CSO TOOLKIT

AGENTS FOR CITIZEN-DRIVEN TRANSFORMATION (ACT)

PROJECT CYCLE MANAGEMENT

Funded by the European Union

Implemented by the British Council

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

This Toolkit is produced as a resource to support capacity development of the of CSOs that are participating in the implementation of the EU-funded Agents for Citizen-Driven Transformation (ACT) Programme in Nigeria. The content and materials used to develop the Toolkit were sourced and modified from existing openly-accessible third-party material. The ACT Programme would like to acknowledge with gratitude the source material, referenced below.

PURPOSE

This Project Cycle Management (PCM) Toolkit is a practical guide for CSOs on how to design, develop, manage, monitor and evaluate development projects. It has been developed as guidance material to support CSOs in Nigeria. This is not a Training Manual but aims to support CSOs' understanding of the content and processes of managing the project cycle in order to improve the effectiveness and legitimacy of their activities, to monitor and measure the results and outcomes of their work and to ensure that learning from their projects feeds into future projects, programmes and strategic planning.

This toolkit will:

- Explain PCM and how it can be used as a framework for organising development projects and programmes
- Introduce participatory development methods, as a basic skills toolkit for development workers
- Demonstrate how to engage with stakeholders to build collaboration
- Explain how to identify, incorporate and mainstream opportunities
- Explain how to quality assure project development

In addition, engaging with each phase of the project cycle will strengthen CSOs' capacity to develop funding proposals, providing evidence-based project design and an accountability structure, thus, providing donors with confidence in the validity of the CSO's approach, their project design and their project management skills.

The PCM Toolkit is relevant for CSOs from emerging to mature, and is intended as a practical resource to encourage an evidence-based response to the needs of their constituent group(s)/key stakeholders. Project planning and management should, therefore, be based on well-grounded research, the full participation of their constituents in project design and monitoring, and accountability to that group throughout the project's duration.

As a key part of the ACT Programme of CSO capacity development, the Toolkits will share information, tools and tips to further strengthen CSO Partners' organisational development. ACT believes that PCM skills are integral to sustainable project planning. This Toolkit also provides an outline of definitions which it is hoped will be helpful – all elements of the PCM are relevant to EU funding proposal requirements.

The ACT Programme aims to support CSOs' capacity to become productive, effective and accountable organisations and the Toolkits and How to Notes aim to provide supplementary support towards this.
In line with ACT's commitment to Human Rights and Gender and Social Inclusion, it is anticipated that CSOs' projects and plans demonstrate the mainstreaming of Gender and Social Inclusion and the adoption of a Rights-based Approach.

[1] For CSOs please read: CSOs, CBOs or CS Networks

WHAT IS PROJECT CYCLE MANAGEMENT (PCM)?

PCM is the application of knowledge, skills and tools to manage project activities to meet defined project objectives. PCM helps to ensure that Projects are relevant to an agreed CSO strategy and to the real problems of target groups/constituents; that Projects are feasible, meaning that the Objectives can be realistically achieved within the constraints of the operating environment and capabilities of the CSO, and that the benefits that are generated by the Project are likely to be sustainable.

The project cycle is determined by a series of linked phases; within each phase is an outline of actions to be followed and approaches to be taken. It provides a structure that is participatory – ensuring that stakeholders are consulted and relevant information is available to enable informed decisions to be taken throughout the Project's life-cycle. The project cycle provides a clear process for planning, monitoring and learning.

> "Project Cycle Management is a process of leading a team in planning and implementing a series of related activities that need to be accomplished in a specific timeframe within a limited budget."

BENEFITS OF PCM/WHY USE PCM?

Following the steps in the PCM process will help the CSO to organise its Goal, Purpose, Objectives and Activities in a way that is realistic, achievable and measurable, and will ensure that planning is based on evidence-based need, relevant learning and effective monitoring. It will guide the CSO towards the best and most appropriate response to supporting the communities they work with, it will consider the sustainability of its activities and the best uses of its resources.

THE PROJECT CYCLE

Now we're going to look at the project cycle which is made up of six stages or phases through which projects are processed. The project manager and project team have one shared goal: to carry out the work of the project for the purpose of meeting the project's objectives. Every project has a beginning, a middle and an ending. Taken together, the phases described below, represent the path the project takes from its beginning, through its implementation and to its end, and this is generally referred to as the project cycle'.

The project cycle is not a single process but a set of integrated phases, designed to make sure that issues are examined systematically; each phase links with the previous one and leads to the next one. This system makes the project concept, (and the context in which it operates), clear and visible and therefore enables it to be better managed.

GENDER AND SOCIAL INCLUSION (G&SI) IN PCM

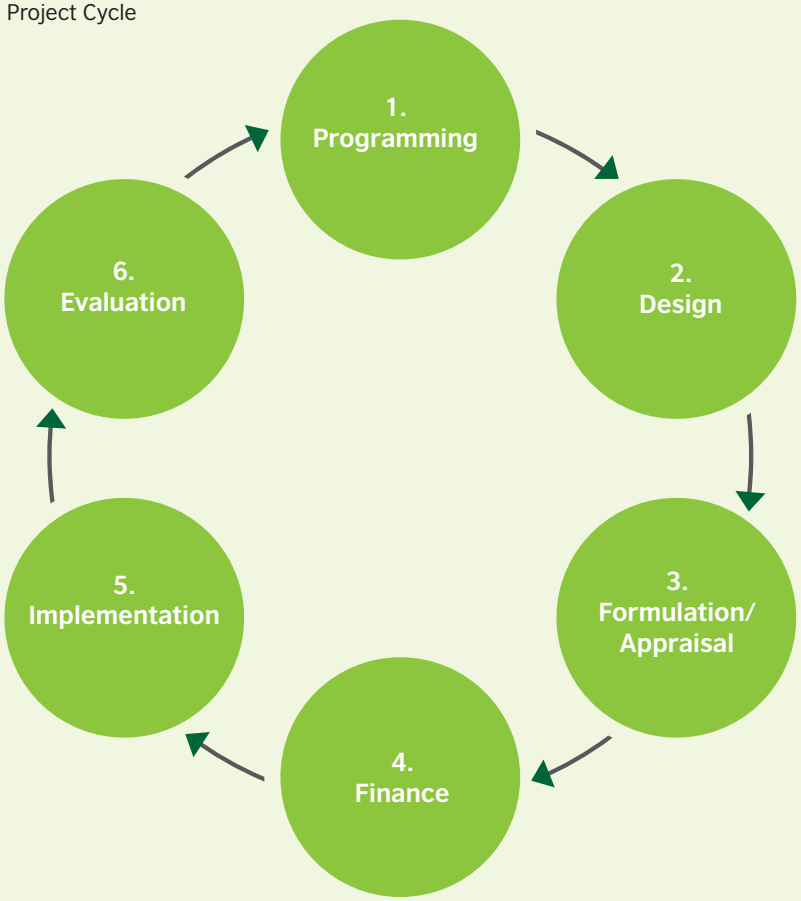
G&SI mainstreaming is an important consideration throughout all phases of the project cycle. In all societies women, girls, people with disabilities and other traditionally marginalised groups facing discrimination, for example based on: age (ie: youth, children, older people), disability, faith, ethnicity or HIV/AIDS status, are often excluded from their access to control resources or to participate in household or community decision-making. G&SI considerations are important to the success and sustainability of development projects. It is, therefore, crucial for CSOs to analyse these inequalities within their constituent group(s) and take them into account through adopting participatory planning, resource allocation and project monitoring.

What is a Project?

> “A CSO Project is a short - medium term plan of action designed to produce a unique outcome with a defined beginning and end (it is time-bound, and usually constrained by available resources, ie: skilled staff and finances). A project undertakes a series of activities aimed at bringing about clearly defined objectives within its location, timeframe and budget.”

The project cycle provides a structure within which the project is managed and different stakeholders can participate and make decisions at each stage of the cycle. An in depth understanding of the context and a participatory approach are crucial to good project management: experience has shown that too many decisions about projects are taken without sufficient participation by beneficiaries and other stakeholders, and without the necessary information. The structure of the project cycle ensures that key stakeholders are involved in making the decisions, that decisions are based on relevant and sufficient information and that key stakeholders develop ownership of the project which contributes to sustainable change. The EU project cycle is presented in Figure 1[2].

Figure 1: Phases of the Project Cycle



[3] Development organisations use project life cycles that are represented by various models, including circular models, linear models, or modified spiral models. The exact sequence and wording of project life cycle diagrams can vary considerably, however, their objectives are the same.

PROJECT CYCLE MANAGEMENT (PCM)

PCM is an approach for a CSO to manage a Project through all of its phases – while maintaining close alignment with the CSO's strategic plan. The EU commonly uses PCM and expects CSOs to adopt it for fundraising. However, all CSOs are recommended to use it as a structured way of planning and managing their Projects.

The project cycle process – from planning to final evaluation – may take some time (even years) to complete and will very likely involve many different individuals and organisations (stakeholders). At each stage, good management depends on engaging with the right stakeholders in a participatory way. Management should be focussed on one stage/phase at a time with a clear path to the next one.

Once the project team is established, then a CSO can begin the sequenced phases of the project cycle – it's like setting out a roadmap for the Project to develop the following:

- Situational Analysis – or Political, Economy Analysis (PEA) – an assessment of the Project's context and identification of location, followed by a Baseline Study
- G&SI analysis – in addition to women and girls, identify those groups that are traditionally marginalised in the context of the problem and location
- Project Objectives/Implementation Plan
- Assessing the rationale of the Project Plan in advance – could it work?
- Financial Plan
- ME&L (it's helpful at this stage to develop a Communications Plan/Knowledge and Learning Plan)
- Closure Plan/or Plan for follow-up phase – well-planned preparation for close out, or phase out is critical

Although every CSO's projects differ, Figure 2 presents a typical description of the kinds of stakeholders involved and the decisions that should be reached in each stage of the project cycle.

Figure 2: Typical PCM Process by Phase

PCM Stages	Who is involved	What happens	Decisions made
▪ **Programming**	National, Regional &Local Government, beneficiaries and other stakeholders and partners Programme Management	Assessment of regional and local socio-economic conditions, policies and an analysis of other initiatives and CSOs engaged in similar initiatives.	The policies, sectoral themes and geographical areas to be included and addressed by the project; strategic programme and project decisions.
▪ **Design**	Identification of beneficiaries/ constituents and other relevant stakeholders, and partners. Identification of Design and Development Team.	Identify target group and other relevant stakeholders, problems, objectives and strategy options - based on analysis of the local situation.	Relevance of objectives to problems and capacity of participation by potential beneficiaries.
▪ **Formulation/ Appraisal**	Beneficiaries, other stakeholders, partners and technical advisors. Design and Development Team	Project detail is developed using the Logical Framework and – its logic and rationale is prepared and checked.	There is a solid basis that the project is feasible and a sustainable flow of benefits will continue.
▪ **Finance**	Funders and their authorised agents, are identified whose objectives align with the detail of the project. Programme Management/CSO's Appraisal Team	The project proposal is appraised in relation to achieving the Project Purpose and best value.	To finance and commit resources and labour to the project.
▪ **Implementation**	CSO, beneficiaries and those involved in monitoring. Monitoring and Mentoring supporting Team	The project is carried out and monitored using the workplan, indicators and assumptions designed in the Logical Framework. Risks are analysed and managed. G&SI is mainstreamed.	Based on project monitoring decisions made about continuation, amending or stopping the project.
▪ **Evaluation**	Evaluator, beneficiaries and other supporters. Monitoring and Mentoring Team	Assessment of what and how the project was carried out and if it achieved its Project Purpose.	To support similar projects based on lessons learnt.

OVERVIEW OF THE PCM PROCESS

Managing the process of PCM involves:

- Controlling the Project delivery (involves the scope, timing, staffing/skills, costs, M&E, Learning and reporting, and assessing and managing risk)
- Ensuring quality (monitoring progress of activities against Objectives, Activity Plans and Budget, modification based on learning)
- Annual or Mid-term review, or Post-implementation evaluation. (Reviews can be carried out annually to assess progress and make modifications based on learning. Depending on the size of the project - Evaluations can be carried out at the mid-term stage or towards the end of the project – findings and learning should be documented)
- End-line study (re-visiting the baseline questionnaire to assess change that can be directly attributed to the CSO's project activities)
- Managing Knowledge and Learning (learning is used to agree next steps, ie: Planning the project closure or planning the development of the next phase of that Project, based on learning – and so the PCM cycle begins again)

Teamwork

A project at any level is a highly complex undertaking and will have many participants – it requires teamwork under the leadership of the project manager, who works closely with the constituents and stakeholders of that project. A project is like a temporary organisation – it usually has its own Budget and Management. A project can vary in size and requires information, planning and a control system. The actual performance of a project is compared against its planned milestones and targets.

The role of the project manager is to bring this together. To do this, the project manager must be skilled in:

- Understanding the technical aspects of the project
- Leadership/Interpersonal skills
- Personal/Self-Management skills
- Knowledge of sustainable change
- Gender, diversity and equality

THE SIX STAGES OF PCM

1. Programming

The 'Programme' stage is the first in the project cycle and establishes the framework in which a project can be planned, funded and implemented: the task is to set broad priorities for a given period in a given location. In addition to a process of participatory background research, lessons learnt from similar previous project evaluations should be reviewed to inform the strategy. At the end of this stage there should be a set of funding priorities or options and operational criteria established, and an outline of the project's scope and strategy - with criteria in place that supports the project's design, appraisal, monitoring and evaluation.

a. **Project identification** - an idea or concept relating to a specific problem or need that directly aligns with the CSO's Strategic Plan. The decisions during project identification will guide the operational framework for the project.

b. **Context analysis research** to assess local conditions, to identify and consult with/learn from LGAs/other CSOs with relevant knowledge and experience and to ensure that the CSO can complement the work of others, but not replicating a project which is already underway. Depending on the CSO and the complexity of the issue, this may include:

   - Environmental and social assessment (possibly a Political Economy Analysis, or access to analyses or project evaluations that have recently been carried out in the State/location).
   - Policy context analysis – what legislative framework(s) is/are in place that legitimise the demands of the constituents that the project will support? What policy gaps exist, limiting the legitimacy of their CSO's demands? Consider the most relevant human rights legislation (national and/or state level).

e. Gender and Social Inclusion (G&SI) analysis is a cross-cutting theme of development projects. Disparity based on gender, disability, age, ethnicity, religion, HIV/AIDS status, etc, is entrenched in policies, legal practices, households and social relations. During the PCM process, integrating inclusive practice should be adopted from the outset by the CSO to ensure that traditionally marginalised people are not being left behind, and project sustainability is addressed equitably. Analysis should identify how or if the problem impacts any disadvantaged groups disproportionately

and work with marginalised actors to tailor activities that are specifically responsive to their needs and to fulfilling their rights. The ACT Gender and Social Inclusion Toolkit provides useful examples of tools and processes that can be used by a CSO to support mainstreaming.

2. Project Design

The CSO builds on its understanding of the issue set within its contextual, economic and political environment, and develops its project plan to ensure that the project is feasible and appropriate. Throughout the process, the project team should continue to engage with stakeholders to explore the following questions:

- Has the project's scope been reviewed and accepted by the project's constituents/beneficiaries?
- Have the stakeholders been involved in developing the indicators that will be used to measure and record the process of change as a direct result of activities?
- Has the schedule and the budget been reviewed by all the implementing partners?

Who are the beneficiaries and stakeholders of a project?

Beneficiaries (or the CSO's constituents): Those who directly benefit in whatever way from the implementation of the project, there are two types:

a. **Direct beneficiaries:** Those that will directly and positively benefit from the project's purpose/outcome (in the example worked through below – the Fishing Community)

b. **Indirect beneficiaries:** Those who will benefit in the long-term, for example children due to increased spending on health and education

Stakeholders: Those who may – directly or indirectly, positively or negatively – be affected by, or influence, the project.

The specific actions that a CSO will undertake to identify stakeholders and to engage them in the project design, implementation and monitoring phases may vary, but suggestions are provided in this section.

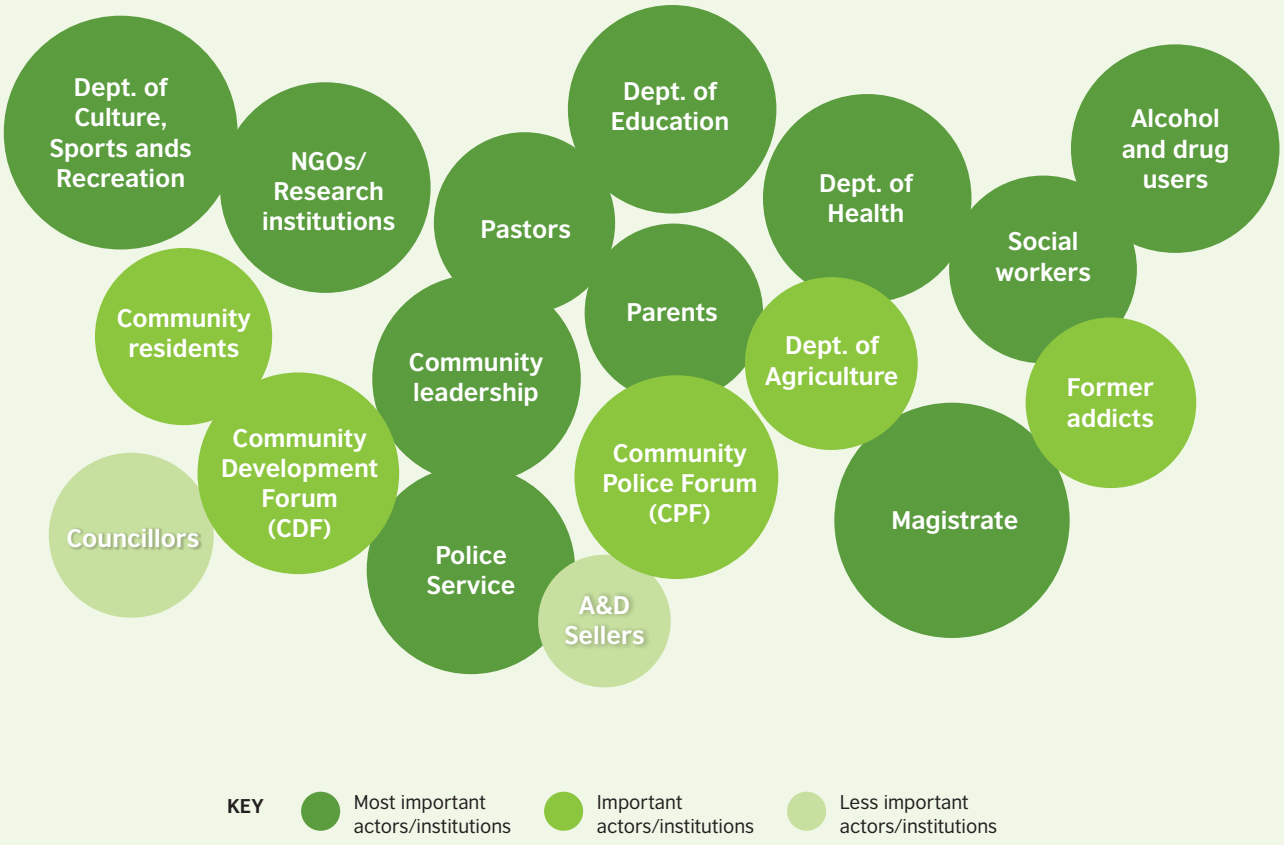
1. Develop a Project Stakeholder Analysis and Map – Stakeholders are individuals or institutions that may – directly or indirectly, positively or negatively - affect or be affected by the CSO's project. Figures 3, 4 and 5 are examples of tools that can be used to identify key constituent groups and other key stakeholders that the project needs to engage with - based on their level of interest, power or influence over the project. They help the CSO to identify and categorise the stakeholders and to focus on ways to build their commitment to the project. The CSO will need to decide how to involve the specific groups, as follows:

- **Primary Stakeholders** – the constituents or beneficiaries of the project, those whose problem(s) the project is aiming to help to solve; they must be involved in the planning and monitoring to develop 'ownership', to become strong allies to the Project and to support the project's sustainability.
- **Secondary Stakeholders** – those who the CSO needs to engage with to support the project to ensure that the project objectives can be achieved. They may hold positions of influence over the outcome of the project and, if alliances are not built with them, they could be a threat, eg: other CSOs, State Commissioners, TAs, religious leaders, LGAs, CBOs, voluntary groups and even private sector organisations. They may be potential project partners and/or implementers.
- **Tertiary Stakeholders** – are those who may not be too involved at the start, but are important to the project's sustainability in the long-term, eg: policy makers, funding institutions. To keep them as allies, it is important to keep them informed of the project's progress from the outset.

Once the stakeholders have been identified and categorized into their respective groups, the next step is to analyse them by mapping their power and influence as well as exploring the stakeholders' interest. This can be done by using two different tools: the Venn Diagram (Figure 3); and the Stakeholders' Analysis Matrix (Figures 4 and 5) are just examples.

- **Venn Diagram/Stakeholder Mapping:** is a mapping tool used to analyse and illustrate key relationships between stakeholder groups. A Venn diagram is developed where each circle identifies a stakeholder involved in the project. The size or shade of the circle can help indicate the relative power/influence of each stakeholder, while the spatial separation is used to indicate the relative strength or weakness of the working relationship/interaction between different groups/organizations. The Venn diagram of stakeholders is commonly used as a participatory planning tool with target beneficiaries, to help the CSO to profile relationships.

Figure 3: Venn diagram/Stakeholder Map prepared by community stakeholders showing the range of actors addressing an Alcohol and Drug abuse issue, and their levels of importance and connection to the community[4].



- **Stakeholder analysis/matrix:** The stakeholder analysis matrix uses the details outlined in the Venn diagram to further identify in more depth the interest, and influence of the project stakeholders over the issue being addressed. Unlike the Venn diagram, this matrix provides additional data about the level of stakeholder interest and influence and indicates potential actions to maintain or encourage their buy-in and collaboration. The stakeholders in the Venn diagram are each placed in the appropriate boxes in the Stakeholder Analysis, categorised by their high or low level of influence and interest in the project issue. The stakeholder analysis must systematically identify all G&SI groups, as well as their specific interests and potential relevant to the identified issue. The completed analysis will guide how the CSO should relate to the stakeholders to achieve its Project Objectives. See guiding notes in each category Figures 4 and 5 below.

[4] https://www.researchgate.net/figure/Venn-diagram-prepared-by-community-stakeholders-showing-the-range-of-actors

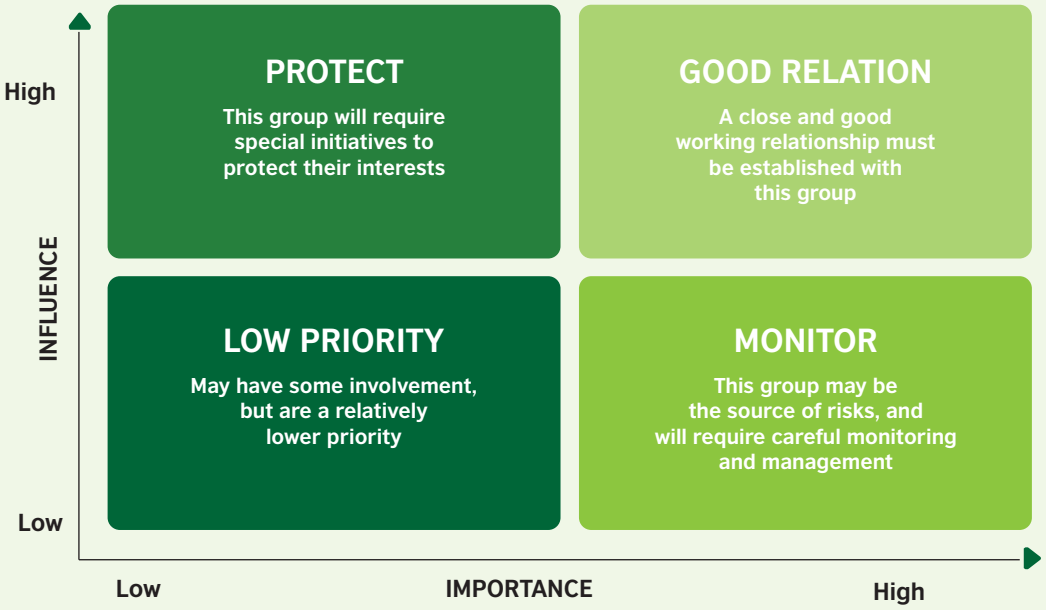
Stakeholder Mapping and Analysis
Using a 'brainstorming' exercise, map out the CSO's Stakeholders, it may look something like this, but ensure that this contains relevant stakeholders to the sector, work and location of the CSO.

Once the details of the people and organisations that are affected by, or affect, the CSO are pulled together in a map – it is important to identify those that the CSO needs to engage with closely, and those who have to keep informed about the CSO's work, by asking the questions:

- Which ones have influence or power over the CSO, positively or negatively?
- Which ones have an interest in its successful or unsuccessful conclusion?

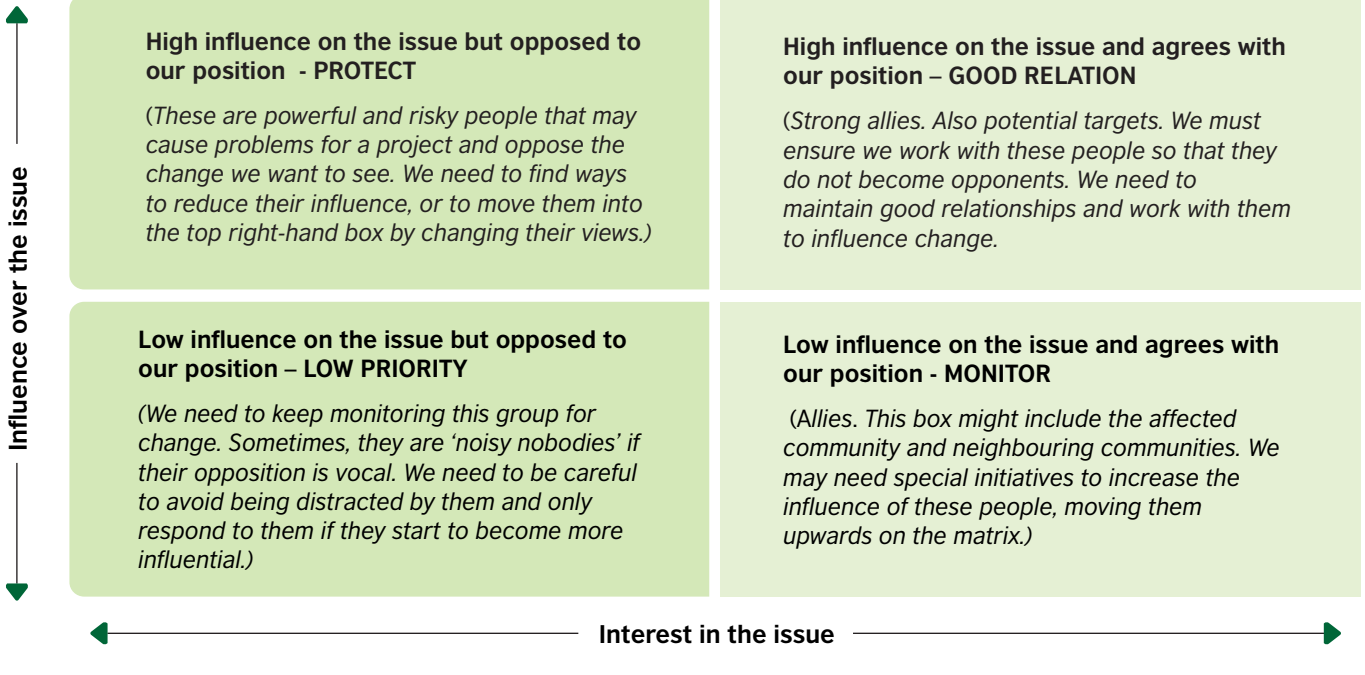
Influence/Importance Grid

Figure 4: Influence/Importance Grid for Grassroot Collective's Ethiopian Irrigation Prog[5]



Stakeholder Analysis/Matrix (with categories explained)

Figure 5: Stakeholder Matrix



[5] https://www.thegrassrootscollective.org/stakeholder-analysis-nonprofit

The quality of dialogue with the project's constituents and other key stakeholders is key to establishing effective cooperation in the project's implementation. Ownership of the process by the constituents and effective PCM are key to its success, as well as building the confidence of donors

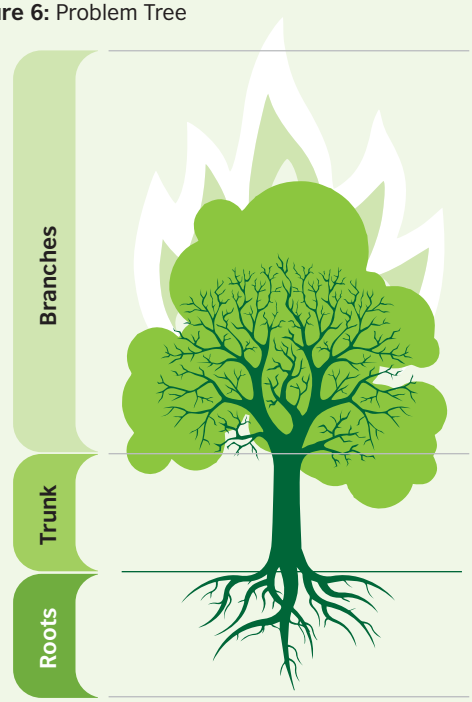
Project design should always promote a participatory approach – as a means to exchanging information and ideas between actors in local communities. Ensuring the participation of key stakeholders will influence 'buy-in' and strengthen 'ownership' which will enhance the sustainability of the project's outcomes, after the project is completed. The CSO should, therefore, identify key stakeholders that should engage with in the planning and design process. Participatory methods enable communities to play an active and influential part in decisions which affect their lives, ensuring they are listened to so their voices shape the project's outcomes.

This section of the toolkit will illustrate the use of a commonly used participatory tool that can be used for this purpose. Many other tools also exist and are available through the sources referenced.

2. Develop a Problem Tree - Problem Trees help to analyse the situation at local level and to identify the core problem that the CSO wants to focus on. The tree trunk represents the 'Core Problem or Issue'; roots represent the 'Causes' of that problem, and branches represents the 'Effects' of the problem, (Figure 6). This is an ideal tool for gathering information in a participatory way.

Developing a Problem Tree

Figure 6: Problem Tree



Branches – the Effects of the Problem
Trunk – the Problem/Issue
Roots – the Causes of the Problem

Suggested Process:

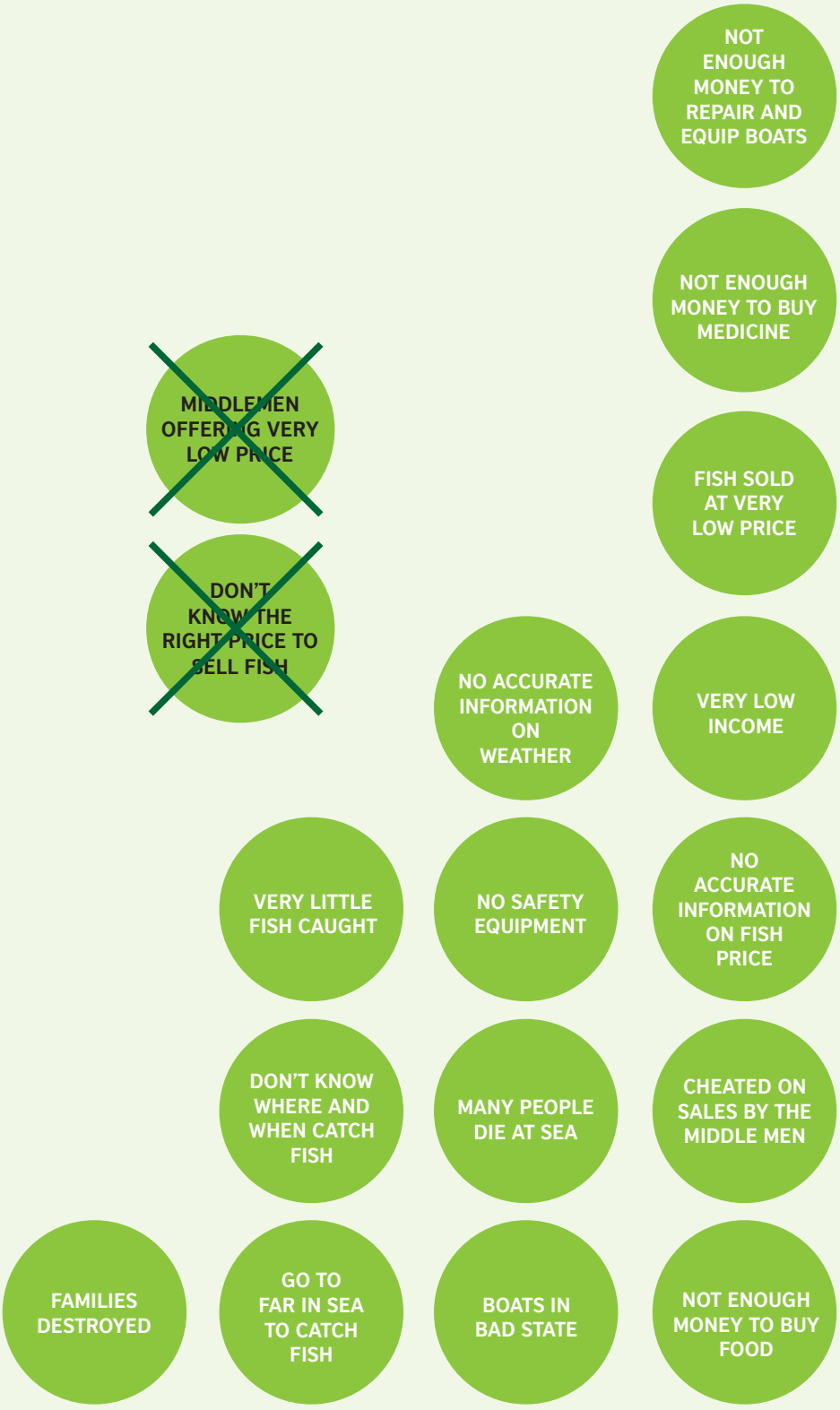
i. In a group (eg: 10-15 key stakeholders, ensuring participation of women and other marginalised actors), using a brainstorming technique, take note of all the priority problems that are faced by their community. In the example used below the problems relate to a fishing community. You will notice that all comments noted are described negatively in Figure 7 below.

Figure 7: Brainstormed issues

[3] Model adapted from MindTools: Mendelow, A.L. (1981)

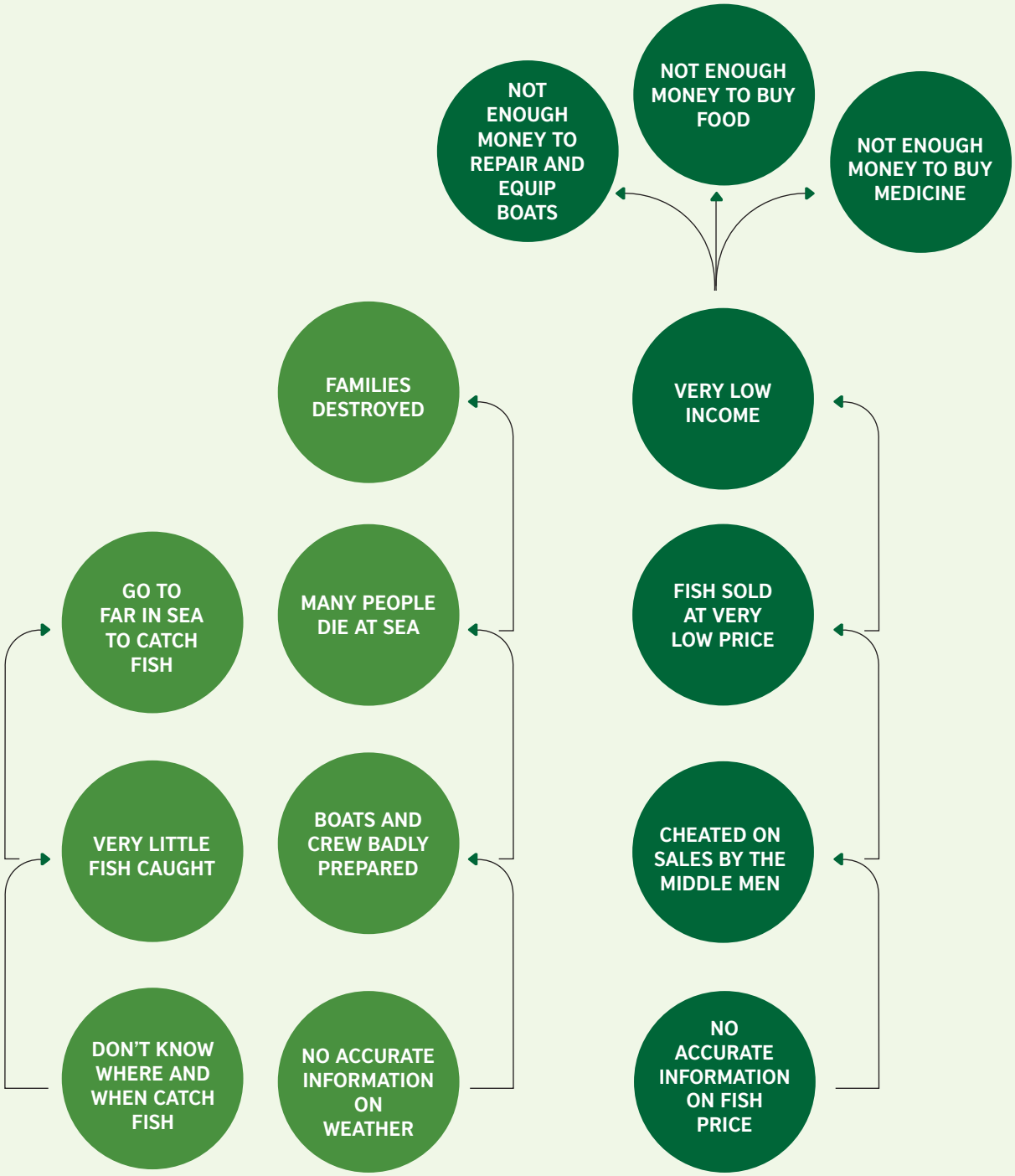
ii. Then ask the participants to sort the issues into common areas, and to put to one side those that do not easily fit into a category, eg in Figure 8:

Figure 8: Issues organised into common areas



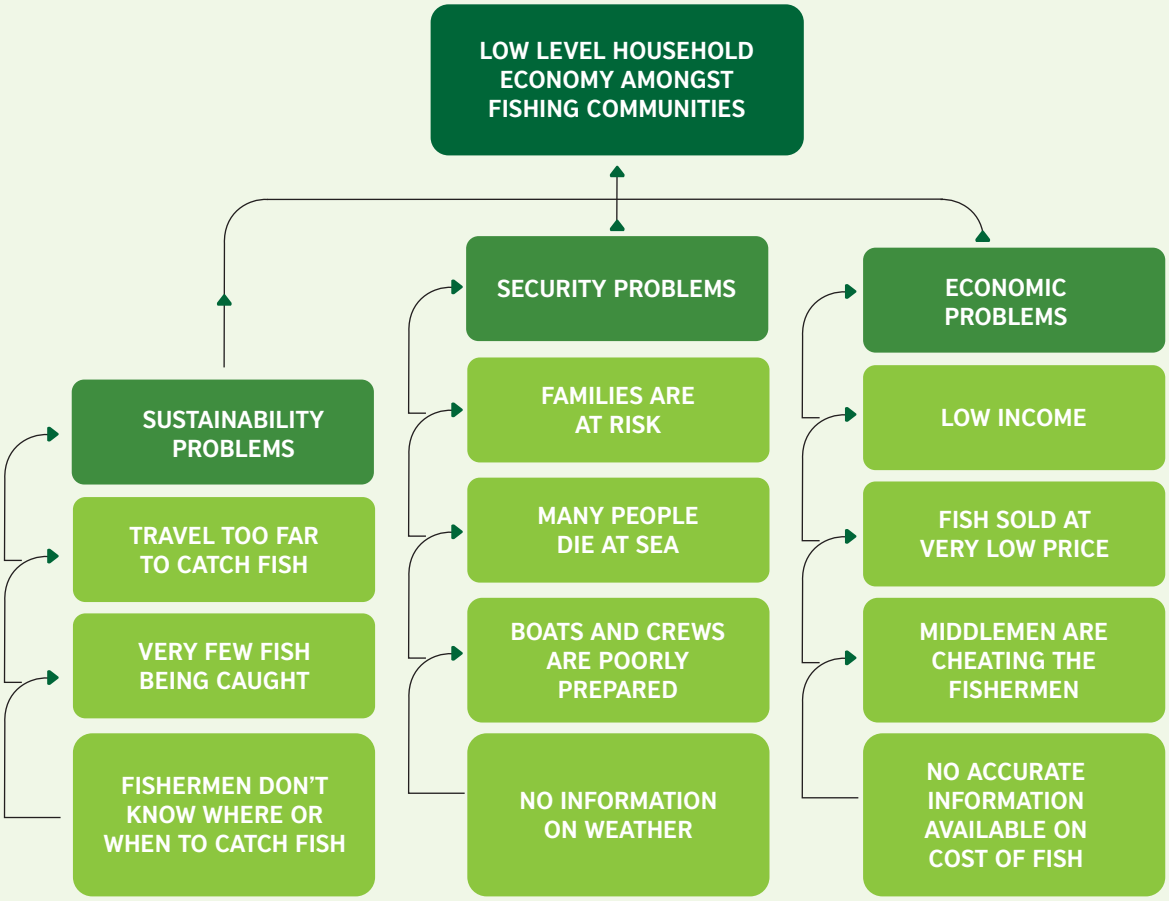
iii. Then read the notes in each column, and consider the overarching 'Effects' of the issues, or 'Causes', Figure 9.

Figure 9: Causes which lead to 'Effects'



iv. Then together agree an overarching heading to all the 'Effects' - the common factor is the one that these problems are leading to, eg in Figure 10:

Figure 10: Developing the Overarching issue



A variety of other participatory tools that explore causal relationships of the identified problem, and that help to identify possible solutions to problems, can also be used. Two examples include the 'Five Whys' methodology and the 'Fishbone Diagram (or Cause and Effect, or Ishikara)' and can be accessed online through these hyperlinks.

3. Objectives Tree - Once you have completed a problem analysis and grouped the issues, with the same group of participants, the next step is to develop the Objectives, based on the Problem Tree. During this step, the future interventions are beginning to be identified through seeking the solutions to the issues detailed in the problem tree.

Suggested Process:

i. Explain to the participants that the Problem Tree describes the initial negative situation of the community and must now be converted into positive situations to develop the project's goal and objectives.

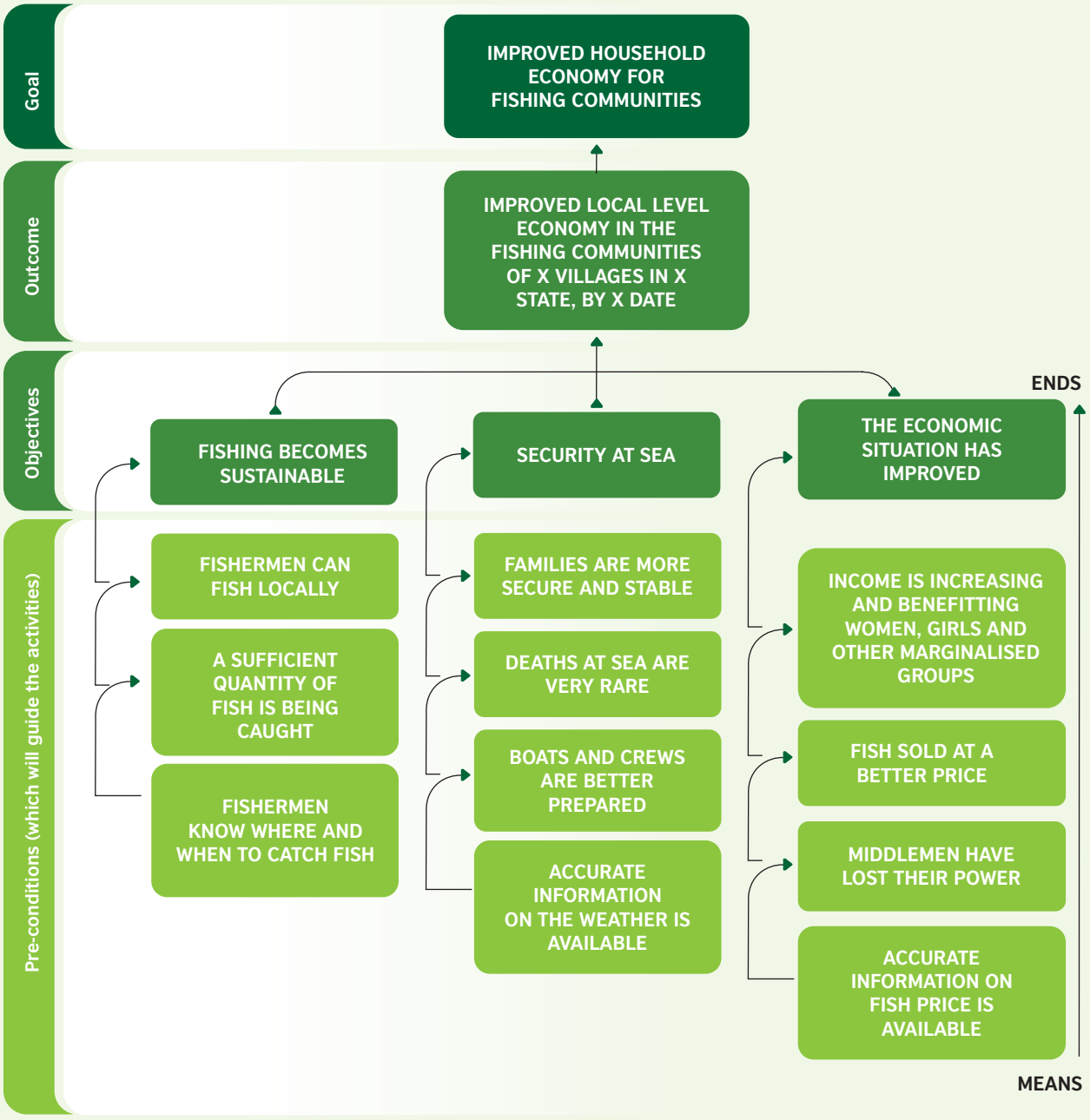
ii. Starting at the bottom of the problem tree (roots) you need to work with the participants to convert each issue from negative to positive statement, eg: "Fishermen who don't know where and when to catch fish" in the Problem Tree, becomes: "Fishermen know where and when to catch fish", in the Objectives Tree. This is highlighted in Figure 11.

iii. Check with the participants the logical order of the Objectives, those which are in the roots of the tree become the 'means' or Activities, (eg: Fishermen go fishing nearby) that lead to the 'ends' or Objectives (eg: Fishing becomes sustainable, which is shown at the branch level above).

iv. The Problem/Issue on the trunk of the Problem Tree, transfers from negative to positive statement, and becomes the focus of the Overall Objective.

4. Defining the project Goal, Outcome(s), Outputs and Activities - The Project Team can now develop the Hierarchy of Objectives, based on the three levels of Goal, Outcomes and Objectives, and the Activities in response to these, for example, in Figure 11:

Figure 11: Conversion from negative to positive statements – the Objectives Tree



5. Alternative Analysis - It is important at this stage to take some time to consider as a CSO team if there could be alternative ways that the project outcomes could be achieved. (In funding proposals donors often request why the specific approach has been taken, and if other alternatives may have achieved the same outcomes – or what would be the situation had the CSO not carried out this project? It is useful to be prepared for this!).

The purpose of the alternative analysis is to look at the Objective Tree and identify any possible project options, assess their feasibility and agree on project strategies based on a set of agreed criteria by the project team.

Not all problems can or should be solved by a single project, and likewise not all objectives should be embraced. Hence the need for alternative consideration.

At this stage it is important to think about the coordination and management structures in order to achieve the project objectives – for the project activities as well as financial management, and for monitoring both – the staffing/human resources and skills required.

6. Risk Analysis and Management - Once risks have been identified and their probability and impact assessed, the next thing is for the CSO to develop strategies as to how they will respond to those risks should they occur. There are four risk response strategies commonly used, separately or by combining them, as follows:

- **Risk avoidance** – the risk is avoided, or the approach changed. For example, a project may move its location based on insecurity.
- **Risk transference** – the risk can be shared or transferred to another party, such as a risk insurance agency
- **Risk mitigation** – measures are carried out to reduce the probability and/or impact of potential risk. Eg: a project that is concerned about theft finds a way to mitigate against this.
- **Risk acceptance** – if the perceived probability and impact of the risk is assessed as reasonable, a CSO can choose not to take action but accept the risk and manage it.

A tool that helps the CSO/project team to identify, plan and manage risks in a formal way is known as the 'risk register or risk analysis' (see Figure 12). The format can vary, but by using a risk scoring method it is easy to determine the biggest threat, with others in second and third place. While all three risks in the example may be determined as important, the matrix gives the Project Manager a sense of priority in case time and other resources are limited.

Risk Analysis (example only)

For Likelihood and Impact: H (high), M (medium), L (low)

Figure 12: Sample Risk Analysis

Nature of Risk or Uncertainty	Likelihood: High/ Medium Low	Impact: High/ Medium/ Low	Scoring of Overall Impact High/Medium/Low	Actions required and who will take responsibility to manage the risk
The LGA feels challenged by local CSOs and parents engaged in educational issues	M	H	H	Project Manager - • Engagement with LGA during planning sessions to ensure collaboration and ownership from the start. 2. Monthly update meetings
Local level conflict	H	H	H	Project Manager – 1. Monitor NGO Coordination reports weekly 2. Carry out a situational analysis on a weekly basis and prepare to put Plan B in operation (in X State)
Office resources security risk	M	H	H	Office Manager – 1. Ensure all money and finance ledgers stored in safe overnight • Ensure all finance information, emails, social media accounts are password protected, on computer system • Ensure all equipment is insured, have identification codes, and registered in Asset register • Staff should take their office laptops home evenings, weekends and public holidays

3. Formulation/Appraisal

The CSO must ensure that all Activities and Objectives are achievable and realistic, based on the project's scope, from research and analysis of the problem, numbers of beneficiaries to be reached, within an agreed duration, within its sector, within its geographic location(s) (and within the eligibility criteria of donor/donors).

i. The Logframe:

'Logical framework' or 'Logframe' describes an approach to project planning, monitoring and evaluation and - in the form of a 'logframe matrix' – it is a planning and monitoring tool for projects. The logframe is developed during the project design and appraisal stages, and can be updated throughout the implementation, while remaining an essential resource for both monitoring and evaluation.

The logical framework approach (LFA) is a systematic and visual approach to designing, implementing and assessing projects which encourages users to consider the relationships between available resources, planned activities and desired changes as a result of the project. At its core it presents the logical flow of causal outcomes between achievement of a project's activity targets, and the delivery of intended results. Logframes enable the CSO planning team to establish a hierarchy of objectives or result statements, it is a development the causal pathway above, which articulates the CSO's best understanding of how change can be achieved.

There are a number of versions of project logical frameworks, like PMD Pro and Better Evaluation, the EU-ACT programme subscribes to the four-level logical framework model that includes the following deliverables:

a. **Goal/Impact:** This is the highest level desired end results or impact of the overall project which the project seeks to contribute (the ultimate objective), eg: 'Improved household economy for fishing communities in Nigeria'

b. **Outcome/Purpose:** This is the project's central purpose or outcome. This is what the project expects to accomplish at the local level, for the constituents/ beneficiaries eg:

Outcome: Improved local level economy in the fishing communities of X Villages in X State by X date

The Outcome will contribute to the accomplishment of the Goal/Impact over time.

c. **Outputs/Objectives:** These are tangible deliverables resulting from the project activities, these are observable, measurable changes delivered by the project intervention, eg:

Obj 1) Fishing becomes sustainable in X villages in X State by X date

Obj 2) Security for fishermen at sea is ensured for those in X villages in X State by X date

Obj 3) The household economies of fishing communities in X villages, in X State by X date is improved

The Objectives/Outputs serve to achieve the Purpose/Outcome, which will contribute to the achievement of the Goal.

d. **Activities:** These are the main actions to be taken and which need to be completed in order for the outputs to be achieved, eg: project staff will facilitate training courses on security at sea in X villages by X date.

e. **Inputs:** Financial, human, technical, material and time resources - will be mobilised for the project, for which the CSO will be accountable and which, when aggregated, produce the Outputs.

Each of these central components are accompanied by four vertical columns containing the following supporting information:

a. **A Narrative summary** – a description column

b. **Indicators** – which will be used to measure to 'indicate' if the events taking place have actually been achieved. (These are often referred to as 'objectively verifiable indicators'.) It is important to consider both qualitative and quantitative indicators to demonstrate effectiveness/change.

c. **Means of Verification** – the location of the sources of data required to measure the above indicators.

d. A list of critical **risks and assumptions** – those external factors that the CSO believes may positively or negatively influence the events described by the narrative summary, including any external phenomena beyond the project manager's control. (Only those concerns or anticipated opportunities which can actually be substantiated should be included.)

Logframe (example using the Objective Tree findings, from Figure 11):

Figure 13: Sample Logframe

Hierarchy of Objectives	Narrative	Objectively Verifiable Indicators	Means of Verification	Assumptions
Goal/Impact	Improved household economy for Fishing Communities in X State			
Outcome/Purpose	Increased income and security for X no of fishing communities in X villages in X State	*Notes : Measure the long -term change to which the project contributes – Qualitative and Quantitative data. (To be presented disaggregated by sex and disability)* • Increased number of families improve their income from fishing *(Quantitative data)* • Gender and Social Inclusion mainstreamed across the project (Qualitative) • Reduced number of accidents/lives lost at sea *(Quantitative data)* • Reduced migration from the villages *(Quantitative and Qualitative data)* • Changes in behaviour that contributes to poor quality of water *(Qualitative data)*	*Notes : Sources of information and methods used to collect and report (include who and when/how frequently).* • Baseline survey, and mid and end-line surveys, *facilitated by the project team/external evaluation* • G&SI disaggregation data monitored • Accident reports from community • Photographs (before and after) by project • Project reports • Meetings and focus groups wth fishing communities and • Collection of stories of change/case studies from community • Media reports, from local media	*Notes : Factors (+ve assumptions) outside project management's control that should be in place in order to achieve the outcome/ impact linkage* **Eg**: The stakeholders are committed to the Outcome and Goal, and participating in the CSO's project activities The stakeholders understand and are committed to addressing environmental issues Improved understanding of the issues that lead to insecurity through poor fishing techniques, poor fishing vessels and poor water quality, will lead to stronger fishing skills and community income. Improved community planning leads to increased LGA support

Figure 13: Sample Logframe cont'd

Outputs/Objectives	*Notes : in the Narrative column , describe the direct/tangible outputs delivered by the project. Output 1 (related to Outcome) Output 2, etc.*	*Please make sure these are SMART:* **S**pecific **M**easurable **A**chievable **R**ealistic **T**imebound (as Indicator 1)		*Notes : Factors outside project management's that should be in place in order to achieve the output/outcome linkage*
	1. Fishing becomes sustainable in X villages in X State by X date	• Reduction in those leaving the village(s)(*details*) to find work elsewhere (*by X% by X date*) • Improved marketing terms and conditions • Behaviour change that improves water quality • Fishing takes place on a planned, rotational basis • There is less wastage	• Data from surveys, project visits, meetings and focus group discussions with constituents, families, communities • Stories of Change/Case Studies • Feedback from fishermen and fish market workers • Photographs • Fishing rotas • Records of types and quantity of catches	**Eg**: Wholesale markets within the fishing industry are keen to establish and build alliances with the small fishing communities
	2. Security for fishermen at sea is ensured for those in X villages in X State by X date	• X no of people taking up fishing as a means of employment • Increased number of sea-worthy fishing vessels • Reduction in number of accidents/deaths at sea • Improved quality of fishing nets/equipment	• Project meetings with constituents, families and focus group discussion • Case studies/stories of change • Photographs • Disaggregated data collection	
	3. The household economies of fishing communities in X villages, in X State by X date has improved	• Improved nutrition in fishing families • Improved equality between women, men, people with disabilities and other traditionally marginalised groups • Improved standard of living/quality of life for fishing families • Nos of people participating in fishing industry is increasing • Increase in school registration by children from the fishing community	• Project visits with families and community focus group discussion • Disaggregated G&SI analysis • Case studies/ stories of change • Photographs • School registration records	

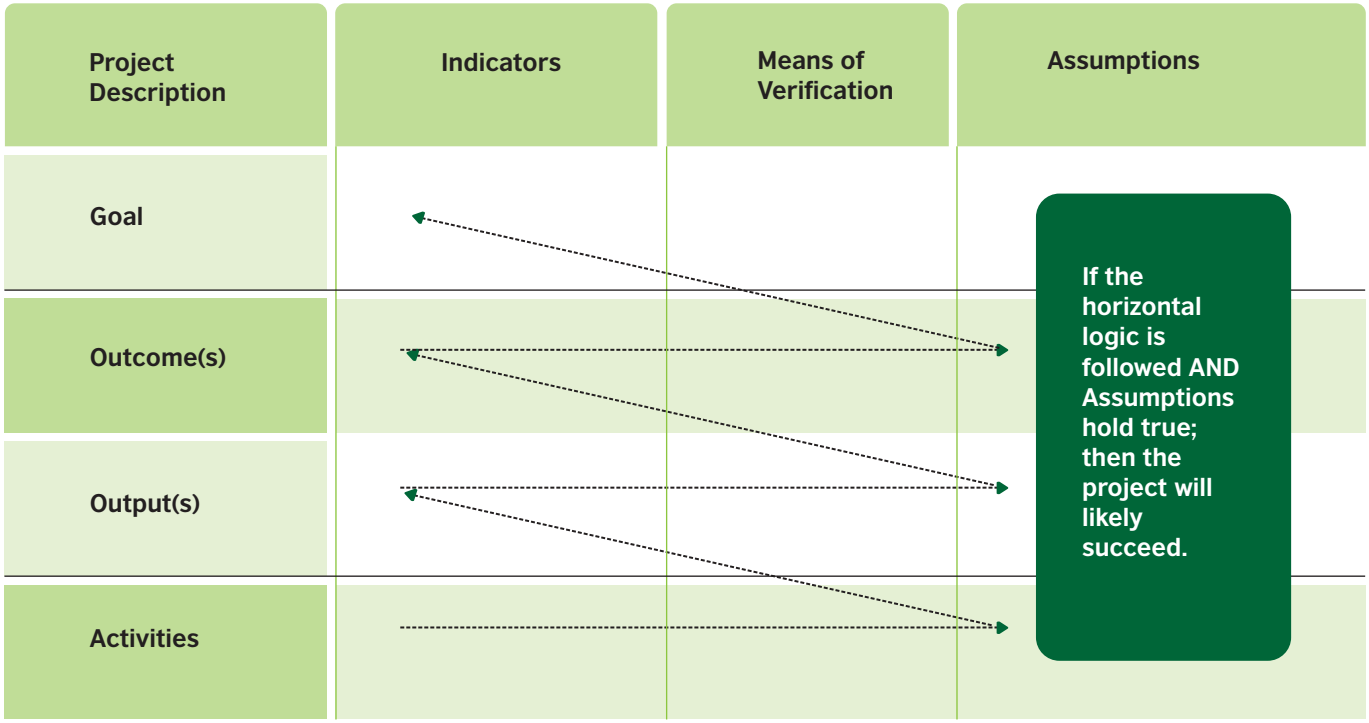
Figure 13: Sample Logframe cont'd

Activities	*Notes : what are the key activities to be carried out, to produce the outputs? (Group the activities by result and number them as follows:* *Act 1.1 "Title of activity "* *Act 1.2. – Title of activity " (related to Output 1)* *A 2.1. – "Title of activity"(...) (related to Output 2)* *Act 3.1. – "Title of activity"(related to Output 3)*	*Notes :* *Means:* *What are the means required to implement these activities, eg: staff, equipment, training, studies, supplies, operational facilities, etc.*		*Notes : Factors outside project management's control that should be in place in order for the Activities to achieve the activity/output linkage*
	• Training is provided to fishing communities in sustainable fishing techniques and the replenishing of fish stocks (*with Nos, location(s), dates and responsibilities – these are then transferred to a Work Plan/Activity Schedule)* • Awareness raising on the hazards of faecal waste and dumping of plastic nets, bottles, etc, in the sea, to sustainable fishing activities and contributions to climate change • Training is provided to fishing communities in the techniques required to improve their local catch • Training/guidance is provided to fishing communities on knowledge needed on the life cycles of fish so they understand where, and when to catch fish locally 2.1 Training is provided on assessing meteorological conditions, and how to use this knowledge to improve good fishing practice 2.2 Training is provided in how to ensure the fishing boats are sea-worthy and safe 2.3 Training and awareness - raising is provided to develop an understanding of the causes and preventions of accidents at sea 3.1 Marketing training and alliance building is undertaken by the fishing communities 3.2 Fishing communities are supported/trained to cost their catch appropriately and to understand and be able to adapt to the ups and downs of the market 3.3 Fishing communities are supported to participate in a competitive fishing environment 3.4 Training is provided in advocacy skills to LGAs and other key stakeholders to influence the behavioural change of others to improve water quality	*Costs:* *What are the action costs? How are they classified? (Breakdown in the Budget for* **the Action)**		**Eg:** Constituents are able to spare the time to participate in the project's training and support initiatives. Constituents value a long-term commitment to solving their immediate problem Weather will enable the project team to reach the rural fishing communities

Checking the feasibility of the project

By assessing the project design quality the CSO will be able to find inconsistencies with the logic, gaps in information and other problems. The logframe should be checked in two ways – one to check the vertical and horizontal logic and the second to check the quality. To check the logic, appraise the Objectives from bottom to top: **using the IF THEN process, as follows in Figure 14:**

Figure 14: Checking the vertical and horizontal logic underneath this diagram



Activity Schedule

Following the development of the Logframe, and prior to developing a budget, it is time to develop a detailed Schedule of Activities.

This should contain detailed information of activities, responsibilities and timing.

Activity Schedule (example)

Figure 15: Example of an Activity Schedule (or Gantt Chart)

YEAR 1													
Activity	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 8	Month 10	Month 11	Month 12	Responsibility
1.1 (title)													Project Officer
1.2 (title)													Implementing Partner
1.3 (title)													Project Manager
1.4 (title)													Project Training Officer
2.1 (title)													Project Officer
2.2 (title)													Implementing Partner
3.1 (title)													Project Training Officer

4. Finance (and Project Approval)

a. The Project Budget

In order to analyse financial needs of the project, and to fundraise, all projects should develop a budget which is based on their agreed project plan. Budgets are necessary to ensure that expenses can be anticipated ahead of time. Many donors require CSOs to submit the Budget following their own specific format. However, in cases where the format isn't specified this EU Budget template below (Figure 16) may be useful, when:

- The CSO needs to prepare a Budget for a donor who does not specify a format
- The CSO needs to prepare a Budget for its planning purposes

This Budget template is not appropriate when:

- The donor has their own specific Budget template
- The Budget is for a more complex or large Programme/Project

What is a budget used for?

A budget describes an amount that a CSO plans to raise and spend for a particular purpose over a given period. Budgeting helps us in the following areas:

- **Planning:** Budgets are used to build an accurate picture of what a new project or programme will cost to run, and to help raise funds.
- **Organising:** When spending money and recording it in the accounts, CSOs use their budgets and the associated codes to organise the costs in their accounting system.
- **Monitoring:** Budgets help CSOs to assess the performance against the project's plan. It helps to answer the question, "Has the project achieved what it set out to achieve?"
- **Controlling:** When used for evaluation and learning, budgets help the CSO to monitor the use of financial and other resources, ensuring that they are used efficiently, effectively and transparently.

EU Budget template

Figure 16

No.	Line Item	Units	Qty	Rate (N)	Line Amount (N)	Notes
	Activity Area					
1	**Technical Assistance**					
1.1	Consultancy Fees	Day				
1.2	Salaries	Month				
2	**TA associated reimbursable costs**					
2.1	Transportation (Public Transport and private vehicle mileage)					
2.2	Accommodation					
2.3	Subsistence / Food					
3	**Capital Equipment**					
3.1	Capital Equipment					
3.2	Maintenance of capital equipment					
4	**Premises**					
4.1	Rental of premises					
4.2	Utilities for premises					
5	**Administration**					
5.1	Consumables					
5.2	Communications					
6	**Activities**					
6.1	Training, workshops and events					
6.2	Research, Surveys and Studies					
7	**Dissemination and Replication**					
7.1	Publicity, Information dissemination costs					
8	**Management Costs**					
8.1	Management costs (X %)					
	Sub-Total for Activity Area					

b. Project Approval and Accountability

Following the development of the project budget, it is important at this stage for the CSO to gain approval to move forward with fundraising and implementation. Every project starts with a thoroughly planned and implemented 'set up' phase, PMD Pro recommends including the following:

i. Establishing the project governance structure

ii. Officially authorising the start of the project

iii. Communicating the project launch

i. The term governance conjures up images of bureaucratic processes and protocols. This is not the intent of the project governance. In the context of project management, governance defines the management framework within which project decisions will be made. This will clarify authority: who has the power to make decisions, and accountability: who is accountable for the success of the project. In its simplest form, a governance structure may be made up of just the project manager, or the project manager plus a small team of project staff. Their role would be to:

   a. Ensure organisational commitment and accountability for the project

   b. Decide on proposed project changes (scope, budget, calendar, etc)

   c. Oversee the project, providing resources, direction and insight

   d. Monitor the ongoing viability and learning from the project, make decisions to terminate if necessary

   e. Support and advise project manager on the management of the project

   f. Ensure that the CSO owns the process and results of the project

ii. During the project set-up phase, it is important to ensure that the project is formally authorised and approved. This approval should be documented into a Project Document (or Charter) which should be brief and concise, providing only a high-level description of the project and be signed by the governing body. In addition to providing details of the project's purpose, deliverables and budget, it should provide details of Project Risks, identifying potential risks that the project might encounter.

   Once developed and signed, it is important that this document doesn't just gather dust on the shelf, it is a useful document to:

   - Authorise the start of the project activities and the use of its resources
   - To ensure there is a shared understanding of the project's parameters among key stakeholders (internally and externally)
   - To document a shared commitment to the objectives of the project and the resources/activities required for the project's success
   - The document should be considered 'a living document' – if the governing body approves significant changes to the project (scope, budget, calendar, etc) this document should be updated and signed to reflect the new project parameters.
   - Providing it doesn't hold sensitive information, it can be shared with stakeholders (including potential donors) as it promotes transparency and accountability in the project

   In the absence of this document the project team can:

   - Expend time, money, materials, staff in executing a project that lacks commitment and support from key decision-makers
   - Key stakeholders would no longer share a common understanding of the project (scope, budget, schedule, benefits and risks)

iii. It is important to the project set-up to communicate the launch of the its activities to many stakeholders who have interests in it, eg: beneficiaries, local NGOs working in this sector or location, government ministries, community members, etc. There are multiple communication tools that can be used to announce the launch, but the purpose is:

   - To formally acknowledge the beginning of the project
   - To ensure that key stakeholders have a consistent understanding of the project
   - To introduce stakeholders to the project

5. Implementation

The purpose of the Implementation phase is to:

- Deliver results, achieve the outcome/purpose and to contribute to the achievement of the Project Goal
- Manage available resources efficiently, effectively and equitably
- Monitor activities and budgets against Project Plan/logframe, and report on progress
- Document learning and modify plans, as appropriate

All the other stages of the Project Cycle support the Implementation phase, so *if the Programming, Design, Appraisal and Financing phases are not carried out effectively, the Implementation phase will fail.*

The Implementation stage of the Project Cycle is the most critical, as it is during that time that planned benefits are delivered. All other stages of the Project Cycle support the Implementation phase, so if the Planning, Appraisal and Financing Phases are not carried out effectively, the Implementation phase will fail.

The implementation phase is often composed of the following main stages:

- Inception period or Pilot stage
- Main implementation period
- Phase-out period

Specific responsibilities include:

- Procure and deploy resources, including human, financial and physical
- Implement activities and deliver results (against Objectives)
- Monitor and review progress
- Revise operational plans in light of learning and experience
- Manage MEL system and Report on progress
- Mobilise resources
- Hold inception workshops
- Review and revise Project plan

As Project moves forward:

- Help ensure recurrent cost requirements are secured
- Prepare for Project close-down – it should be a planned withdrawal
- Hand over responsibilities to local partners, where possible
- Ensure relevant skills and learning is shared and transferred - leave behind change that is sustainable

a. Guiding Documentation

By this stage the CSO project team has developed a number of documents, ie:

- Project scope, based on research and analysis
- Stakeholder Analysis
- Goal, Outcomes, Outputs and Activities
- Indicators and means of verification
- Activity Schedule
- Budget
- Project Document (or Charter) outlining the project details

Once the resources for a project have been secured, contract signed and start dated agreed, implementation can begin.

Projects can be implemented over several months, or several years. Whatever the agreed timeframe, the resources are used to achieve the Project Purpose/Outcome, to contribute to the wider Goal. The project will be assessed (monitored) on an on-going basis, to enable adjustment to changing circumstances and learning.

The project management is responsible for the implementation. Implementation is often spread out across phases, as follows:

- Inception – this is the start-up phase
- The main Implementation phase
- The final phase or closure period

Throughout the implementation of the project, and depending on the agreed procedures in the financing agreement, three major principles apply:

i. **Planning and re-planning.** The initial Logframe, Activity Schedule and Budget need to be regularly reviewed, refined and updated accordingly.

ii. **Monitoring.** Project management needs to have sufficient controls over the project to keep it on track towards the achievement of objectives – this is done by monitoring (internal) which requires continuous analysis and use of information for management control and decision-making. Implementation is seen as an on-going learning process where experience is gathered and analysed and learning is fed back into planning and updating implementation approaches.

iii. **Reporting.** Project management will have to submit progress reports. The aim is to provide detailed information to check the state of progress of the project towards achieving its objectives that can be directly attributed to the project activities. The reports also include details of budget expenditure and future planned expenditure for the following period. They are often prepared/submitted on a quarterly basis.

Progress Review meetings are useful to review progress against plans. It may also be an opportunity for written reports to be presented and discussed, or simply for a rapid assessment of current issues and problems.

b. Project Monitoring

As indicated in the PMD Project Phase Model, the Monitoring, Evaluation and Control Phase extends throughout the entire life of the project. Monitoring is integral to the day-to-day management of a project. It enables management to be able to identify and solve implementation problems and assess progress. The logframe, activity schedules and project budget provide the basis for this monitoring. The following basic issues need to be regularly monitored:

- **Weekly:** The activities that are underway to check progress
- **Monthly:** To check the rate that resources (staff/time) are being used and costs incurred in relation to progress in the implementation
- **Quarterly:** To check whether the desired results are being achieved.
- **Six-monthly:** To check the extent to which the results are furthering the project towards the achievement of objectives; how is this affecting the achievement at Outcome/Purpose level? Do the Assumptions hold true? Project Management checks how the objectives are met, and analyses the changes that are coming about (these may be planned or unplanned changes). If progress falls short, corrective action has to be taken – and details of this action should be included in the next progress report.

Below provides a snapshot of M&E (Monitoring and Evaluation) or ME&L (Monitoring, Evaluation and Learning) for CSOs. Figure 17 below provides a template that is appropriate when:

- The CSO provides the indicators that are used to measure the success of the project
- The donor does not provide its own template for the CSO to follow

As previously stated, it is critical for the CSO to know whether its plans are grounded in the real problem/issue identified by their constituents and stakeholders; how well it is addressing it, or not; how the CSO knows when value is added; how effective are the implementation strategies; what has the CSO learned. Understanding of these enables continuous improvement.

In order to measure progress, baseline data must be collected and details provided in the M&E Framework/Plan; this data is used as the baseline to monitor and report change throughout the project's lifespan. The information contained in the CSO's M&E plan will be generated from the project's logframe.

The M&E Plan will allow appropriate management information to be collected throughout the implementation process, which will be used to measure the effectiveness of the project's activities, and their feasibility in achieving the project objectives and outcomes, in an on-going, timely and cost-effective manner.

The process of integrating gender and social inclusion across all these areas is known as G&SI mainstreaming – data disaggregation contributes to this mainstreaming.

M&E Plan (example only, based on sample logframe, Figure 13)

Figure 17: Sample M&E Plan

*By this stage the Logframe and M&E Plan should have actual figures/details where the X appears.

	INDICATORS*	DEFINITION	BASELINE	TARGET	DATA SOURCE	FREQUENCY	RESPONS-IBLE	REPORTING
		How is it calculated?	What is the current value?	What is the target value?	How will it be measured?	How often will it be measured?	Who will measure it?	Where will it be reported?
Goal	Improved household economy for Fishing Communities in X* State							
Outcomes	Increased income and security for X no. of fishing communities in X villages in X State	Nos. of fishing community families who can demonstrate improved income and household economy Visible evidence of improved circumsta nces and evidence - based stories of change	X% of the fishing community living below the poverty threshold of the equivalent of US$1.90 per day.	X% of the fishing community living above the poverty threshold of the equivalent of US$1.90 per day.	Community survey	Monthly monitoring visits Mid and End of project evaluations Impact review	Project manager External evaluators	6 monthly and final project reports Mid and final evaluation Long-term impact report (after project) Documented case studies and stories of change

Figure 17: Sample M&E Plan cont'd

Objectives / Outputs	1) Fishing becomes sustainable in X villages in X State by X date	Nos of fish caught in each village location Nos of individuals involved in fishing more than 5 Km from shore Nos of fishermen who engage in replenishing fish stock	Catch is currently average of X Kg per fisherman per year X no of individuals fishing 3+ Km from the shore X No of fishermen involved in fish stock replenishment practices	Increase of catch by X% X no of individuals fishing 1-2 Km from the shore Increase to X No of fishermen involved in seasonal fishing practices	Data collection Interviews Focus group discussion Case studies Interviews with fish market staff	Quarterly data collection Monthly visit reports	Project Officer	Monthly and Quarterly visits and reports Documented case studies
	2) Security for fishermen at sea is ensured for those in X villages in X State by X date	Nos of fisherman are injured or die as the result of accidents at sea per year	X No of fishermen involved in accidents at sea leading to injury or death	Reduction to X No of fishermen involved in accidents at sea leading to injury or death	Accident reports Reports from fishing community	Monthly monitoring visits	Project Officer	Quarterly monitoring reports
	3) The household economies of fishing communities in X villages, in X State by X date is improving	Baseline survey of income, access to health by the families of fishing communities	X No of children from fishing communities attending school X No of families from fishing communities accessing health care X No of families from fishing communities eating 3 meals a day X no of Women, Girls, PWDs and other marginalised groups benefiting equally from fishing livelihoods	Increase to X No of children from fishing communities attending school Increase to X No of families from fishing communities accessing health care Increase to X No of families from fishing communities eating 3 meals a day Increase to X no of Women, Girls, PWDs and other marginalised groups benefiting equally from fishing livelihoods	Survey Family interviews Survey Family interviews Survey Family interviews Disaggreg-ated G&SI data analysis	Monthly visit reports/ data Monthly visit reports/ data Monthly visit reports / data Monthly visit reports/ data	Project Officer	Quarterly monitoring reports

While monitoring, evaluation and learning are all concerned with the collection, analysis and use of information to support informed decision making, it is important to understand the differences between monitoring and evaluation in terms of responsibility, when they occur, why they are carried out and the level of focus. (See Figure 19 below.)

Regular reviews of the project's progress should involve those with direct responsibilities for implementation on the ground (ie: the Project Management team). They provide a structured opportunity to discuss and agree the content of progress reports, and build a common understanding of key issues/concerns as well as of the actions that need to be taken. Such reviews may be more or less 'formal' and should take place regularly throughout the implementation period.

In terms of the sustainability of the project's outcomes – consider social, economic, financial, environmental and technical aspects. Providing the CSO's project is developmental (rather than humanitarian) sustainability should be a key consideration during the planning, implementation and closure of the project.

The CSO needs to consider if the beneficiaries will be in a position to continue to maintain the benefits of the project at the end of the project period and the lasting effects of the project on behavioural change or on the social conditions and the context. Does the design consider the long-term focus? In what way does the design of the project actually contribute to the Goal, for example does the design consider developing skills that can be replicated across other locations? It is important to consider work that could be done throughout implementation to ensure the sustainability of the project.

A project is a temporary endeavour, having a defined beginning and end, usually constrained by date, but possibly by fundraising. This makes them different from business operations which can be a permanent production of goods or services. In development it is possible to find a project that has been in operation for years – when the end of a project is defined as a transition phase, rather than project closure. In practice there are four end of project transition scenarios that exist for development projects, see Figure 18 below.

Figure 18: End of Project scenarios

Termination*	Extension	Expansion	Redesign
The project is formally ended and all project closure activities completed	Negotiation of added time to finish the project (could be at additional or 'no' cost)	Identification of elements for replication with a new target area or population	Continuation via a new phase with modified interventions or activities

*Termination could also include 'phasing over' or transferring the project activities to a local partner, institution or community.

Unfortunately, while project transition is of great importance, it is often overlooked and/or under-resourced. With pressures to move on to new projects and reassign staff members to other activities, the most practical way to ensure a complete project closure is to include it in the project plan.

6. Evaluation

Differences between Monitoring and Evaluation

Figure 19: Difference between Monitoring and Evaluation

	Monitoring	Evaluation
Who?	Internal Project management responsibility all levels	Usually incorporates external inputs (objectivity)
When?	Ongoing	Periodic – mid-term, completion, following project completion (Impact assessment)
Why?	Check progress, take remedial action, update plans	Learn broad lessons applicable to this and other programmes/projects, and as an input to policy review Provides accountability

What is project evaluation and why is it important?

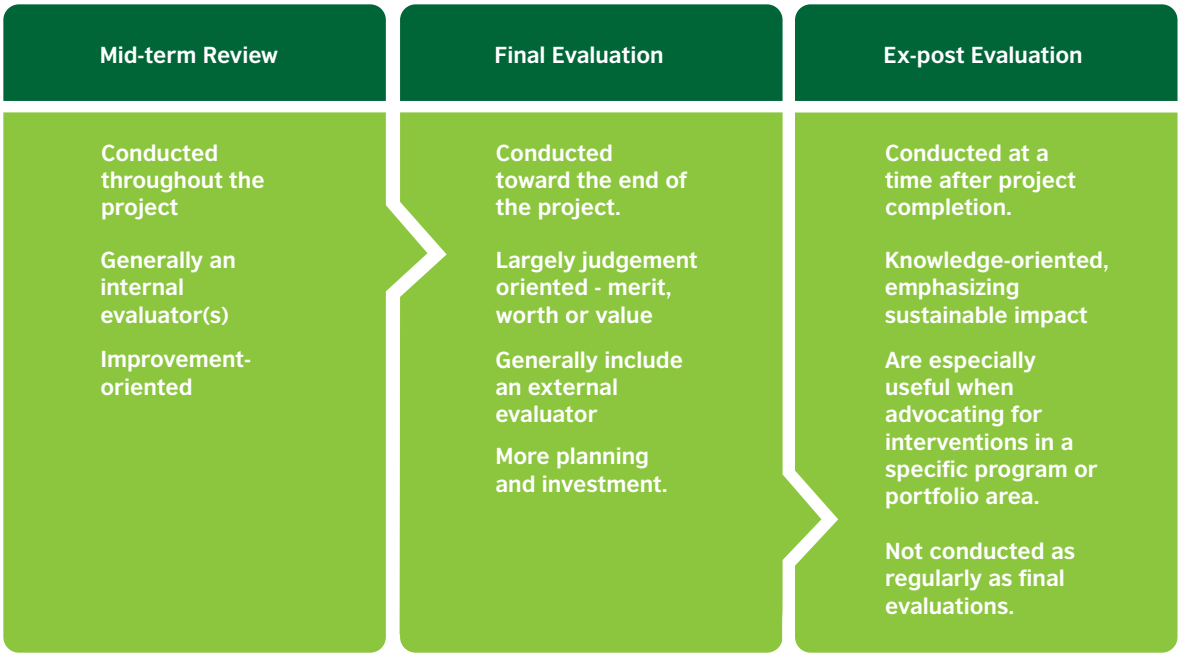
Evaluation is the gathering and analysing of data and evidence to determine either: the overall success of the project, against specific criteria, or progress toward the achievement of outcomes/goal though the delivery of activities/outputs. Depending on its specific purpose, a high-quality evaluation provides information that enables the CSO to improve an ongoing project, judge the overall merits of a project, or generate knowledge about what works and what doesn't to influence an organisation's strategy and policy. Figure 20 shows an example of the EU evaluation framework; it should provide a useful and relevant to guide all CSOs whether funded by the EU or another donor.

Figure 20: Project Evaluation criteria

Relevance	The appropriateness of Project objectives to the problems that it was supposed to address, and to the physical and policy environment within which it operated. It should include an assessment of the quality of project preparation and design – *i.e.* the logic and completeness of the project planning process, and the internal logic and coherence of the project design.
Efficiency	The fact that the project results have been achieved at reasonable cost, i.e. how well inputs/means have been converted into Activities, in terms of quality, quantity and time, and the quality of the results achieved. This generally requires comparing alternative approaches to achieving the same results, to see whether the most efficient process has been adopted.
Effectiveness	An assessment of the contribution made by results to achievement of the Project Purpose, and how Assumptions have affected project achievements. This should include specific assessment of the benefits accruing to target groups, including women and men and identified vulnerable groups such as children, youth, the older and disabled people.
Impact	The effect of the project on its wider environment, and its contribution to the wider policy or sector objectives (as summarised in the project's Overall Objective).
Sustainability	An assessment of the likelihood of benefits produced by the project to continue to flow after external funding has ended, and with particular reference to factors of ownership by beneficiaries, policy support, economic and financial factors, socio -cultural aspects, gender equality, appropriate technology, environmental aspects, and institutional and management capacity.

Broadly speaking, there are three evaluation approaches that are widely used in the international development sector: the mid-term review; final evaluation; and ex-post evaluation. The differences are highlighted in Figure 21 below.

Figure 21: Types of Evaluation



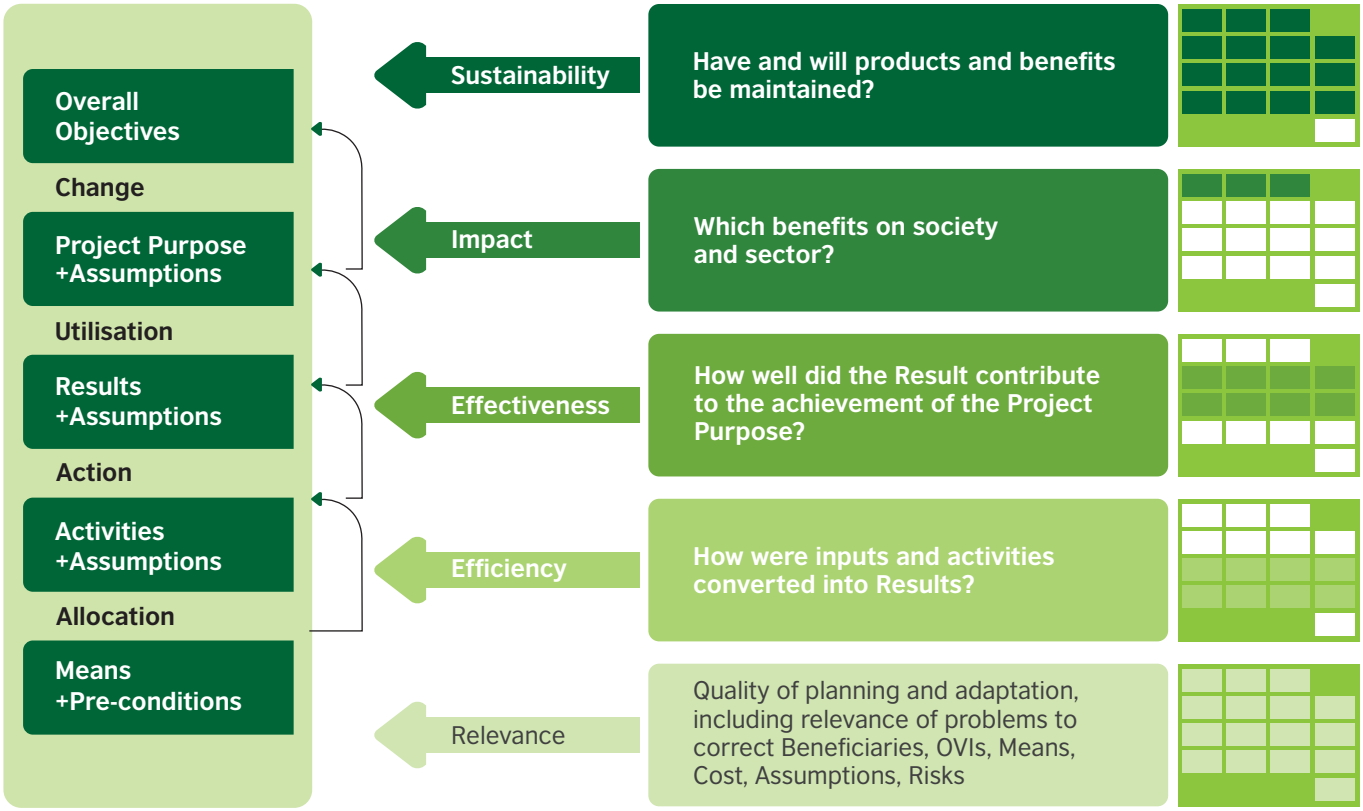
The Evaluation must have a clear purpose to determine the Evaluation Questions. An Evaluation can be carried out half-way through the implementation of a Project, or at the end of the Project. If the Evaluation is a 'mid-term' or 'formative' evaluation, in addition to gaining insight into the success of the Project to date; if it identifies gaps in the Project's content and operational aspects, it enables the CSO to reflect which will assist in the identification of changes to improve the final phase of the Project.

A Process Evaluation is used to monitor activities to make sure the Project is being implemented as its design, and on time. This is often part of the mid-term/formative evaluation.

A Summative Evaluation is an overall assessment of the Project's effectiveness and achievements against its plans, carried out at the end of the project. It reveals whether the Project did what it was designed to do and provides information for future planning and decisions. It helps the CSO to decide the future of similar Projects. This evaluation should be planned from the beginning of the project, with an outline of the purpose and desired key evaluation questions to be answered by the evaluation team or evaluator. Depending on the size and complexity of the project, a tentative timeline and budget should also have been allocated for this exercise, providing the evaluator and team with sufficient resources to be able to make a data-informed judgment on the value of the project.

Linking Evaluation Criteria to the logframe

Figure 22:[6] Evaluation criteria within the Logframe



The findings of the Evaluation feed back into the project cycle management (eg: mid-term or formative evaluation) and enables the implementation plan to respond to the learning. In the case of a Final (or Summative Evaluation), learning is used to feed into the Phase 1 (Programming) to begin the development of a new Project. An ex-Post, or Impact Assessment, can be carried out anything from 6 months to ten years after the end of a project. They are normally designed to seek evidence of long-term impact and sustainability.

[6] https://eeas.europa.eu/archives/delegations/ethiopia/documents/eu_ethiopia/ressources/pcm_manual_en.pdf

GLOSSARY

Activities	The actions taken by the CSO through it inputs (financial, human, technical, material and time resources) are used to produce the deliverables (outlined in the Outputs/Objectives) of a project. Staff should be held accountable for the effectiveness of its activities to produce the desired results/outputs.
Assumptions	The hypothesis of the conditions, internal and external, that are necessary and in place to ensure that the Outcomes/Outputs/ Activities can be achieved.
Baseline	Information that is gathered and used as a point of reference prior to the start of a project. It is necessary to serve as the basis to commence project monitoring and evaluation.
Goal/Impact	The highest level shown as the end result or impact that a project contributes towards. It is also known as 'The Overall Objective'.
Hierarchy of Objectives	The hierarchy of objectives is a tool that helps to analyse and communicate a project's objectives. The hierarchy organises the objectives at different levels, top down, eg: from broad goal, to specific objectives and activities to achieve them: Goal/Outcome/Objectives/Activities. From bottom up, each level leads to the achievement of the level above, providing the assumptions are valid.
Impact	The overall effects or long-term change that the project will contribute towards. It is identified at the Goal level of the project logframe.
Inputs	The resources that the project must have in place to carry out the project activities (it can include human resources, financial resources and equipment).
Issue/Problem	A problem that has been identified and, following the gathering of evidence to ascertain the root cause of the issue, it is the solution to this situation that will form the basis of the project's goal, outcome, outputs and activities.
Outcomes/Purpose	What the project intends to accomplish at the community/ beneficiary level by the end of the project timeframe. It is presented as the change that will be seen at the end of the project, and is also known as the Purpose statement. The stated Outcome will contribute to the achievement of the stated Goal/Impact in the logframe over a longer timeframe.
Outputs/Objectives	These are the tangible deliverables of the project, as a direct result of the project activities. The aggregation of the Outputs will enable the project to achieve the desired Outcome in the logframe. The Outputs are also known as Objectives.
Programme	A group of related projects managed in a coordinated way to obtain agreed benefits (outlined in the Programme document).
Project	A set of activities to meet agreed objectives, within a specific timeframe and within agreed resources.
Project Control	The process of measuring and reporting on progress and taking corrective action to ensure project objectives are being met.
Project Cycle	The Project Cycle is a series of 6 phases that lead to the development and lifecycle of a project, eg: Programming; Design; Formulation/Appraisal; Finance; Implementation; Evaluation. Careful planning at each phase is integral to the project's effectiveness. The findings and documents that result from this exercise form the basis for a CSO to develop a Project Proposal, in line with donor requirements.

Project Cycle Management	Project Cycle Management (PCM) is a project management approach that addresses the complexities of the project through all of the Project Cycle phases (above), while aligning the project's Goal, Outcome and Outputs agreed upon by stakeholders at the design phase, with the CSO's organisational strategy. The documents and products that result from the Project Cycle exercises ensure that the project is based on evidence based need, and guide the project's management from its inception to its closure.
Project Document	An outline of the Project background, location and high-level details of the Goal, Outcomes and Impact. It can also be known as the Project Charter and can be used to seek approval to authorise the CSO project team to begin fundraising, or implementation.
Political Economy Analysis	Also known as a PEA – is a structured approach to examining the power dynamics and economic and social forces that could influence the development project being planned. The process supports the CSO's understanding of the political, economic and social dimensions and demonstrates that the project plan is based on a solid understanding of its context.
Project Logframe	Also known as the Logical Framework – is a concise document (usually no longer than 2 page) that is a planning tool setting out the hierarchy of objectives of a project and how they will be measured. It is often requested by donors as part of the application process.
Project Management	Planning, organising and managing resources to bring about the successful completion of the project, based on its specified Goal, Outcomes, Objectives and Activities.
Project Manager	The leader and manager of the Project who has the overall responsibility to plan and implement the work that will bring about the successful completion of the specific goals, outcomes and outputs of a project.
Project Proposal	A concise and clear outline of a project that seeks funding for the delivery of its outputs and activities. This is usually submitted in response to donor requests for grant applications, and the provision of a template for narrative and budget requirements.
Risks	Potential effects of uncertain events on the achievement of project objectives. The risk analysis and management process can prepare a CSO in advance to mitigate against potential risks that may arise.

References/Sources of Information

CIVICUS:
www.civicus.org/index.php - Resilient Roots

Europa:
https://eeas.europa.eu/archives/delegations/ethiopia/documents/eu_ethiopia/ resources/pcm_manual_en.pdf

Grassroots Collective:
https://www.thegrassrootscollective.org/stakeholder-analysis-nonprofit
https://expertprogrammanagement.com/2019/05/the-5-whys/
https://indabanetwork.files.wordpress.com/2011/07/problemobjectivetree.pdf
https://www.betterevaluation.org/en/evaluation-options/logframe
https://www.pmdprostarter.org/the-project-model/

INTRAC:
https://www.intrac.org/wpcms/wp-content/uploads/2017/01/Types-of-Evaluation.pdf

Mindtools:
www.mindtools.com/pages/article/newTMC_03.htm

Pm4dev:
www.pm4dev.com/resources/manuals-and-guidelines/95-project-cycle-management-toolkit-local-livelihoods/file.html

Researchgate:
www.researchgate.net/figure/Venn-diagram-prepared-by-community-stakeholders-showing-the-range-of-actors-addressing_fig1_339627827

Slideshare:
www.slideshare.net/mohamedaamin/ngos-project-management

The Toolkit:
https://thetoolkit.me/approaches-tools/key-tools/the-logical-framework/#what-is

Tools4dev:
https://www.tools4dev.org/resources/me-framework-template/

Find out more
Agents for Citizens Driven Transformation (ACT)
ACT@ng.britishcouncil.org
www.justice-security.ng

Key contacts
National Programme Manager: Damilare Babalola@ng.britishcouncil.org)
Operations Manager: Maxwell Anyaegbu@ng.britishcouncil.org)

The Agents for Citizen-driven Transformation (ACT) programme works with civil society organisations (CSOs) to enable them to be credible and effective drivers of change for sustainable development in Nigeria. The four-year programme (2019-23) is funded by the European Union and implemented by the British Council.