GLOBAL CLIMATE CHANGE ALLIANCE:
PACIFIC SMALL ISLAND STATES PROJECT

IMPACT EVALUTION OF
PROPOSAL PREPARATION USING THE LOGICAL FRAMEWORK APPROACH WORKSHOP IN NIUE

Contents

Introduction

Pacific Research and Evaluation Associates (PREA) delivered training on 'Proposal Preparation Using the Logical Framework Approach' to government staff in Niue on 12-15 August 2013.

The training formed part of the Global Climate Change Alliance: Pacific Small Island States (GCCA: PSIS) project funded by the European Union (EU) and implemented by the Secretariat of the Pacific Community (SPC) in collaboration with the Secretariat of the Pacific Regional Environment Programme (SPREP).

The aim of the training was to strengthen the capacity of national government staff to develop successful and integrated climate change adaptation project proposals. This will allow PSIS and donors to work together to ensure a more effective and coordinated aid delivery to address climate change at the national and regional level.

This report evaluates the impact of the training six months following the workshop.

Impact evaluation

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

The anticipated short and medium-term outcomes are summarised below:
- Participants submit quality funding proposals informed by the Logical Framework Approach
- Funding proposals submitted would address PSIS climate change adaption requirements
- Increased number of quality funding proposals are funded by Government and external donors
- Implemented projects assist countries to adapt to climate change impacts
- Components of the LFA would be used in other daily work duties resulting in an increased quality of work produced

About the training workshops

The training workshop was delivered over four consecutive days. This was followed by an optional half-day of mentoring where participants could work on their project proposals.

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

At the end of the workshop participants were expected to be able to:
- o Describe and perform all the steps of the Logical Framework Approach and to develop a logframe matrix
- o Describe and complete the key components of a funding application by pulling relevant data from the logframe matrix
- o Be more aware of the donors and grant funding programmes that can be accessed by PSIS to fund climate change adaptation projects.

The key topics covered during the workshop included:
- o A background on the project management cycle
- o A detailed look at the logical framework approach
- o Proposal writing (informed by the LFA) and
- o A brief summary of climate change donors active in the Pacific region.

The effectiveness of the training workshop was evaluated through a post-workshop survey that was completed by participants on the last day.

The Niue workshop was conducted on 2-5 August and attended by 17 participants from government departments. The Niue training was very successful, mirroring that of the Cook Islands workshop. The participants all had experience working in teams and on projects and were fluent in English. This made the delivery easier, compared to that of the Marshall Islands.

Methodology

The impact evaluation took place in February to early April 2014, over six months following the training. The evaluation consisted of:
- o An online survey issued to all participants.
- o Phone calls to remind participants to complete the survey, or to complete the survey over the phone.

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

Results

There were a total of 13 respondents for the Niue impact evaluation. This is approximately a 76% response rate.

Workshop resources

Seven of the thirteen respondents indicated that they still had both their training learner guide (hardcopy) and USB flash drive with workshop resources. Four respondents only had their learner guide, whilst one respondent indicated that they only had the USB drive. One respondent indicated that they had neither the learner guide nor the USB drive.

> "PARTICIPANTS WILL HAVE TO GO OVER THE TRAINING NOTES REGULARLY SO NOT TO FORGET THE PROCESSES." NIUE PARTICIPANT

Of those that had workshop resources, three had referred to them more than three times, and three between two and three times. One respondent indicated that they had only referred to the resources once, and one had indicated that they had never referred back to the workshop resources.

Though most of the respondents had access to either the hard copy or electronic version of the workshop resources, and had referred back to them at least once, SPC may consider providing an electronic version of the revised learner guide and resources to a central contact in Niue (e.g. grant coordinator) so that they can place the resources on an internal server, or intranet/internet in the same manner that the Cooks Islands has done[1]. This will ensure that all participants have access to a copy of the resources, as well as expanding the reach beyond those who attended the training. The addition of the updated resource

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

can then be communicated to all participants as another reminder about the training and supporting resources.

Use of LFA steps

All of the respondent indicated that they had found the LFA steps and tools useful in informing future project proposals (46% very useful, 54% useful).

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 than in preparing proposals. This demonstrates that the LFA training has built capacity of staff not only in proposal preparation but also in the performance of their role in government, and emphasises the benefits of the LFA process in planning for both work and proposals.

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

LFA Step	Used or performed since training for a project proposal	Used or performed since training for general work duties
Conducted a stakeholder analysis	3	7
Developed a problem tree or solution tree	3	6
Developed a logframe matrix	4	5
Developed a monitoring and evaluation plan	5	4
Created a timeline or Gantt chart (Activity Schedule)	3	4
Created a budget (Resource Schedule)	4	6

Proposals prepared since the training

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

Barriers to using the LFA include the lack of human resources and time constraints, exemplified in the following feedback from one respondent:

"TIME IS OFTEN A FACTOR IN WRITING PROJECT PROPOSALS. SOMETIMES IT IS VERY DIFFICULT TO GET ALL THE GROUND WORK COMPLETED TO ENABLE US TO WRITE FULL PROJECT PROPOSALS. THIS IS A REALLY GOOD PROCESS AS MOST OF THE TIME PROJECT PROPOSALS ARE ALREADY DEVELOPED FOR US BY REGIONAL ORGANISATIONS SUCH AS UNDP."

"I think everyone is affected by the sudden exposure to technology and the demand required to provide instant results to many questions/ enquiries put to us every hour of the day. To put together a well-constructed and logical project proposal would require total commitment and effective use of time. This is very difficult in our communities as we try to balance many other

obligations and commitments with limited human resources available to assist with the work.

For example - the ratification of many world treaties and conventions have tripled the workload for many of us and we are also falling behind with national obligations to those agreements. We look for funding to sustain the many programmes we are party to because governments have other priorities and sometimes do not agree with what agencies prioritise. When we receive funding, the same people are also required to implement, monitor and evaluate, etc. By the time when a new cycle of funding begins, we are still evaluating and running around to submit acquittal reports. With limited time available to submit Proposals, we forget the importance of LFA and strive only to meet the closing dates.", Niue participant.

Table 2. Funding proposals prepared following the training

Donor / Grant Name	Were you successful	Did you use LFA	Short Proposal Summary
GEF/PWD Water Division	Still in progress as the proposal is being looked over by a regional agency before finalised	Only part because certain stages have been developed by other people. So I am assisting other people	The proposal aims to obtain funding for a pilot project post-IWRM called Ridge to Reef Pilot project for Niue
Assisted KPH business in developing PACMAS FUNDING proposal	Yes	We used the Gannt Chart to develop budget and activities	To enhance capabilities of women and youth using cost effective technologies to produce TV programs - AUS20,000
UNESCO	Waiting on decision	No	Publish Niue resources , USD $35,000
COSPPac (Climate & Oceans Support Program in the Pacific)	Using LFA was very helpful process. The proposal was submitted according to the guidelines provided by the donor agency. They accepted it but they wanted to work on amending a few things	Yes. I also gathered help from the two colleagues that came to Niue before they left.	Less than $20,000.00 NZD
UNESCO	Pending	Generally	Media training US - $20K
Local donor agencies	Yes	No	Media production - $10K
GEF	Yes-Even though the money was already allocated, the	Elements from it	The Department of Environment alongside other

|			stakeholders in Government & regional partners formulated the 'Ridge to Reef' proposal for Niue. I am not sure of final value but it was more than USD$1.5+million
	process and procedures involved took a very long time.		

Future proposals

Seven survey respondents indicated they had plans to submit additional funding proposals in the next six months. Four respondents were unsure, and two indicated they did not have plans to prepare proposals in the near future.

Eleven of the respondents noted that they would use the LFA, or parts of it, in preparing future project proposals. One respondent indicated they were not sure, and one indicated they would not use the LFA.

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

Survey respondents indicated varying degrees of confidence in using the LFA steps, developing and M&E plan, and preparing a proposal following the training (Figure 1). Nearly all (12 of 13) respondents indicated they could undertake a stakeholder analysis and develop a problem/solution tree provided they had some assistance or they felt confident enough to lead the process themselves. Most respondents (11 of 13) indicated limited confidence or confidence in developing a logframe, timeline, and preparing a proposal. Four respondents indicated they were not confident in preparing budgets, and five in preparing M&E plans. The lack of confidence in budgeting can be explained by the real life complexity of the budgeting process and the small one hour component of the training dedicated to this topic. The lack of confidence in M&E can also be explained by the limited time spent covering this topic during the training. Overall, the results are positive in that there was a good balance between respondents indicating confidence, and those with limited confidence, with only minimal numbers indicating no confidence. There is the potential for the development of an informal network or community of practice to support the use of the LFA in Niue. This should be encouraged so that the skills can be practiced, reinforced and maintained over time.

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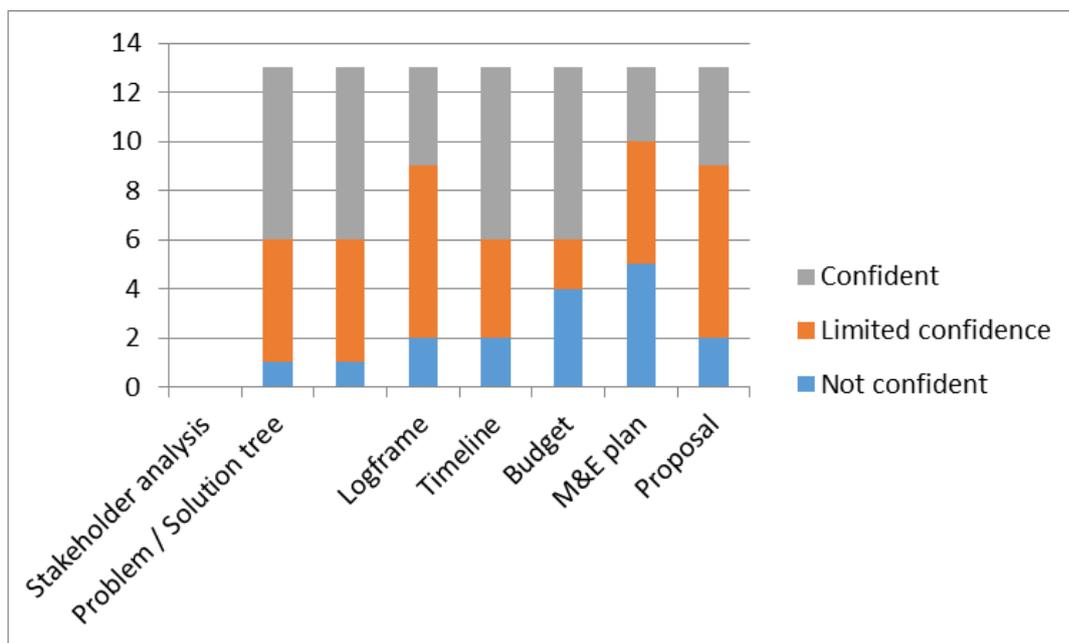
Additional capacity building

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

Table 3. Additional training requirements- Niue

Capacity building area	Number of nominations by participants
Monitoring and evaluation	3
Logframe	1
Problem / solution tree	1
LFA refresher course	1
Understanding and meeting donor requirements / templates	2
More LFA training	2
Small grant funding	1
Negotiating with donors	1

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

Some respondents noted that more LFA training would be beneficial. One respondent suggested working on real proposals and grading them to identify areas of strengths and weaknesses.

"MONITORING AND EVALUATION AS THIS IS ONE OF THE IMPORTANT STEPS FOR THE PROJECT DEVELOPMENT."

> "JUST MORE PRACTICE AT IT WITH SOMEONE WHO KNOWS IT BETTER THEN I."

It was noted by some respondents that there needs to be a cultural shift within organisations to support use of the LFA. In particular, one respondent noted that senior staff and Heads of Departments (HOD) needed to be involved as they have the final say on proposals as well as allocation of human resources to certain area. Many senior staff had been discouraged from the lack of support at the early stages of proposals either from HODs or from Ministers.

About the workshop

Respondents were asked to provide feedback about their reflections of the training. Respondents were in general very positive about the training. Respondents noted that the training provided skills for their general work, as well as project design and proposal writing. Respondents also noted the importance of putting the skills into practice to avoid losing them.

> "…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 ESP FOR MONITORING AND EVALUATION………."

A couple of respondents indicated the need for more training in this area, with one noting that the training was too short.

> "THE WORKSHOP AND INTERACTIVITY OF THE SESSION AMONGST THE PARTICIPANTS WAS VERY EFFECTIVE. I REALLY ENJOYED THIS WORKSHOP. I THINK THAT ONE OF THE PROBLEMS THAT WE ARE NOT VERY SUCCESSFUL WITH PROPOSAL WRITING IS NOT APPLYING THE LFA TOOLS. BUT NOW WE CAN DO THAT WITH SOME CONFIDENCE. ALTHOUGH THIS IS JUST ONE WORKSHOP, IT WOULD BE GREAT TO HAVE ANOTHER ONE TO SEE THE DEVELOPMENT IN THE DIFFERENT SECTORS IN PROPOSAL WRITING AND USING OF LFA. IT IS GOOD TO USE LFA NOT ONLY FOR PROPOSAL WRITING BUT ALSO APPLY IT FOR ANY OTHER GENERAL WORK."

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Conclusion

The Niue workshop was very successful and provided contrasting results both in terms of response rate and impact from the Marshall Islands training. This can largely be attributed to the participants that attended, and it reinforces the importance of inviting/selecting

participants with roles in government and NGOs who are likely to preparing funding proposals.

The Niue respondents demonstrated the benefits that flow from the training in both proposal writing and in general work duties. As such, the GCCA-funded training is having wider benefits that its core objective of the development of better proposals. Niue respondents also indicated that the LFA was being used in proposal preparation, with all the proposals being either successful or pending. Though the success of the proposals cannot be directly attributed to the LFA training, the open feedback from Niue respondents indicates the positive impact of the training. Overall, the impact of the Niue training was positive.

Recommendations

Updated LFA training resources (e.g. e-copy of learner guide) should be made accessible to all participants, either downloadable from an internet/intranet site, or emailed directly.

LFA refresher training should be provided to workshop participants to increase their confidence in specific areas of the LFA.

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

The delivery of monitoring and evaluation training should be considered in the future. M&E is a critical skill required in projects and one that cannot be effectively covered as part of a four day course on proposal writing.