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

# IMPACT EVALUATION OF
# LOGICAL FRAMEWORK APPROACH & PROJECT MONITORING WORKSHOP IN TONGA

# Contents

# Introduction

Pacific Research and Evaluation Associates (PREA) delivered training on the Logical Framework Approach and Project Monitoring to government staff in Tonga on June 15, 2015. This training was a follow-up to previous training on proposal preparation using the logical framework approach.

The training formed part of the Global Climate Change Alliance: Pacific Small Island States (GCCA: PSIS) project funded by the European Union (EU) and implemented by the Secretariat of the Pacific Community (SPC). The initial round of training was delivered to nine countries in 2013-2014. The second round of training in 2015 was delivered to five countries (Tuvalu, Kiribati, Palau, Tonga, and Niue) that requested further capacity building[1].

The aim of the training was to strengthen the capacity of national government staff to use the logical framework approach to develop successful and integrated climate change adaptation project proposals.

The content of the training was based on the results of the impact evaluation from the first round of training, which identified areas which participants' sought further capacity building in. The intent was for participants from the first round of training to attend the second round so that they may build on their knowledge and skills from the initial training. However, many participants in the second round of training had not participated in the first round and thus the training was less of a refresher and required the facilitators to cover all the LFA steps in detail.

This report evaluates the impact of the training at least five months following the workshop.

## Impact evaluation

The impact evaluation framework was informed by the anticipated short and medium-term outcomes from the training workshop.

The anticipated short and medium-term outcomes are summarised below:
- Participants apply the logical framework approach steps to develop proposals or in their general work duties
- Participants submit quality funding proposals informed by the logical framework approach
- Participants have confidence in applying the logical framework approach steps and project monitoring.

## About the training workshops

The training workshop was delivered over four consecutive days.

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

At the end of the workshop participants were expected to be able to:
- Apply the logical framework approach to develop a robust logframe matrix.
- Develop an accurate timeline and budget for projects, based on identifying the tasks and costs to implement activities in the logframe matrix.
- Develop a monitoring plan and understand how to monitor projects as they are implemented.

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[1] Cook Islands was later added as a sixth country but was not included in the impact evaluation.

The key topics covered during the workshop included:
- o the logical framework approach steps
- o developing a logframe matrix
- o project monitoring (developing a monitoring plan & data collection methods)
- o creating a timeline and budget.

The effectiveness of the training workshop was evaluated through a post-workshop survey that was completed by participants on the last day. A post-workshop report was created and submitted to SPC and should serve as a reference for those interested in the details of the training workshop.

The Tonga workshop was conducted between 15 June 2015 and 18 June 2015 and attended by 27 participants.

## Methodology

The impact evaluation took place in November 2015, at least three months following the training. The evaluation consisted of:
- o An online survey issued to all participants.
- o Personally addressed follow-up emails to remind participants to complete the survey online or as an attachment.
- o Phone calls to remind participants to complete the survey, or to complete the survey over the phone.

Some participants were not reached if they did not have a valid email address or other contact details. It was particularly difficult to reach town officers who did not provide email addresses.
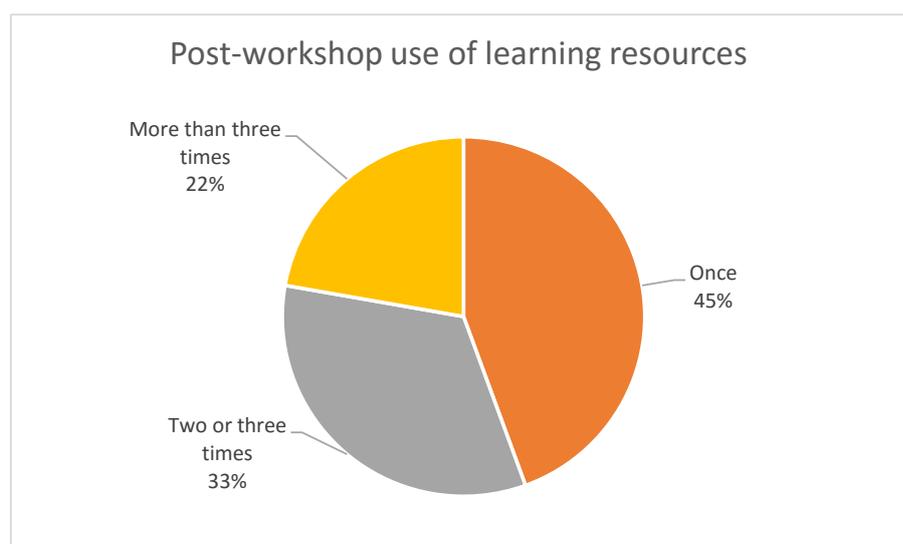
## Results

There were a total of nine respondents for the Tonga impact evaluation. This is approximately a 60% response rate for participants with valid contact details (and 33% of total workshop participants). Caution must be given to how representative the results of this impact evaluation are due to the lower than desired number of workshop participants who completed the impact survey.

### Workshop resources

All workshop participants were provided with a hardcopy of the learner guide and presentation slides. The supply of SPC GCCA: PSIS branded USB flash drives had run out, however, participants were invited to supply their own flash drives onto which were copied electronic versions of all the training resources, including presentation slides, additional examples and further reading. All respondents indicated they had referred to either the learner guide or electronic resources at least once (n=4), two or three times (n=3) or more than three times (n=2) (See Figure 1 on next page). This provides some indication that the content and resources were valued by participants.

Figure 1. Post-workshop use of learning resources by workshop participants.



## Use of LFA steps

All of the respondents indicated that they had found the LFA steps and tools useful (n=1) or very useful (n=8) in informing future project proposals. The same response was provided when asked how useful the LFA was in assisting with everyday work duties (e.g. project management, strategic planning).

All respondents indicated having used at least one of the LFA steps for proposal preparation, or in general work duties. One respondent indicated having used all of the steps in both proposal preparation and work duties. The number of respondents using the LFA steps is outlined in Table 1. The steps had been used more often in performing general work duties (n=54) than in preparing proposals (n=21). This demonstrates that the LFA training has built capacity of staff not only in proposal preparation but also in the performance of their role in government, and emphasises the benefits of the LFA process in planning for both work and proposals.

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

| LFA Step | Used or performed since training for a project proposal | Used or performed since training for general work duties |
|---|---|---|
| Conducted a situation analysis | 3 | 7 |
| Conducted a stakeholder analysis | 2 | 8 |
| Developed a problem tree or solution tree | 3 | 6 |
| Developed a logframe matrix | 3 | 5 |
| Developed a monitoring and evaluation plan | 2 | 8 |
| Developed a monitoring data collection tool | 2 | 5 |
| Created a timeline or Gantt chart | 3 | 7 |
| Created a budget | 3 | 8 |

## Proposals prepared since the training

Only two respondents indicated they had completed or worked on a total of two funding proposals since the training workshop was held (Table 2). One proposal was noted to have been successful, and the other was pending an outcome. Elements of the LFA process had been used in both proposals submitted which is a positive indication that the new LFA knowledge and skills are being applied in real life.

Table 2. Funding proposals prepared following the training

| Donor / Grant Name | Were you successful? | Did you use LFA? | Short Proposal Summary |
|---|---|---|---|
| CRSP (Climate Resilience Sector Programme) | Pending decision | Yes | The proposal is for requesting financial support for implementation of rain water tanks for the village of Fanga-'o-Pilolevu. |
| FAO | Yes | Yes | Promote Food Security, USD$ 9,000 |

## Future proposals

Four survey respondents indicated they had plans to submit additional funding proposals in the next six months and five respondents were unsure. This mixed result might be a reflection that the core roles and responsibilities of workshop participants was not to write funding proposals.
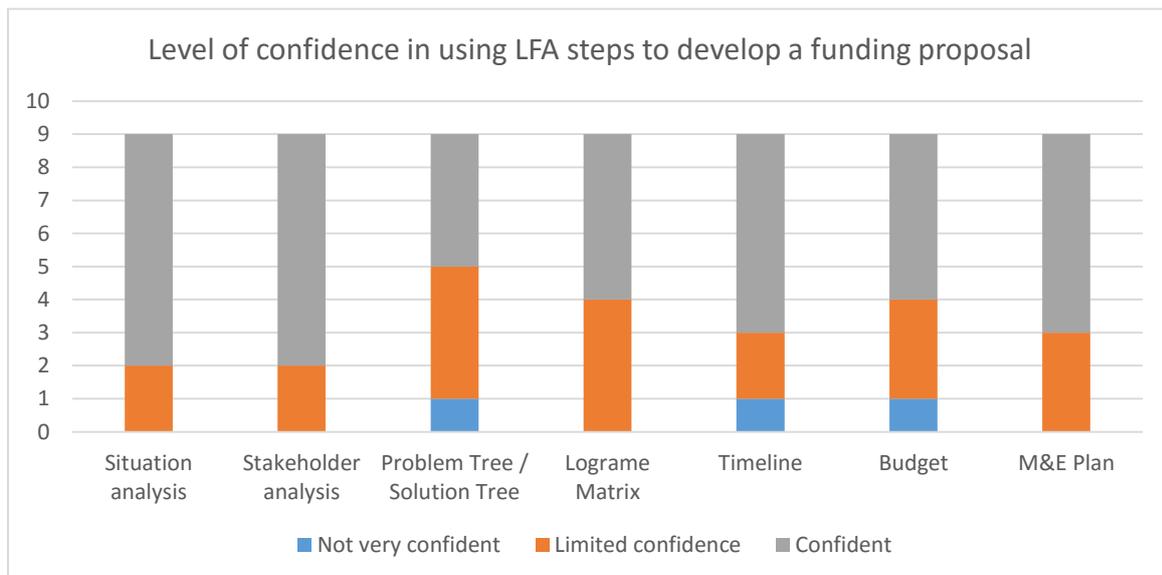
All nine respondents noted that they would use the LFA, or parts of it, in preparing future project proposals.

The high number of respondents indicating that they would use the LFA in future proposals demonstrates the positive impact of the LFA training in motivating participants to use a clear, logical process to design better projects, leading to better-prepared proposals.

Survey respondents indicated varying degrees of confidence in using the LFA steps and developing M&E plans following the training (Figure 2). Nearly all (7 of 9) respondents indicated they could undertake a situation analysis, stakeholder analysis by themselves, however, there was less confidence around using the problem analysis / solution analysis steps with approximately half the participants reported only a limited degree of confidence and would require assistance from others. Whilst the concepts and steps to develop a problem / solution tree are not difficult, they can be challenging to apply to real problems when new to the process. Results were more positive in relation to the logframe matrix, timeline and budget where the majority reported being confident to undertake these steps either alone (n=5 or n=6) or with some assistance (n=4 or n=3).

Overall, the results are positive in that there was a good balance between respondents indicating confidence to use the LFA steps alone, and those with limited confidence who could still complete the steps with assistance. Only very small numbers of participants (n=1) indicated they had no confidence to use some of the LFA steps. Given the balance between those participants who are confident to use the LFA alone and those requiring some assistance, an informal network or community of practice to support the use of the LFA in Tonga could be established. This should be encouraged so that the skills can be practiced, reinforced and maintained over time.

Figure 2. Level of confidence in using the LFA and M&E plans following the training - Tonga



"PEOPLE THAT ATTENDED THE LFA TRAINING THAT THEY ARE CURRENTLY COORDINATING A PROJECT REALLY HELP THEM IN THEIR RUNNING OF THEIR PROJECT ESPECIALLY WHEN THEY WANT TO RELATE THE ACTIVITIES TO THE OUTPUT AND TO THE NATIONAL OF THE COUNTRY."

## Additional capacity building

Participants were asked to nominate any additional training they needed to support them in their work. Their responses are categorised in Table 3.

Table 3. Additional training requirements - Tonga

| Capacity building area | Number of nominations by participants |
|---|---|
| Budget | 3 |
| LFA follow-up training and practical application of the LFA steps on a real project | 2 |
| Monitoring and evaluation / data collection | 2 |

Budgeting was the most highly nominated content area. Digging deeper into the responses one respondent indicated that they did not have strong budgeting skills. The fact that this round of training dedicated considerably more time to the budget process has likely improved the overall understanding of what is required to develop a budget, however, further application of these steps and skills outside of the training workshop will be required to really increase participant's confidence and ability to complete this step. Two respondents noted that more LFA training would be beneficial with a specific focus on more practical application of the LFA steps to a real project. There were also two requests for more training on M&E and developing monitoring data collection tools.

"[REQUEST] MORE SUPPORT IN ORGANISING A TRAINING OF APPLYING LFA IN ACTUAL PROJECT PROPOSAL WRITING. THE TRAINERS SHOULD SPEND MORE TIME IN INDIVIDUAL COUNTRY TO SIT DOWN WITH OFFICERS TO GUIDE THEM TO WRITE SEVERAL PROJECT PROPOSALS.", TONGA WORKSHOP PARTICIPANT

## About the workshop

Respondents were asked to provide feedback about their reflections of the training (see Annex 1 for all comments). Generally speaking, participants valued the workshop and left with a greater understanding of all the LFA steps. Specifically participants gained a greater understanding of the linkages between a project's activities and its higher level outcomes and impacts that are trying to be achieved. The logframe matrix was also valued and participants could identify how the steps leading up to the matrix were important and helped inform the matrix. This is an important reflection that will hopefully see participants spend the time to follow the early LFA steps instead of jumping straight to the logframe matrix. Two respondents also made comments on their increased confidence in writing project proposals.

## Conclusion

Overall, the Tonga workshop was very successful with high attendance rates and a high level of engagement from participants. The Tonga respondents demonstrated that the benefits of the training have flowed on to impact both proposal writing and general work duties. As such, the GCCA-funded training is having wider benefits than its core objective of the development of better proposals. Tonga respondents also indicated that the LFA was being used in proposal preparation, and whilst only two proposals had been reported as being submitted since the workshop, all were successful or pending and all used the LFA to inform the proposal. Overall, the impact of the Tonga training was positive.

## Recommendations

Develop a contact list of past LFA participants and keep them updated on resources and grant opportunities that may be of interest. The list should be used to distribute the new "A Guide to key Funding Sources for Climate Change and Disaster Risk Reduction" (September 2015) developed by Pacific Island Forum Secretariat (PIFS) and Secretariat of the Pacific Regional Environmental Program (SPREP).

Consideration should be given for a longer in-country visit where the focus is on more one-on-one mentoring to support the development of project proposals after the standard 4-day workshop is conducted.

Forming a network of local LFA practitioners, or a community of practice, would provide support for participants who do not yet feel they have enough confidence in undertaking the steps of the LFA. Alternatively, designating a local or regional LFA focal point from one of the Council of Regional Organisations in the Pacific (CROP) agencies as a mentor could also provide the required support.

# Annex 1 – Participant Feedback

## Benefits of the training

- Biggest benefit gained from the training is every single new method used during the training
- It can clarify or focus my thinking about certain outcomes/impacts when planning ahead for activities to implement. It is a multi-purpose tool allowing me to plan in a strategic way.
- To me if was the development of the logframe matrix for a topic of our choice. Interestingly, this was very beneficial as it made me understand each part and how to come up with the components for the matrix.
- How to develop a funding proposal using a logical framework approach
- Now I can clearly see the elements of a project design and their relationships to each other especially in a way that facilitates project analysis and this will guide me in my project implementation and monitoring. I could also relate activities to outputs and to the outcomes and to the objective of the project.
- Being informed of the steps involved in the process with regards to project proposals, but using this for existing project currently run.
- I have learned how to write a project proposal.
- Having to develop a better proposal and having to look after project in a more systematic way
- This training has provided me more understanding of using the logical framework approach for analysing and solving planning problems and for designing and managing their solutions which summarises what the project intends to do and how, what the key assumptions are, and how outputs and outcomes will be monitored and evaluated, basically this is relevant to my current job in appraising and developing project proposals from the Line Ministries.

## Follow up support

- Perhaps a training on developing a monitoring and evaluation plan.
- I think my weaknesses is the Budget proposal maybe because finance is not my background but the training has given me basic knowledge of the area but would still need follow-up support when i come across preparing budget proposal.
- A training on financials like the budget would be nice.
- More support in organising a training of applying LFA in actual project proposal writing. The trainers should spend more time in individual country to sit down with officers to guide them to write several project proposals.
- No comment.
- More LFA training would be much appreciated.
- Budget

## Other comments

- I believe that there is nothing to worry about.....I'm just looking forward for any other training regarding LFA in the future to attend......I know it's really helpful.
- Best if assignment is given to participants to practice.
- People that attended the LFA training that they are currently coordinating a project really help them in their running of their project especially when they want to relate the activities to the output and to the National of the Country.
- No comment.
- Data collection is very important if you can include it in the LFA training if it is possible.
- Very successful training.

- This is just an excellent training that we should attend (AID DIVISION OF MINISTRY OF FINANCE & NATIONAL PLANNING) not only the LFA perspective but also to build up the capacity in terms of analysing, solving, planning problems and for designing as well.