SPC
Secretariat
of the Pacific
Community

GCCA
Global Climate Change Alliance

GLOBAL CLIMATE CHANGE ALLIANCE:
PACIFIC SMALL ISLAND STATES PROJECT

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

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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 Palau on 10-13 March 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 Coping with Climate Change in the Pacific Island Region program (CCCPIR) implemented in partnership with Deutsche Gesellschaftfür Internationale Zusammenarbeit (GIZ) on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ) also assisted with the provision of logistical support for the training in Palau.

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 three 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. This was complemented by optional mentoring after the workshop 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:
- 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 Palau workshop was conducted between the 10-13 March 2014 and was attended by 29 participants representing various departments of the Palau Government and some representatives from NGOs.

The post-workshop evaluation indicated that the workshop was very successful in building the capacity and motivation of Palau government staff to use the logical framework approach to design better projects, and leading to better proposals. The participants noted the benefits of thinking through projects at the design stage, rather than jumping straight to solutions or actions.

Methodology

The impact evaluation took place in June 2014, just three months following the training. The evaluation consisted of:
- An online survey issued to all participants.
- Phone calls to remind participants to complete the survey, or to complete the survey over the phone.

For Palau, 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 more 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 16 respondents for the Palau impact evaluation, from a total of 29 participants with valid contact details, providing a survey response rate of 55%.

Workshop resources

Five of the thirteen respondents (81%) 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 two respondents indicated that they only had the USB drive. No respondents indicated that they had neither the learner guide nor the USB drive.

Of those that had workshop resources, only one had referred to them more than three times, and seven between two and three times. This totals 50% for respondents who accessed the resources more than two times since the training. Eight respondents indicated that they had only referred to the resources once. No respondents indicated that they had never referred back to the workshop resources. These results are positive given it has only been three months since the training.

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

Use of LFA steps

Fifteen of the sixteen respondents indicated that they had found the LFA steps and tools useful in informing future project proposals (56% very useful, 38% useful). One respondent indicated that they were undecided as to the usefulness of the LFA.

Nine of the sixteen respondents indicated having used at least one of the LFA steps for proposal preparation, or in general work duties. One respondent indicated having used five of the six steps either for proposal preparation or work duties. The number of respondents using the LFA steps is outlined in Table 1. Participants reported having used the LFA steps more 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.

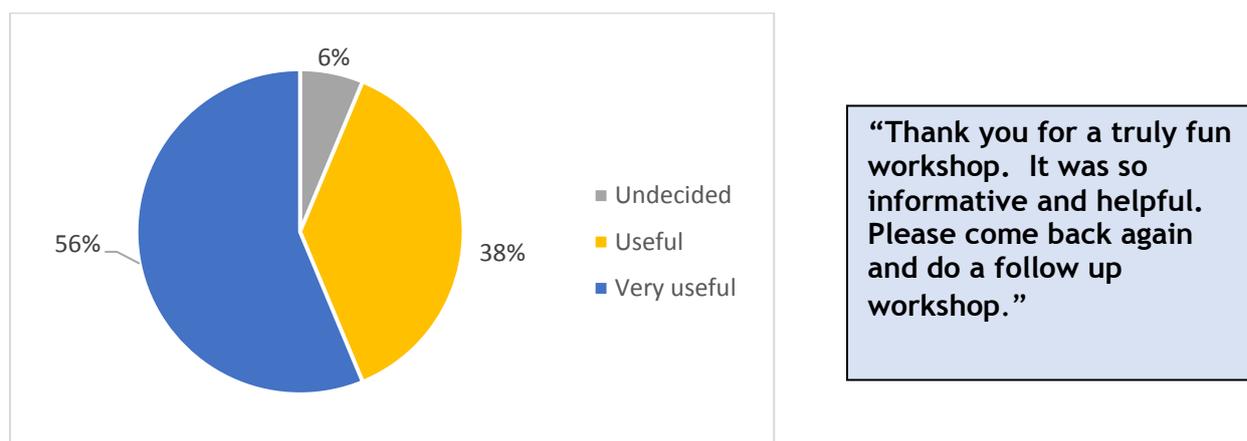*Figure 1. Usefulness of the LFA steps and tools in informing future project proposals*

> "Thank you for a truly fun workshop. It was so informative and helpful. Please come back again and do a follow up workshop."

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

LFA Step	Used or performed since training for a project proposal	Used or performed since training for general work duties
Conducted a stakeholder analysis	1	8
Developed a problem tree or solution tree	4	8
Developed a logframe matrix	2	2
Developed a monitoring and evaluation plan	2	5
Created a timeline or Gantt chart (Activity Schedule)	2	5
Created a budget (Resource Schedule)	2	6

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

Proposals prepared since the training

Six of the sixteen respondents indicated they had completed or worked on a total of ten funding proposal since the training workshop was held (Table 2). Nine of the proposals are noted to have been successful, which is a high number and supports the importance of the LFA and the benefits of the training. Elements of the LFA process had been used for nine of the ten proposals. Some of the successful proposals (e.g. increasing awareness of women in government, Palau census, and increasing awareness of POPs) were worked on during the training or mentoring session.

Table 2. Funding proposals prepared following the training

| Donor / Grant Name	Were you successful	Did you use LFA	Short Proposal Summary
EU ACP BSRP	Do not know yet	Yes - With the assistant of Judy Dean as time was limited	
Secretariat of the Pacific Community	Yes	Yes	Koror State Government (KSG) has initiated the process to update its Master Plan and one of the top issues it wants to address is coastal erosion of the Rock Islands and flooding of coastal villages.Tonga's JNAP project, led by the Ministry of Land, Environment, Climate Change & Natural Resources has recently completed a coastal erosion management plan. The main activity for this proposal is for Koror State Government leaders to visit the sites in Tonga, meet with the Ministry's key staff who led this project to learn how they carried out the work and also to meet with the local communities to share experiences and lessons learned. After the Koror State Delegation has returned, updated their partners and develop a new plan based on what they've learned in Tonga, a Tongan representative will visit Palau to meet with all stakeholders and answer their questions, and to see the actual site/problems so they can properly advise or help KSG on the problems. Total requested budget : $47,985
U.S. Office of Insular Affairs	Yes	Yes	Immigration System Upgrade, $218,000
U.S. Embassy Small Grants Project	Yes	Yes	Increase awareness of the importance of women in government and political positions in Palau by May 2015- $20,000
GEF	Yes	No	Taro patch cultivation traditional practice through Climate Change Adaptation, $50,000
Koror State - Solid Waste Program	Yes	Yes	$11,000
U.S. Office of Insular Affairs	Yes	Yes	2015 Palau Census, $271,523
U.S. Office of Insular Affairs	Yes	Yes	Household Income & Expenditure Survey, $258,652
U.S. Office of Insular Affairs	Yes	Yes	GPS Capacity Building, $179,454
GEF SGP	Yes	Yes	Increase public awareness of what POPs are and how they affect the health of the environment, wildlife and people.-$50,000

Future proposals

Eleven survey respondents indicated they had plans to submit additional funding proposals in the next six months. Three respondents were unsure and two indicated they had no intention of submitting proposals.

All (sixteen) of the 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, developing an M&E plan, and preparing a proposal following the training (Figure 2). All (sixteen) respondents indicated they could undertake a stakeholder analysis, develop a problem tree & solution tree, logframe matrix and develop a timeline provided they had some assistance or they felt confident enough to lead the process themselves. The results for creating a budget, M&E plan and funding proposal were nearly the same with only one respondent indicating that they were not confident in these areas. Overall, this is a positive result that indicates again that the training has been effective in building participant's confidence in using the LFA.

Figure 2. Level of confidence in using the LFA, M&E and proposal writing following the training – Palau
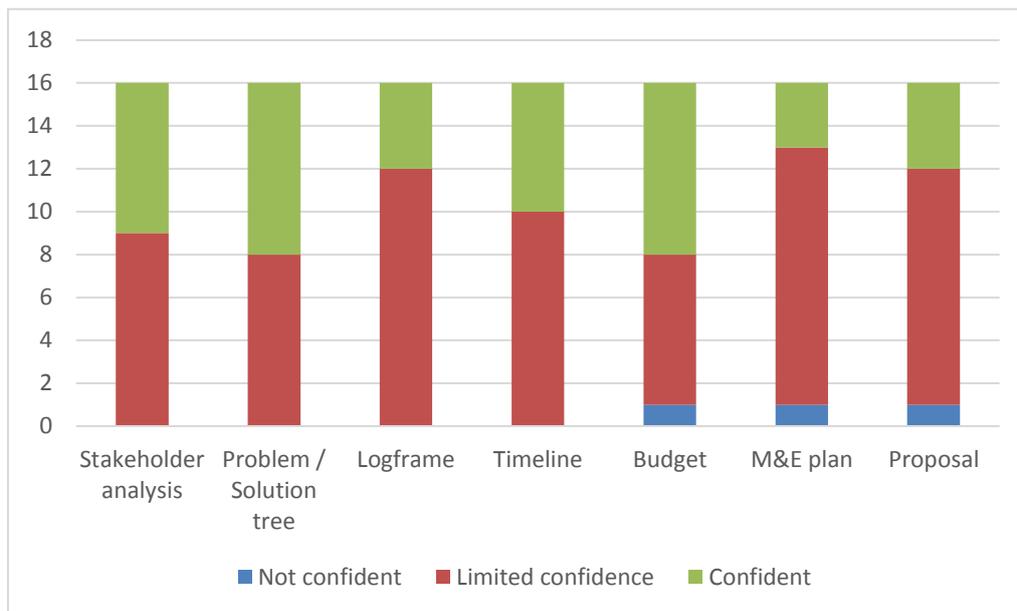
To gain further cross-government benefits from the LFA training, an informal network or community of practice to support the use of the LFA in Palau could be established. This should be encouraged so that the skills can be practiced, reinforced and maintained over time.

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.

> "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)", PALAU LFA TRAINING WORKSHOP PARTICIPANT

Four respondents nominated additional LFA training and assistance in proposal preparation. Participants wanted the opportunity to develop more detailed funding proposals during the workshop and be able to receive feedback on their proposals. A focus on proposal writing could be done through providing participants with examples of well written, and poorly written proposals. This could be achieved through online, or remote training, or through mentoring. Developing skills in proposal writing itself can also come from practice, with feedback on draft submissions (e.g. through mentoring).

Training on monitoring and evaluation training was also requested from two respondents. One participant was also interested in learning how to apply the LFA to developing national policies. This last response could be complimented by training in strategic planning to ensure policies align with Government priorities. There was also feedback indicating that the training could be delivered to a wider audience, including the Chiefs and Directors from the different Palau Government Departments.

> **Palau LFA training workshop participant feedback**
>
> "I would like a refresher course on the LFA training with a review of the log frame matrix. I would like to receive training on how to develop a proper monitoring and evaluation plan"
>
> "Same training for longer than one week with feedback on real proposals."
>
> "How to use the logical framework approach to write an effective funding proposal."
>
> "Maybe conduct same training for the chiefs and directors of each Palau Ministry Departments."

Table 4. Additional training requirements- Palau

Capacity building area	Number of nominations by participants
LFA refresher course	4
Proposal writing	4
Monitoring and evaluation	2
Logframe	1
Applying the LFA to developing national policies	1

Feedback on the workshop

Respondents were asked to provide feedback about their reflections of the training. Respondents indicated that the training was very useful. Respondents also noted that the training needed to be longer, and that it was important to put the knowledge and skills into practice.

Palau LFA training workshop participant feedback

"You did a great job. Wish we had more time."

"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."

"It would be nice to have funders or donors available for us to put what we have learned to the test with guidance from the instructors as a class project to build confidence before we take off on our own."

There are definitely benefits to extending the training as this would allow more time to be spent covering topics such as M&E and proposal writing. However, getting participants to take more time off work can be challenging. The Palau participants were always prompt with their arrival time, and participation in every day of the training compared to some of the other workshops held previously.

One option to meet the need for more time, and continuing mentoring and feedback on proposals, could be to deliver an intensive training as per this training, followed up by remote mentoring. It should be noted that PREA facilitators offered all the participants the opportunity to submit drafts for review, but this offer has yet to be taken up.

"WITH THE RESOURCES AND THE EXPERIENCE I HAVE, I MORE CONFIDENT IN WRITING OUR GRANT COME NEXT YEAR."

Conclusion

The Palau workshop was very successful in increasing the knowledge and skills on the use of the LFA for both proposal writing and general work duties.

The training led to a high number of respondents using some of the LFA steps in their work duties or project proposals within three months of the training. Though only six respondents had submitted proposals, the success rate of submissions was very high. Five respondents noted that they had used the LFA steps in their submissions. In addition, all respondents indicated that they would use some of the steps in future proposals. Though the success of the proposals cannot be directly attributed to the LFA training, the open feedback from Palau respondents indicates the positive impact of the training. This is supported by several respondents indicating that they would like refresher training on the LFA, and that the training should be delivered to a wider audience.

The respondents have provided constructive feedback on training improvements, including extending the training time to cover more topics, including M&E and placing more emphasis on proposal writing.

Overall, the impact of the Palau training was positive. The evaluation concludes that the GCCA-funded training is contributing to achieving the core objective of the development of better funding proposals. Additionally, the benefits have extended beyond proposal preparation with LFA being incorporated into regular 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.

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.

Providing a mentoring service so that participants have a person to review their draft proposals and provide feedback. This provides a means to practice and improve the written component of proposal preparation.

The delivery of monitoring and evaluation training could be considered in the future to compliment the desired LFA refresher training. 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.