



SPC
Secretariat
of the Pacific
Community



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GLOBAL CLIMATE CHANGE ALLIANCE: PACIFIC SMALL ISLAND STATES PROJECT

REGIONAL REPORT ON THE PROPOSAL PREPARATION USING THE LOGICAL FRAMEWORK APPROACH WORKSHOPS HELD IN NINE PACIFIC SMALL ISLAND STATES 2013-2014



Objectives	Indicators	Source of Resources	Assumptions
To contribute to the regional health of people of SIDS by 2020.	Schedule of implementation to be set.	- Local Govt	
Reduce NCDs among Education & youth groups (2013-14) by 20% (strong behavioural change).	- Priority activities for 2013-14 to be completed by 2014. - Strategy of 2013-14 to be fully implemented.	- Local Govt - Funding	Government funding for 2013-14 remain constant.
Develop & implement Pacific Strategic plan (2013-14) by 2014 (strong behavioural change). - Communication plan implemented.	- The 2013 Strategic Plan is available. - 100% of strategic plan is implemented. - 2 in process, 1 workshop held, 2 workshops.	GCCP (SPC) website - National Govt - Media, Reports, copy of Ad - Approval for 2013-14 workshop	Local Govt will continue to support the Strategic plan to include National Govt. Educational Activities on NCDs for non-transported teachers. Teacher role are behaviour - will change.
Conduct workshops for Pacific Small Island States (2013-14) by 2014 (strong behavioural change). - Communication plan implemented.	Local Govt will continue to support the Strategic plan to include National Govt. Educational Activities on NCDs for non-transported teachers. Teacher role are behaviour - will change.		



"I have attended many workshops (regional & international) over the years and ... this ranks as one of the best/most useful trainings (if not the best)." Cook Is workshop participant

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Pacific Research & Evaluation Associates
www.prea.com.au

INTRODUCTION

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

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

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

Proposal preparation using the LFA workshop series

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

Pacific Research and Evaluation Associates (PREA) were contracted to develop and deliver a pilot LFA workshop in the Cook Islands in May 2013. Following this pilot workshop, PREA was contracted to deliver the training to the remaining eight countries, including workshops in the four FSM states (Pohnpei, Chuuk, Yap, Kosrae). The final workshop was delivered in March 2014.

Each training session was delivered by two facilitators over four days. A sample workshop agenda is included in Annex 1 and a selection of workshop photos are included in Annex 2. Training delivery included a mix of informative presentations, large group activities to demonstrate new knowledge and skills followed by small group activities where participants were challenged to use the knowledge and skills for real-life project ideas they wanted to develop. This delivery method facilitated the development of skills and the confidence to put them into

Participant Feedback

“Very intensive for us to cram things into our heads. Participatory approach to teaching and learning is very good. Facilitators are very efficient and effective in teaching new concepts. Contextualised to our Kiribati setting. AWSOME and thank you”

practice, either in proposal preparation or in general work duties. Participants were provided with a learner guide, copies of slides, and electronic resources on a USB drive.

Each training session was evaluated via a post-workshop questionnaire, and the post-workshop reports were provided to SPC. The post-workshop evaluation was followed with an impact evaluation conducted between three to eight months after the workshop using an online questionnaire. Impact evaluation reports were also provided to SPC.

The LFA workshop series provided a valuable opportunity to strengthen the capacity of national government staff to develop successful and integrated climate change adaptation project proposals. The workshop series allowed participants from various government and NGO sectors to attend, and the interests of participants went beyond climate change adaptation.

This regional report assesses all the training workshops and identifies lessons learnt and areas where further training is required.

Plate 1. Official workshop photo from the Marshall Islands



SUMMARY OF COUNTRY WORKSHOPS

A total of 291 people from government, NGOs, and communities participated in the training (Table 1). The number who attend all four days of the training was lower, as a number of participants had to leave for extended periods to attend other meetings and attend to their regular work duties. This was typical across most of the PSIS.

The training was designed to cater for around 30 participants. Three training workshops succeeded in recruiting 30 or more participants. Another five workshops were able to recruit more than 20 participants. Several workshops were only able to recruit 20 or less participants, which meant that the training opportunity was not maximised to reach as many government staff or other potential beneficiaries (NGOs, community leaders etc.).

There are a number of potential reasons for the lower rates of participation in some of the workshops. As noted previously, some participants could not attend the full four days due

to other work requirements. Such competing requirements may have prevented others from participating. As PSIS governments tend to have small staff numbers, there are a number of responsibilities placed upon staff, and training opportunities may be secondary to other responsibilities. It is also relatively common for PSIS staff to travel internally or internationally, and this can impact on attendance.

Table 1. Number of participants in the training workshops

Country	Date	Number of participants	Number of respondents to the impact evaluation
Cook Islands	May 2013	26	11
Marshall Islands	July 2013	28	5
Niue	August 2013	17	13
Kiribati	August 2013	16	11
Tuvalu	September 2013	17	10
Nauru	January 2014	20	6
Pohnpei (FSM)	February 2014	33	12
Tonga	February 2013	33	19
Palau	March 2014	30	16
Yap (FSM)*	March 2014	18	
Kosrae (FSM)*	April 2014	25	
Chuuk (FSM)*	April 2014	28	
Total		291	103

* Not part of impact evaluation

The length of the training (four days) may have made it difficult for some staff to commit to the required time off, but it was not feasible to cover the content within a shorter time frame. Post-workshop reports indicated that most people considered the length of the training to be appropriate for the content, but there was also a large number of respondents who noted that the training duration was too short, and that it would have been preferable to have at least one week, and in some cases, longer.

One way to increase the participation rate could be to work through directors and managers so that the benefits of the training are communicated which may then lead to greater management

Participant Feedback

“I have learned a lot and would recommend this course for all our government departments to utilise for business planning.”

support for staff to attend the full training, as well as management ensuring that they release staff to attend in the first place. Some countries (e.g. Palau) had national grant coordinators involved in the recruitment of participants, and this tended to work well as they were able to ensure staff understood the benefits of the training. In some countries, grant coordinators did not find out about the training until just before the training started. There were other instances where the workshops did not appear to have been clearly communicated across government. Acknowledging the communication protocols in place, it may be worth considering advertising the training at the start through high level communications to a number of relevant ministries and departments, as climate change is a cross-cutting issue that does not lie solely with one unit of government.

It is also important that the people invited to attend the training have the requisite level of pre-existing knowledge and experience working on projects. Though this training was

designed to build capacity in proposal preparation, it was not developed as an entry-level course in project design or management. The training was designed to improve the skills of people involved in proposal preparation, rather than providing introductory skills.

The need to consider this criteria was most evident in the delivery of the training in the Marshall Islands, where most of the participants were island youth leaders with only a basic level of education (high school), and where the level of English competency was limited. In the Marshall Island situation, the delivery was translated into Marshallese, which impacted on the amount of material that could be covered. Lastly, the majority of the participants were not in positions where they could put the knowledge and skills from the training into practice. A more basic course in project design would have been more suitable for this particular target group.

RESULTS OF THE IMPACT EVALUATION (3-8 MONTHS AFTER THE TRAINING)

Confidence in the use of the LFA and proposal writing

The follow-up impact evaluation asked respondents to rate their level of confidence in using the steps of the LFA, monitoring and evaluation (M&E), and proposal writing. The results across all nine countries that participated in the impact evaluation are presented in Figures 1 to 14.

The LFA training was successful in improving the confidence in conducting stakeholder analyses. The majority of respondents (56%) indicated confidence in undertaking a stakeholder analysis (Figure 1). Though 38% of respondents indicated limited confidence, this still indicates that they have the general knowledge and skills but require further practice, or mentoring support.

There was generally strong levels of confidence in conducting stakeholder analyses across several countries, most notably the Cook Islands, Niue, Tuvalu, and Tonga. Respondents in Kiribati, Pohnpei (FSM) and Palau indicated a balance between limited confidence and confidence for the stakeholder analysis.

Nauru had more of a balance between respondents indicating they were not confident, or had limited confidence, but results for Nauru were based on a smaller percentage of participants and may therefore not be representative of all the participants. Results for the Marshall Islands should also be interpreted with caution due to the low number of respondents, and that only two of the respondents were island youth leaders whereas they formed the majority of the participants. Overall, there were only six respondents who indicated they did not have confidence in undertaking a stakeholder analysis.

Figure 1. Confidence in the stakeholder analysis step - all respondents

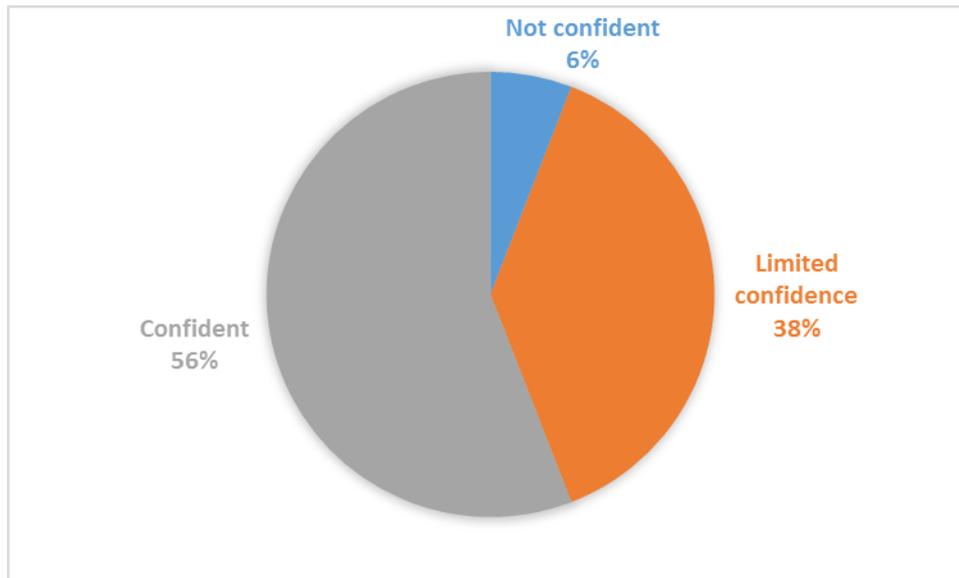
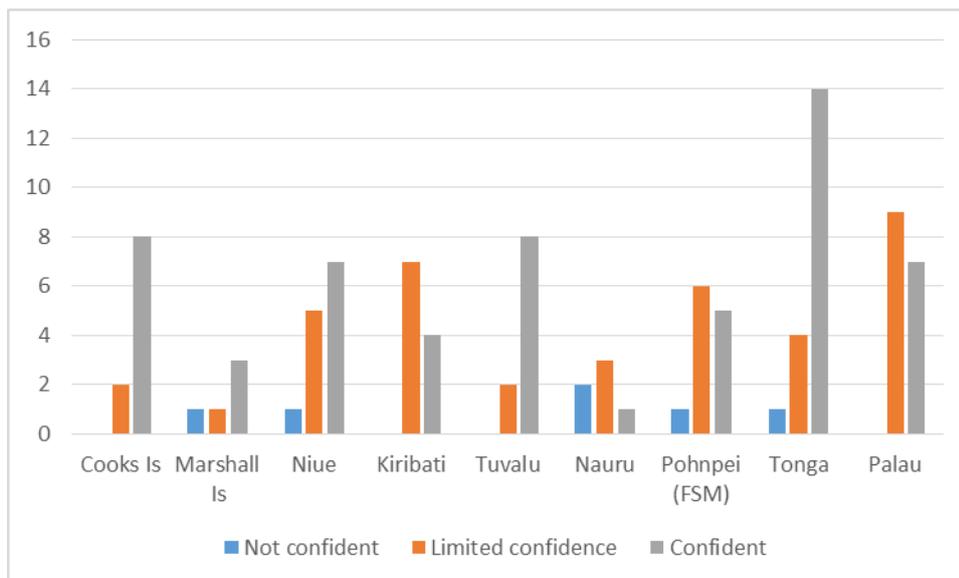


Figure 2. Confidence in the stakeholder analysis step - by country workshops



The training workshops were successful in building confidence in the problem and solution analyses steps. The majority of respondents (60%) indicated they were confident, and only 6% were not confident (Figure 3). The strong level of confidence was recorded across most countries, except for Nauru (Figure 4). As already noted, the results for Nauru and Marshall Islands may not be representative due to the lower number of respondents.

The problem and solution analyses steps can be considered the foundation to the LFA. These two steps facilitate the clear identification of a problem, its causes, and the need for intervention when developing proposals. As such, the strong percentage of respondents indicating confidence in these steps tends to indicate that future project proposals will include a clear description of the core problem being faced, its causes and proposed solutions. These improvements will increase the likelihood of proposals being funded.

Figure 3. Confidence in the problem/solution analyses steps - all respondents

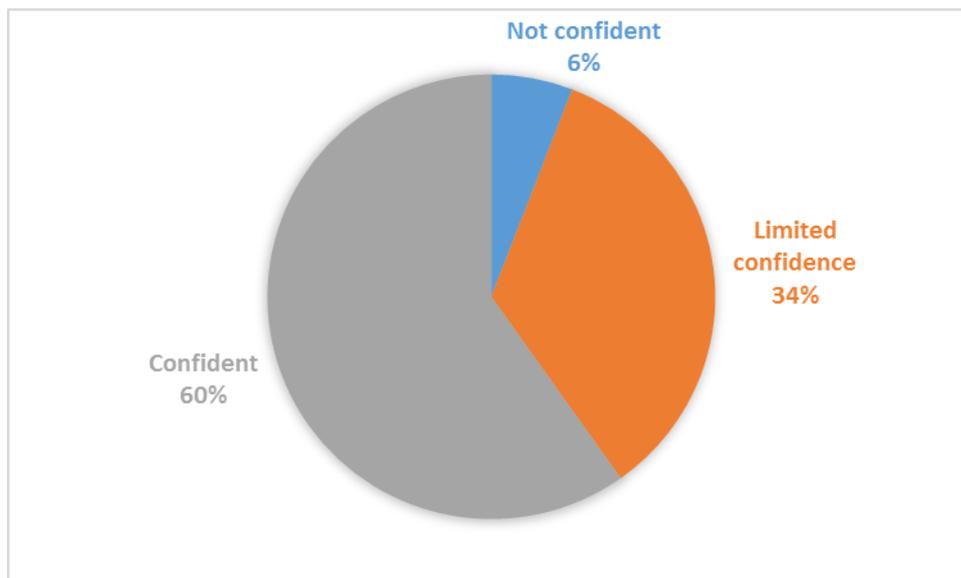
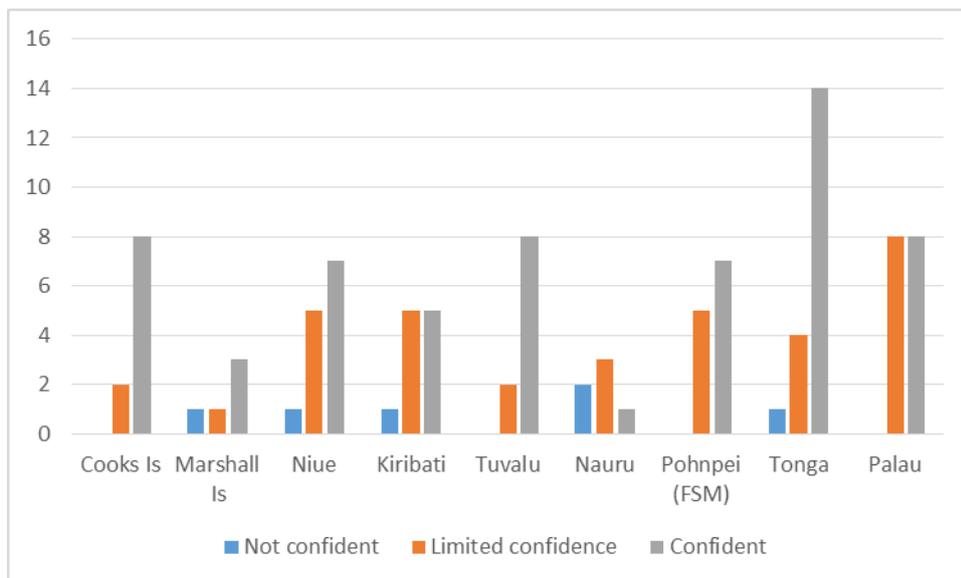


Figure 4. Confidence in the problem/solution analyses steps - by country workshops



There was a satisfactory level of confidence in developing a logframe matrix across all respondents, with 48% indicating confidence, and 44% limited confidence (Figure 5). As noted earlier, the limited confidence may indicate the need for further practice, either through developing logframes under supervision or with more confident colleagues, or getting feedback from skilled practitioners. Alternatively, a refresher training that covers the logframe matrix may also overcome the limited confidence.

The countries with higher proportions of confident respondents were Cook Islands, Tuvalu, Pohnpei (FSM) and Tonga (Figure 6). Niue, Kiribati and Palau had higher proportions of respondents with limited confidence. Such results may also help determine the content of refresher training.

Figure 5. Confidence in developing a logframe matrix - all respondents

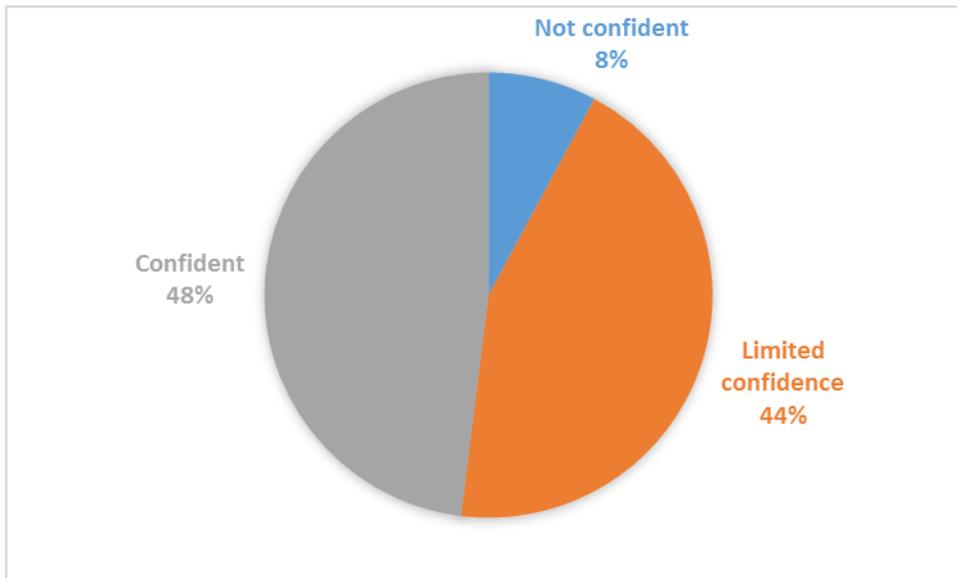
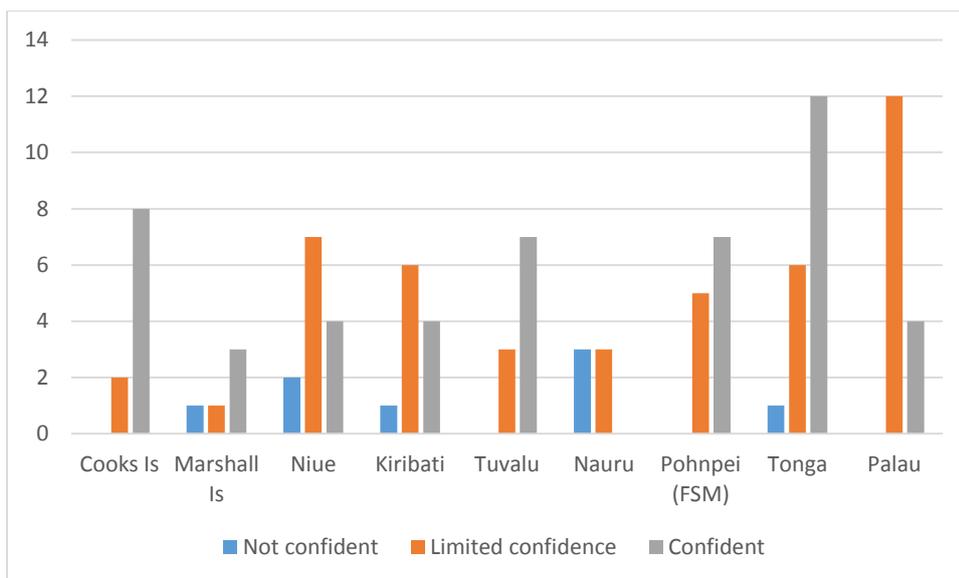


Figure 6. Confidence in developing a logframe matrix- by country workshops



The activity schedule (timeline) step provided results similar to the logframe, with 48% of respondent indicating confidence, and 45% limited confidence (Figure 7). This is a satisfactory result, considering the limited amount of time spent on the timeline step. The greatest proportion of respondent indicating confidence in creating timelines were in Niue, Kiribati and Tonga (Figure 8).

Participant Feedback

“Overall the training was awesome and I recommend it to anyone who wants to learn about grant writing.”

Figure 7. Confidence in the timeline step - all respondents

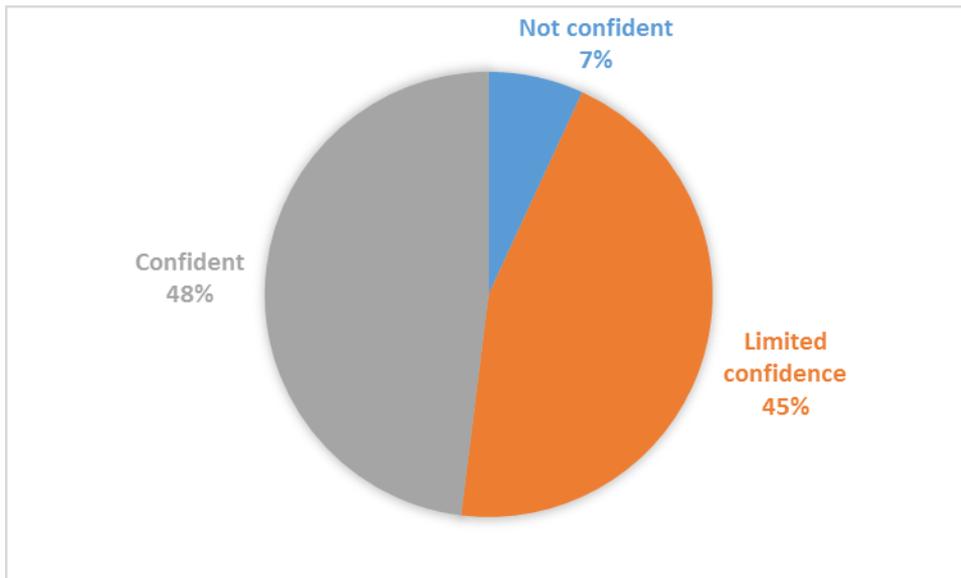
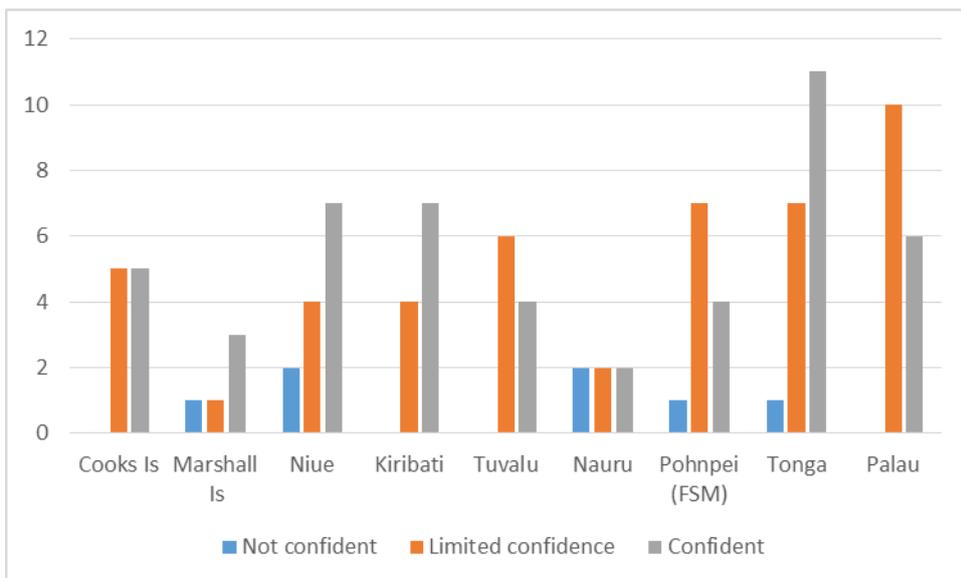


Figure 8. Confidence in the timeline step - by country workshops



The training workshops were successful in building or improving the confidence of participants in creating budgets for proposals as indicated by their response to the resource scheduling step. Though the time spent on creating budgets was limited, 53% of respondents indicated confidence in this step (Figure 9). The Tonga workshop had a very high proportion of respondents indicating confidence in creating budgets (Figure 10) which may be a result of the background and roles of participants, with many possibly having roles that have required budget preparation in the past. Niue had a relatively high proportion of respondents who did not have confidence in

Participant Feedback

“Overall the training was very helpful. We have managed to apply lots of ideas into the project. Especially working on the budget template that was given makes things very easy”

creating budgets, and this may be a result of being exposed to such a task for the first time.

Figure 9. Confidence in the resource schedule step - all respondents

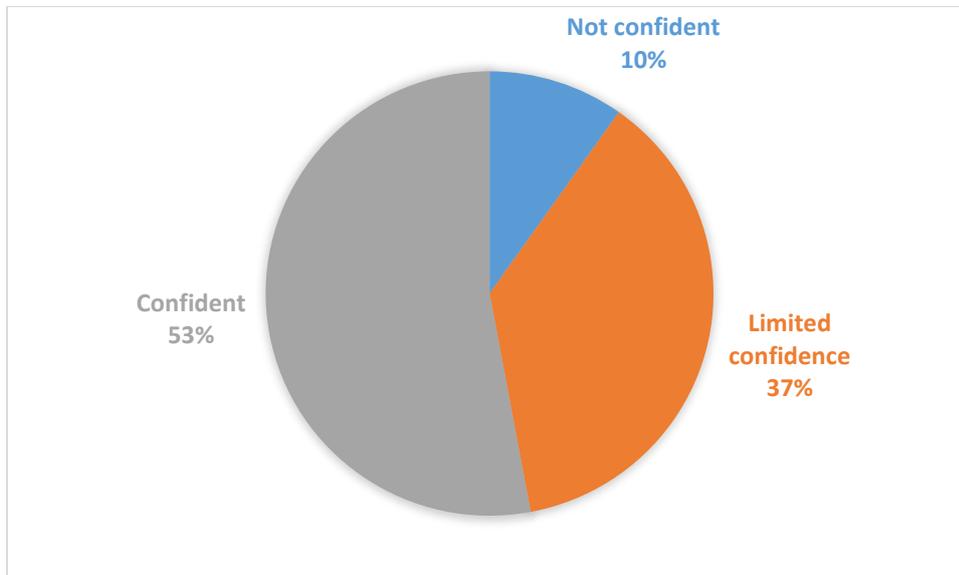
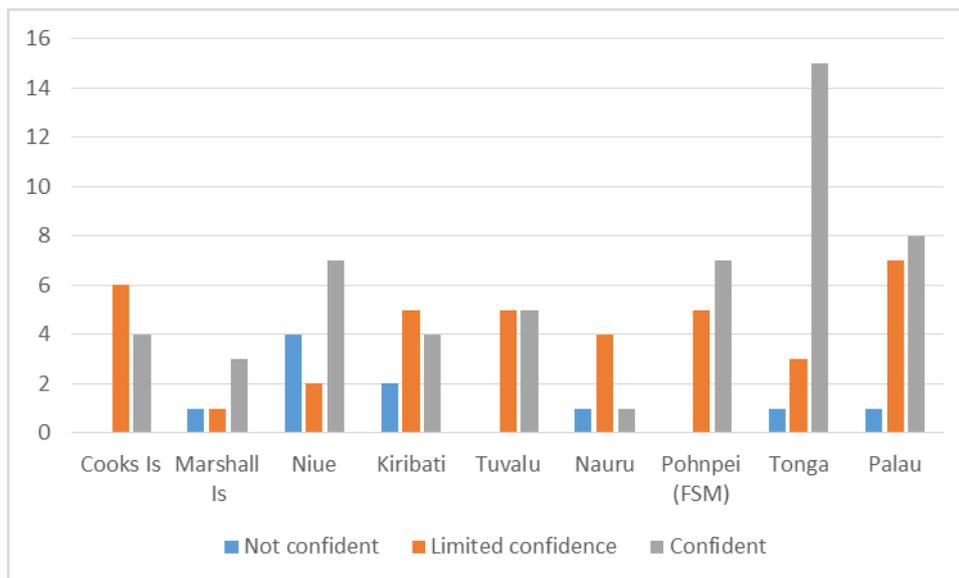


Figure 10. Confidence in the resource schedule step - by country workshops



Monitoring and Evaluation (M&E) was not a core component of the training but as it is a critical part of project implementation and some funding templates require an evaluation plan summary, a short module was delivered during the workshop. The amount of time dedicated to this module was dependent on the satisfactory coverage of the LFA steps, and this was dependent on the punctuality of participants for start times during the training. In some countries, M&E was only very briefly touched on.

The brevity of the M&E coverage is reflected in the levels of confidence, with most respondents indicating limited confidence (53%) and the highest percentage of no confidence (15%) across all the components of the training (Figure 11). Niue had the highest proportion of respondents with no confidence in M&E (Figure 12). Tonga was the

only country where more respondents indicated confidence in M&E than limited confidence. The relatively high proportion of respondents with limited confidence in several countries (Cook Islands, Kiribati, Pohnpei (FSM) and Palau) may assist in determining the extent of M&E training required to improve the confidence of participants.

Figure 11. Confidence in monitoring and evaluation - all respondents

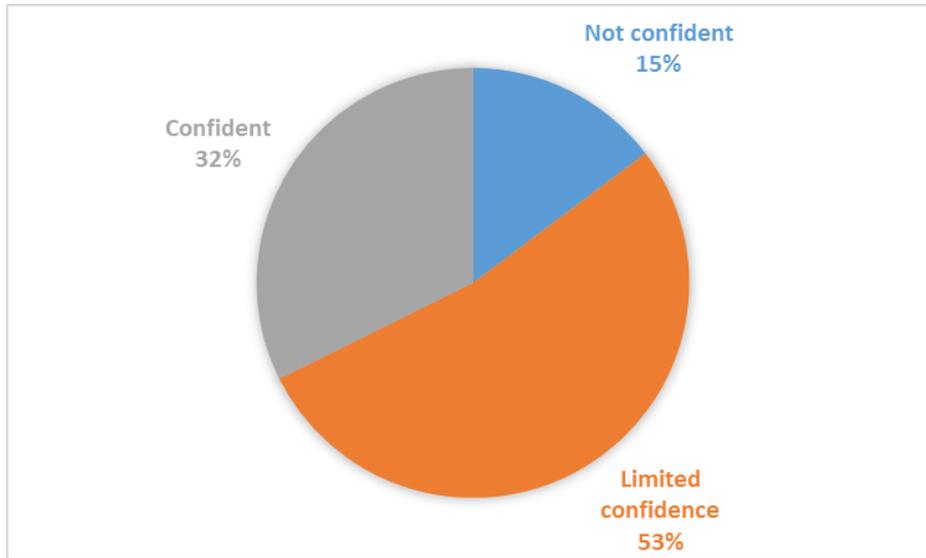
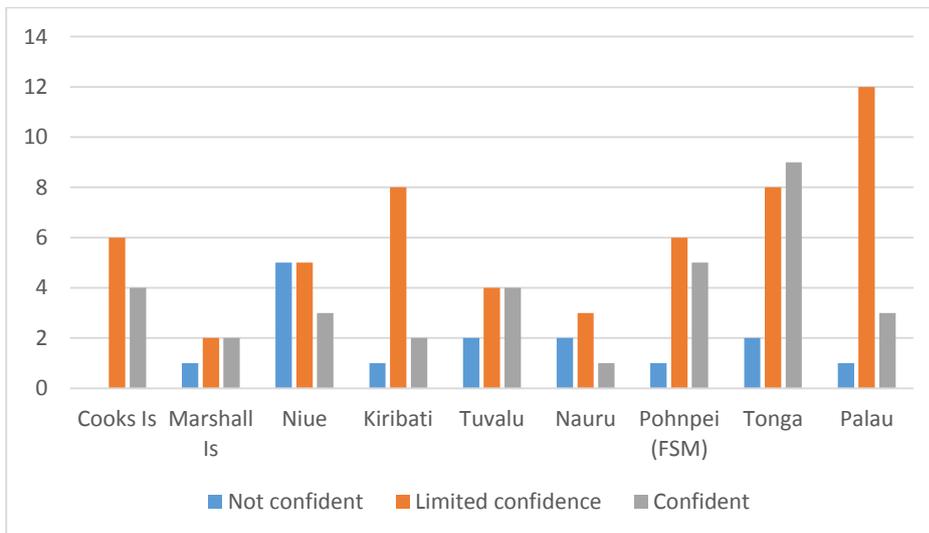


Figure 12. Confidence in monitoring and evaluation - by country workshops



Most respondents (52%) to the LFA impact evaluation survey indicated they had limited confidence in writing proposals (Figure 13). This result is relatively satisfactory, as the time spent on writing proposals was limited to one-third or less of the last (fourth) day of training. Participants were tasked to put together an outline of a proposal based on a generic proposal template using the results of small group activities they worked on during the training for the project idea they brought to the workshop. The limited confidence in writing proposals may be due to a number of factors including the diversity of proposal templates used by donors, the diversity of terminology used in proposal templates, and potentially the lack of confidence in written English skills in some respondents.

Several countries had higher proportions of respondents with confidence in proposal writing, such as Tuvalu, Pohnpei and Tonga (Figure 14). Nauru is noticeable in having no respondents indicating confidence in proposal writing.

The proposal writing component of the training focussed on bringing together the elements of a proposal from the LFA steps to create a clearly articulated, logical story. It was not aimed at improving writing skills. Improving proposal writing skills will likely require practise and feedback from skilled grant writers, such as grant coordinators, or colleagues with more experience.

Figure 13. Confidence in writing proposals - all respondents

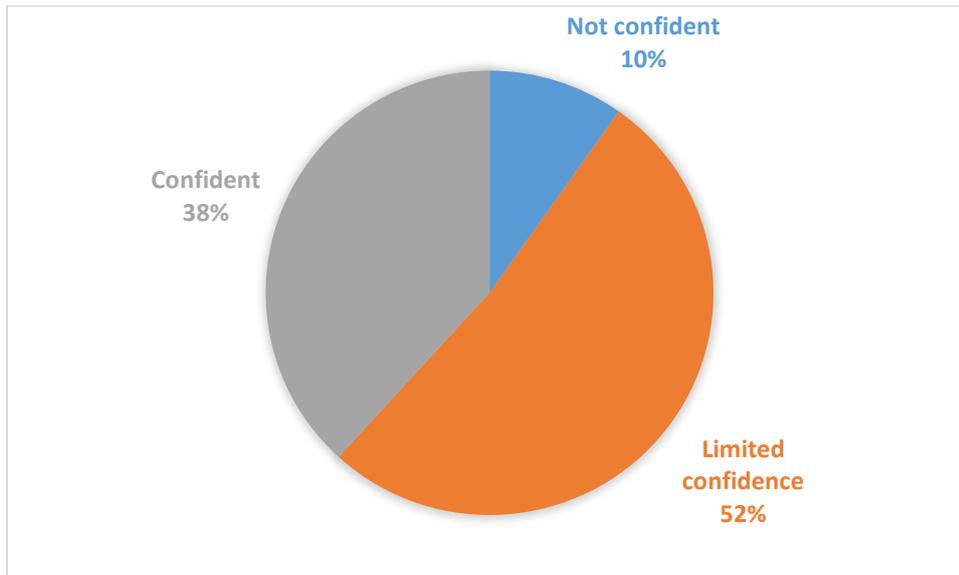
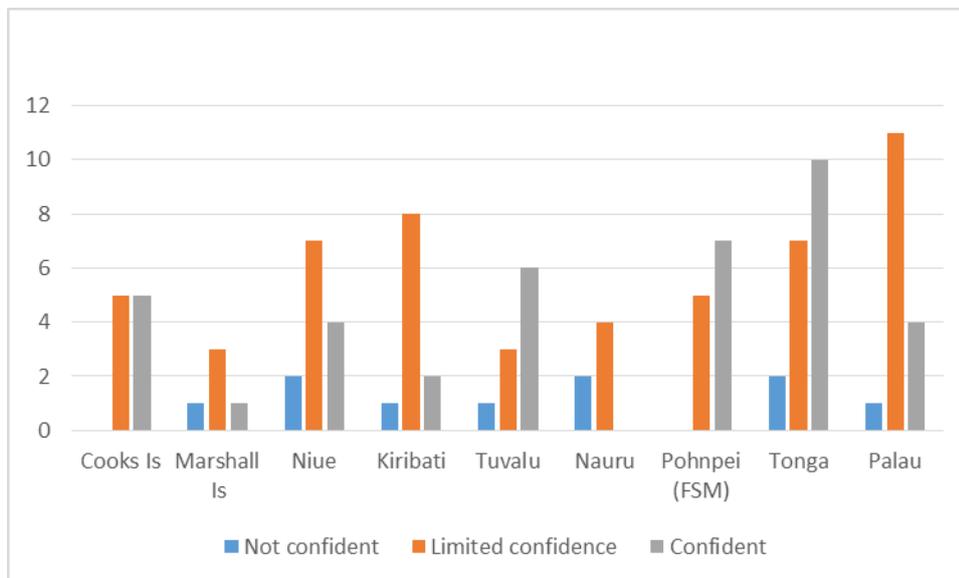


Figure 14. Confidence in the writing proposals - by country workshops



Overall, the level of confidence in undertaking the main steps of the LFA- stakeholder analysis, problem and solution tree and logframe matrix, is satisfactory or higher. This also reflects the components of the training that were dedicated the most time (most of the first three days). A number of countries demonstrated better results than others. This

applies to Tonga and Cook Islands. Niue, Tuvalu, Kiribati, Pohnpei (FSM) and Palau all demonstrated strong results in most of the components of the training. Nauru and Marshall Islands demonstrated the poorest results, and as noted previously, this may be a result of the low percentage of respondents, as well as factors that affected the delivery of the training. For the Marshall Islands, this relates to the background and previous project experience of the majority of participants, who were island youth leaders, as well as the need to translate the workshop into Marshallese due to the limited English skills of participants. In the case of Nauru, the opportunity to deliver more effective training was curtailed due to the over one hour delay in starting each day whilst waiting for participants to arrive.

Participant Feedback

“I came here with a 0% knowledge about writing proposals and now I can say I have a 99% in writing proposals. Thanks heaps.”

“For the first time, I feel confident in writing a full proposal, not just assisting or contributing to a small part of the proposal.”

“I really enjoyed this training because it really showed the gaps in my understanding about what a good proposal is. Thank you!”

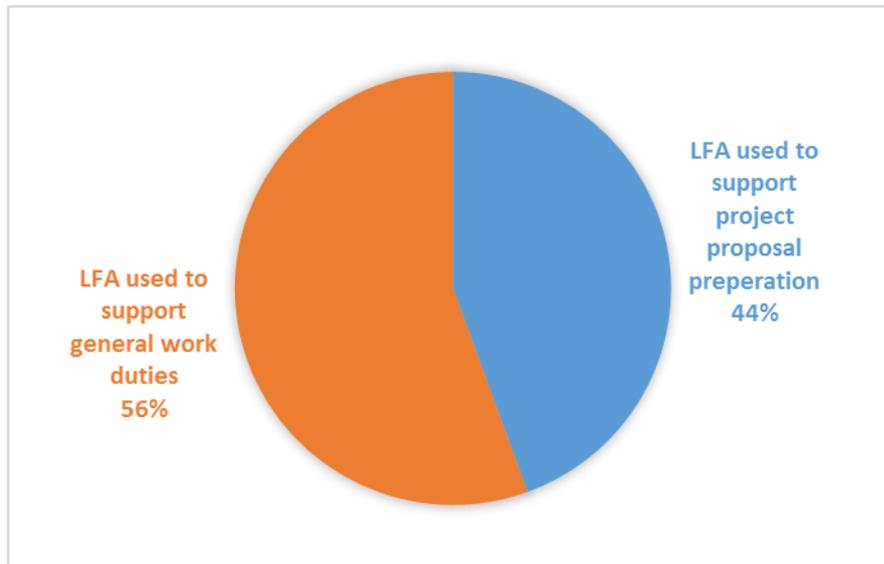
Use of the LFA

Respondents to the impact evaluation were asked to report on the number of times they had used the LFA steps to either help them write a project proposal or assist with their general work duties (Table 2). Whilst there was a mixed response between the countries, overall, participants reported that the LFA steps had been used more often in performing their general work duties (used 243 times) compared to developing a project proposal (used 210 times - See Figure 15). This demonstrates that the LFA training has built capacity of staff not only in proposal preparation but also in the performance of their role in government, or other sectors. This emphasises the benefits of the LFA process in planning for both work (e.g. strategic planning) and proposal preparation. As such the investment in the training programme has brought wider benefits than intended.

Table 2. Use of LFA to support proposal writing and work duties

Country	Used or performed since training for a project proposal	Used or performed since training for general work duties
Cook Islands	31	24
Marshall Islands	6	5
Niue	22	32
Kiribati	21	26
Tuvalu	36	31
Nauru	9	10
Pohnpei (FSM)	27	23
Tonga	45	58
Palau	13	34
TOTAL	210	243

Figure 15. Use of LFA to support proposal writing and work duties



Participants from Tonga, the Cook Islands and Pohnpei (FSM) were very proactive in their use of the LFA whilst there was less evidence to suggest it was being used in the Marshall Islands and Nauru. These latter results are however impacted by the small number of respondents to the impact survey and thus caution must be taken not to underestimate how useful the LFA has been in these countries.

Project Proposals

The impact survey revealed that at least 54 funding proposals had been submitted in the time period between the LFA training and the impact survey (Table 3). The proposals cover climate change adaptation, but also a range of other areas such as health, education, and infrastructure. Palau, Kiribati and Pohnpei (FSM) were most active in submitting proposals whilst there was little evidence to suggest many proposals were submitted by participants in Nauru and Marshall Islands. The latter is likely a result of the low number of respondents, and the previously-mentioned factors that impacted the training.

The total value of the proposals submitted was in excess of USD\$89 million. Whilst this amount is very high, one project for USD\$75 million is attributed to one proposal from Pohnpei for pre-fabricated housing from China. It should be noted that at least 10% of proposals reported did not include an estimated dollar value, therefore the total value reported above would be higher if all data was provided. The number of proposals submitted and the value of the proposals also does not reflect the full scale and scope as only 103 out of 291 participants who attended the training have completed the impact survey to provide information about the proposals submitted (35% response rate). The majority (31 proposals or 57%) of the proposals have already been reported as approved, whilst a further twenty two are still awaiting confirmation of their success or failure to be funded. The LFA was used in nearly all (85%) of the proposals.

Overall the LFA training appears to have been successful in supporting participants to submit logical and well structured project proposals. It is not possible to attribute the

development of the funding proposals or their success in obtaining funding with the LFA training, however, when considering the other evidence presented in this report, it is clear that the training has built the capacity of participants to design better projects and write better proposals. Written and anecdotal feedback from some participants supports the proposition that the training has increased the capacity of government and NGO staff to prepare better proposals. For example, a previously rejected proposal for port developments in outer islands of Tuvalu has been reconfigured following the training and is likely to be approved by the donor. Also, a number of proposals worked on during the small group projects that formed part of the training were carried through into funded proposals.

Table 3. Funding proposal submitted since the LFA training

Country	Proposals submitted	Proposals approved	Awaiting confirmation	Proposals where LFA used	Total value of proposals USD\$*
Cook Islands	4	1	2	4	244,000
Marshall Islands	1	1		1	unknown
Niue	7	3	4	4	1,599,000
Kiribati	9	4	5	6	10,056,000
Tuvalu	7	5	2	7	unknown
Nauru	2	2		2	94,000
Pohnpei (FSM)	9	3	6	8	75,544,000
Tonga	5	3	2	5	410,000
Palau	10	9	1	9	1,105,000
TOTAL	54	31	22	46	\$89,052,000

* Includes proposals that were successful or awaiting confirmation. Foreign currencies have been converted into USD as at 10/7/2014 and thus some variation in currency exchange means the value provided can only be considered as an estimate.

Table 4. Intent to submit project proposals

Country	Intent to submit future proposals
Cook Islands	6
Marshall Islands	3
Niue	7
Kiribati	9
Tuvalu	7
Nauru	3
Pohnpei (FSM)	5
Tonga	10
Palau	11
TOTAL	61

Sixty one respondents to the impact survey indicated that they had intentions to submit one or more funding proposal in the six month period following their completion of the impact survey (see Table 4). Considering the reported use of the LFA to assist in proposal preparation (see Table 3) it is likely that the benefits of the training will continue to be of use to participants in the future to assist them to prepare these future proposals. As such,

the benefits of the training will be sustained, and the confidence of participants in using the LFA should increase over time as it is used more often.

Lessons learnt

Workshop duration

Four days is just enough time to cover the LFA content. The core components (stakeholder analysis, problem /solution tree (and strategy analysis), and logframe matrix) are covered in sufficient detail.

However creating timelines (activity scheduling) and budgeting (resource scheduling) are compressed on day four and only the basics can be covered. Four days should be sufficient if the participants have previous experience in project design and proposal writing (see next lesson). However, if the course is aimed as an introduction to project design, a longer duration should be considered.

Whilst there are often requests to extend the length of the training to allow more time for activities like the actual proposal writing, in reality, most participants struggle to put aside four full days away from their office to attend the training. It is not uncommon in PSIS for some (but certainly not all) staff to have several roles to fulfil in the office and thus their time demands are stretched.

Requirements and prerequisites of attendance

Participants should have previous project experience, or experience working in government or NGOs, as well as good English language skills to attend the training. If these requisites are not present, the trainers need to be advised in advance for the training delivery to be modified (content translated, longer delivery time etc.).

Two trainers to deliver workshops

A number of participants indicated that they appreciated having two trainers deliver the workshop. Feedback indicated that it was easier to concentrate for longer durations with two trainers presenting, and that it allowed for increased personal one-on-one feedback during small group exercises.

Participant Feedback

“The LFA training was very helpful. The training provides a lot of information which we got through in four days. However, it could be spread out over a course of 5-7 days so that people have more time to digest the information.”

Participant Feedback

“Overall very well done. Highlights: 1. two different speakers presenting at one given time, 2. Lots of practical exercises. 3. Lots of group activities, 4. Definitely keeps me awake, 5. Very critical information to my work.”

Recruitment

National grant coordinators should be involved in recruitment of participants to ensure wider attendance of relevant participants. In addition, high level correspondence to national ministries and departments may assist in ensuring increased number of participants from across government ministries or departments that have a role in proposal preparation are made aware of the workshop so they are able to attend.

It was often the case that not all participants that had registered to attend the workshop were able to attend. This left unfilled places that could have been utilised by other members from Government or NGOs.

More ‘real’ examples

Future training workshops could include participant contributions ahead of the delivery. These contributions may include providing examples of proposals developed in the past or currently under development so that feedback on ‘real’ examples of their work can be provided during the workshops.

More practice required to build confidence

The results of the impact evaluation indicated that most respondents had confidence to undertake most of the LFA steps. However, there remains a good percentage of respondents who indicated that they had limited confidence in undertaking key steps.

There was also a large proportion of respondents who indicated limited confidence in monitoring and evaluation and proposal writing. Whilst the limited confidence can be explained by the limited time available to cover these two topics, there is a need for more training or practise and mentoring opportunities to build confidence in the use of the LFA.

A refresher training is warranted for many of the countries. This could be developed as a modular course that can be adapted based on the different levels of confidence for the various steps of the LFA, M&E and proposal writing.

Building confidence in proposal preparation requires practise in addition to attending workshops, and practise requires feedback for improvement to occur. As such, countries should ensure a grant coordinator or focal point is resourced to undertake this role.

Participant Feedback

“I have attended many workshops/training (national/regional/international) over the years and I have to say, especially given the topic presented, that this ranks as one of the best/most useful trainings (if not the best). The potential for this training to have been dull/boring was high but I found that it was engaging/interactive/well spaced/understandable/interesting. We leave with useful tools that will be used. I only wish that more of my colleagues could have participated. Great job. Thanks to the donors too.”

Plate 2. A project group presents their logframe matrix for a renewable energy project in Yap

Project description	Indicators	Source of Verification	Assumptions
CONTRIBUTE TO THE FSM COMMITMENT TO RENEWABLE ENERGY	50% of FSM outer islands main power source is renewable Energy by 2018	FSM Renewable Energy Task Force	
Delivered Solar Power to Eastern Outer Island in Yap State by 2018	90% of All O.I. residential structures powered by Solar Systems by 2018	Yap State Public Service Corporation (YSPSC) • Service records customer base	Change in energy consumption habits
#1 delivered Solar Systems #2 installed " " #3 trained local techs.	Systems installed on Yap's 2 remaining O.I. Trained 3 techs. on each O.I. in 90% proficiency in cert. maintenance	2 systems verified operational by YSPSC Certified Techs.	Solar systems in compliance w/ Local Regs. solar systems functioning properly
3.1 provide technical assistance 3.2 train local techs. for routine maintenance			- consistent shipping schedule - Land owner in support of solar systems - Experts' willingness to travel to remote locale.
1.1 Received Systems + complete inventory 1.2 Ship systems to O.I. 2.1 Clear land for construction			

Future training needs

The impact survey asked participants to indicate what additional capacity building would assist them to develop project proposals and do their jobs better. The results (see Table 5) indicate that LFA refresher training was the most frequent response (35 respondents) followed by training in monitoring and evaluation (24 respondents). Training in proposal writing also featured (14 respondents). The inclusion of proposal writing is not unexpected given that the focus of the LFA and proposal writing training was on the project design and documentation component as opposed to the actual art of proposal writing. The inclusion of resource scheduling (6 responses) is not unexpected given the complexity of creating budgets and estimating resources required to complete a project.

Participant Feedback

"A refresher course or a subsequent course that builds on the previous workshop would help. In particular, it would be helpful to learn how to use the LFA to develop National policies, which is one of the mandates of our office (Office of Environmental Response and Coordination)."

Table 5. Additional capacity building to support proposal writing

Country	LFA refresher training	Monitoring and evaluation	Proposal writing	Resource scheduling
Cook Islands	3	2	1	1
Marshall Islands		1	1	
Niue	4	3	2	
Kiribati	4	6	3	2
Tuvalu	4	2		2
Nauru	4		1	
Pohnpei (FSM)	4	1	1	
Tonga	7	7	1	1
Palau	5	2	4	
TOTAL	35	24	14	6

There was also a smaller expression of interest in a range of other capacity building areas that could be considered in the future to guide the content of training needs analyses. These other capacity building areas are documented below:

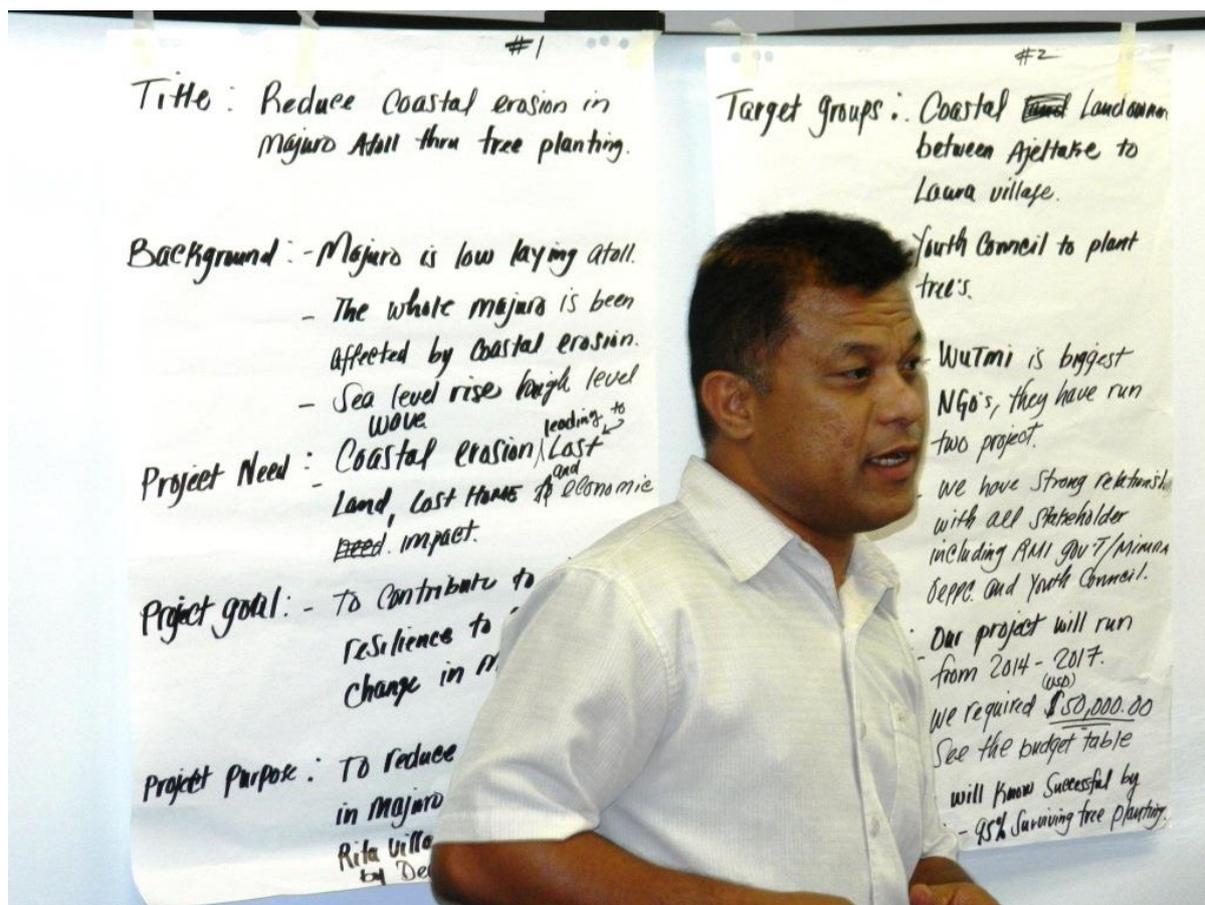
- Management and Leadership training
- Technical training in erosion/climate change/food security
- More training on donor requirements
- How to apply the LFA to national policies (strategic planning)
- Facilitation skills
- Cost benefit analysis
- Financial reporting
- Report writing

Overall there is a clear preference for follow-up training in the LFA which could be combined with monitoring and evaluation. There is a good synergy between the LFA and monitoring and evaluation. Firstly, the LFA utilises several formative evaluation tools (stakeholder analysis, problem tree, solution tree, logic model). Secondly, project proposals often require an evaluation component to be included. Thirdly, successful projects need to be monitored effectively to increase the likelihood of success. Finally, evaluation training supports the mid and end-of-project reporting back to donors which if done well, helps build long lasting relationships that can lead to further funding opportunities.

Participant Feedback

“...this was definitely a great training workshop, and though I haven’t had much of a chance myself to use what I learnt, I have seen others that were at the workshop make good use of it. And I do hope you get to come back and have a follow up training especially for monitoring and evaluation.”

Plate 3. Sample project proposal summary from Marshall Islands



RECOMMENDATIONS

A number of regionally-applicable recommendations are provided based on the assessment of the training, lessons learnt, and further training needs

Updated resources

Updated LFA training resources (e.g. electronic copy of learner guide, slides and templates) should be made accessible to all participants, either downloadable from an internet/intranet site from SPC, or at the country level. Participants should be emailed to inform them of the link, as well as other key information such as details of grant coordinators or mentors to approach and receive feedback from. Alternatively, participants can have the resources emailed directly to them.

Participant Feedback

"I think this tool is very important because it help us to structure our minds as well as our thinking. All in all, the tool is very useful because it helps to keep focus in our objectives and goals in this case our projects for the outer islands."

Training duration

Four consecutive days of training in the LFA is an intense learning experience for participants. One training workshop (Tuvalu) was broken up with a weekend due to flight schedules. This provided an opportunity for participants to have a break from learning, which may have been beneficial. Future training opportunities could consider breaking up the delivery over a weekend to allow participants to absorb knowledge.

Strategies should also be put in place to ensure participants arrive to training on time so that the benefits of the training is maximised. Several country workshops lost one hour or more in the morning through late arrival of participants. One strategy could be to offer participants breakfast instead of morning tea to encourage a timely arrival in the morning.

Maximising participant numbers

In-country coordinators assisting with organising the workshop logistics and workshop invitations should create a back-up list of participants in excess of the normal cap of 30 participants. Participants in the back-up list can be notified on the day of the workshop or earlier if fewer than 30 participants are present so that the benefits of the training can be shared with more participants.

Supervisors should also ensure that participants, where practicable, have their general work duties placed on hold, or covered by other personnel, so that their full attention and consistent attendance at the training is attained. This may minimise participants needing to leave the workshop during the delivery period.

Forming a community of practice or mentoring on LFA

Forming a network of local (country-level) LFA practitioners, or a community of practice, would provide support for participants who do not yet feel they have enough confidence in undertaking the steps of the LFA. This could allow participants with limited confidence to obtain assistance from more skilled and confident people to undertake the LFA, or to get feedback on proposals. For countries with national grant coordinators, they could take a lead role in forming this network or community of practice.

Alternatively, designating a local or regional LFA focal point as a mentor could also provide the required support. Providing a mentoring service could allow participants to have a skilled person to review their draft proposals and provide feedback. This provides a means to practice and improve the written component of proposal preparation. However, this role would need to be adequately resourced to provide the time to support country-level staff.

Participant Feedback

"I enjoyed the way your program was delivered and have no hesitation in using the tools that were learnt. It would also be good to have a back up support from you if the need arises."

LFA refresher training

A LFA refresher training should be provided to workshop participants to increase their confidence in specific areas of the LFA. This training could be developed as a modular offering that can be adapted to specific countries' training needs. The refresher training could also involve an increased amount of participant contribution ahead of the delivery, such as through providing examples of past or current proposals so that trainers can

provide feedback on 'real' examples of proposals. Future training programmes should also consider having two trainers deliver the workshops, especially when the training is structured around practical group exercises.

The opportunity for on-line learning, or blended delivery (mix of online and face-to-face) is not appropriate for the Pacific region due to internet connectivity issues in many of the countries.

Monitoring and evaluation training

The delivery of monitoring and evaluation (M&E) training should be considered in the future. M&E is a critical skill required in projects and one that cannot be effectively covered as part of a four day course on proposal writing. Whilst the LFA training forms part of 'formative evaluation', there is a need for training in developing M&E plans that outline what will be monitored and evaluated during the course of a project. Such training could also provide participants with skills in common data collection tasks such as survey design and delivery, focus groups, and story collection.

Annex 1. Workshop Agenda

Secretariat of the Pacific Community

**GLOBAL CLIMATE CHANGE ALLIANCE: PACIFIC SMALL ISLAND STATES
PROPOSAL PREPARATION USING THE LOGICAL FRAMEWORK APPROACH
WORKSHOP**

Date/Time	Task / Topic
Day 1	Welcome Gathering group knowledge Introduction to the LFA Project Management Cycle Step 1. Stakeholder Analysis Step 2. Problem analysis
Day 2	Step 2. Problem analysis continued Step 3. Solution Analysis Step 4. Strategy Analysis - Selecting solutions Step 5. Logframe Matrix
Day 3,	Step 5: Logframe Matrix continued Donor presentation and discussion
Day 4	Step 6: Activity Scheduling Step 7: Resource Scheduling Proposal Writing Donor agencies Celebration and group performances Final feedback and evaluation

Annex 2. Photos of Workshop Activities

A group presents a problem tree on water quality in Yap



Group photo in Palau



Creating a human scale logframe matrix in Niue.



Learning how the LFA fits into the project management lifecycle



Participants from the Marshall Islands show their certificates



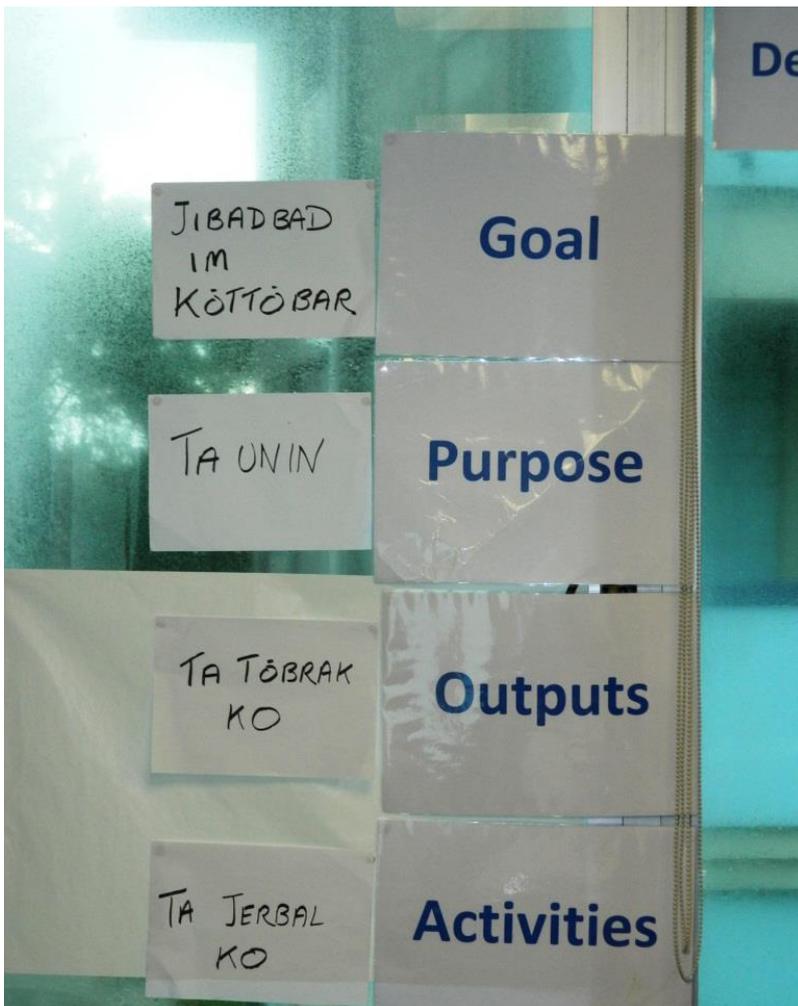
Participant from Kiribati presenting their stakeholder matrix to the group to gather feedback



Participant presenting the group's problem tree for an issue in Kosrae



Part of the logframe matrix translated in local Marshallese language



A small group presents their solution tree to other participants in Nauru



Certificate presentation ceremony in Nauru



Newspaper article covering the LFA proposal preparation workshop in Cook Islands

