an indicator cannot be found, then the indicator is not viable and has to be rejected.

Indicators

An indicator is:

- A piece of information that provides evidence that something has happened, **or**
- A measure used to track progress, reflect change, or assess project performance.
- Important information to help managers make decisions about whether or not any changes in project interventions are needed.

Note that:

- Identifying the right indicators is a critical step in the MEAL process.
- The indicators become the building blocks of MEAL planning and implementation.

The definitions of the indicators at each level of a Logframe is presented in Figure 16.

Figure 16: Indicators

Summary	Objectively verifiable indicators of achievement	Means of verification of the indicator data	Risks and assumptions
Goal	Data to measure the achievement of the goal/impact.		
Outcome	Data to measure the achievement of the outcome.		
Outputs	Data to measure the achievements of the outputs.		
Activities	Indicators are not required at the activity level as activity completion can be measured directly. Instead, use this space to summarise resources needed: budget; human resources; equipment.		

Basic principles and guidance on indicators

- Indicators are performance measures, **which tell us what is going to be measured, NOT what is to be achieved.**
- Indicators should only state **what will be measured**.
- Each indicator that you choose to measure your objectives **must be verifiable by some means**. If not, another indicator must be chosen. Therefore, column 3 of the Logframe (Means and Sources of Verification) should be completed at the same time as column 2.
- Indicators may be **quantitative OR qualitative** (see right for further details).
- The choice of indicators will set the framework for monitoring and evaluation.
- There needs to be both **impact indicators** (typically at the level of Goal and Purpose) and **process indicators** (which will tell you how well the project is progressing – typically at the output level). Process indicators are usually measured frequently. Impact indicators are measured occasionally (due to the time and cost involved).
- Projects do not need a large number of indicators. Rather the **QUALITY of indicators is important and these should be selected carefully to tell stakeholders how successful the project is**. Best practice suggests there should be three indicators per output, three for the outcome, and two for the goal.
- Indicators should be **disaggregated – ALWAYS by sex, age and disability** and also by any other disaggregation important to the project context (e.g., ethnic group).
- Indicators are not required for activities – instead, organisations may be asked to list inputs or resources required for the activities.
- **Baseline data:** Some Logframes will have a column requesting baseline data. Baseline data is a measurement of data before the intervention is initiated. Sometimes an organisation may not have baseline data, and therefore 0 or not applicable will be entered here. Unless there is reliable baseline data, DO NOT use percentages as milestones/targets. For example, an indicator that says the number of older people receiving home-based care will increase to 50% is meaningless unless you know how many older people receive home-based care at the start of the project.

What are Quantitative Indicators?

Quantitative indicators are measures of quantities, amounts or range. They help measure project progress in the form of numerical information.

Numerical information includes:

- Numbers
- Percentages
- Rates (for example, death rate: deaths per 1,000 population)
- Ratios (for example, the number of men to the number of women).

For example, using the Rikot example: *for an outcome around 'increased self-esteem of older women' a quantitative indicator might be: By end of year 3, 50% of older women have increased their score on the Rosenberg scale.*[4]

What are Qualitative Indicators?

Qualitative indicators measure qualities or characteristics, and is used to measure:

- Judgements
- Opinions
- Perceptions
- Attitudes towards a given situation or subject.

For example, using the Rikot example: *for the outcome around 'increased self-esteem of older women' a qualitative indicator might be: '100 older women express that they feel more confident.'*

Projects should try to include a range of both quantitative and qualitative indicators.

SMART indicators

When writing indicators for project objectives, organisations should design these to be SMART:

S

Specific:

Indicators should clear and concise – specifying what is to be achieved (quality and quantity), the location, and the target population.

M

Measurable:

There must be a way of measuring the indicator within the cost limits of the project. If there is not, then change the indicator.

Organisations should consider providing numerical numbers or percentages to an indicator – How much? How many? How will I know when it has been accomplished?

A

Achievable:

Indicators must be realistic and attainable within the available resources (within the budget and time frame).

R

Relevant:

The indicator must align with the project goals and measure the change the project intends to produce.

T

Timebound:

The indicator should state the timeframe within which the change is expected to occur.

Means of Verification

For the Means of Verification (column 3) organisations will have to find sources of data to measure the indicators, as explained in Figure 17 below.

Figure 17: Sources and Means of Verification

Summary	Objectively verifiable indicators of achievement	Means of verification of the indicator data	Important assumptions
Goal		Sources of measurement that verify the indicators of progress towards achievement of project goal/impact.	
Outcome		Sources of measurement that verify the indicators of progress towards achievement of project outcome.	
Outputs		Sources of measurement that verify the indicators of achievement of the project outputs.	
Activities		Indicators are not required for activities – instead, resources used can be summarised here if requested: • Summary budget (main headings and total only) • Human Resources required • Any capital purchases proposed • Renting of any items (e.g., office, vehicle)	

Sources of verification should be collected throughout the project implementation period to show how the objectives and outputs have been achieved and the desired project outcome was reached as a result.

It is important to consider the following when writing indicators:

- The 'Source' provides a description of where to find the information needed in order to demonstrate what has been accomplished.
- The frequency with which project staff will obtain information from stated sources should also be indicated (e.g., annual survey, quarterly interviews).
- The cost of collecting data must be considered – if you cannot cover the cost of collecting the data, then you will need to think of a different indicator.

Sources of verification – two key questions to ask:

1. Will you use primary or secondary sources to track your indicators?

Secondary data is **already available through other published or unpublished sources**. Examples of secondary data sources include existing records, statistics, and reports of the government, UN, NGOs etc. Secondary data is often used at the impact level.

Primary data is the **data that organisations collect themselves during the project through surveys, project records, focus group discussions etc**. Primary data is usually used at the outcome and output levels. At the output level there is usually little cost to the data collection, and it is often done routinely through project records. At outcome level the collection of data is often more costly (as the sources are typically surveys, focus group discussions and interviews) and the data is therefore collected less frequently.

2. Will you use quantitative or qualitative methods to gather data to track your indicators?

Quantitative Methods of data collection include:

- Tracking logs (for example, logging the number of people attending events)
- Questionnaires
- Structured observation
- Knowledge and achievement tests
- Health status measures.

Qualitative Methods of data collection involves data which track changes in participants' attitudes and perceptions, identify why and how change is happening, and are analysed by organising emerging themes. Qualitative measurement methods are especially good at answering the questions 'How is change happening?' and 'Why is change happening?' The three most common qualitative methods are:

- Semi-structured interviews
- Focus Group Discussions
- Participant Observation.

It is recommended that organisations use both quantitative and qualitative verification methods. A mixed-methods (i.e., using both quantitative and qualitative methods) approach deepens the understanding of a project, providing more comprehensive, integrated data for tracking progress, analysing results, and making decisions. It can give a sense of the direction and degree of change along with an understanding of what has contributed to, or inhibited, this change.

Benefits and limitations of Logframes

Why do people like using Logframes?

- They guide systematic and logical analysis of the key elements that make up a well-designed project.
- They improve planning by highlighting the factors that are outside the control of the project team. These are the assumptions identified in column 4 which have to be monitored as part of the project implementation.
- The construction of a Logframe can (and should) be used as a focus for teamwork in project design.
- They give a clear framework for the objectives of the project, providing continuity if project staff leave their post before the project is complete.
- They present a clear hierarchy between impact, outcome, outputs and activities.
- They present a clear, concise and accessible statement of all key components of a project.
- They clarify how the project is expected to work and what it will achieve.
- They identify the main factors related to the success of the project.
- They provide a framework for monitoring and evaluation.
- They make clear what is being measured by the chosen indicators.
- The Logframe is a concise and organised method of presenting project proposals to donors.
- Logframes enable planned and actual results to be compared.

Logframe limitations

- The Logframe may be seen as a blueprint, and therefore not flexible.
- The Logframe is only one of several tools that should be used in project design. It does not do the job alone and most donors require other tools to be presented also.
- The information presented in the Logframe is limited and organisations need to be able to show what they are proposing in a fixed way (which may not always do the project justice).
- The language of Logframes can be a challenge, and need to be fully understood before you embark on completing a Logframe.
- In practice, developing Logframes are not always participatory due to lack of time, therefore their quality suffers.

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Part 1. Project design →

Part 2. Logic models

2.1 Theory of Change

2.2 Results Framework

2.3 Logical Framework

Annex B. Example of a Problem Tree and Objective Tree

Annex C. Examples of Theories of Change

Annex D. Examples of Logical Frameworks (Logframes)

Part 3. Frameworks for MEAL →

Additional resources

Beginners guide to writing a Logframe:

www.theguardian.com/global-development-professionals-network/2015/aug/17/how-to-write-a-logframe-a-beginners-guide

How to write a Logical Framework:

www.tools4dev.org/resources/how-to-write-a-logical-framework-logframe/

Standard indicators can be found at:

www.indikit.net/

https://handbook.spherestandards.org/en/sphere/#ch001

https://usaidlearninglab.org/sites/default/files/resource/files/cleared_-_mt_-_indicator_resources_r.pdf

www.agrilinks.org/sites/default/files/ftf-indicator-handbook-march-2018-508.pdf

Portal 365 – Logical Framework (verification methods):

http://learning.portal365.org/en/articles/3171189-logical-framework-verification-methods

Endnotes

2. www.fhi360.org/resource/360-degree-approach-social-and-behavior-change

3. A verb is a word used to describe an action e.g., train; organise; prepare.

4. The Rosenberg self-esteem scale was developed by Morris Rosenberg in 1965 to measure the self-esteem of people.

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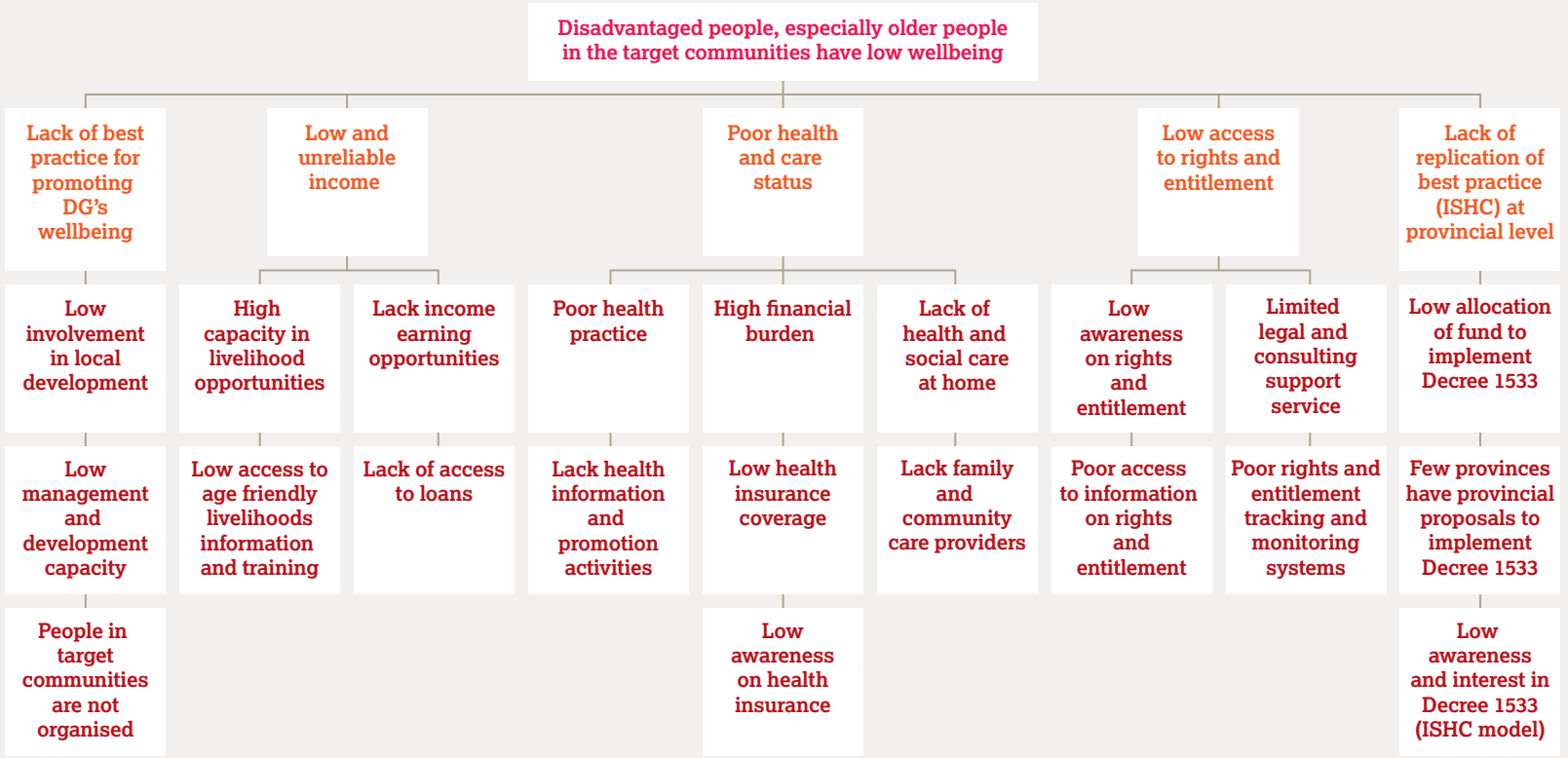
Annex B.

Problem Tree and Objective Tree from HelpAge Vietnam

This Problem Tree is drawn from the HelpAge Vietnam project funded by KOICA (Korea International Cooperation Agency).

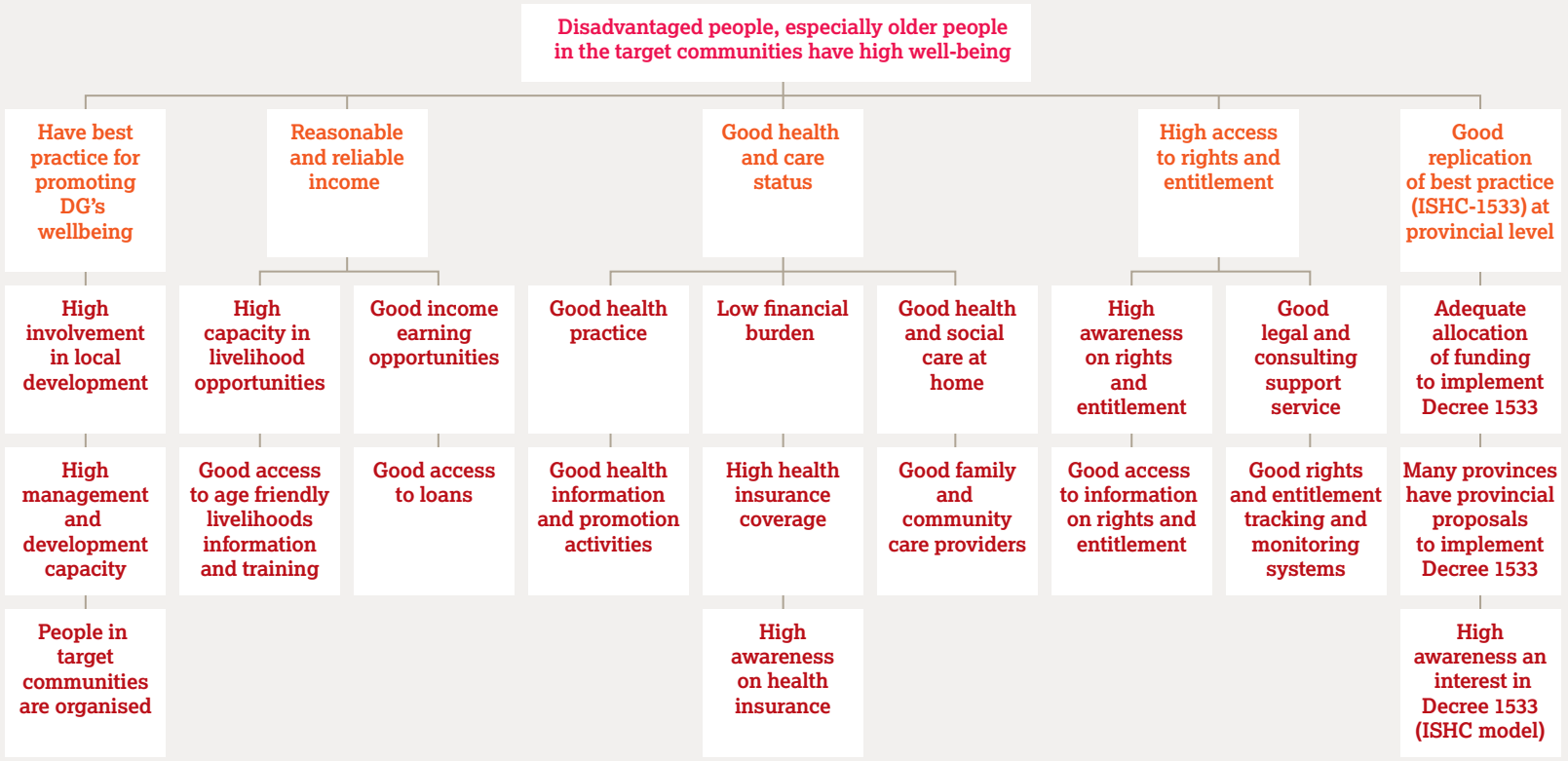
During the consultation meetings between HelpAge, local partners and local authorities in February and March 2017, they recognised the key problems faced by Disadvantage Groups were their general overall low wellbeing status and came up with five key problems/ causes that led to low wellbeing of the Disadvantaged Groups. Using the five key problems as targets, the participants than came up with possible solutions to address the identified problems. This analysis is presented in the Problem Tree, Figure 18 below and Objective Tree, Figure 19 on next page →.

Figure 18: The Problem Tree



DGs (Disadvantaged Groups)
ISHC (Intergenerational Self Help Clubs)

Figure 19: The Objective Tree



DGs (Disadvantaged Groups)
ISHC (Intergenerational Self Help Clubs)

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Annex C.
Examples of Theories of Change

Example 1: Theory of Change '*Networks of Change*' – *civil society addressing poverty in the ageing populations of Asia*

1. Current situation

1.1 Ageing and civil society: rapidly shifting demographics – particularly declining birth rates and increasing life expectancies - will increasingly shape the social and economic direction of developing countries in Asia. The transition from ageing (10%>60) to aged (20%>60) population will take just 20 years in Vietnam, and 22 in Thailand. By 2050 people over 60 will outnumber those under 14 and there will be 923 million older people in Asia. Such demographic changes have significant implications for 'leaving no-one behind' in the Sustainable Development Goal (SDG) agenda, and the way that civil society embraces (or not) older people, is key to the effectiveness of future civil society, and therefore development outcomes. Embracing older people more positively will impact not only on them, but also on the wider community and society who will benefit from the fact that older people are assets to their families and communities, as carers, advisers, mediators, mentors and breadwinners. Older people are not a homogenous group and many will need care, but older people are too frequently seen only as a burden to be cared for by the state or by families, and not seen as strong contributors to effective civil society. Whilst most SDGs are relevant to older people (and those who will become old), two key areas are social protection and health. To fulfil SDG1 (end poverty in all its forms everywhere) there will need to be an agenda for universal social protection, including old age pensions and the right for older people to access appropriate work. To fulfil SDG 3 (ensure healthy lives and promote wellbeing for all at all ages) we must have the ambition of universal health coverage which includes access to long term care. There is also the question of how older people can influence the development and implementation of national policies, that impact both on them and on future older people. For example, 'The societal response to population ageing will require a transformation of health systems… towards the provision of older-person centred and integrated care' (WHO *'World Report on Ageing and Health' 2015).* Civil society has the potential to significantly contribute to poverty reduction in ageing societies, but its effectiveness varies greatly from country to country due to the space that civil society is allowed to operate in by the respective government. But the role of civil society in contributing to the creation and sustaining of effective and accountable states is essential in developing social cohesion; in holding the state to account; in enabling people to become active citizens; in strengthening the provision of services; and in influencing public opinion/attitudes and influencing government. Therefore, this project will put civil society at the centre of poverty reduction.

1.2 Change for whom? The main group of proposed final beneficiaries are the rapidly increasing numbers of older people, chosen for the reasons stated above. However, impacts on older people will also impact on their families and wider community, and the proposed CBOs, federations and networks will embrace ageing societies rather than older people only. However, for reasons given in 1.1, the emphasis within ageing societies will be on older people and similarly policy influencing work will focus on older people's rights.

1.3 What factors may help or hinder change? Progress toward the project impact can be helped or hindered by many factors/actors, depending on their position/attitudes, and could include politicians, religious leaders, government (all levels), willingness of local people to buy into a new model, and cultural factors that may prevent inclusivity. Ageism and other forms of discrimination may also form barriers to change. These factors will be taken into account in the detailed design of the project and design of ongoing research.

2. Consortium contribution – the logic model

The key is the outcome of *'A tested and nationally replicable system of linked civil society, complementing government systems, from grassroots to policy level, which works for improved development outcomes in ageing societies'*. The programme approach will strengthen participatory governance at three levels: community level through durable CBOs that build bonds of mutual assistance; local level by reinforcing mutually beneficial ties and accountability between CBOs and service providers; national level through representative federations of CBOs joining with national NGOs, academics, UN, and any organisations interested in joining a 'national network on ageing' to advocate government on key policy issues.

3. Evidence supporting the assumptions of change, and evidence gaps

At the community level, CBOs will enable the active participation of people in their own development, but to be effective, the CBOs must be supported by high capacity CSOs , which in this case will be drawn from the HelpAge network. Federations of CBOs will be encouraged and will work alongside the CSOs and broader national networks on ageing to give greater voice to communities, especially to older people. Evidence has pointed to *intergenerational self-help clubs (ISHCs)* in Vietnam as being very effective in sustainability. Evidence has shown the clubs to be sustainable (using social marketing approaches), multi-functional, and scalable organisations that enhance equitable and inclusive local development. Many CBOs in the world come and go with donor funding and claim to be part of civil society but in practice they are little more than temporary conduits for theme-based donor funding. ISHCs are very different and have been a great success (see proposal document). There is solid evidence for the success of the IHSCs in Vietnam which includes, when linked to federations and national networks, the influence at policy level evidenced by the government approving: (a) *the National Programme on Ageing 2012-20;* (b) the *National Proposal on the Replication of the ISHC;* and (c) *National Health and Care Proposal,* submitted by the Ministry of Health, which recommends that all health stations and departments should work closely with ISHCs to promote healthy and active ageing. To date, 13 provincial governments have approved their proposal to replicate the ISHC development model province wide and 63 provincial and city associations for the elderly are in the process of developing proposals to replicate the ISHC development model. This demonstrates great potential for bringing the concept to scale. Having said that, there are some key assumptions that will be tested by this project for learning and adapting, including (these will be further defined in the co-creation phase):

1. Lessons from the Vietnam can be adapted to be successful in a new context.
2. Governments will support, or at least not obstruct, the implementation of new civil society systems.
3. The key drivers of change and barriers to change have been correctly identified. Which ones are context specific and which ones can be universally applied?
4. Civil society in the form of CBOs, linked to federations and/or national networks on ageing, can make a significant contribution to the health, wellbeing and social protection of older people.
5. The proposed linked civil society systems will result in (a) Greater social cohesion and mutual support; (b) Greater access to basic health services for an ageing population (e.g. access to nutrition; appropriate health care); (c) access to social protection in old age; (d) greater voice in national policy development and implementation.
6. HelpAge International, and its associated national and regional networks, enables CBOs to access technical knowledge and have a voice with policy makers.

This narrative above was supported by *Figure 20 on the following page* →. Please note:

- In this example the terminology is a little different.
- The long-term change is shown here as the impact
- The pathway of change is the outcome
- The outputs and action areas are the preconditions
- The assumptions are discussed in the narrative but are not shown on the diagram. They could be added to make it complete.

Figure 20: Theory of Change, example 1

'Networks of Change' – civil society addressing poverty in the ageing populations of Asia

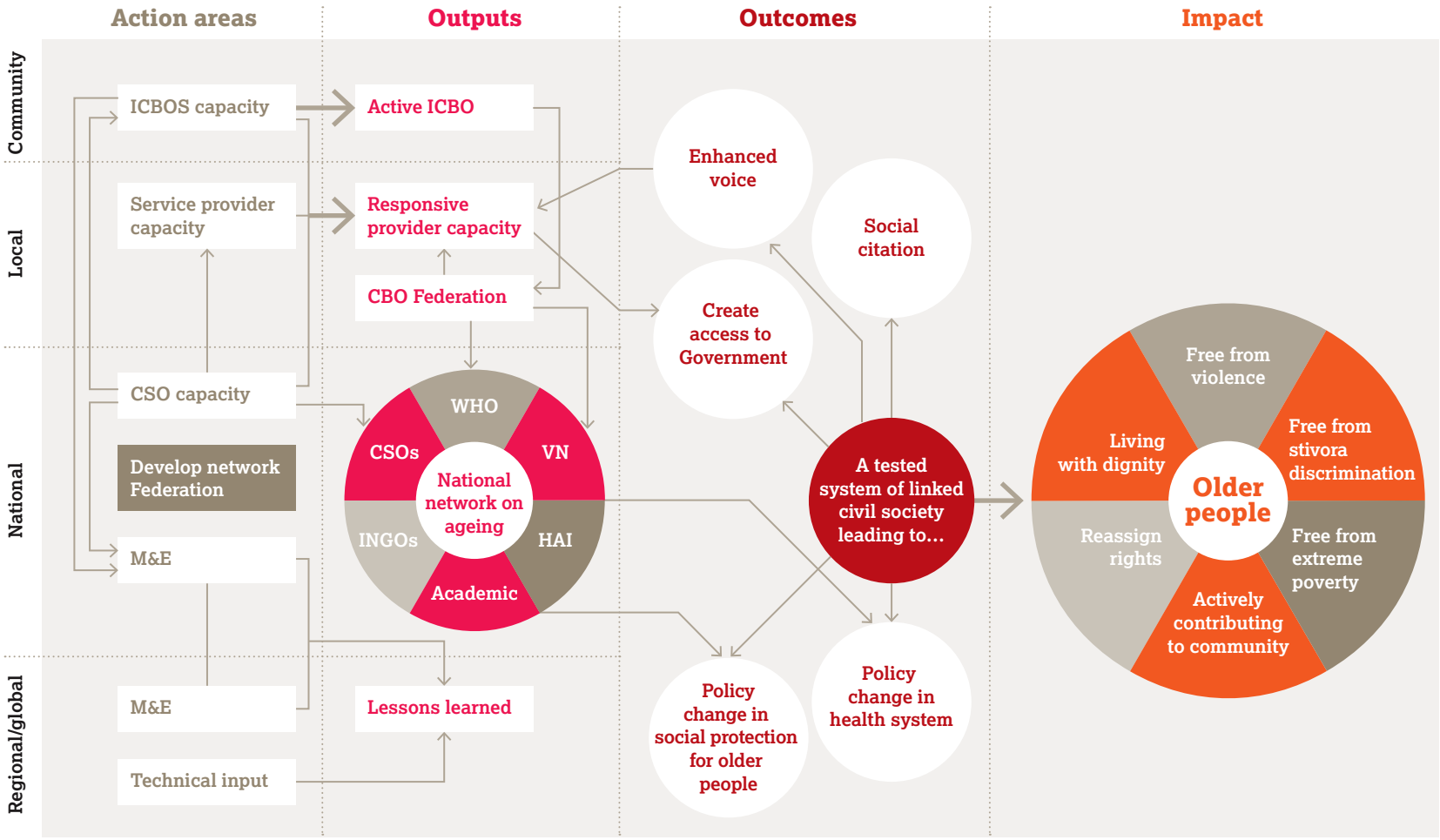

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Figure 21: Theory of Change, example 2

Theory of Change for the Global Alliance on the Rights of Older People – Global fight against ageism project

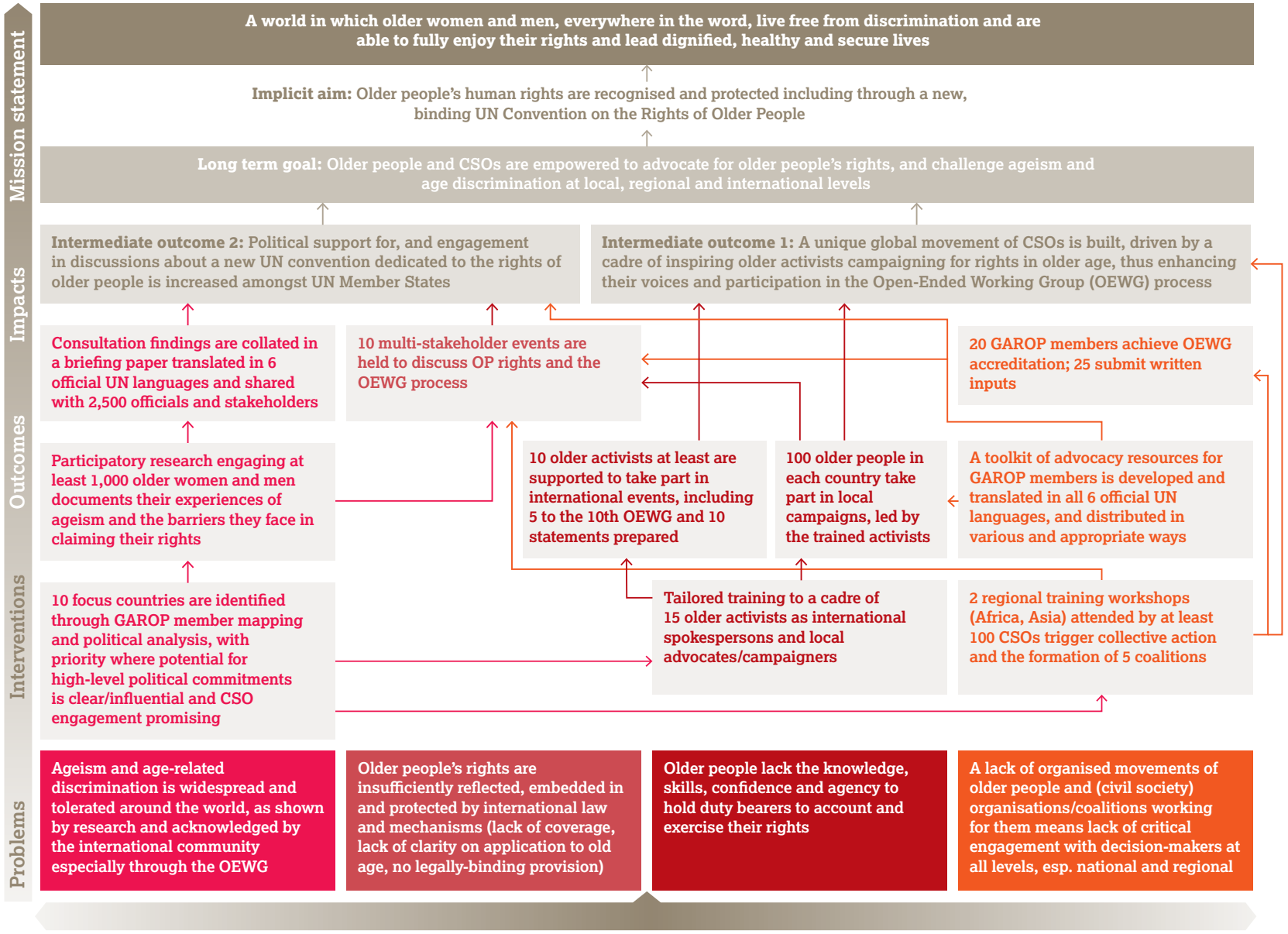

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Figure 22: Theory of Change, example 3

Strengthening legal implementation of rights to address intersecting forms of discrimination faced by older people, including people with disabilities. Project proposed by HelpAge to Ministry of Foreign Affairs of Finland

Problem statements

'Older people, and particularly older women, are marginalised and continually denied their rights relating to their health, home, housing, and financial matters in Ethiopia, Myanmar and Tanzania.'

'Fragmented legislation has created normative gaps that permit discrimination and abuse of older people despite the various instruments on national, regional, and international levels.'

'Limited capacity of duty bearers and key stakeholders in all three countries to successfully implement the national policies and other legal frameworks protecting the rights of older men and women.'

Impact

Older men and women in Ethiopia, Myanmar and Tanzania can access their economic, social and cultural rights through effective implementation of legal frameworks that address multiple and intersecting forms of discrimination.

Ministry for Foreign Affairs of Finland (MFA) Funding

+

Time and Commitment of HelpAge International and its network members

Outputs

- Evidence and analysis highlighting the gaps older men and women face in accessing their economical, social and cultural rights
- Strengthened capacity of older people's associations through awareness raising and capacity building
- Partnerships with key agencies established to raise joint awareness and advocacy initiatives
- Enhanced capacity of governmental and non-governmental actors to effectively address the legal frameworks protecting the rights of older men and women in their respective countries.

Assumptions

- Willingness of older men and women to improve their knowledge and access to their rights
- Political and economic situation remains stable in each country
- Willingness of government to support the implementation of legal frameworks and mechanisms
- Conducive civil society space for HelpAge to engage duty bearers and key stakeholders.

Outcomes

- Improved knowledge and understanding of duty bearers and key stakeholders about the gaps in policy implementation (to inform decision making) at the local, national, regional and international levels, as a results of evidence-based advocacy initiatives
- Enhanced capacity of older men and women to engage at local and national level with relevant platforms to demand and access their economic, social and cultural rights
- Stronger national capacity of duty bearers and other stakeholders to implement the legal frameworks protecting the rights of older men and women.

Annex D.

Logframe examples

Figure 23: Logframe, example 1

Gravis, India: Enhancing Women and Girls' Leadership in Climate Change Adaptation in the Thar Desert, India. GRAVIS is the lead applicant and donor is EC

	Results chain	Indicator	Baseline (value and reference year)	Target (value and reference year)	Source and means of verification	Assumptions
Impact (overall objective)	To contribute to the enhanced leadership of women and girls, and greater gender equality, in drought mitigation, Natural Resource Management (NRM) and Climate Change Adaptation (CCA) in the Thar Desert of India	Documented and replicable models of women and girls led drought mitigation, NRM and CCA in four drought prone Districts of the Thar Desert, India	Minimal recognition, limited involvement with no leadership of women and girls in drought mitigation, NRM and CCA	Significantly increased recognition, involvement and leadership of women and girls in drought mitigation, NRM and CCA by the end of the project	• Final evaluation report of the project • Findings of three published studies	
		Sustainable Development Goals (SDGs) Index Score for Rajasthan with respect to Goal 5 (Gender Equality)[1]	Gender Equality Index Score for Rajasthan is at 37 out of 100 as of November 2018[2]	Gender Equality Index Score for Rajasthan is at least 55 out of 100 by the end of the project	• SDG Index Report of Niti Ayog of Government of India	
Outcome(s) (specific objective(s))	To enhance voice and effective participation of women and girls in drought mitigation, NRM and CCA through an inter-generational learning approach	The level of participation of women and girls in drought mitigation, NRM and CCA	Minimal participation of women and girls within the communities on drought mitigation, NRM and CCA with particular marginalization of older women, younger girls and women and girls with disabilities	Increased confidence of women and girls with an inter-generational learning approach and by including older women, younger girls and women and girls with disabilities in 80 Intergenerational Learning Groups (ILGs) and 80 Self Help Groups (SHGs)	• Annual impact assessment studies • Published studies • Testimonies collected from women and girls	• Traditional attitudes of men and others in power do not outweigh the increased voice of women and girls in drought mitigation, NRM and CCA

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Outcome(s) (specific objective(s))		An increase in the number of women and girls, including older women, younger girls and women and girls with disabilities that have a role in decision making in economic and social processes at home and in the community	The community lifestyle is skewed favourably towards the male population who take all the important decisions thereby leading to gender inequality	Significantly more women and girls, including older women, younger girls and women and girls with disabilities report that they are actively involved in the economic and social decisions at home and in the community	• Final evaluation report • Findings of three published studies	
Outputs	**1.** Enhanced capacity of GRAVIS as local Civil Society Organization (CSO) to promote gender equality and climate change related actions	Knowledge level of GRAVIS team on how to plan, implement and monitor women and girls led climate change adaptation action	Medium level of knowledge among GRAVIS team	Significantly increased knowledge of project team in planning, implementation and monitoring and evaluation, climate change and gender and development	• Pre and post training survey • Annual impact assessment studies	• Positive support in all Districts from the local authorities will be received • Retention of team and support from good external consultants • Support from the communities will be received • ILG and SHG members actively attend the trainings and participate • Continued participation of community members in the project after receiving trainings
		Recognition by local authorities of GRAVIS in all parts of Thar Desert, India	GRAVIS has medium to strong levels of partnerships with the local authorities	Strengthened partnerships with local authorities in all Districts of Thar Desert	• Interviews with local authority key informants as part of Annual Impact Assessment studies • Final evaluation	
		Number and quality of new proposals and/or subject related research reports led/authored by GRAVIS	Some past experience available in proposals, reports writing and in organisation of studies	3 good quality project proposals and/or reports on the related theme of the action are produced by GRAVIS in the project lifetime. 3 studies planned under the action are conducted	• Proposals and/or reports • Studies	

continued over

Outputs	**2.** 80 strong, sustainable ILGs created and trained, and 80 existing SHGs identified and trained, to benefit the project villages, and as a resource for the future	Number of ILGs formed and number of women and girls who joined ILGs; Number of existing SHGs identified who are willing to support the project	Zero ILGs exist, as such an endeavour has not been undertaken before 80 SHGs exist, not associated to the project	80 ILGs formed and 80 SHGs identified respectively Each ILG with 10 members with 800 women and girls in total with at least 160 older women (aged above 60 years) and 160 younger girls (aged between 10 and 17), and also inclusive of women and girls with disabilities 80 functional SHGs with 800 members in total identified	• ILGs and SHGs Meeting minutes • ILG and SHG members' lists. • Testimonies of ILG and SHG members	
		Number of ILG and SHG members successfully trained on gender and development as well as on CCA (not only knowledge in these fields, but also learning leadership skills, and improving confidence)	Zero persons trained, as such trainings have not been conducted before	800 ILG members and 800 SHG members trained on gender and development and CCA	• Training attendance lists • Pre and post surveys at each training	

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Outputs	**3.** An enabling environment created for women and girls, to lead on drought mitigation, NRM and CCA	Change in the attitudes of members of the community, including the leaders, men and boys, supporting women and girls' leadership in women and girls' led drought mitigation, NRM and CCA and on ILG approach	Rigid attitudes about letting women and girls lead and lack of understanding on the ILG approach	Changed community attitudes	• Annual impact assessment studies	
		Number of community representatives attending (a) awareness camps and (b) Village dialogues	Zero, since this is a new initiative undertaken in the community	At least 4,000 community members (50-50 male-female ratio) attend awareness camps At least 5,000 community members attend village level dialogues (50-50 male-female ratio)	• Awareness camps records and pictures • Village dialogue minutes and pictures	
		Copies of Information, Education and Communication (IEC) materials produced and received by the community	IEC materials not developed in the past	4 sets of IEC materials and produced and about 4,000 copies disseminated among community, Community Based Organizations (CBOs), CSOs, and other stakeholders	• Copies of IEC materials • Feedback from IEC readers/users	
	4. 800 rainwater harvesting (RWH) structures constructed under the leadership of women and girls for community use and as demonstration models for future replication	Number of RWH structures	Limited numbers of RWH structures benefitting about 10% population exist in project area	800 RWH structures constructed and renovated including 360 *taankas* (water storage tanks), 360 *khadins* (farming dykes) and 64 beries (percolation wells) and 16 village ponds benefitting at least 60% population of project villages	• Annual impact assessment studies • Records and pictures of RWH structures	
		Number of women and girls leading the creation of these RWH technologies and structures	Limited roles of women and girls in creation of RWH structures	RWH structures constructed under the direct leadership of 1,600 women and girls of ILGs and SHGs, and in their ownership	• Annual impact assessment studies • Feedback and inputs from the women and girls involved in the project	

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Outputs	**5.** 908 women led initiatives (300 Community Seed Banks (CSBs), 300 crop demonstrations, 300 Arid Horticulture Units (AHUs) and 8 pastures) organised for food and nutrition security.	Number of initiatives (CSBs, crop demonstrations, AHUs, and pastures)	Limited number of initiatives for providing food and nutrition security cover about 20% population in project villages	908 women and girls led initiatives (300 CSBs, 300 crop demonstrations, 300 AHUs and 8 pastures) organised for food and nutrition security cover at least 80% population of project villages	• Annual impact assessment studies • Records and pictures of the seed banks, crop demonstrations, horticulture units and pastures	
		Number of women and girls leading and participating in these initiatives	Limited participation and leadership of women and girls in these initiatives	1,600 women and girls from ILGs and SHGs leading or participating the initiatives	• Case studies collected by the project team	
	6. 3 studies published, and 6 events organised to share the learning	Number of studies conducted and published	GRAVIS has conducted some studies in the past focusing on its drought mitigation interventions that have provided useful insights	3 studies focused on participation of women and girls in drought mitigation, NRM and CCA over the course of the project are published and 500 copies of each study disseminated	• Copies of studies	
		Dissemination events where experiences and challenges are shared with key stakeholders at District, State and National levels	Dissemination events have not been conducted in the past	6 Dissemination events (4 at District level, 1 each at State and National levels) attended by at least 460 participants	• Reports of dissemination events	

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Activities	What are the key activities to be carried out to produce the intended outputs? (activities should in principle be linked to corresponding output(s) through clear numbering)	**Means:** What are the political, technical, financial, human and material resources required to implement these activities, e.g. staff, equipment, supplies, operational facilities, etc.? **Costs:** What are the action costs? How are they classified? (Breakdown in the budget for the action) **Human resources:** will include technical, administrative, project coordination and management and finance staff, drivers, logisticians, community workers **Technical inputs:** will be required from consultants on gender, climate change, evaluations, research, and documentation of evidence **Material resources:** will be needed for construction, vehicle, computers, air conditioners, power generators, audio visual equipment, cameras, machine tools, spare parts	**Assumptions:** Factors outside project management's control that may impact on the activities-outputs linkage
1.	**1.1** Setting up project offices, team and systems **1.2** Baseline survey of project villages **1.3** Annual staff residential workshops **1.4** Staff trainings on gender, development and climate change **1.5** Staff trainings on monitoring and evaluation **1.6** GRAVIS participation in national level and international level events **1.7** Final external evaluation	**Human resources** • Project team of GRAVIS (Senior Programme Coordinator, Project Coordinator, 8 Community Workers, Finance Officer, Project Assistant, Finance and Admin Assistant and Driver) • HelpAge resource person **Technical resources** • Consultants (civil engineering, gender, sociology, agri-horticulture). • Consultants for baseline survey and final evaluation **Material resources** • Setting up of Project Head Office (HO) and 4 District Offices (DOs) • Purchase and use of project vehicles – 1 4-WD vehicle and 5 bikes • Purchase and use of other equipment – 2 computers with printers and UPS, 5 laptops, 1 LCD projector, 5 sets of furniture, 3 air conditioners, 1 audio visual equipment, 1 generator and 4 digital cameras • Purchase and use of training materials such as charts, boards and markers	• Communities' positive and active support will be received • Positive support from the local authorities at the different levels • There will be no severe drought to slow the project progress

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2.	**2.1** Formation of ILGs and identification of SHGs **2.2** Trainings for ILGs and SHGs on gender and development and climate change	**Human resources** • Project team of GRAVIS (Senior Programme Coordinator, Project Coordinator, 8 Community Workers, Finance Officer, Project Assistant, Finance and Admin Assistant and Driver) • HelpAge resource person **Technical resources** • Consultants (gender, sociology) **Material resources** • Use of Project Head Office (HO) and 4 District Offices (DOs) • Use of project vehicles – 1 4-WD and 5 bikes • Use of other equipment – 2 computers with printers and UPS, 5 laptops, 1 LCD projector, 5 sets of furniture, 3 air conditioners, 1 audio visual equipment, 1 generator and 4 digital cameras • Purchase and use of training materials such as charts, markers, boards
3.	**3.1** Awareness camps on gender, NRM, drought mitigation and CCA **3.2** Village dialogues **3.3** Development of IEC materials **3.4** Annual impact assessment studies	**Human resources** • Project team of GRAVIS (Senior Programme Coordinator, Project Coordinator, 8 Community Workers, Finance Officer, Project Assistant, Finance and Admin Assistant and Driver) • HelpAge resource person **Technical resources** • Consultants (civil engineering, gender, sociology, agri-horticulture). • Consultants to conduct impact assessment and for IEC materials **Material resources** • Use of Project Head Office (HO) and 4 District Offices (DOs) • Use of project vehicles – 1 4-WD and 5 bikes • Use of other equipment – 2 computers with printers and UPS, 5 laptops, 1 LCD projector, 5 sets of furniture, 3 air conditioners, 1 audio visual equipment, 1 generator and 4 digital cameras • Purchase and use of training materials such as charts, boards and markers • Purchase and use of training materials such as charts, markers, boards

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4.	**4.1** Construction of drinking water storage tanks *(taankas)* **4.2** Renovation of Village ponds **4.3** Renovation of percolation wells *(beries)* **4.4** Construction of farming dykes *(khadins)*	**Human resources** • Project team of GRAVIS (Senior Programme Coordinator, Project Coordinator, 8 Community Workers, Finance Officer, Project Assistant, Finance and Admin Assistant and Driver) • HelpAge resource person • Construction workers **Technical resources** • Consultants (civil engineering, agri-horticulture) **Material resources** • Use of Project Head Office (HO) and 4 District Offices (DOs) • Use of project vehicles – 1 4-WD and 5 bikes • Use of other equipment – 2 computers with printers and UPS, 5 laptops, 1 LCD projector, 5 sets of furniture, 3 air conditioners, 1 audio visual equipment, 1 generator and 4 digital cameras • Construction materials including cement, stone slabs, iron lids and murrum
5.	**5.1** Setting up 300 CSBs **5.2** 300 Crop demonstrations **5.3** Setting up 300 AHUs **5.4** Setting up 8 pasture units	**Human resources** • Project team of GRAVIS (Senior Programme Coordinator, Project Coordinator, 8 Community Workers, Finance Officer, Project Assistant, Finance and Admin Assistant and Driver) • HelpAge resource person • Construction workers **Technical resources** • Consultants (civil engineering, agri-horticulture) **Material resources** • Use of Project Head Office (HO) and 4 District Offices (DOs) • Use of project vehicles – 1 4-WD and 5 bikes • Use of other equipment – 2 computers with printers and UPS, 5 laptops, 1 LCD projector, 5 sets of furniture, 3 air conditioners, 1 audio visual equipment, 1 generator and 4 digital cameras • Construction, storage and plantation materials including mud pitchers, seeds, manure, racks, plant saplings, irrigation pitchers, fencing materials and stone slabs

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6.	**6.1** A study on the roles of women and girls in drought mitigation, and NRM **6.2** A study on inter-generational approaches on gender and development **6.3** A study on the link between gender equality and CCA **6.4** Dissemination events at the District level **6.5** Dissemination event at the State level **6.6** Dissemination event at the National level	**Human resources** • Project team of GRAVIS (Senior Programme Coordinator, Project Coordinator, 8 Community Workers, Finance Officer, Project Assistant, Finance and Admin Assistant and Driver) • HelpAge resource person • Consultants to conduct studies **Technical resources** • Consultants (civil engineering, gender, sociology, agri-horticulture) **Material resources** • Use of Project Head Office (HO) and 4 District Offices (DOs) • Use of project vehicles – 1 4-WD and 5 bikes • Use of other equipment – 2 computers with printers and UPS, 5 laptops, 1 LCD projector, 5 sets of furniture, 3 air conditioners, 1 audio visual equipment, 1 generator and 4 digital cameras • Printing of studies • Venue hire for the events	

Figure 24: Logframe, example 2

HelpAge International: Inua Jamii – Innovations in social protection for older people in urban Kenya

	Results chain	Indicators	Baseline (including reference year)	Current value (reference year)	Targets (including reference year)	Source and means of verification	Assumptions
Overall objective: Impact	**To improve the systems and accessibility of social protection programmes for marginalised older women and older men in urban communities of Nairobi, Kenya**	Increase in % of surveyed older women and older men who as a result of project interventions report more adequate or improved or sustainable income security (Disagg.: age cohort, disability, location)	TBC by baseline study		TBC upon baseline	Project surveys , *Inua Jamii* 70+ official data reports for Kibra and Dagoretti (programme MIS reports), Final Project Report, Project external evaluation, HelpAge International Insights Report, Pension Watch publications, IMF World Economic Outlook database, Government of Kenya budget and budget hearings	**(i)** Social protection mechanisms have a direct impact on poverty reduction, income security and resilience for older women and men, and redress socio-economic imbalances and inequalities. **(ii)** Successful change is most effectively achieved by combining grassroots-level awareness and participation, all-levels advocacy and technical advisory support to governments and authorities. **(iii)** The demand for inclusive, effective and appropriate social protection programmes for older people is conditioned by the association of a broad range of actors including older people themselves. **(iv)** The macroeconomic and socio-political context in Kenya remains stable and allows for sustainable funding of the social pension scheme through domestic fiscal resources
		% increase in adequacy of pension payments through IJ70+[3]	TBC by baseline study	17.4% of GDP per capita (2015)	A minimum of 20% adequacy level achieved and sustained by project end		
		% and monetary value of increase in budget allocated to age-sensitive social protection in Kenya with verifiable contribution from the project	TBC by baseline study	KES 6.5 billion for IJ70+ for the FY 2016/17 And KES 7.56 billion for OP-CT for the FY 2016/17	TBC upon baseline study		

continued over

Specific objective(s): Outcome(s)	**Outcome 1**[4] **(Oc 1)** **Older women's and older men's access to the *I nua Jamii* 70+ cash transfer programme**[5] **in project locations**[6] **is more effective, appropriate, and equitable**[7]	# and % of eligible women and men aged 70+ accessing IJ70+ with support from the project, in the targeted locations (Disagg.: Age cohorts above 70, disability, location)	TBC by baseline study	N/A as IJ70+ is not yet operational at the time of writing the Logframe	At least 6,000 eligible older women and men aged 70 and above (60% of the targeted age group) in target locations receive information about enrolment and criteria for IJ70+ (at least 55% women as per demographic projections)	Quarterly project reports, notes from monitoring visits, minutes of annual review, external end of project evaluation, end of project report	**(i)** The targeted cohort of older women and older men aged 70+ are attainable in target urban locations and are not affected by instability due to migration, political instability or natural disasters **(ii)** Foreseen operational challenges faced during the roll-out of both Inua Jamii 70+ CT and NHIF cover are acted upon and resolved **(iii)** Delivery channels and mechanisms can be improved to be gender-age & disability appropriate, thus removing practical access barriers for the most vulnerable segments of the 70+ population of older persons
		# and % of eligible and most vulnerable older women and older men supported to access simultaneously the complementary benefits of IJ70+ and NHIF (Disagg.: by age cohort, disability, location)	TBC by baseline study	0 as this service will be introduced by the project itself	At least 1,140 eligible and more vulnerable older women and men aged 70 and above in target locations (at least 55% women as per demographic projections) receiving paralegal support to remove practical barriers to accessing IJ70+/ NHIF		

continued over

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Part 3. Frameworks for MEAL →

Specific objective(s): Outcome(s)	**Outcome 2 (Oc 2)** **The accountability of key target stakeholders in the delivery of the IJ70+ programme, and in particular the Government of Kenya, is increased including in project locations**	% of target older female and male beneficiaries who report being satisfied that their voice is adequately heard as a result of project empowerment interventions (Disagg.: age cohorts, disability, location)	TBC by baseline study		50% increase overall for older people And Reduction in reported gender gap if any identified at baseline	Project surveys, project reports, official policy documents, case studies, testimonies, policy documents	**(i)** Older women and men associated to the project have the willingness, capacity and opportunities to voice their needs and priorities. Formal and/or traditional barriers or restrictions associated with gender, age, ethnicity, disability or other key factors and which prevent equal participation in governance, accountability or decision-making can be reduced or removed **(ii)** Authorities demonstrate continuous interest and concrete, sustainable commitments to adequately meeting their accountability obligations vis-à-vis older women and older men
		# of relevant accountability infrastructure (policies, mechanisms, processes) that show improved age, disability and gender-responsiveness as a result of the project (Disagg.: type)	TBC by baseline study		TBC upon baseline study		
		# of suggestions made by older women, older men or those working on their behalf incorporated to improve age, disability and gender-responsive accountability provisions in IJ70+ in particular (Disagg.: by topic, location)	N/A		TBC upon baseline process, with a quantified target for suggestions related to gender equality		

continued over

Specific objective(s): Outcome(s)	**Outcome 3 (Oc 3)** **Targeted State and Non-State social protection actors demonstrate increased capacity to deliver inclusive, integrated, age-gender and disability-appropriate programmes in Kenya, informed by project learning and evidence**[8]	Evidence of stronger coordination and support between State and Non-State social protection actors and stakeholders with evident confidence and capacity to adapt, implement and monitor age-gender-disability inclusive social protection as a result of the project's interventions (Disagg.: type of actor, category of improvement)[9]	TBC at baseline		TBC upon baseline	Policy Analysis, Gazettes or official publications, project interim reports, decision-maker influence log, official statistics of social protection schemes, case studies, testimonies, research reports, articles, policy briefs, training and capacity building reports, external project evaluation report, national budget and budget hearings	**(i)** Stakeholders have the motivation and capacity to reform or change IJ70+ delivery processes based on evidence from the project **(ii)** The quality of data generated on older persons reflects the diversity of this population and the intersectionality of age with other factors (gender, disability and specific urban vulnerability(ies), thus providing credible grounds for policy and influencing
		Evidence of improved coordination, linkages and dialogue between SAU (social pension) and NHIF (social health insurance) towards integrated social protection for older women and men	TBC by baseline study		TBC		

continued over

Outputs	**Output 1.1 (Op 1.1 related to Oc 1)** **Older women and older men, including and specifically those eligible to IJ70+, are better informed on and more aware of their rights and entitlements in relation to integrated social protection, age-disability-gender equality, governance, participation and financial inclusion**	% increase in older women and older men who can recall at least 3 fundamental rights for older people (including one specific to social protection, and one specific to age-disability-gender equality) (Disagg.: age cohort, location, disability)	TBC by baseline study		50% increase overall for older people who can recall And Reduction in observed gender gap if any identified at baseline	Project surveys, project reports, annual reviews, external evaluation, final project report	**(i)** Security and mobility issues do not restrict the participation of older women and older men, regardless of gender, ethnicity, disability or other factors, in participating in community information and awareness activities
		Increase in % of targeted older women and men who demonstrate knowledge of how to raise an issue of concern with the relevant authority (Disagg.: age cohort, disability, location)	TBC by baseline study		Proportion increased to at least 50% overall for older people who can raise an issue And Reduction in observed gender gap if any identified at baseline		

continued over

Outputs	**Op 1.2** **Barriers, risks and constraints (including negative and ageist attitudes in the community-at-large) which hinder equal access to age-specific social protection schemes or provisions in urban settings and in particular IJ70+ are documented and addressed, with a specific focus on gender and disability-related risks and inequalities**	# of eligible women and men aged 70+ , including PWDs, in project locations supported to obtain or renew mandatory identification and registration documents including NHIF cards (Disagg.: age cohorts, disability, location, type of document)	N/A		1,140 older women and men by project end including at least 55% women	Project indicators and output trackers, project monitoring visit and partner reports, project annual reports, secondary demographic datasets	**(i)** registration services (whether specific to age protection, healthcare benefits or identification) are willing and able to adapt their services to the needs and rights of older women and older men **(ii)** the availability and quality of research and data on gender equality and power dynamics in relation to cash transfers allow for the generation of accurate and meaningful learning which can be leveraged in policy dialogue at national and county level
		Evidence of gender-specific urban barriers and constraints documented through a robust research report	N/A		1 study documented and disseminated		

continued over

Outputs	**Op 2.1 (related to Oc 2)** **Older women and older men in project locations, including the most vulnerable, have increased and equal agency to hold duty bearers to account towards the realisation of their rights to (integrated) social protection**	Increase in # and % of female leadership within age-focused community-based groups or structures (Disagg.: by age cohort, disability, location, group type) Evidence of increased OPA/ OCMs effective and active functioning (based on predefined assessment criteria) (Disagg.: by group, location)	TBC by baseline study TBC by baseline study		Parity achieved by project end – a minimum of 50% women in leadership positions TBC by baseline study	Project surveys and assessments, case studies, interviews, testimonies, project reports, external evaluation	**(i)** Organisations working with and on behalf of older people have sufficient capacity to understand and apply empowerment strategies giving equal opportunities for older women and older men to engage in dialogue with duty bearers and advocacy actions **(ii)** Traditional or formal constraints and barriers which may exist leading to the exclusion or marginalisation of older women from local governance and participation are understood and addressed in order to promote female leadership and voice at community level
	Op 2.2 **An effective, inclusive and responsive complaints and grievances mechanism is embedded in IJ70+ operations, for older women and older men to fully and equitably engage in accountability and governance at various levels**	% of complaints and grievances raised and lodged by or on behalf of older women or older men in project locations and adequately addressed during mandated timeframe (Disagg.: by type, topic, location, claimant profile [age cohort, gender, disability status])	TBC by baseline study		Target TBC upon baseline study[10] And Reduction in observed gender gap if any identified at baseline And evidence of awareness amongst stakeholders about the needs and constraints facing older women specifically		**(i)** The responsiveness of key national IJ70+ stakeholders in seeking beneficiary feedback and respond appropriately to their needs and demands including the needs of women and the most vulnerable groups is resourced and sustained

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Outputs	**Op 3.1 (related to Oc 3)** **Key innovations and learning from the project are shared with, and influence the design and delivery of other age-appropriate cash transfer programmes in Kenya and internationally, particularly in relation to disability-gender equality and urban specificities**	# of policy-oriented knowledge products generated by the project and disseminated at county, national and regional/ international through Social Protection learning events or platforms (Disagg.: by type of document, topic)	0		TBC upon baseline	Project publication log/repository, links to online publication of results, proof of attendance to conferences and seminars, recording and official notes from webinars, project Gender Action Plan, Project Advocacy and Policy Strategy	**(i)** data, findings and recommendations generated by the project are of high quality, relevant to needs and context, actionable and adequately disseminated with the relevant stakeholders at all levels
	Op 3.2 **The capacity of targeted authorities to effectively design and manage well-targeted, age-disability-gender-equitable, accountable and inclusive social protection schemes for older people is improved**	# and % of targeted stakeholders who report improved capacity as a result of project interventions and support (Disagg.: type of stakeholder, categories of SP capacity improved)	TBC by baseline study		TBC upon baseline	Training reports, testimonies, external project evaluation report, project interim reports, minutes of quarterly and annual reviews by the project steering committee	**(i)** Partners associated to the project (HelpAge International in particular) retain credibility vis-à-vis social protection actors as go-to experts on matters of ageing, older people's rights and social protection, thus having capacity and agency to support targeted authorities through capacity building and technical advice

continued over

Activities	**In relation to Op 1.1** **A1.1.1** 36 public awareness raising sessions about rights and entitlements of older people targeting 8,000 older women and older men in particular (ca. 2,650 individuals per year), including messaging on gender equality, protection and inclusion **A1.1.2** 12 orientation meetings with community-level stakeholders to present the project, and raise awareness on the rights and entitlements of older people, including messaging on gender equality, protection and inclusion **A1.1.3** 1 project launch event gathering national and sub-national stakeholders to coalesce support for the project, clarify roles, raise awareness on rights and entitlements of older people (including messaging on gender equality, protection and inclusion) **A1.1.4** Monthly radio campaigns and community announcements for information sharing about IJ70+ and NHIF benefits and enrolment procedures **A1.1.5** Production and dissemination of appropriate (age, gender, literacy levels, disability) IEC materials in relation to social protection rights, IJ70+ enrolment, NHIF enrolment **A1.1.6** Development, piloting and roll-out of a training module on financial inclusion (financial literacy, self-protection and rights) and asset management appropriate to the needs and constraints of older women and older men in urban settings, including equitable resource management and household-level decision-making when applicable **A1.1.7** Development, testing and roll-out of a ToT module for 'designated caregivers' (official terminology for proxies) in prevention of financial abuse and other risks associated with the disbursement of cash transfers to older women and men in urban settings **In relation to Op 1.2** **A1.2.1** Gender, Ageism, Disability and Urbanisation Study (mixed method and/or participatory exploration of gender-specific risks, power imbalances, needs and existing coping strategies in relation to income security and financial inclusion, women's experiences of inequalities, costs and safety) **A1.2.2** Capacity building and technical support to payment agents (4 banks) on age-and-gender-appropriate financial services and prevention of financial elder abuse (1 ToT workshop for representatives from the bank; coordination and liaison with focal points within the banks) **A1.2.3** Mapping, inductions, awareness raising and coordination with the safety ecosystem at community level, i.e. groups, structures or institutions who would have a role in the surveillance and response of abuse and violence in order to nurture a more protective environment, particularly for older women in relation to cash transfers and financial transactions **A1.2.4** Logistical and paralegal support to 1,130 older women and older men to obtain or renew mandatory identification documents (including but not limited to: birth certificates, ID cards, bank cards, PIN numbers, bank accounts information, etc.) **A.1.2.5** Strengthen and expand community support mechanisms existing at KARIKA and KDCCE including home visits, confidential and safe repository of IJ70+ beneficiaries' documentation (copies in case of loss of ID, Bank PIN, NHIF card, etc.) **A.1.2.6** Proactively engage with the media to research and publish journalistic reports on older women, gender issues and age-disability-gender intersections in urban communities in Kenya	**Means** 6 laptops 2 photocopiers 2 cameras 40 tablets 4 desks 6 small storage furniture 4 chairs Fully-equipped offices for each partner 3 project coordinators (1 per partner) 1 country director 1 advocacy coordinator 1 M&E manager 3 finance officers (1 per partner) 1 finance coordinator 5 volunteers 3 M&E assistants 1 PSRI Director 2 PSRI researchers 1 PSRI Epidemiologist Office stationary Local transport Radio campaign announcements Loudspeakers IEC material	**(i)** activities are relevant in the local context, suitable to local needs, adequately budgeted and resourced **(ii)** inflation remains within assumed range **(iii)** staffing and wider organisational capacity allow for expertise to be sustained or strengthened towards the effective realisation of the workplan

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• *Annex D. Examples of Logical Frameworks (Logframes)*

Part 3. Frameworks for MEAL →

Activities

In relation to Op 2.1

A.2.1.1 Training and ongoing capacity building to 24 OPAs and their members on OPA governance, role, advocacy skills, monitoring of IJ70+ services (including NHIF), gender equality and inclusion of hard-to-reach members of society

A.2.1.2 Training and ongoing capacity building to 20 OCMGs, 50 BWCs, 2 partner NGOs and their members on data collection and analysis (including digital data collection), participatory action research techniques, gender equality towards the effective monitoring of age-gender & disability-friendly financial services in designated banks, monitoring of payment processes

A.2.1.3 Logistical support (e.g. transport) to facilitate the dialogue between OPAs/OCMGs and duty bearers to raise issues, voice the concerns of older women and older men in relation to cash transfers, and seek to resolve barriers, exclusion factors and other issues

A.2.1.4 Pilot the BWCs training manual in Kibra & Dagoretti with select BWC representatives

A.2.1.5 Support the mobilisation and engagement of older women and older men to conduct Age Demands Actions (ADA) micro-level advocacy campaigns on 3 Specific Calendar Dates, specifically ensuring the participation of older women and at least 1 of the 3 dates related to women's rights or gender equality

In relation to Op 2.2

A.2.2.1 Provide technical support and assistance to SAU/Ministry in developing a Complaints and Grievances (C&G) strategy for IJ70+, and monitoring the mechanisms for effective and genuine accountability

A.2.2.2 Facilitate ToT workshops for Inua Jamii 70+ technical staff to build the capacity of BWCs in 3 test communities in order to mobilize beneficiaries, monitor payments service provision, monitor rights abuses and other offenses and report to sub-county officers for resolution

In relation to Op 3.1

A.3.1.1 Support the development of organisational knowledge, attitudes, practices and capacity on gender mainstreaming and gender-transformative programming (HelpAge International and partners)

A.3.1.2 Urban socio-demographic and vulnerability assessment study (University of Nairobi) including assessment of barriers and constraints specifically prominent in urban settings in relation to access to essential services (social protection in particular) by older women and older men (including gender considerations in relation to access and control of resources)

A.3.1.3 Longitudinal impact assessment of IJ70+ in Dagoretti and Kibra on socio-economic and household dynamics (University of Nairobi) including gender dimensions (repeat survey at mid-term and end of project)

A.3.1.4 Launch events for the research studies jointly with University of Nairobi

A.3.1.5 Publication of articles in journals and presentation of research findings in at least 1 pan-African conference

A.3.1.6 Hold a side event at the Kenya Social Protection Week on Gender and Social Protection from a Life-course perspective in partnership with other social protection actors specialised on other vulnerable groups

A.3.1.7 Lessons-learned and experience sharing workshop on intersections of ageing, urbanisation and poverty reduction gathering participants from Kenya and other sub-Saharan African countries affected by similar trends

Means (cont)

Renting of rooms for meetings, training and conferences

Branding/ marketing banners

External trainers

Translation services

International mission costs

External consultants

Costs

Technical and small investments: 16,262 euros

Stationary and consumables: 71,444 euros

Studies and expertise in the South: 29,166 euros

Local staff: 237,524 euros

Activities direct costs: 282,887 euros

Capacity building and training: 19,630 euros

Short term missions: 17,550 euros

Monitoring and support: 55,977 euros

continued over

Activities

A.3.1.8 Prepare and conduct at least 2 webinars on specific innovations of the project (urban social protection for the elderly, social accountability of universal pensions) through socialprotection.org or other similar platforms

A.3.1.9 Document project innovations through an Innovation Learning Report (documenting approach and case studies) and innovation-focused workshop involving project steering committee members

In relation to Op 3.2

A.3.2.1 Conduct an internal rapid gender review and gap analysis of IJ70+ protocols and frameworks (policy documents, MEL framework, operational manual) and discuss findings with SAU/Ministry

A.3.2.2 Develop a participatory policy and advocacy strategy for the project, including gender-disability-urbanisation specific policy asks and specific objectives for the strengthening of the wider policy ecosystem for older people's rights in Kenya aligned with international and regional instruments

A.3.2.3 Support SAU/Ministry and payment agents with technical support to develop Minimal Standards and Code of Conduct on Inclusive services and prevention of financial abuse (charter of services and rights) to IJ70+ beneficiaries, as a contractual obligation of payment agents and document this innovation through a detailed case study

A.3.2.4 Support SAU/Ministry with technical advice for the revision, improvement and upgrade of the IJ70+ Operational Manual against agreed criteria in relation to appropriate targeting, gender equality, accountability and inclusion in particular

A.3.2.5 Support Ministry of Labour with technical advice and policy dialogue in strategic areas of age-specific social protection (e.g. and to be confirmed upon project inception: joint sessions with the Parliamentary Committee on Social and Welfare Affairs; Finalisation of the Older People Bill, preparations for the UN-OEWG on Ageing; SDG reporting on social protection and health, events on the International Day of Older People)

A.3.2.6 Initiate and maintain dialogue with gender-focused national stakeholders including the Ministry of Gender and the National Gender Equality Commission (project induction meetings, launch of research reports under joint-patronage, policy dialogue to mainstream ageing into the national gender policies and legislation)

A.3.2.7 Policy dialogue meetings with Nairobi County Executives on drafting county-specific older people and social protection policies and the role of local government in pensions/cash transfers mechanisms

A.3.2.8 Engagement of Key stakeholders to develop the Social Protection Sector Review and Investment Plan at the County Level

A.3.2.9 Develop a BCC guide and train national, county and Sub-county officials (e.g. NHIF staff, staff in registration bureaus, social protection officers, social welfare staff, chief and assistant chiefs, etc.) on communication skills with older persons and awareness of their rights, needs, constraints including messaging on gender equality and protection

A.3.2.10 Support secondary partners (KARIKA and KDCCE) with organisational development resources including communication tools (including website and social media engagement), office equipment, organisational manuals and procedures as per recommendations of joint assessment and capacity building plans

A.3.2.11 Engage in sectoral dialogue through social protection platforms and national forums

Costs (cont)

Evaluations:
24,348 euros

Learning and knowledge development (capitalisation):
30,652 euros

Audit:
14,218 euros

Other: 0

Administrative costs and head office:
56,921 euros

TOTAL:
870,078 euros

continued over

Activities	**Monitoring and evaluation** 9 Quarterly Project Coordination meetings involving an established project steering committee (standard attendance to include Inua Jamii CT banks, HelpAge, Social Assistance Unit (SAU)/NSNP, and designated secondary partners associated to the project including University of Nairobi, with guest attendees as and when required, for example Ministry of Gender) 3 annual reviews involving an extended project steering committee 1 baseline study 1 external end-of-project evaluation 1 kick-off workshop		

Annex D endnotes

1. Sustainable Development Goals (SDG) India Index, Baseline Report 2018 (Niti Aayog); accessed via (https://niti.gov.in/writereaddata/files/SDX_Index_India_21.12.2018.pdf)

2. This is a composite score based on sex ratio at birth, ratio of female to male salaries, % of women who have experienced spousal violence, who use modern methods of family planning, ratio of female to male labour force participation rate, % of seats won by women in general elections to the state legislative assembly. (https://niti.gov.in/writereaddata/files/SDX_Index_India_21.12.2018.pdf)

3. The adequacy of pension payment can be defined as the benefits levels for each pension beneficiary, or in other terms benefits that are sufficient to prevent old-age poverty in a specific country context (World Bank) in addition to providing a reliable means to smooth lifetime consumption for the vast majority of the population through appropriate and sustainable income-replacement targets. The World Bank specifies for example that "for a typical, full-career worker, an initial target of net-of-tax income replacement from mandatory systems is likely to be about 40% of real earnings to maintain subsistence levels of income in retirement". Systems offering rates above 60% are seen as unaffordable. A level of 20% of GDP per capita is usually admitted as the absolute minimum for pension benefits to be considered adequate (see www.pension-watch.net, a knowledge platform from HelpAge International). Debates exist about the most appropriate measurement of pension adequacy. Across the HelpAge Global Network, GDP per capita is used as a proxy indicator.

4. The scope of Outcome 1 has changed since the Concept Note, where Outcome 1, although already broadly focused on accessibility of social protection for the most vulnerable older people, was phrased as follows: *"To improve access to a more appropriate, equitable, accountable and well-targeted social pension scheme for marginalised older people in Nairobi, Kenya"*. The following changes have been made: (i) specific reference to both main gender groups (women and men) instead of the more generic term 'older people'; (ii) the social pension scheme is referred to explicitly by its name; (iii) the dimension of accountability of the scheme is removed, as it is the exclusive focus of Outcome 2 and there was a risk of duplication/redundancy.

5. Thereafter referred to as *Inua Jamii* 70+ or IJ70+

6. The term 'project locations' is used throughout this document. It refers to the low-income urban communities of Dagoretti and Kibra as explained in the proposal narrative.

7. These terms will be more explicitly defined when the project MEL Plan is adopted during inception phase. 'Appropriateness' would refer to age or disability-sensitive measures, and targeting, but also suitability to the local and national context (e.g. value as compared to local costs of living, affordability for national authorities, operational and management capacities of the concerned agencies). 'Equitable' would refer to the reduction of inequalities or disparities which may exist between various sub-segments of the target groups (e.g. older women vs. older men). 'Effectiveness' would be defined according to internationally-agreed criteria for quality social protection including effective and predictable payments, efficient operations.

8. The phrasing of this outcome was amended since the concept note. Indeed: (i) the dimension of 'integrated' social protection programming has been added to reflect specific interventions to hold the GoK accountable to their commitments around universal health coverage and the linkages between IJ70+ and the National Hospital Insurance Fund (NHIF) whereby beneficiaries of IJ70+ would be enrolled in the NHIF scheme to benefit from free access to outpatient healthcare; (ii) the elements of accountability and age-responsiveness as well as intersecting aspects between age – urbanisation, gender and disability are reiterated as it is a key innovation brought by the project.

9. Optimal social protection programmes as per Age International and HelpAge International's experience meet minimum standards in relation to design, targeting, coverage, delivery, inclusion and rights, financial protection principles. The targeted State and Non-State social protection actors will benefit from capacity building and/or technical support in one or more of these categories. Qualitative evidence of improvements will be tracked by actor and by category.

10. At the time of finalising this project Logframe, IJ70+ has not yet been launched. There is therefore no experience about the nature and proportion of C&Gs, mandated timeframe and experience of feedback. Other cash transfers programmes accessible by older women and older men are significantly different in criteria and scale; data in relation to existing C&G mechanisms thus existing cannot be used as proxy basis for target-setting.

Ben Small/HelpAge International

Resource Development Training
Module 2: Project Development

Part 3. Framework for MEAL

HelpAge International

Part 1. Frameworks for MEAL

This final part of the Module builds on the Logframe and looks a little more closely at MEAL as an essential part of programme development.

What is MEAL?

MEAL stands for 'Monitoring, Evaluation, Accountability and Learning'.

M

Monitoring: The continuous and systematic collection, analysis, and reporting of data about a project's progress. The monitoring usually occurs at the level of activities and outputs.

Answers the question: are we on track?

E

Evaluation: The user-focused, systematic assessment of the progress, value, merit, or quality of an ongoing or completed project's design, implementation, and results. Usually at the level of impact and outcome.

Answers the question: are we on the right track?

A

Accountability: The commitment to respond to and balance the needs of all project stakeholders, including project participants/beneficiaries, donors, partners and the organisation itself, in the activities of the project.

Answers the question: are we taking responsibility for the consequences of our actions?

L

Learning: The culture and the set of processes and resources that enable intentional reflection for smarter decision-making and future learning.

Answers the question: what are we learning from the project?

How do these different MEAL elements interrelate?

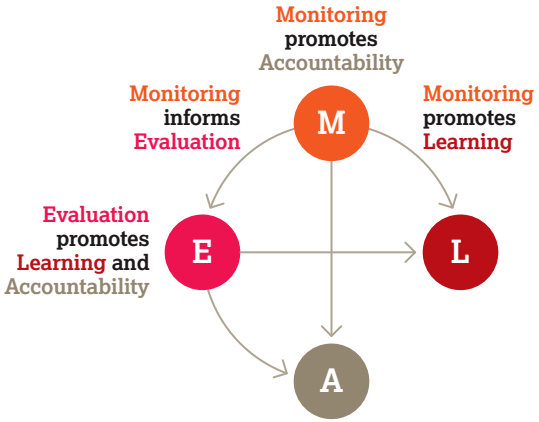
Monitoring informs Evaluation. Monitoring provides information that helps identify what evaluation teams should explore and provides data that supports evaluations.

Monitoring promotes Accountability. Monitoring helps demonstrate progress to donors, project partners, and project communities and beneficiaries.

Monitoring promotes Learning. Monitoring information helps teams make evidence-informed decisions to improve/adapt projects during implementation.

Evaluation promotes Learning and Accountability. Evaluation identifies opportunities for mid-course adjustments, and also informs future projects.

Figure 25: How MEAL elements relate



3.1 Monitoring

Monitoring of a project is done at many levels, and can involve everyone from field staff to board members. It can include many types of monitoring from monitoring of staff performance to financial monitoring, to programmatic monitoring. **In the context of the Logframe and reporting to donors, it focuses on programmatic monitoring, especially how the indicators at the output level can be used for monitoring project progress.**

Organisations should use the indicators from the Logframe to develop a monitoring framework for the project. An example of a Monitoring Framework can be seen in Figure 26 below.

The format allows for monitoring all of the Logframe indicators and the target of each indicator to be compared to the actual achievement.

In the example there are four indicators listed for output 2. For each indicator there is:

- A baseline (i.e., the situation before the project starts – this can be 0 if not baseline data is available);
- A target (what will be achieved by the end of the project);
- And milestones which may be annual in a long project (say three+ years) or quarterly in a shorter project.

There is also space to write the **source of information, which is important and shows where the data has been compiled from.**

Part 1. Project design →
Part 2. Logic models →

Part 3. Frameworks for MEAL

- 3.1 Monitoring
3.2 Evaluation
3.3 Accountability
3.4 Learning

Figure 26: Example of Monitoring Framework from HelpAge International Bangladesh

Output 2	Output indicator 2.1		Baseline	Milestone Q1	Milestone Q2	Milestone Q3	Target
Older women and men with increased access to safe and appropriate WASH services	Number of older people who used age appropriate toilet and water point facilities at AFS (disaggregated by sex, age, disability)	Planned	0	2000	4000	6000	8000
		Achieved					
		Source	Tracking sheet, monitoring report				
	Output indicator 2.2		**Baseline**	**Milestone Q1**	**Milestone Q2**	**Milestone Q3**	**Target**
	Number of older people who receive targeted hygiene promotion messages through awareness sessions in a group (10–15 persons/session) (disaggregated by sex, age, disability)	Planned	0	1500	3000	4500	6000
		Achieved					
		Source	Attendance lists, weekly AFS and outreach activity reports, monitoring report				
	Output indicator 2.3		**Baseline**	**Milestone Q1**	**Milestone Q2**	**Milestone Q3**	**Target**
	Number of older people provided with hygiene items including soap, toothbrush, toothpaste and hygiene NFIs (disaggregated by sex, age, disability)	Planned	0	1500	4000	6000	7000
		Achieved					
		Source	Receipt records, weekly AFS and outreach activity reports, monitoring report				
	Output indicator 2.4		**Baseline**	**Milestone Q1**	**Milestone Q2**	**Milestone Q3**	**Target**
	Number of WASH committee meetings conducted	Planned	0	21	42	63	84
		Achieved					
		Source	Attendance lists, weekly AFS and outreach activity reports, monitoring report				

3.2 Evaluation

Generally, there are two types of evaluations in a project (but the first may be omitted for a short project of less than two years):

1. Mid-term review: A mid-term review conducted halfway through the project implementation period can assess both the progress and process of the project. It reflects on whether any changes need to be made to the project design and whether outputs are leading to the outcome.

2. Impact evaluation: An impact evaluation occurs at the end of the project and is sometimes referred to as an end of project evaluation. It is designed to assess how well a project meets its goal to produce change. Impact evaluations can use rigorous data collection and analysis and can sometimes involve control groups.

An impact evaluation will ask the questions – what has been the impact of the project? What is the progress at the outcome level of the Logframe.

It is important to select indicators that will tell the story of the extent to which the project has produced its intended change.

It is important to remember that collecting data itself is not the evaluation. The evaluation comes in analysing and interpreting the data, so that lessons may be learned for future programme design.

Impact evaluations often follow the Organisation for Economic Cooperation and Development (OECD) guidelines which look at the factors shown in Figure 27, above right.

Differences between monitoring and evaluation are presented in Figure 28, below right.

Figure 27: Key factors in an end of project/impact evaluation

Relevance	The extent to which the project is relevant to the priorities, needs, and opportunities of the target group, recipient, and donor
Effectiveness	The extent to which a project attains its objectives
Efficiency	The extent to which the project uses the least costly resources possible to achieve the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted
Impact	The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended
Sustainability	The extent to which the benefits of a project are likely to continue after support (monetary and non-monetary) has been withdrawn

Figure 28: The differences between monitoring and evaluation

	Monitoring	Evaluation
Purpose	Tracking inputs, activities and progress toward achievement of agreed outcomes and impacts. *Are we on track?*	A systematic and objective assessment of the merit, value or worth of an ongoing or completed project. *Are we on the right track?*
Frequency	Regular and ongoing during project implementation	Periodic, one-off events
Responsibility	Activities typically conducted by members of the project team	Activities often externally led, but with participation of project staff
Use of Data	Informs timely decision making and short-term corrective action in support of adaptive management	Identifies potential corrections in project direction. Contributes to longer term organisational learning

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3.3 Accountability

Accountability reflects the organisation's responsibility to carry out the activities in a manner which is transparent and ensures equality and fairness amongst all beneficiaries and stakeholders.

How can a project team bring accountability to projects?

Transparency: Project teams promote transparency by sharing monitoring and evaluation information and results with communities, partners, donors, and other stakeholders.

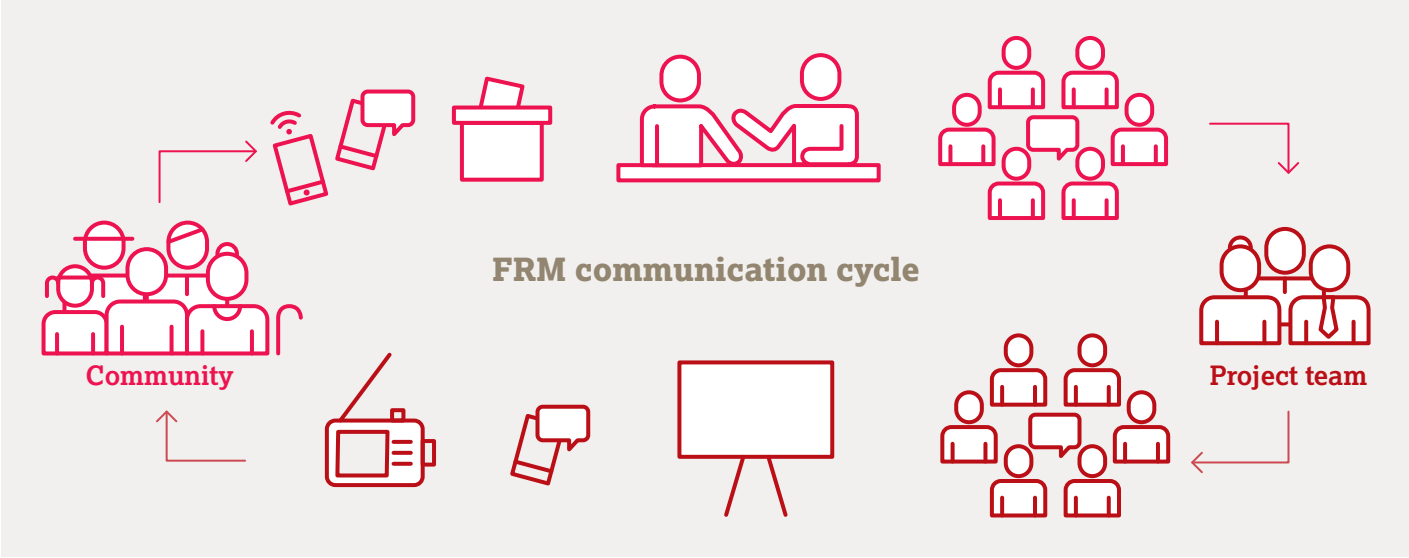
Alignment with Standards: Project teams promote alignment with standards by demonstrating that project work has been conducted in compliance with agreed donor requirements and MEAL best practices.

Responsiveness: Project teams promote responsiveness by establishing channels through which stakeholders can voice feedback, ideas, suggestions, and complaints. This involves a commitment to provide an appropriate response regarding how stakeholder input is informing project decisions.

Participation: Project teams promote participation by encouraging contributions from different types of stakeholders in MEAL activities.

Organisations are usually contractually committed to being accountable to the donors, and as shown in *Module 1 (Developing a Resource Development Strategy)*. Ensuring this accountability is an important part of a Resource Development strategy as maintaining good relationships will increase the possibilities of future funding. But the accountability is not only to donors. There should also be accountability to beneficiaries. This can be done by establishing **Feedback-and-Response mechanisms (FRMs)** as illustrated in Figure 29, below.

Figure 29: Feedback and response mechanism communications cycle



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FRMs are two-way communications processes designed specifically to gather and respond to feedback from project participants and other community stakeholders. FRMs create communication loops that enable teams to learn from stakeholder suggestions and concerns, and to demonstrate accountability by responding to feedback in a meaningful and timely way. Gathering information can be done through, for example, suggestion boxes, meetings and hotlines. As it is a two way feedback/response mechanism, there should also be a method incorporated to feed the project response back to the person who has given the feedback.

Examples of accountability activities:

- Establish complaints and feedback mechanisms, and make sure the beneficiaries have knowledge of, and are able to access this mechanism (communication is key here, as is accessibility). This is especially key for older men and women who may not be as mobile or able to raise complaints directly to the project team.
- Periodic discussion with the project team on how to improve the provided services based on the beneficiaries' complaints and suggestions and related services agencies.

3.4 Learning

Donors, and other agencies are interested in learning from the projects they fund, and organisations should also be interested in learning from projects they implement to help improve their programming and impact.

How can organisations ensure learning in projects and what does it mean?

- **Encourage curiosity** throughout the organisation.
- **Embed learning processes** – reflect on success or failures of activities as a group, what worked well, what didn't?
- Promote **adaptive management** – act after you learn that something is not working well!
- **Share information** across the organisation and sector – freely!
- Develop an **organisational culture** that encourages intentional reflection, and processes that support this culture.
- Encourage teams to consistently **translate learning** into improved practice for the project, the organisation, and the sector.
- Ensure that your organisation is intentional about how and when they will learn, both internally (reports, review meetings, conversations etc.) and externally (seminars, workshops, conferences, reading papers/articles etc.)

Be intentional
about how and when you learn, both internally and externally.

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Additional resources

How to write a MEAL framework:

www.tools4dev.org/resources/online-course-how-to-write-a-monitoring-evaluation-framework-step-by-step-lessons/

MEAL DPro – Monitoring, Evaluation, Accountability and Learning:

https://kayaconnect.org/course/info.php?id=1272

Learning Portal – MEAL:

http://learning.portal365.org/en/articles/3173944-monitoring-evaluation-accountability-and-learning

Evaluation methodologies:

www.betterevaluation.org/en/approaches

Feedback and response mechanisms:

https://mealdprostarter.org/i-feedback-and-response-mechanisms/

www.careemergencytoolkit.org/meal/6-feedback-complaints-and-response-mechanisms/1-what-is-a-feedback-complaints-mechanism/

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