GLOBAL CLIMATE CHANGE ALLIANCE:
PACIFIC SMALL ISLAND STATES PROJECT

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

Contents

PACIFIC RESEARCH & EVALUATION

ASSOCIATES

Introduction

Pacific Research and Evaluation Associates (PREA) delivered training on 'Proposal Preparation Using the Logical Framework Approach' to government staff in Nauru on 20-23 January 2014.

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 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 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 workshop

The training workshop was delivered over four consecutive days. Due to pre-arranged flight bookings, there was no opportunity to offer mentoring on the fifth day.

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:
- Describe and perform all the steps of the Logical Framework Approach and to develop a logframe matrix
- Describe and complete the key components of a funding application by pulling relevant data from the logframe matrix
- 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:
- A background on the project management cycle
- A detailed look at the logical framework approach
- Proposal writing (informed by the LFA) and
- 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. Results from the evaluation were documented in the post-workshop report submitted to SPC.

The Nauru workshop was attended by twenty participants representing various departments of the Nauruan Government and some NGOs. The workshop started an hour late most days due to participants arriving late. All core training content was covered, however, some activities were shortened and the additional monitoring and evaluation section was not delivered due to time limitations.

The post-workshop evaluation indicated that the workshop was successful in building capacity and motivation of Nauruan government staff and NGO members to use the logical framework approach to design projects and inform the preparation of proposals. The participants noted the benefits of using a structured logical approach to design their projects.

Methodology

The impact evaluation took place in July 2014, five months following the training. The evaluation consisted of:
- o   An online survey issued to all participants.
- o   Emails to remind participants to complete the survey

The online survey was sent to 20 participants with contact details. Two email addresses were found to be invalid. A number of group email reminders were sent following the initial invitation to complete the online survey. These efforts yielded only six survey responses and thus the evaluation team attempted to make phone calls to participants, however, no participants could be reached due to a combination of invalid phone numbers, voice mailboxes being full and participants being overseas. The evaluation team requested SPC to follow-up with the in-country coordinator to try to increase the number of survey responses, however this request did not result in any more survey responses being recorded.

Results

There were a total of six respondents for the Nauru impact evaluation survey, from a total of 18 participants with valid contact details giving a response rate of approximately 33% for participants with valid contact details. Due to the low number of responses it is difficult to make confident conclusive remarks about the impact of LFA training in Nauru.

Workshop resources

Four of the six respondents indicated that they still had both their training learner guide (hardcopy) and USB flash drive with workshop resources. One respondent only had their learner guide, whilst one respondent indicated that they only had the USB drive. There were no cases of respondents not having access to either the learner guide or the USB drive.

Five respondents had referred to the resources two or three times since the training. (Table 1). One respondent had only used the resources once. Whilst these results are not high, it needs to be noted that the workshop only took place in January 2014 and thus participants may not have had the need to refer to their resources in the months following the training.

Table 1. Use of learning resources post-workshop

	Number
Never	0
Once	1
Two or three times	5
More than three times	

Though most of the respondents had access to the workshop's learning 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 Nauru 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 can then be communicated to all participants as another reminder about the training and supporting resources.

Use of LFA steps

All of the respondents indicated that they had found the LFA steps and tools useful (3 respondents) or very useful (3 respondents) in informing future project proposals (see Figure 1). This indicates that the training topic was valued, and that the training was delivered in a manner that communicated the importance of the LFA as a useful tool to the local context.

Figure 1. Usefulness of the LFA steps and tools in informing future project proposals
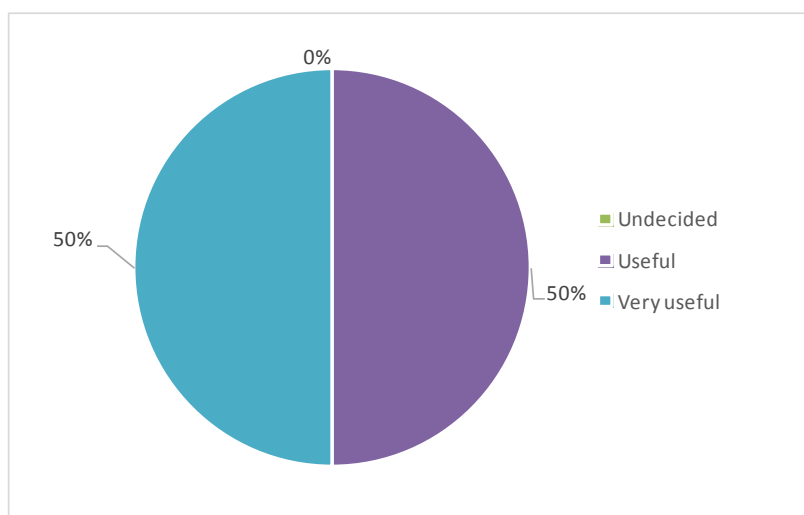
Five of the six respondents indicated having used at least one of the LFA steps for proposal preparation, or in general work duties. The number of respondents using the LFA steps is outlined in Table 2. The results show that participants have used of the LFA steps 19 times to support both proposal writing and their everyday work duties. This indicates that the LFA training has built capacity of staff not only in proposal preparation but also in the

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

performance of their role in government, and emphasises the benefits of the LFA process in planning for both work and proposals.

Table 2. Use of the LFA steps in proposal writing and other work duties - Nauru

LFA Step	Used or performed since training for a project proposal	Used or performed since training for general work duties
Conducted a stakeholder analysis	2	2
Developed a problem tree or solution tree	1	2
Developed a logframe matrix	2	1
Developed a monitoring and evaluation plan	2	2
Created a timeline or Gantt chart (Activity Schedule)	1	1
Created a budget (Resource Schedule)	1	2

Proposals prepared since the training

Two of the six respondents provided details of two proposals that they had contributed to developing or submitted (Table 3). Both proposals were informed by the use of the LFA and both proposals are noted to have been successful. This indicates that some respondents have been able to put into practice the skills learnt in the workshop.

Table 3. Funding proposals prepared following the training

| Donor / Grant Name	Were you successful	Did you use LFA	Short Proposal Summary
Government of Turkey	Yes	Yes	Value of $100,000 regarding the supplies, maintenance and renovations for Health and Education Department
International Competition and Development Fund (ICDF)	Yes	Yes	Micro Small Business Loan Management

Future proposals

Three survey respondents indicated they had plans to submit additional funding proposals in the next six months. Two respondents were unsure, and one noted that they had no plans to submit proposals. Nearly all (5) of the respondents noted that they would use the LFA, or parts of it, in preparing future project proposals.

With most of the respondents indicating the intention to submit proposals, the benefits of the training are likely to continue into the future for some of the participants. This is supported with the high number of respondents indicating that they would use the LFA in future proposals which 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. Respondents were least confident in their ability to use the logframe matrix and most confidant in their ability to develop a timeline. Overall the results are not positive with very few respondents indicating they are confident in using the LFA steps. This could partly be explained by the fact that there was at least four hours less LFA training conducted in Nauru due to participants turning up late. Reduced hours of training meant that some activities were shortened which gave participants less time to put into practice the new knowledge and skills. Overall, the responses indicate a need for follow-up mentoring, in-country support or additional practical on-the-job training.

Figure 2. Level of confidence in using the LFA, M&E and proposal writing following the training – Nauru
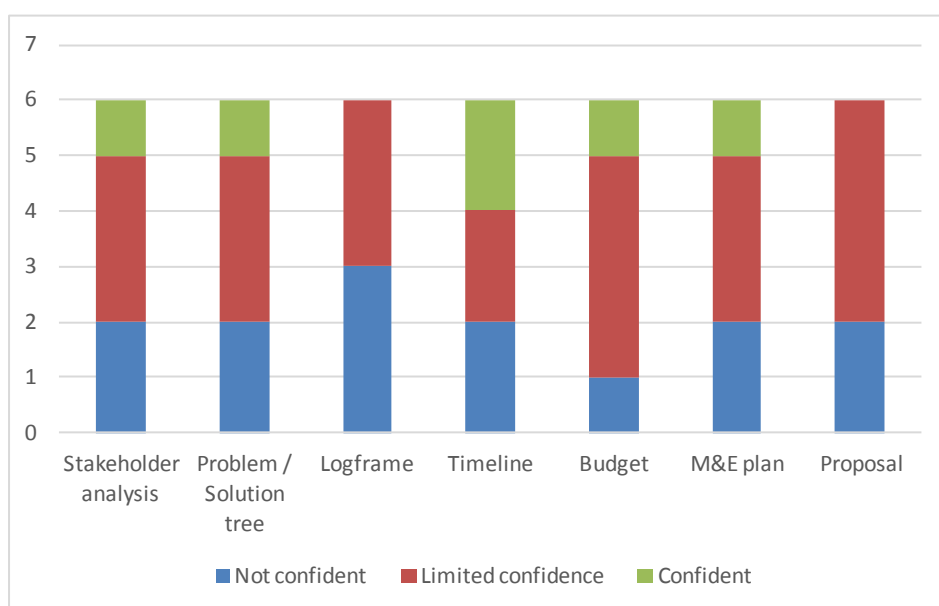
Additional capacity building

Participants were asked to nominate any additional training they needed to support them in their work. Their responses were categorised in Table 4 which indicates a high demand for follow-up LFA refresher training.

Table 4. Additional training requirements- Nauru

Capacity building area	Number of nominations by participants
LFA refresher course	4
Proposal writing	1

As noted earlier, future training could also be provided on writing proposals. The LFA training focuses on the LFA process to guide the content of the proposal, rather than focussing on the writing element of a proposal. A focus on proposal writing could be done through providing participants with examples of well written, and poorly written proposals.

Feedback on the workshop

Respondents were asked to provide feedback about their reflections of the training. Only one respondent provided feedback indicating that the workshop was well conducted, but that follow-up training was required to build confidence in the use of the LFA and proposal writing.

> "THE TRAINING WORKSHOP WAS CONDUCTED VERY WELL BUT NEED MORE FOLLOW UP TO BUILD CONFIDENCE."

Conclusion

Due to the low response rate to the Nauru impact survey it is difficult to make any conclusive remarks about the short-term outcomes from the Nauru LFA and proposal writing training. Whilst most respondents reported having used the LFA steps to write a proposal or assist them with their work duties, there is only evidence of two funding proposals having been submitted following the training.

The evaluation found that there is a need for further capacity development in Nauru with follow-up refresher LFA training. Before any further training opportunities are offered to Nauru, another training needs assessment should be conducted to identify if their exact needs and target the training to match those needs. Future training in Nauru should seek to identify strategies to have participants arrive in a timely manner so that the training is not rushed to ensure all participants gain the most benefit from the training.

Overall, the impact of the Nauru training was satisfactory. However, as stated previously it is difficult to make any conclusive findings given the low survey response rate. The evaluation concludes that the GCCA-funded training is only partly contributing to achieving the core objective of the development of better funding proposals in Nauru. The benefits of the training that were demonstrated have both increased some capacity to write funding proposals and perform work duties.

Recommendations

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, or emailed directly.

LFA refresher training should be provided to workshop participants to increase their confidence in specific areas of the LFA as determined by a training needs assessment.

Future training in Nauru could look to put in place strategies to encourage workshops to start on time. One proposals is to offer participants breakfast instead of morning tea to encourage a timely arrival in the morning.