Engendered Orange-Fleshed Sweetpotato Project
Planning, Implementation, Monitoring and Evaluation

A LEARNING KIT

VOLUME 2

Concept Notes, Proposals and Logframe

REACHING AGENTS OF CHANGE (RAC)

Engendered Orange-Fleshed Sweetpotato Project Planning, Implementation, Monitoring and Evaluation: A Learning Kit

ISBN: 978-92-9060-443-3
DOI: 10.4160/9789290604433.v2

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Produced by CIP-Sub-Saharan Africa Regional Office (SSA), Nairobi

Correct citation for volume 2:
Mbabu, A.N., França, Z.P., Mulongo, G., Munyua, H.M., Ojwang, F., Low, J. (2014). Engendered Orange-Fleshed Sweetpotato Project Planning, Implementation, Monitoring and Evaluation: A Learning Kit. Volume 2. Concept Notes, Proposals and Logframe. International Potato Center, Nairobi, Kenya. Vol. 2.

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Printing
Straight Jacket Media Ltd. (Nairobi, Kenya)

Press run: 150
August 2014

Engendered Orange-Fleshed Sweetpotato Project Planning, Implementation, Monitoring and Evaluation

A Learning Kit

Volumes 1–5

Volume 1. Introduction. A Comprehensive Implementation Plan

Volume 2. Concept Notes, Proposals and Logframe

Volume 3. Writing Full Proposals

Volume 4. Project Implementation and M&E

Volume 5. Workshop Evaluation, PAPA and Annexes

Reaching Agents of Change (RAC) Project

CIP, Nairobi, Kenya

2014

A learning kit adapted from the learning module re-designed in November 2012 by the Reaching Agents of Change (RAC) Project, International Potato Center (CIP) Nairobi, Kenya, April 2014

Engendered Orange-Fleshed Sweetpotato
Project Planning, Implementation, Monitoring and Evaluation

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Engendered Orange-Fleshed Sweetpotato Project Planning, Implementation, Monitoring and Evaluation

A Learning Kit

Volume 2

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Reviewing Concept Notes and Proposals

Formulation of an Engendered Logical Framework

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Volume 2

Preface

In 2009, the International Potato Center (CIP) and its partners launched the Sweetpotato for Profit and Health Initiative (SPHI), aiming to improve the lives of 10 million African households in 10 years through effective production and expanded use of sweetpotato.

SPHI contributes to reducing child malnutrition and improving smallholder incomes.

The Reaching Agents of Change (RAC) Project advocates for increased investment in orange-fleshed sweetpotato (OFSP) to combat Vitamin A Deficiency (VAD) among young children and women of reproductive age. RAC also builds institutional capacity to design and implement gender-sensitive projects to ensure wide access and utilization of OFSP in Mozambique, Nigeria, Tanzania, and Burkina Faso and Ghana.

To build institutional capacity in three African countries, in 2012 RAC team designed a six-day Learning Module on 'Engendered Orange-Fleshed Sweetpotato Project Planning, Implementation, and M&E', by adapting and complementing the contents and processes from learning plans developed by the International Food Policy Research Institute (IFPRI)/the International Services for National Agricultural Research (ISNAR)/the Agricultural Research and Development Support Facility (ARDSF) to respond to the needs of RAC stakeholders. The RAC team tailored the IFPRI/ISNAR/ARSDF materials to make them relevant to the RAC agenda. This involved adding sections and sessions on mainstreaming gender in project design, project budgets, project implementation, monitoring and evaluation, and including the theory of change.

This learning kit maximizes the use of the RAC learning module by redesigning it into a publication comprising five volumes on 'Engendered Orange-Fleshed Sweetpotato Project Planning, Implementation, and M&E'. The learning kit was designed in this new format: (i) to guide the prospective learning facilitators to implement workshops which are composed of sessions based on the needs of the users in a less formal six-day workshop; and (ii) to facilitate wider distribution of the learning plan which was developed and implemented successfully during six-day workshops in Mozambique, Nigeria, and Tanzania. This was to support RAC strategic objective 2 which states: *building capacity of implementing agencies to design and implement technically strong and cost-effective interventions that drive uptake of OFSP.* This objective stresses that capacity must include gender sensitivity in OFSP projects.

The learning kit concentrates on Project planning, Implementation, Monitoring, and Evaluation to promote the development of knowledge, attitudes and skills on: (a) identifying project areas and objectives, and leading project teams; (b) preparing project proposals; (c) reviewing project proposals; (d) approving projects and committing resources; and (e) implementing projects, monitoring and evaluation, that includes theory of change.

The learning kit provides a thorough plan to support the implementation of 14 sessions of a workshop — *at the best time of the users* — to provide the learning facilitators with the sequential information to strengthen capacity of event participants to undertake each phase of the project cycle management, which includes planning, implementation, monitoring and evaluation of identified OFSP-related priority projects.

The learning kit includes instructions to guide learning facilitators to implement events to multiply learning among other professionals in the country, a summary of PowerPoint presentations, brief descriptive presentations and a range of exercises designed for building teams to work together during and after the workshops. The learning module also

provides instruments to collect daily feedback, to record the Participant Action Plan Approach (PAPA) and undertake evaluation.

It is expected that by *implementing each step* of all phases of the project cycle management this learning kit will inspire and motivate participants to use it to plan and lead new workshops or events to promote learning and capacity building to strengthen the quality of OFSP project planning, implementation, monitoring and evaluation. This will not only attract financial support to reduce child malnutrition and improve smallholder incomes, but also ensure that OFSP projects are moving in the right direction towards obtaining effective results.

In preparing to transform the six-day workshop plan into this learning kit, the RAC team, under the leadership of Dr. Adiel Mbabu, RAC Project Manager, and Dr. Zenete Peixoto França, specialist in Learning and Capacity Building, have adapted the contents and design of IFPRI/ISNAR/ARDSF learning modules, and added new sections to better align it with agricultural research for development (AR4D) approach.

Dr. Adiel Mbabu
Regional Director, Sub-Saharan Africa &
Project Manager, Reaching Agents of Change (RAC) Project
CIP, Nairobi

Acknowledgments

We acknowledge the generous support of the Bill & Melinda Gates Foundation which has enabled the International Potato Center (CIP) to create the Reaching Agents of Change (RAC) Project: Catalyzing African Advocacy and Development Efforts to Achieve Broad Impact with Orange-Fleshed Sweetpotato to reach out to five African countries: Mozambique, Nigeria, Tanzania, Burkina Faso and Ghana.

Special thanks go to Dr. Jan Low, Program Leader for Sweetpotato for Profit and Health Initiative (SPHI), for support and commitment to the RAC agenda.

We owe a very special thank you to the RAC Team, Dr. Hilda Munyua, Mr. Godfrey Mulongo, and Mr. Frank Ojwang, for sharing the delivery of sessions in three workshops, which took place in April and May 2013 in Tanzania, Mozambique and Nigeria. In Mozambique, we thank Mr. Elias Munda for his participation as a RAC team member.

This special thank you is extended to the Helen Keller International (HKI) team, Dr. Sonii David and Dr. Adekeye Marion (who participated in the Nigeria workshop) and to Mr. Dércio Matale and Ms. Gabriela Teixeira (who participated in the Mozambique workshop). In addition, RAC is grateful to Mr. Frank Ojwang and other colleagues from the three countries for providing necessary logistics for the workshops.

We are pleased to express a deep thank you to all participants of the workshops in Mozambique, Nigeria and Tanzania, whose names are listed in the respective workshop reports for each country. The workshops were carried out during six consecutive days following the learning module, which was specifically designed to adapt the contents to reflect the RAC objectives and the felt needs of the respective partners in the collaborating African countries.

The commitment and interest of the participants in providing feedback on the high value of the learning module triggered the decision to transform this learning plan into this publication, comprising five volumes, to promote higher distribution and increase its impact among needy communities.

This learning kit is expected to contribute to equipping professionals to access financial support for their orange-fleshed sweetpotato (OFSP) projects.

We are grateful to Dr. Zenete Peixoto França of Zenete França & Associates for joining the RAC team to transform the learning module design into this learning kit. RAC wanted to ensure that this new publication guarantees effective learning by maintaining guidance for the ideal sequence and details to implement the sessions, which follow the principles of adult learning as defined in the previous learning plan. We are also grateful to Mr. Stephen Parker for his support in designing the covers and CD-ROM for this publication.

Volume 2: Introduction

Volume 2 of this learning kit is composed of three sessions. The first two sessions guide the user on how to prepare a concept note, which is a short version of a project proposal, and on how to maximize the use of time by writing a concept note and increase its quality through an internal review process to improve and/or approve this shorter proposal within the organization. The third session deals with formulation of an engendered logical framework, a tool that can help project managers to ensure proper planning, monitoring and evaluation of the project. It helps those who conduct planning and evaluation to specify the key elements of the project and to identify the logical links between the identified needs and the developed objectives, taking into account the importance of including gender issues throughout the project design.

Volume 2 presents a comprehensive plan to implement the following three sessions:

Session 5. How to prepare a concept note

This session aims to present the eight steps involved in preparing a concept note, emphasizing its key parts, in addition to preparing objectives for a concept note, identifying the beneficiaries and anticipated impacts of a project and writing a good background section. This session presents exercises to be implemented during the session in order to facilitate learning among participants through practice.

Session 6. Reviewing concept notes and proposals

This session presents the features of a concept or proposal review and identifies the purpose and possible outcomes of a concept or proposal review. Moreover, the session emphasizes the value of open reviews. Finally, a role-play exercise, which illustrates an open concept review, is included.

Session 7. Formulation of an engendered logical framework

This session aims to emphasize the use of the logical framework approach to break down the project hierarchy of objectives: goal, purpose, outputs and activities. A practical exercise on this tool meant to inspire the participants to use the logical framework in the project planning process is also included. The session recommends that the logical framework must be engendered.

While implementing Volume 2, it is recommended that the leading facilitators carry out the following activities:

1. ***Pre-session.*** Review the previous sessions' activities through the identified participants (see Volume 1, Pre-workshop plan, Part 1) to assess the progress of the workshop. At the same time, the facilitator should summarize and present the results of the participants' feedback on the previous day.
2. This learning plan suggests the time frame for all sessions of this learning kit. It aims to facilitate the implementation of activities by the learning facilitators. Remember to consider the suggestions of time frame in the plan for respective sessions.
3. The learning plan recommends including 15 minutes — during the morning and afternoon sessions — for the participants to have tea/coffee breaks, which promotes socialization and consequently a great opportunity for learning.

4. In addition, the learning plan strongly recommends that the participants undertake PAPA and feedback exercises daily, at the end of the day's sessions. A total of 15 minutes should be enough to complete the two PAPA forms. (This learning kit provides specific forms to complete PAPA and feedback exercises, at the end of each volume).

Note on the figures

Figures are numbered as in the original source documents.

SESSION 5 How to prepare a concept note

Instructions to Learning Facilitators

PRE-SESSION

Opening of the Session's Activities: *30 minutes*

- Review of the previous sessions' activities
- Summary of the evaluation of the previous sessions
- Overview of the Volume 2 activities

OBJECTIVES

By the end of the pre-session, the participants will be able to do the following:

- Assess the progress of the workshop *(10 minutes).*
- Summarize the evaluation of the previous sessions *(10 minutes).*
- Present the objectives and describe the agenda for the sessions' activities *(10 minutes).*

Use PowerPoint (slides 2.5.1 and 2.5.2) to present the objectives of the session. Distribute handouts from 2.5.1 to 2.5.4.

TIME FRAME

How to prepare a concept note: ***4 hours 15 minutes***
Coffee Break: ***15 minutes (morning and afternoon)***

OBJECTIVES

At the end of this session, participants are able to do the following:

- Discuss the eight steps involved in preparing a concept note.
- Identify the key parts of a concept note.
- Prepare objectives for a concept note.
- Identify the beneficiaries and possible impacts of a project.
- Write a good background section.

PROCEDURE

Learning strategy or facilitation techniques: presentation, interdisciplinary group work, plenary exercise and discussion.

PRESENTATION

(experience) Explain to the participants that Session 5 will be undertaken in 4 *hours 15 minutes* through a brief presentation and three practical exercises (5a; 5b and 5c). You will guide the exercises and ask them to assist you to manage the time carefully.

(experience) Make the presentation. Use the PowerPoint to facilitate understanding. At the end of each presentation, make sure to ask the participants if they have any questions for clarification so far. *(15 minutes)*

EXERCISE 5a, 5b, 5c
Total: *4 hours*

Exercise 5a. Building an interdisciplinary group to select a project objective to transform it into a project proposal and practicing four steps of a concept note. *(1 hour 30 minutes)*

Note: Please remember Exercise 5a is composed of five phases. Invite a volunteer to go over the exercise script (Handout 2.5.6) step-by-step.

Phase 1. Interdisciplinary group work *(5 minutes)*

(experience) Invite participants to form a group.

Phase 2. Selecting the priority project objective related to the project idea (from the pre-workshop assignment) to be the core element in the project planning exercise (*20 minutes*)

*(experience, process)*Ask participants to focus on the participants' Project Ideas, to list Priority Project Objectives and prepare a list of criteria to select the project objective, which the group will decide upon as their choice to undertake the step-by-step exercise during this event.

Phase 3. Guiding the development of a concept note (*20 minutes*)

(process) Remind the participants that a concept note is *a short version of a proposal* and *invite* them to have a quick discussion on this concept. A concept note for internal approval may be **as short as one or two pages.** Point out the fictitious example concept note 'White Land' (Handout 2.5.10) which could provide them with an idea about this exercise.

Phase 4. Writing project objectives, defining inputs, activities and outputs (*20 minutes*)

(*process, generalization)* Each group should read and discuss the guidance provided by Handout 2.5.5 on 'How to prepare a third draft concept note' to write the objectives (clear, measurable and realistic); define inputs, activities and outputs.

Phase 5. Presentation and discussion (*20 minutes*)

(process, generalization) The rapporteurs present the group results of Exercise 5a.

(generalization) Open the discussion among participants and invite inputs from the audience. Ask the participants

questions such as 'What did you learn?' and 'What are the implications of going through the same process at your organizations?', etc. Then, make transition to Exercise 5b.

CLOSURE

Closure (*5 minutes*)

1. *(application)* Ask the participants, 'What might you do differently in your work as a result of what you have learned?' Ask volunteers to give examples.
2. Make a transition to the next session.

EXERCISE 5b

Exercise 5b. Continuing to work on the concept note steps to identify beneficiaries and impacts and writing a good background section. *(1 hour 30 minutes)*

(experience) Remind the participants to be in the same groups to undertake this exercise, which has two objectives: 1) to identify beneficiaries and anticipated impacts; and 2) to write the background information under two headings as presented in the exercise sheet.
They will work on ***Part A (45 minutes***) and ***Part B and report (45 minutes).***

Part A. The objective is to identify beneficiaries and impacts *(45 minutes)*

Form same interdisciplinary groups.

(experience, process) Invite participants to read Handout 2.5.5 until step 5. Ask them to look at the project objective, then identify the beneficiaries, list anticipated impacts, ask how will its impact be measured*? (30 minutes).*

(*generalization)* Remind them to summarize the results of this exercise on the worksheet, Handout 2.5.9, in preparation for the concept note review committee, in the next session. Finally, invite the participants to proceed to Part B. *(15 minutes).*

Part B. The objective is to prepare the background information under two headings: 'The problem and why it is urgent' and 'What has already been done' *(45 minutes).*

(experience, process) Invite participants to read 'How to go about these issues' in Handout 2.5.5. Ask them to briefly review all steps they have gone through and respond to the two questions in this phase (*20 minutes*).

(*generalization)* Remind them to summarize the results of this exercise on the worksheet, Handout 2.5.9, in preparation for the concept note review committee in the next session.

Phase 2. Reporting and discussion (*25 minutes*)

(process, generalization) Groups report on Part A. Facilitate the presentations. Approximately three minutes are available for each group.

(process, generalization) After the three presentations, open the discussion to the audience and provide your views on the results of the exercise.

(process, generalization) Next, invite the rapporteurs to report on the results of Part B. Remember to promote discussion after each group's report because the projects are different.

(process, generalization) At the end of the exercise ask the participants questions such as 'What did you learn?' and attract the participants' attention to presentations.

EXERCISE 5c

Exercise 5c. Writing catchy titles *(60 minutes)*

Phase 1. Creating a title for your project proposal (30 minutes)

(experience, process) Invite participants to reflect on all the information you have recorded so far on the project components which you are developing to respond to the question: 'How would you like to hear colleagues and partners referring to this project?'

(experience, process) Encourage the groups to brainstorm possible titles for the project and, after discussing them, to come to a group consensus on the title.

Phase 2. Plenary discussion (*25 minutes*)

(process) Invite the groups to present the results. Facilitate the presentations.

(process, generalization) Open a brief discussion to the audience and provide your views on the results of the exercise. (Before closing this session, the facilitator will guide the audience **to select one Concept Note** among the group results - to be used as an example of CN – during the Internal Review Exercise during the next session. You, as facilitator, are expected to make copies of the selected CN to distribute to the entire audience at the beginning of the Session 6. Then, close the session.

Important Note

(1) Ask the rapporteurs to complete the concept note form in order to share in advance with the members of the review committee of the next session.

(2) Invite each group to elect a member to be part of the ***concept note review committee.***

(3) Advise these members to read the handouts to prepare themselves for the session review of concept notes including reading the selected CN for the exercise.

CLOSURE

Closure (*5 minutes*)

(application) Ask the participants 'What might you do differently in your job as a result of what you have learned?' Ask volunteers to give examples.

Make a transition to the next session.

Engendered Orange-Fleshed Sweetpotato Project Planning, Implementation, Monitoring and Evaluation

Volume 2 — Sessions Overview

Objectives

By the end of this Volume 2, the participants will be able to do the following:

- Discuss the eight steps involved in preparing a concept note.
- Identify the key parts of a concept note.
- Prepare objectives for a concept note.
- Identify the beneficiaries and impacts of a project.
- Write a good background section.
- Discuss the features of a concept or proposal review.
- Identify the purpose and possible outcomes of a concept or proposal review.
- Conduct an open concept review.
- Use the logical framework approach to break down the project objectives into specific objectives and to establish links between activities, outputs, objective, and the goal.
- Practice the use of the logical framework in the project planning process.
- Demonstrate that the logical framework is engendered.

Handouts

2.5.1 Volume 2. Sessions overview
2.5.2 Volume 2. Sessions time frame
2.5.3 PowerPoint presentation
2.5.4 Summary of presentation. The importance of concept note
2.5.5 Additional reading: How to prepare a third draft concept note
2.5.6 Exercise 5a. Building interdisciplinary groups to select a project objective, etc.
2.5.7 Exercise 5b. Continuing to work on the concept note: beneficiaries, etc.
2.5.8 Exercise 5c. Writing catchy titles
2.5.9 Worksheet. A form to draft the concept note
2.5.10 Example of concept note to facilitate learning
2.6.1 PowerPoint presentation
2.6.2 Summary of presentation: reviewing concept notes and proposals
2.6.3 Additional reading: The peer review process
2.6.4. Exercise 5. Concept note review: role playing
2.7.1 PowerPoint presentation
2.7.2 Summary of presentation. Formulation of logical framework
2.7.3 Additional reading: Gender and engendering logical framework
2.7.4 Exercise 7. Constructing an engendered logical framework
2.7.5 Exercise 7. Worksheet. Matrix for logical framework
2.7.6 Exercise 7. Worksheet. Personal notes
2.7.7 Feedback on the day's activities
2.7.8 PAPA — First stage

Engendered Orange-Fleshed Sweetpotato Project Planning, Implementation, Monitoring and Evaluation

Volume 2 — Sessions Time Frame

Opening of the Day's Activities: ***30 minutes***

Session 5. How to prepare a concept note***: 4 hours 15 minutes***

(Presentation and Exercise 5)

Tea/Coffee Break: ***15 minutes***

Session 6. Reviewing concept notes and proposals: ***2 hours 30 minutes***

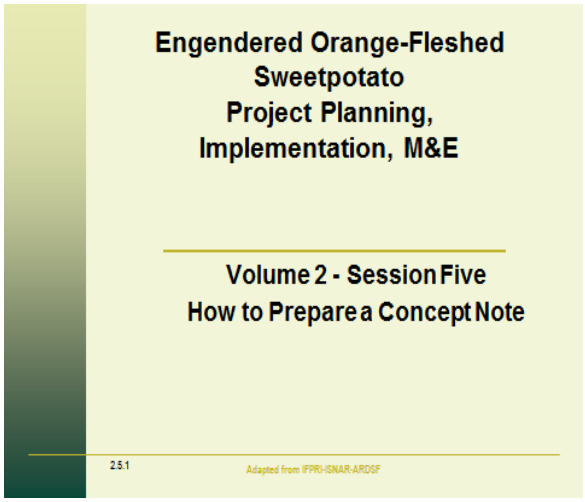
(Presentation and Exercise 6)

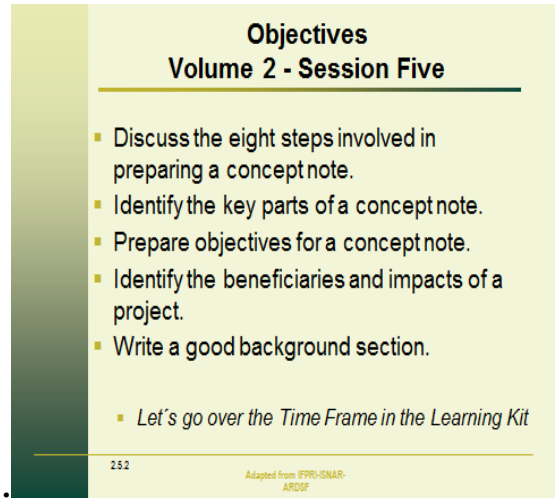
Session 7. Formulation of an engendered logical framework: ***4 hours 15 minutes***

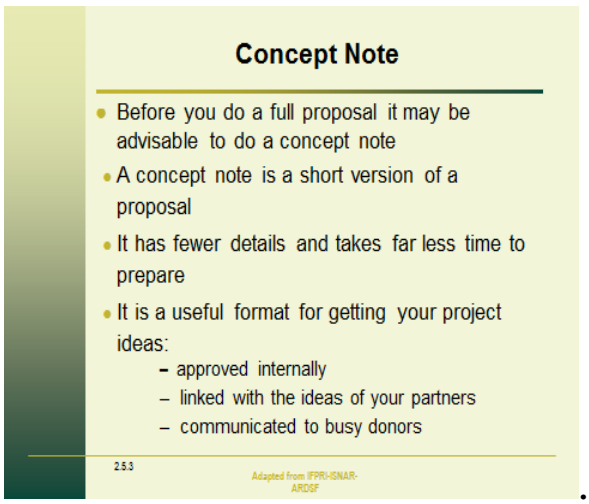
(Presentation and Exercise 7)

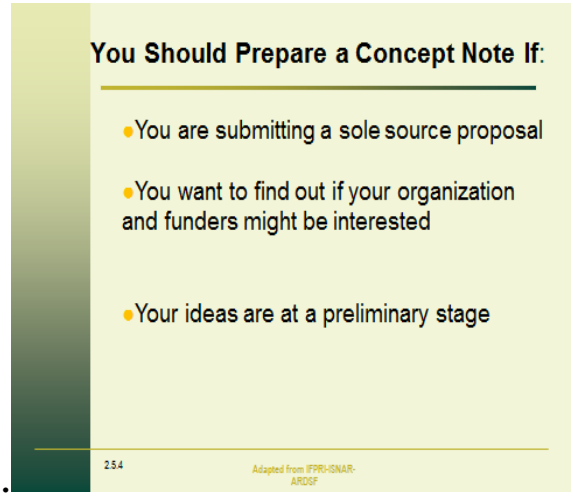
Feedback on the day's activities and PAPA: ***15 minutes***

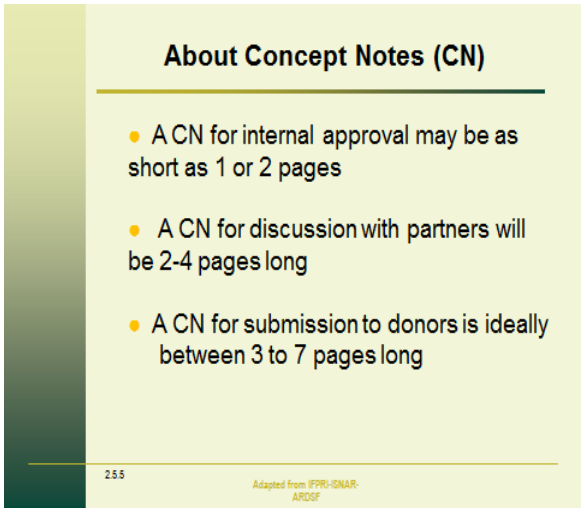
Session 5 PowerPoint Presentation

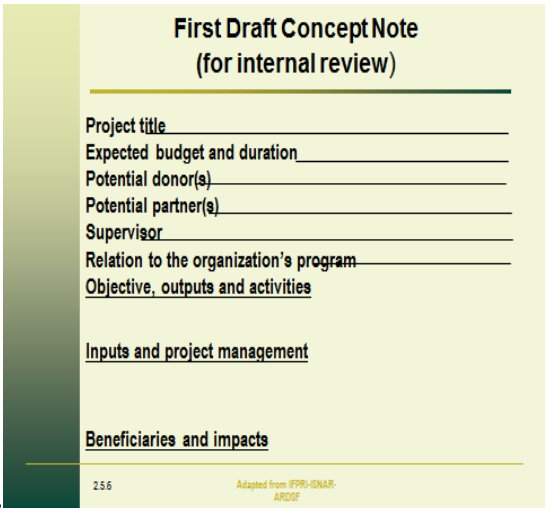


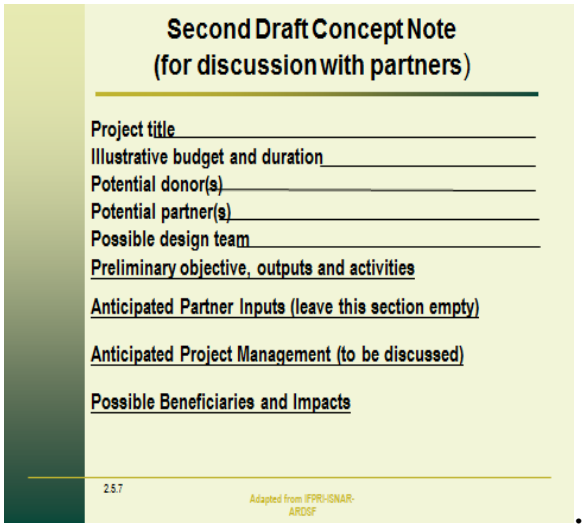


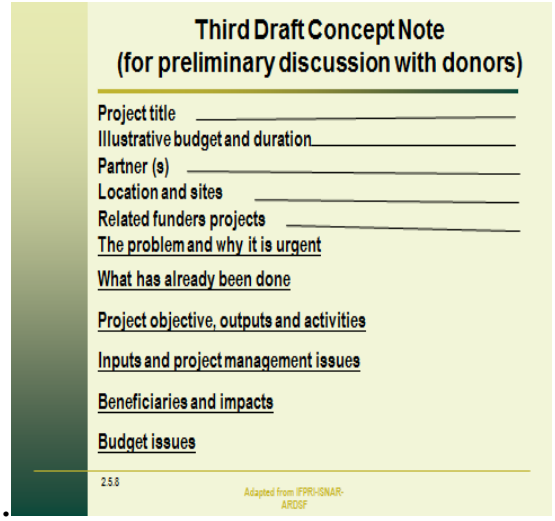


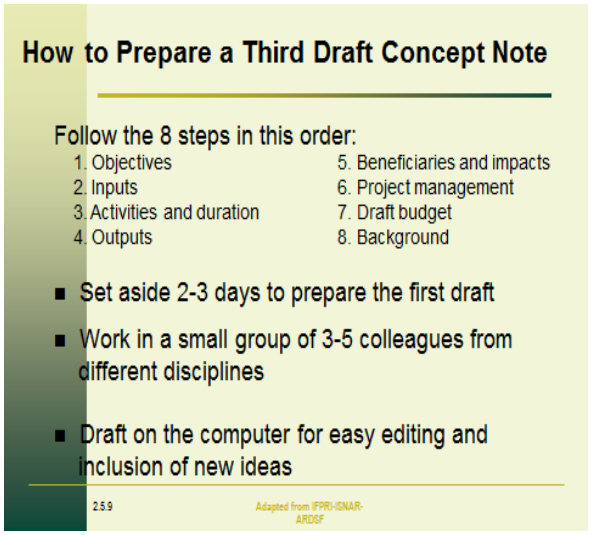


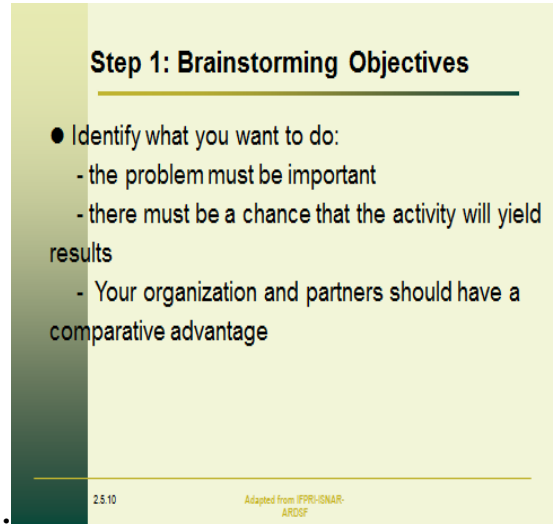


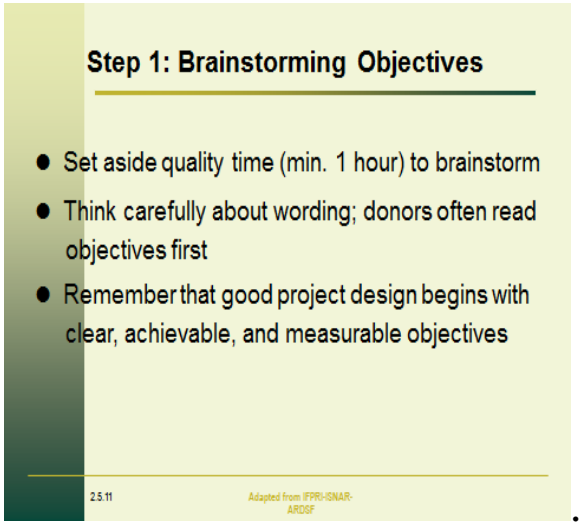


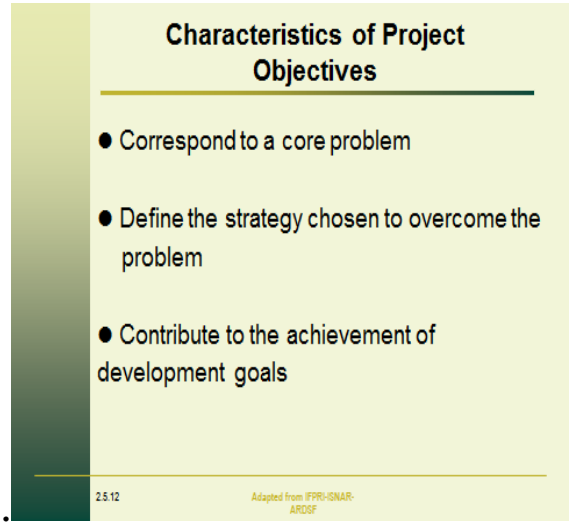

Second Draft Concept Note
(for discussion with partners)
Project title
Illustrative budget and duration
Potential donor(s)
Potential partner(s)
Possible design team
Preliminary objective, outputs and activities
Anticipated Partner Inputs (leave this section empty)
Anticipated Project Management (to be discussed)
Possible Beneficiaries and Impacts
2.5.7
Adapted from IFPRI-ISNAR-ARDSF


Third Draft Concept Note
(for preliminary discussion with donors)
Project title
Illustrative budget and duration
Partner (s)
Location and sites
Related funders projects
The problem and why it is urgent
What has already been done
Project objective, outputs and activities
Inputs and project management issues
Beneficiaries and impacts
Budget issues
2.5.8
Adapted from IFPRI-ISNAR-ARDSF


How to Prepare a Third Draft Concept Note
Follow the 8 steps in this order:
1. Objectives
2. Inputs
3. Activities and duration
4. Outputs
5. Beneficiaries and impacts
6. Project management
7. Draft budget
8. Background
Set aside 2-3 days to prepare the first draft
Work in a small group of 3-5 colleagues from different disciplines
Draft on the computer for easy editing and inclusion of new ideas
2.5.9
Adapted from IFPRI-ISNAR-ARDSF


Step 1: Brainstorming Objectives
Identify what you want to do:
- the problem must be important
- there must be a chance that the activity will yield results
- Your organization and partners should have a comparative advantage
2.5.10
Adapted from IFPRI-ISNAR-ARDSF


Step 1: Brainstorming Objectives
Set aside quality time (min. 1 hour) to brainstorm
Think carefully about wording; donors often read objectives first
Remember that good project design begins with clear, achievable, and measurable objectives
2.5.11
Adapted from IFPRI-ISNAR-ARDSF


Characteristics of Project Objectives
Correspond to a core problem
Define the strategy chosen to overcome the problem
Contribute to the achievement of development goals
2.5.12
Adapted from IFPRI-ISNAR-ARDSF

2.5.13 Adapted from IFPRI-ISNAR-ARDSF

Define Strategy

Core problem: low maize yields

- Strategy A: Breeding high-yielding varieties
- Strategy B: Improving agronomic practices (sowing dates, fertilizer application)

2.5.14 Adapted from IFPRI-ISNAR-ARDSF

Project Objective—Development Goal

National development goal:	Increase nutritional health of population
Program objective:	Increase average maize yields per ha
Project objective:	High-yielding maize varieties developed

2.5.15 Adapted from IFPRI-ISNAR-ARDSF

Objectives Should Be:

S pecific
M easurable
A chievable
R ealistic
T imebound

2.5.16 Adapted from IFPRI-ISNAR-ARDSF

Objectives Should Specify:

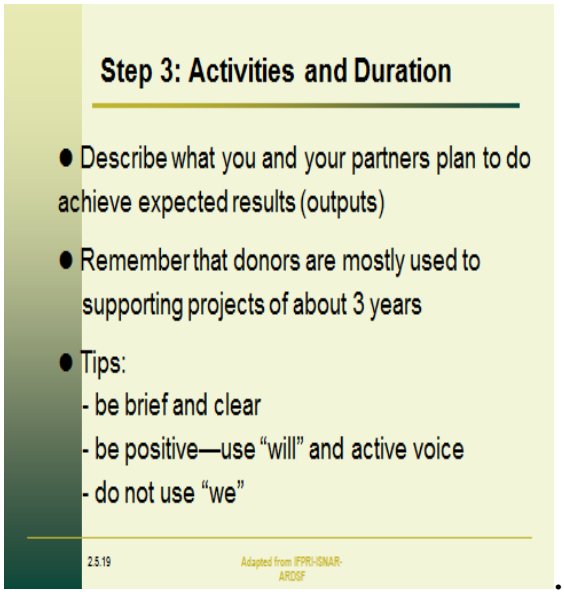
Q uality
Q uantity
T ime

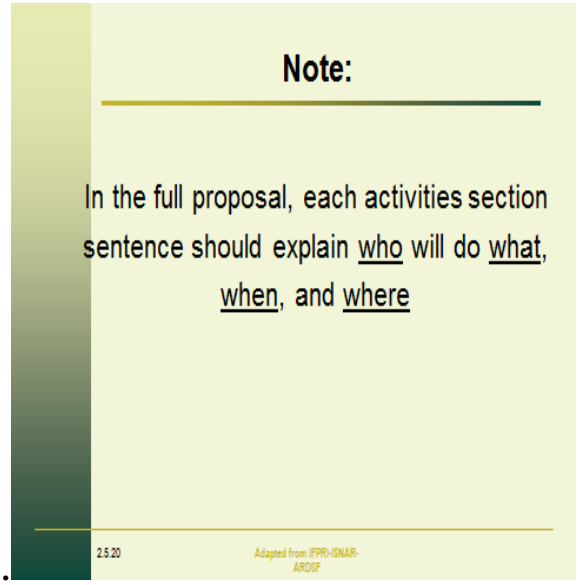
2.5.17 Adapted from IFPRI-ISNAR-ARDSF

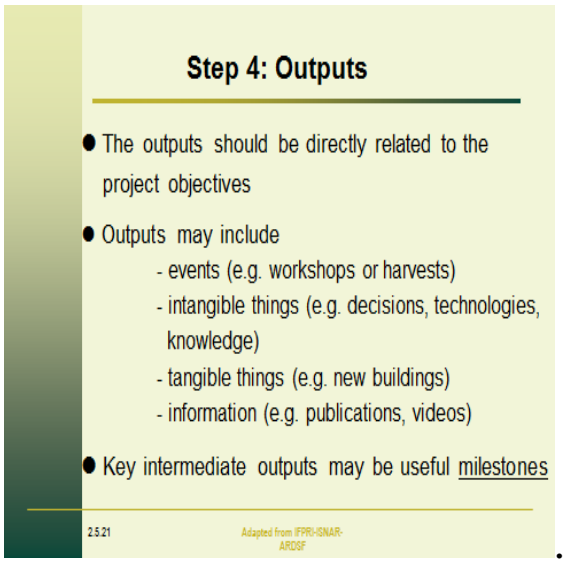
Step 2: Inputs

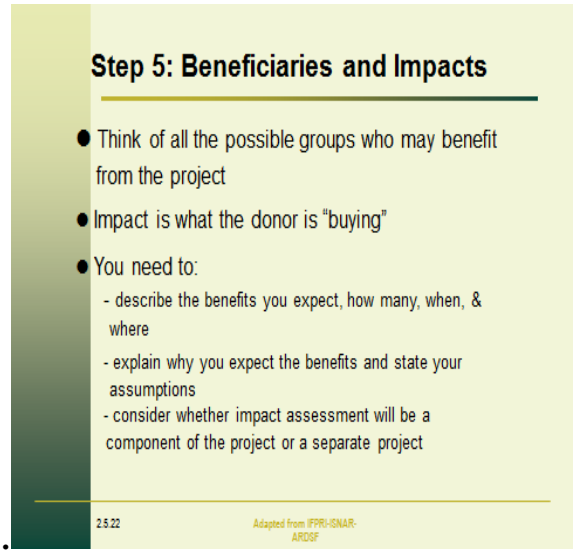
- Your project inputs may include:
  - personnel costs
  - travel costs
  - vehicles
  - equipment (tools, scientific, office)
  - supplies (paper, seed, fertilizer, etc.)
  - services (phone, fax, e-mail, etc.)
  - facilities
- Inputs from others (e.g. farmer groups, individual farm families, other NGOs, international organizations, donor groups, government agencies, etc.)
- You need a summary of inputs for inclusion in the concept note and as the basis of an estimated budget

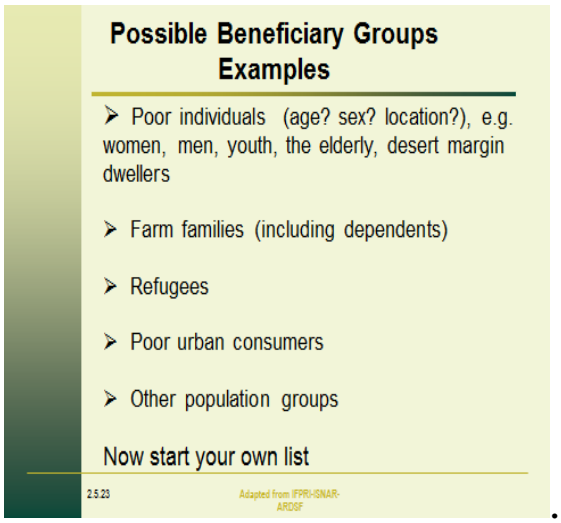
2.5.18 Adapted from IFPRI-ISNAR-ARDSF


Step 3: Activities and Duration
● Describe what you and your partners plan to do achieve expected results (outputs)
● Remember that donors are mostly used to supporting projects of about 3 years
● Tips:
- be brief and clear
- be positive—use "will" and active voice
- do not use "we"
2.5.19
Adapted from IFPRI-ISNAR-ARDSF


Note:
In the full proposal, each activities section sentence should explain who will do what, when, and where
2.5.20
Adapted from IFPRI-ISNAR-ARDSF


Step 4: Outputs
● The outputs should be directly related to the project objectives
● Outputs may include
- events (e.g. workshops or harvests)
- intangible things (e.g. decisions, technologies, knowledge)
- tangible things (e.g. new buildings)
- information (e.g. publications, videos)
● Key intermediate outputs may be useful milestones
2.5.21
Adapted from IFPRI-ISNAR-ARDSF


Step 5: Beneficiaries and Impacts
● Think of all the possible groups who may benefit from the project
● Impact is what the donor is "buying"
● You need to:
- describe the benefits you expect, how many, when, & where
- explain why you expect the benefits and state your assumptions
- consider whether impact assessment will be a component of the project or a separate project
2.5.22
Adapted from IFPRI-ISNAR-ARDSF


Possible Beneficiary Groups Examples
➢ Poor individuals (age? sex? location?), e.g. women, men, youth, the elderly, desert margin dwellers
➢ Farm families (including dependents)
➢ Refugees
➢ Poor urban consumers
➢ Other population groups
Now start your own list
2.5.23
Adapted from IFPRI-ISNAR-ARDSF


Show Impact in Terms of Organization's Goals
✓ Poverty alleviation
✓ Food security
✓ Preservation of the environment
✓ Improved nutrition and health
✓……
2.5.24
Adapted from IFPRI-ISNAR-ARDSF

Develop an Impact Checklist your project result in:

- More education for the poor?
- Higher family incomes?
- Better health for poor families?
- New use of indigenous knowledge?
- Improved child nutrition?
- Gender-specific or age-specific impact?

Start your own list

2.5.25 Adapted from IFPRI-ISNAR-ARDSF

Note:

- Explain how you will measure the impact
- Impacts that can be quantified are the most impressive and will more likely sell your project to a donor

2.5.26 Adapted from IFPRI-ISNAR-ARDSF

Step 6: Project Management

- You need to manage the inputs to achieve the desired outputs and impacts
- In the CN you need to briefly explain the roles and responsibilities of the people who will implement the project

2.5.27 Adapted from IFPRI-ISNAR-ARDSF

Step 7: Estimated Budget

- Budget preparation skills are an essential tool for all who seek funds to implement good science projects
- In a concept note you need to give an estimate of the total cost of the project
- Make a rough estimate of the costs of the inputs, then round up fairly generously
- Remember to make an allowance for the costs of possible partners

2.5.28 Adapted from IFPRI-ISNAR-ARDSF

Note:

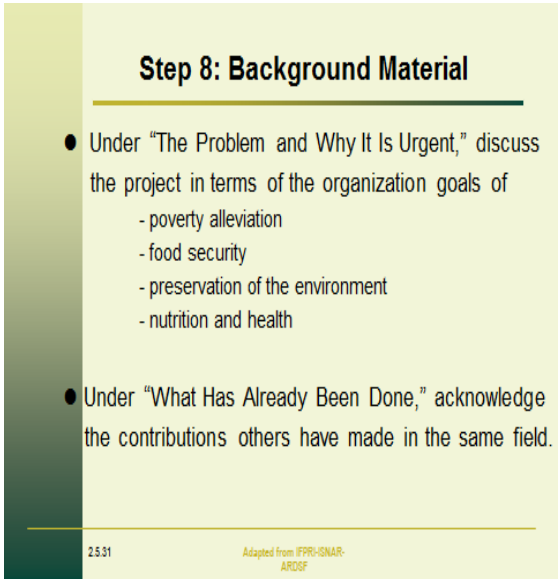
Nothing is so frustrating as an under-funded project!

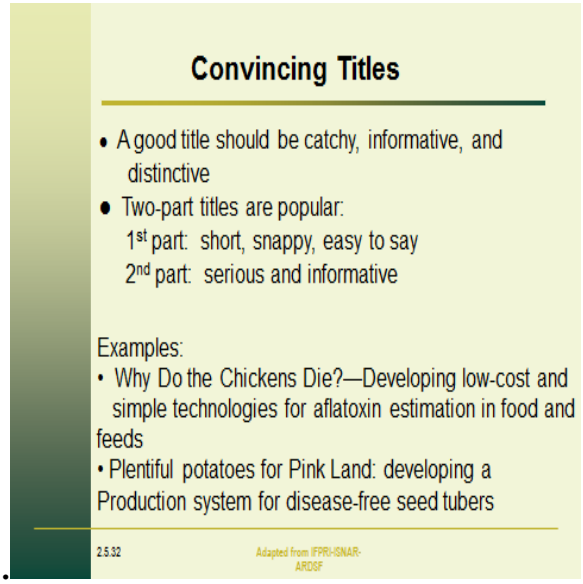
2.5.29 Adapted from IFPRI-ISNAR-ARDSF

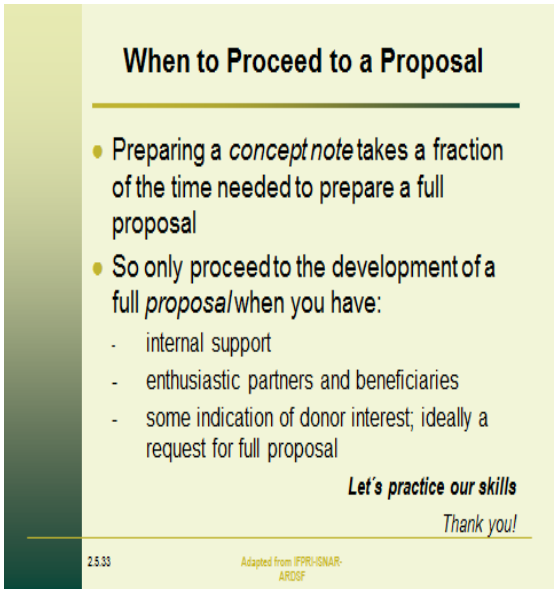
More on Concept Note Budgets

- If your project receives funds from other sources, be sure to highlight these contributions in the concept note
- Keep the notes you make when estimating your CN budget; you will need these notes if you have to prepare a full proposal
- If you think the donor may fund you on the basis of a concept note alone, attach a summary budget to the CN you submit to the donor

2.5.30 Adapted from IFPRI-ISNAR-ARDSF


Step 8: Background Material
Under "The Problem and Why It Is Urgent," discuss the project in terms of the organization goals of
- poverty alleviation
- food security
- preservation of the environment
- nutrition and health
Under "What Has Already Been Done," acknowledge the contributions others have made in the same field.
2.5.31
Adapted from IFPRI-ISNAR-ARDSF


Convincing Titles
A good title should be catchy, informative, and distinctive
Two-part titles are popular:
1st part: short, snappy, easy to say
2nd part: serious and informative
Examples:
• Why Do the Chickens Die?—Developing low-cost and simple technologies for aflatoxin estimation in food and feeds
• Plentiful potatoes for Pink Land: developing a Production system for disease-free seed tubers
2.5.32
Adapted from IFPRI-ISNAR-ARDSF


When to Proceed to a Proposal
Preparing a concept note takes a fraction of the time needed to prepare a full proposal
So only proceed to the development of a full proposal when you have:
- internal support
- enthusiastic partners and beneficiaries
- some indication of donor interest; ideally a request for full proposal
Let's practice our skills
Thank you!
2.5.33
Adapted from IFPRI-ISNAR-ARDSF

The importance of concept notes[1]

(Summary of Presentation)

Earlier, we showed that there are three stages in developing a project:

1. You seek internal approval.
2. You obtain inputs from partners.
3. You submit your project design to your institute's management and funders.

Concept Notes (CNs) are used in all three stages. The next session will provide you with generic formats for all three stages.

You will often want to use a concept note for stage 3, submitting your project design to your institute and funders. For one thing, full proposals take a long time to prepare. You will not want to spend this time unless you are certain that your proposal will be read. The decision makers of institutes and funders are busy people who always have too much to read. So if you are not sure whether they are really interested, your first approach should be through a short concept note. Therefore,

You *should* prepare a concept note if:

- you are submitting a sole source proposal, and
- you want to find out if your institute and funders might be interested, or
- your ideas are at a preliminary stage.

A sole source project is when funders do not have competitive grant programs and they are willing to receive proposals on any topic at any time.

If the institute or funders have asked for a full proposal, and time is short, you may want to go straight to the preparation of a full proposal.

You should *not* start with a concept note if:

- you are responding to a request for a proposal, or
- you are applying for a grant under a competitive grants program, or
- your institute and/or funding agencies have said that a full proposal would be welcome.

But even if your institution and/or funding agencies have solicited a full proposal, you may still want to use the concept note format for internal approval, and for discussion with partners.

What is a concept note?

A concept note (or a concept paper, as some people call it) is a short version of a proposal.

A concept note for internal approval may be as short as one or two pages. A concept note for discussion with partners will be only a little longer. A concept note for submission to a donor is ideally between three and seven pages long.

[1] *From Marian Fuchs-Carsch. Capacity-building learning module on How to Write Convincing Proposals. The Hague. The Netherlands. ISNAR. 1999/2000.*

First draft concept note
(for internal review)

Project title _____

Expected budget and duration _____

Potential donor(s) _____

Potential partner(s) _____

Supervisor _____

Relation to institute's programs _____

Objective and activities

Inputs and project management

Beneficiaries, outputs and impacts

Second draft concept note

(for discussion with partners)

Project title _____

Illustrative budget and duration _____

Potential funding agencies _____

Potential partner(s) _____

Supervisor _____

Preliminary objective, outputs and activities

Anticipated inputs

Anticipated partner inputs

Anticipated project management (to be discussed)

Possible beneficiaries and impacts

The covering letter to this draft should convey the organization's willingness to amend all and any sections of the concept to accommodate partner interests and needs.

Third draft concept note

(for preliminary discussion with potential funding agencies)

Project title _____

Illustrative budget and duration_____

Partner(s) _____

Location and sites_____

Related funders projects _____

The problem and why it is urgent

What has already been done

Project objective, outputs and activities

Inputs and project management issues

Beneficiaries and impacts

Budget issues

How to prepare a third draft concept note

Although the concept note should be presented according to the third draft format, you should not and cannot prepare it in that order. Instead prepare the concept note in the following order:

1. Objective
2. Outputs
3. Activities and duration
4. Inputs
5. Beneficiaries and impacts
6. Project management
7. Draft budget
8. Background
    a. The problem and why it is urgent
    b. What has already been done

Step 1. Objective (what do you want to achieve?)

The objective is the single most important part of your project design. It tells the reader what it is you want to achieve. It is the first part of the concept note that your reader will look at. You need to think very carefully about your objective before you start to write.

The project objective would have been identified from the overarching program planning process. While the substance of the objective may remain unchanged, the wording may be amended to better capture the interests of the potential partners. An ideal way to start is to get a small group of colleagues together to review the objective with you. Try to get colleagues from different disciplines to enrich your discussions.

The project objective should a) correspond to a core problem, b) define the strategy to overcome the problem, and c) contribute to the achievement of the program objective (project goal).

Before reviewing the project objective, the planning group should discuss the underlying problems which the project is trying to resolve. The problems should be clear to all partners participating in the identification of objectives. This should be available from the constraint and objective trees used to identify projects during program planning.

The core constraint may be overcome by using various strategies to find a solution. For example, the objective 'Increased OFSP yields' may be achieved by a) breeding high-yielding varieties, b) improving soil fertility and agronomic practices, or c) improved control of pests and diseases. The choice of strategy is made according to the constraints underlying the core constraint, which would have been assessed in constraint and objective analysis. The project objective should clearly show which strategy the project will pursue.

Make sure the project contributes to a development goal (program objective). Therefore, the statement of the objective has to indicate in what way the project will contribute to the program objective.

The full hierarchy of objectives, including the contribution to a development goal (program objective) for the example we used above, may read like this:

Project Goal (Program objective): Increased OFSP productivity for male and female smallholder farmers.

Project Objective: Male and female farmers use high-yielding OFSP varieties, improved soil management and agronomic practices and appropriate pest and disease control measures to improve OFSP yields by 10 percent by end of project.

Project Outputs: 1. High-yielding OFSP varieties developed.

2. Improved soil management practices developed.

3. Appropriate pest and disease control measures established.

When formulating project objectives, keep in mind that objectives should be SMART!!

S pecific

M easurable

A chievable

R ealistic

T imebound

Each objective should specify the Quantity of achievements (e.g., numbers of beneficiaries, number of new varieties developed, weight of yields, surface area surveyed), and the Quality (e.g., poor farmers, marginal lands, high-yielding varieties). Objectives should also include an indication of when the objective will be achieved (e.g., in January 2002, three years after the start of the project)

Q uality

Q uantity

T ime

Step 2. Outputs (What will be delivered by the project?)

The outputs of the project should be directly related to the project objectives. Outputs may include:

- events, such as workshops or harvests
- intangible things, like decisions
- tangible things, like new buildings
- information, perhaps in the form of publications or videos

It is worth spending time with colleagues, partners, and friends brainstorming all the possible spin-off outputs, as well as those directly related to the objective.

Key outputs that are achieved during the life of the project may be useful milestones that you can refer to when writing the full proposal. (There will be more on milestones later.)

Step 3. Activities and Duration (What will you do? How long will it take?)

Describe (in summary only for a concept note) what you and your partners plan to do to deliver the project outputs.

Tips:

- Be brief and clear
- Be positive—use the future tense, not the conditional, and the active voice
- Do not use 'we'

Important note: in the full proposal each activity section sentence should explain who will do what, when, and how.

Step 4. Inputs (What do you need to achieve the objectives?)

The inputs you will need to accomplish your activities may include:

- people (host organizations and partners' staff-time)
- travel costs (tickets, per diem)
- vehicles
- equipment (tools, scientific, office)
- supplies (paper, seed, fertilizer, etc.)
- services (phone, fax, e-mail, etc.)
- facilities (offices, library, capacity building center, demonstration plots)

Some inputs may come from others, for example, farmer groups, individual farm families, other NGOs, international organizations, donor groups, government agencies, etc. Remember that all partners will also have travel, supplies, services and other input requirements.

You will only need a summary of inputs for inclusion in the concept note. But you will need to cost all inputs to arrive at an estimated budget.

Step 5. Beneficiaries and Impacts (Who will benefit from the project and how?)

Brainstorm this section with the design group or other colleagues. Think of all the possible groups who may benefit from project activities and as many different benefits as may occur.

Impact is what everybody involved in development is expecting. In making promises about the impact of a project, you need to:

- describe the benefits you expect, how many of them can be expected, and when and where they will occur
- present your reasoning for why you expect the benefits to accrue to a given group—if necessary, state the assumptions you are making
- consider whether to suggest that the project will have either an impact assessment component or will be assessed by a separate impact measurement project
- use the cascading logic and impact pathway to define the impact and how this may be linked to the outputs and purpose of the project. It is likely that your project will provide intermediate outcomes or proxies for people-level impact.

Possible beneficiary groups

- Poor individuals (age? sex? location?)
- Farm families (including dependents)
- Refugees
- Poor urban consumers
- Other population groups

Benefits also accrue to the host organization and its partners, but you should down play these (although not omit them altogether) and play up the benefits to the partners who are the poorest and the target of the donor's development aims.

Show anticipated impact in terms of the host organization's program objectives, such as:

- Improved productivity
- Increased volume and supply of commodity to the market
- Improved market access for smallholder producers
- Efficient information management and effective communication
- Enabling policy and legal environment
- Enhanced institutional capacity

Important note: Explain how you will measure the above. Impacts that can be quantified are the most impressive, and are more likely to sell your project to the donor.

Step 6. Project Management (How will the project be managed?)

The best objectives in the world can only achieve the desired outputs and impacts if the project can be effectively managed. Your design needs to include a plan covering the roles and responsibilities of the various people who will manage the project.

The full proposal will have considerable detail on this topic, but for the concept note, you need only to briefly describe who will lead the project and who will be responsible for the main project tasks.

Step 7. Estimated Budget

An unwillingness to prepare project budgets is one of the two most common failings of novice project designers. But the bottom-line is as important for development organizations as for multinational corporations. Even top-quality proposals will not get funded if their cost estimates are unrealistic, overly greedy, or full of gaps that will cause future delays and frustration.

Budget preparation skills are an essential tool for all who seek funds to implement good projects.

In a concept note, you only need to give an estimate of what the project will cost. You can make your estimate by a rough costing of the main project inputs, generously rounded up. Remember to make an allowance (as generous as you have been to yourself) for the budget of possible partners, and to include indirect costs for both you and your partners.

Important note: Remember that nothing is as frustrating as an under-funded project.

More on concept note budgets

Be sure to include and label all projects costs, even if you are not asking for all in your concept note/proposal. It is very important for all parties to understand the true and full project costs, and to avoid hidden subsidies.

If your project will receive funds from other sources (in kind from beneficiaries and partners, contributions from the host organization core program etc.), be sure to highlight these contributions in the concept note and its covering letter.

Depending on its size, your project may be approved by a donor in the field or at its headquarters. Field approval is usually much quicker and easier to obtain. As a rough guide, you may consider:

small: <$100k/3 years

medium: $100k–$300k/3 years

large: >$300k/3 years

Step 8. Background Material

In the concept note, organize background material in two sections.

Under 'The Problem and Why It is Urgent,' discuss the project in terms of the host organization's program objectives as they relate to the constraints and opportunities faced by farmers and other value chain actors across the different development domains. Relate the program objectives to the higher-level national development objectives of poverty alleviation, food security, preservation of the environment, and nutrition and health as appropriate.

In this section provide background statistics, citing sources, and writing in the sort of style you might use in a magazine article (e.g. *The Economist*).

Under 'What Has Already Been Done,' be sure not to focus only on your own organizational activities. Remember to acknowledge the contributions others have made and are still making—some may be your proposed partners. (If this is a follow-on project or second phase, describe the outcomes of the earlier work in detail.)

Additional task: selecting a good title

Titles need to be catchy, informative, and distinctive. Try using a two-part title. The first part should be short, snappy, and catchy; the second part can be more serious and informative.

Examples:

Fishes for the Future: identification and characterization of endangered aquatic species in selected Western Pacific sites

More Coffee from Papua New Guinea: sustainable coffee productivity through improved coffee varieties and input use efficiency

PNG's Cocoa Industry Has a Future — developing low-cost and simple techniques for controlling cocoa pod borer

Did We Make a Difference? — Assessment of past and expected impact of Cocoa and Coconut Industry Corporation's work in the 1990s

Exercise 5a. Building an interdisciplinary group to select a priority project objective to transform into a project proposal and practicing four steps of a concept note

(Playing an interdisciplinary group role)

The aim of this exercise is to invite participants to build an interdisciplinary team to work together on the development of practical skills on how to undertake each step of project planning including a project proposal. At the end of this session, the groups are expected to have developed a one or two page concept note for the selected project.

1. Form an interdisciplinary group and elect a rapporteur. *Note that this Exercise 5a. will be implemented in **1 hour 30 minutes** to prepare and deliver results.*
2. Use worksheet Handout 2.5.9 (at the end of this session) to prepare your concept note for the review committee during the next session.

Phase 1. Interdisciplinary group work *(5 minutes)*

3. Discuss the project ideas which you brought from the pre-workshop assignment, and develop a list of priority project objectives related to them.
4. Share with your colleagues the criteria that you used to select the project idea to facilitate this work.
5. When necessary, revisit the related documents which you were advised to bring to this event, to make sure you keep your focus on what you have decided to work on as a future project.

Phase 2. Selecting the priority objective to be the <u>core element</u> in the project planning exercise *(20 minutes)*

6. As a group, and in order to develop skills, decide together on a project idea and respective objective, which your group will focus on during this exercise.

   NOTE: Remember that the other participants must work on their project ideas and objectives — in the evenings — to take advantage of this learning process. The workshop organizers expect all participants to finish this workshop with a <u>draft project proposal</u> — to refine it with colleagues at their organizations upon returning.
7. Next, the group prepares a list of criteria to select the project objective. This becomes the group's choice to undertake the step-by-step exercise during this event. Remember that to select this objective and to translate it into an important topic is the first step in designing a project.
8. Your list of criteria could include the following:
   - be sufficiently important to be worthy of investment

- be gender sensitive
- be internally eligible for approval by the management of your organization
- be useful and seen as a priority by the project beneficiaries
- be 'manageable,' i.e. have a reasonable chance of achieving results within a limited amount of time, with a reasonable quantity of available inputs
- have the right balance of risk and return
- attract partners that have a value adding role to the project

9. Next, after the group has identified the project objective along with its project topic that becomes the core content of a project proposal, the group members begin working on the development of a concept note, as presented by the facilitator.

Phase 3. Guiding the development of a concept note *(20 minutes)*

10. Remember that a concept note is a short version of a proposal. A concept note for internal approval may be as short as one or two pages.
11. Recommendation: Reflect on the example of a concept note (Handout 2.5.10) for your group to find out what is expected from you during this session.
12. Each group reads briefly the guidance on the three types of draft concept notes (summary of presentation Handout 2.5.4) and focuses on the steps of the third draft to work on this exercise session — which presents the following 8 steps to prepare a concept note:
    (1) Objective
    (2) Outputs
    (3) Activities and duration
    (4) Inputs
    (5) Beneficiaries and impacts
    (6) Project management
    (7) Draft budget
    (8) Background:
        (i) The problem and why it is urgent
        (ii) What has already been done

Phase 4. Writing project objectives, defining outputs, activities and inputs (*20 minutes*)

13. Each group reads and discusses the guidance provided by Handout 2.5.5 above on 'How to prepare a third draft concept note' to write the objective (clear, measurable and realistic); define outputs, activities and inputs.
14. The rapporteurs compile the groups' responses on a flipchart to present to the audience.

Phase 5. Presentation and discussion (*25 minutes*)

15. The facilitator invites the rapporteurs to present the results of the first steps of the concept note and encourage discussion among the audience. Each rapporteur has five minutes to report.
16. After some discussion, the facilitator invites participants to comment on lessons learned and feedback on the first part of the exercise. In addition, invite few volunteers to list few actions which describe how they will apply the learning in their institutions. At the end, the facilitator invites the groups to proceed with Part B of this exercise.

Exercise 5b. Continuing work on the project concept note to identify beneficiaries and impacts and writing a good background section

This exercise is composed of Parts A, B and reporting *(1 hour 30 minutes)*

Part A. The objective is to identify beneficiaries and impacts (*45 minutes*)

1. Form the ***same interdisciplinary group*** with colleagues from the same institute or group, elect a rapporteur.
2. Read Handout 2.5.5 until step 5.
3. Analyzing your project objectives:
    a. Identify the beneficiaries.
    b. List anticipated impacts (relate to program objective).
    c. How will the impact(s) be measured?
4. Use the worksheet, Handout 2.5.9, to record your responses, preparing your concept note for the review committee.
5. The rapporteurs compile the groups' responses on flipcharts or PowerPoint to present to the audience.
6. Proceed to Part B.

Part B. The objective is to prepare the background information under two headings: 'The problem and why it is urgent' and 'What has already been done' *(45 minutes)*

7. Read the explanation under step 8 in Handout 2.5.5 above, and respond to these questions: (20 minutes)
    a. Why do you think this information is needed?
    b. How could the presentation be improved?
8. Use the worksheet, Handout 2.5.9 (at the end of this session), to record your responses, preparing your concept note for the review committee.
9. The rapporteurs compile the groups' responses on flipcharts or PowerPoint to present to the audience.

Presentation and discussion *(25 minutes)*

10. The facilitator invites the rapporteurs to present the results of Part A.
11. The rapporteurs have three minutes each to present the group results.
12. At the end of the three presentations, the facilitator invites the participants to analyze and discuss these results.

13. The facilitator summarizes Part A results and invites the rapporteurs to present the results of Part B.

14. After each presentation the facilitator invites the audience to discuss and comment on the lessons learned and how they will apply them in their own institutions.

15. At the end, the facilitator emphasizes the important points of this exercise, provides feedback on the content of the presentations and closes this session.

Exercise 5c. Writing catchy titles

(Group Work)

The title should be something that reflects the main intention and objective of the project. Remember that the colon trick might help you to write a title that is both catchy (first part, before the colon) and scientific (second part, after the colon).

1. Form **the same interdisciplinary group** and elect a rapporteur. Your group has ***60 minutes*** to complete this Exercise 5c.

Phase 1. Creating a title for your project proposal (*30 minutes*)

2. Reflect on all the information you have recorded so far on the project components which you are developing and discuss how you would like to hear colleagues and partners referring to it.
3. Invite your group members to brainstorm possible titles for the Project, discuss and arrive at a group consensus on the title. Remember to analyze the audience of your project to find out how they would like to hear the name of the project.
4. The rapporteur writes on flipcharts the results of this exercise to present to the audience. It is also necessary to write the title on Worksheet Handout 2.5.9 (at the end of this session) to record your responses, completing your concept note for the Review Committee meeting to be held in the next session.

Phase 2. Plenary discussion (*30 minutes*)

5. The facilitator will invite the rapporteurs to present the titles. Be prepared to participate.
6. The facilitator provides feedback on the content of the presentations, invites the participants to discuss the feedback briefly.
7. Before closing this session, the facilitator will guide the audience **to select one Concept Note** among the group results - to be used as an example of CN – during the Internal Review Exercise during the next session.
8. The facilitator is expected to make copies of the selected CN to distribute to the entire audience at the beginning of the Session 6.
9. At the end, the facilitator will invite few volunteers to respond "what might you do differently in your job as a result of what you have learned?
10. Then, the facilitator closes the session.

Exercise 5. Worksheet.
A form for a draft concept note
for the internal review committee

Project title _____

Illustrative budget and duration_____

Partner(s) _____

Location and sites_____

1. Objective

2. Outputs

3. Activities and duration

4. Inputs

5. Beneficiaries and impacts

6. Project management

7. Draft budget (budget issues)

8. Background

a. The problem and why it is urgent

b. What has already been done

An example of 'White Land' concept note to support your learning

Exercise 5. White Land

Project Title: **Sweet smells and tangy tastes: reviving the essential oil industry in White Land's coconut areas**

Expected Budget and Duration: **$600,000 over three years; of which approximately $400,000 is requested as a grant from donor X**

Partners: **Department of Horticulture with assistance from University of White Land**

Location and Sites: **Three White Land coconut areas**

Related Donor Projects: (to be completed when potential donor is identified)

The Problem and Why it is Urgent

About 150 years ago, White Land had a thriving and profitable essential oils sector, centered on the export of ilang-ilang oil to Europe. World War I led to the closure of most firms in the business, and subsequently production moved to French territories, leading to the death of the whole industry.

However, White Landers never lost their taste for essences and oils, and today the country imports over 3500 metric tons, with a value of more than $25 million.

The Government of White Land's budget is stretched to the limit, so savings of this size can make a real difference, freeing up funds for high-priority investments in women's health and education.

These essence crops having once grown, there is no doubt that they can once again flourish in White Land. In particular, scientists at the Department of Horticulture believe that the country's large coconut areas would be an ideal location, offering both shade and nitrogen nutrition for the young plants.

What Has Already Been Done

For the past five years, scientists from the University of White Land have been helping staff of the Department of Horticulture to identify crops that might be grown in the country to lower the nation's import bill. Last year essential oils surfaced as one of the top six possibilities, as described in a paper widely circulated to government and university personnel.

The paper made exciting reading for two staff of the Plantation Crops Division, who saw the essential oils idea as a way to reignite interest in the stagnant coconut plantation sector. The two principal proponents of this project, Dr. CCG and Ms. RAR of the Plantation Crops Division, felt that coconut-growing areas would offer the ideal environment for a pilot project to test the feasibility of bringing the essential oils industry back to life in White Land.

Project Goal, Objective, Outputs and Activities

The **goal** of the project is to create new agriculture-based industries in White Land while cutting the cost of importing agricultural products into the country.

The **objective** of the project is to determine whether essential oils can be cost-effectively grown in White Land's coconut plantation areas.

A report of the project will be published by the principal scientists at the end of Year 3, reporting on achievement of the **outputs**, among other issues. The **outputs** of the project are: (1) the levels of nitrogen and shade under coconut canopies that will provide optimum growth and development conditions for selected essences determined, and (2) the six selected essences most suitable for cultivation under coconut areas identified.

The following **activities** will be undertaken:

- The project group (consisting of the two principal scientists and a research associate from the university) will select three coconut areas with the following features:

  Site A, with newly planted coconut, representing 0 percent shade

  Site B, with coconut providing 25 percent shade

  Site C, with coconut providing almost overlapping canopy >75 percent shade

- In each area, during Months 2–3 of the project, staff of the selected coconut plantations will plant six essences (sweet basil, lemon grass, citronella, vetiver, peppermint, and spearmint).
- In each area, plantation staff will apply three nitrogen fertilizer levels (0, 30, 60 g/plant).
- The principal scientists will supervise the gathering and analysis of data on key morphological and physiological features over the three years of the project, using a two-factor factorial experiment (shade x fertilizer level) format.

Inputs and Project Management Issues

The project will require personnel expenses, and maintenance and operating expenses. Staff time required will include three people-months/year by the two principal scientists and four people months/year by a university research associate. Graduate students will help with data gathering and analysis. Laborers will be hired from among the plantation staff.

The project will purchase seedlings and fertilizer and use a Department of Horticulture motorcycle as the project vehicle.

The Department of Horticulture will be responsible for all aspects of the project, from grant compliance to production of reports. The University of White Land will be working under a subcontract.

Beneficiaries and Impacts

The **impact** of the project will depend on the results of the experiment. If, as expected, several of the selected essences are found to thrive under coconut, the project has the potential to revive the entire essential oils industry in White Land. In this case, the impact will be at both the micro and macro levels. On the one hand, consumers in White Land will be able to purchase the essences they need on a local market at cheaper, local prices. On the other hand, the White Land economy will benefit through savings on the import bill, the creation of new jobs in the revived industry, and the expected boost to the stagnant coconut plantation sector.

These impacts are likely to be felt gradually, starting approximately one year after publication of the project's final report, as commercial planting and growing of essences

takes hold. The full impact of the project will likely not be felt until a decade after the project is over.

If the experiment has a positive outcome, it will have many **beneficiaries.** These will include essential oil consumers, those who work and invest in the coconut plantations, and ultimately all citizens of White Land, who will benefit from the improvements to the country's economy.

(NOTE: Marian Fuchs-Carsch has created this fictitious Concept Note to provide an example for this exercise)

SESSION 6 Reviewing concept notes and proposals

Instructions to Learning Facilitators

TIME FRAME

Presentation and exercise*: 2 hour 30 minutes*
Coffee Break: *15 minutes*

OBJECTIVES

By the end of this session, the participants will be able to do the following:

- Discuss the features of a concept or proposal review.
- Identify the purpose and possible outcomes of a concept or proposal review.
- Explain the value of open reviews.
- Conduct an open concept review.

Use PowerPoint to present the objectives.

PROCEDURE

Learning strategy or facilitation technique: role-playing.

PRESENTATION

(experience) Distribute handouts related to this session – including copies of one selected Concept Note - prepared during the previous session - under the agreement of the audience - to fulfil the purpose of this exercise. Give a brief presentation focusing on features of a concept or proposal review. Use PowerPoint to support the presentations. At the end of the presentation, be sure to ask the participants if they have any comment or questions, or if they need clarifications. *(15 minutes)*

EXERCISE 6a

Exercise 6a. Concept note review. (*2 hours 15 minutes)*

(experience) Go over the instructions step by step. Ask if clarifications are needed.

Phase 1. Defining roles (*10 minutes*)

(experience) Divide the participants into three groups. The groups will play the following roles:

> **Group A** will play the 'parents' or authors of the concept note, and partners involved in its design. They will be responsible for making a presentation at the concept review meeting, and for ensuring they understand all the comments made by the other groups.
>
> **Group B** will play the role of other staff (scientists or others), from different departments and disciplines. Their job is to critically review the concept note and make suggestions on how it can be improved.
>
> **Group C** will pretend that they are senior

management. They will elect a mock DG who will act as the chair of the review. Other members of this group may take the roles of Finance Office representative, Funding Agency Representative, Program Leader, Visiting Fellow Scientist, etc.

Phase 2. Preparation for the event: considering issues and approaches (*20 minutes*)

(experience, process) The groups read the selected concept note (distributed before) and prepare what they will say during the concept review. They know that the review will have four components. Under those components, some questions will be related to issues of substance, scope, budget and presentation/attractiveness to donors.

Phase 3. Conducting the exercise (*1 hour 10 minutes*)

(experience, process) Follow the exercise sheet, Phase 3, to manage this role-playing. The exercise should demonstrate how much a project design can benefit from an open review and discussion among colleagues. The purpose is to strengthen the future development of the project.

Phase 4. Lessons learned (*30 minutes*)

(generalization) Discussion of the lessons learned from the exercise. Was the open review a success? Would they want such a review process in their organizations? What were the strengths and weaknesses of the approach and the exercise?

(generalization) The facilitators and subject-matter specialists close the session with special remarks and feedback on the usefulness of the exercise.

CLOSURE

Closure *(5 minutes)*

(application) Ask the participants, 'What might you do differently in your job as a result of what you have learned?' and 'What impact in your organization could you anticipate based on the application of your newly developed skills in the job?'

(generalization, application) Briefly comment on the session and make a transition to the next session.

Session 6 PowerPoint Presentation

Engendered Orange-Fleshed Sweetpotato Project Planning, Implementation, M&E

Volume 2 - Session Six
Reviewing Concept Notes and Proposals

2.6.1 Adapted from IFPRI-ISNAR-ARDSF

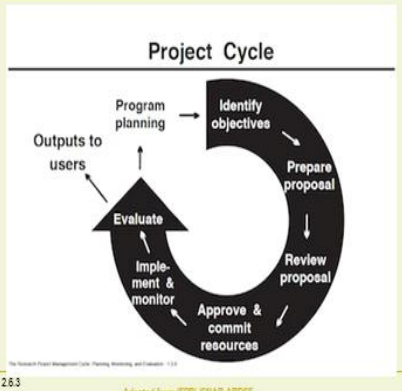
Objectives
Volume 2 - Session Six

At the end of this session, the participants will be able to:

- Discuss the features of a concept or proposal review.
- Identify the purpose and possible outcomes of a concept or proposal review.
- Explain the value of open reviews.
- Conduct an open concept review.

2.6.2 Adapted from IFPRI-ISNAR-ARDSF

Step 4:Approving Projects and Committing Resources

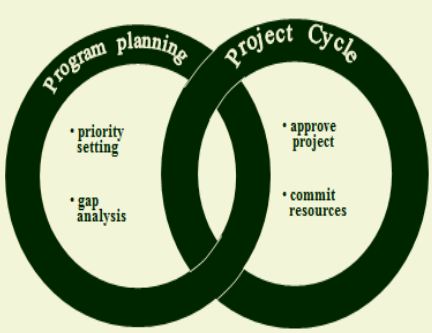


2.6.3 Adapted from IFPRI-ISNAR-ARDSF

Approval of a Project Proposal and Commitment of Resources

Must be directly liked to the established priorities during program formulation

2.6.4 Adapted from IFPRI-ISNAR-ARDSF



2.6.5 Adapted from IFPRI-ISNAR-ARDSF

Forming a Review Group

- An open meeting is scheduled for a fixed period of time (usually 1-1.5 hrs)
- The meeting is chaired by a senior management person (DG, DDG, or leader of program area)
- Teams who prepared the CN or proposal, present their project

2.6.6 Adapted from IFPRI-ISNAR-ARDSF

Forming a Review Group

- Other staff from various disciplines and program areas are invited to listen and contribute ideas
- Someone from the Finance Office also attends, to assess the adequacy of the budget

2.6.7 Adapted from IFPRI-ISNAR-ARDSF

Forming a Review Group

- If the organization has a Project Development Officer (PDO) or equivalent, that person should attend and take minutes
- If there is no PDO minutes should be taken by a secretary/Personal Assistant to a senior manager.

2.6.8 Adapted from IFPRI-ISNAR-ARDSF

Features of a Concept or Proposal Review

The discussion of the CN or proposal has four parts:

Substance – Scientific value, methodology, etc.

Scope – Size of the project, staffing, partners, etc.

Budget – Is the budget adequate? Greedy? Realistic?

Presentation – How well is the CN or proposal written? Will it attract funding?

2.6.9 Adapted from IFPRI-ISNAR-ARDSF

You Should Prepare a Concept Note If:

- You are submitting a sole source proposal
- You want to find out if your organization and funders might be interested
- Your ideas are at a preliminary stage

2.6.10 Adapted from IFPRI-ISNAR-ARDSF

Outcome of a Concept or Proposal Review

The outcome of the review may be:

- Approval of the CN and/or proposal for submission to a funding agency as it is
- Suggestions on how the CN or proposal must be improved before submission

2.6.11 Adapted from IFPRI-ISNAR-ARDSF

Outcome of a Concept or Proposal Review

The outcome of the review may be:

- The more likely outcome would be that revisions may be requested.
- The results of the meeting are written up and made available to all staff through a newsletter, internet, or by memo or e-mail

2.6.12 Adapted from IFPRI-ISNAR-ARDSF

The Value of Open Reviews

- Project leaders and team members understand the views of their superiors and colleagues
- Concepts and proposals are improved by suggestions of all participants
- The adequacy of the budget is openly discussed
- Project team members learn more about the project budget process & outcome.

2.6.13 Adapted from IFPRI-ISNAR-ARDSF

The Value of Open Reviews (cont´d)

- Project team members learn to give and take constructive criticism
- Project team members learn about each other's work; they may form new professional partnerships
- Reasons for acceptance or rejection are open, minimizing resentment and loss of morale

2.6.14 Adapted from IFPRI-ISNAR-ARDSF

The Art of Giving Constructive Criticism

1. Say 2 nice things first

   – Make the point

2. Be hard on the issue, soft on the people

Getting to Yes

2.6.15 Adapted from IFPRI-ISNAR-ARDSF

Considerations for Management Approval of CN/Prop

Based on:

- Clarity & relevance of objective
- Relations between objective, results and activities
- Cost
- M&E indicators

2.6.16 Adapted from IFPRI-ISNAR-ARDSF

Other Considerations for Management Approval of CN/Prop

- Actual available capacity:
  - »Personnel
  - »Infrastructure
  - »Equipment

2.6.17 Adapted from IFPRI-ISNAR-ARDSF

Conclusion

A well done review

- strengthens the Concept Note
- ensures alignment of the project to higher level objectives (development)
- enriches understanding of the topic at stake among all involved in the review.

Thank you!

2.6.18 Adapted from IFPRI-ISNAR-ARDSF

Reviewing concept notes and proposals[2]

(Summary of Presentation)

Features of a concept note or proposal review:

When professionals have completed their concept notes (or proposals), an open meeting is called to last for a fixed period of time, say one or one-and-a-half hours. The meeting is chaired by senior management, the Director General, the Deputy Director General, or the Director for Programs.

The group who prepared the CN or proposal, ideally with partner representatives present, is invited to present their project. Other professionals from various disciplines and departments are invited to listen and contribute ideas. This is one aspect of peer review. A representative of the Finance Office is also invited to make inputs to discussions on the project budget. If the organization has a Project Development Officer (PDO) or equivalent, that person should attend and take minutes of the meeting. If there is no PDO, the minutes should be taken by a secretary.

Discussion at a concept note or proposal review:

The Review discussion has four parts. First the *substance* of the project is discussed. Questions may include the quality of the science, the value of the project, the strength of the methodology, etc. Then the group analyzes the *scope* of the project – its size, its staffing, its management, its potential partners, its sites, and related matters. The third topic is the *budget*; the meeting decides if the budget is adequate to achieve the stated objectives. Finally the group discusses the project *presentation*, seeking to make the CN or proposal as attractive as possible to potential donors.

Notes are made of all comments and decisions.

Outcome of a concept note or proposal review:

The purpose of a Review is to move the project along the project development cycle. Depending on the quality of the CN or proposal, the skill of the presenters, the constructive remarks of the peers, and other factors, the outcome of the review will be one of the following:

1. The CN or proposal may be approved for immediate submission to an Institute Committee or to a funding agency, without the need for any changes or improvements.
2. More likely, the CN or proposal will be approved subject to a list of changes recommended by the Review.
3. Occasionally, a CN may be rejected completely. If so, the reasons for the rejection must be clearly spelled out, and the authors must know how they can avoid similar rejection in future.

Note that a proposal will very rarely be completely rejected, since it will have been subject to public scrutiny at the CN stage; any rejection should have happened at the concept stage. Similarly, where a concept note is based on one of the prioritized projects from

[2] *From Marian Fuchs-Carsch. Capacity-building learning module on How to Write Convincing Proposals. The Hague. The Netherlands. ISNAR. 1999/2000*

program planning, it is unlikely that the CN or proposal will be rejected. The more likely outcome would be that revisions may be requested.

The value of open reviews:

Although they take time and involve several people, there are many advantages to organizations in holding open CN and proposal reviews. These include:

- The quality of concepts and proposals are greatly improved by the suggestions of the Review participants.
- Better-quality proposals are submitted to the institutes, partners, and funders, improving the organization's overall relationships and reputation.
- Project budgets are always adequate, and the misery of under-funded projects is avoided.
- Service providers learn to understand the views, goals and objectives of their institutions and senior staff.
- Service providers learn to take and give constructive criticism.
- Service providers learn of the work of colleagues, and may form professional partnerships, thus enhancing the quality and relevance of their projects.
- Morale is enhanced, since decisions are made in public, and the reasons for decisions are given.
- Reviews provide an opportunity for project related professionals to gather and share ideas.

The peer review process[3]

Part of the concept or proposal review involves the process of peer review, when colleagues read and comment on each other's work. Peer review is a generic tool that can be used in a number of circumstances, not just project development. The following article gives additional details on the features of peer review and its potential uses.

1. Peer review (sometimes called expert review) is the most common method of assessing the scientific merit of project proposals. In this method, other scientists, working either in the same field as the project they are reviewing or in a closely related one, are asked to assess the conceptual and technical soundness of a proposed project.
2. The premise of peer review is that only people with technical knowledge of a project area can give constructive criticism to improve the design of a proposed project. Peer reviewers certify the validity of proposed procedures, establish the credibility of proposed results, and help ensure that scarce resources are allocated to those projects with the greatest chance of success.
3. There are advantages and disadvantages to using peer reviews; some of these may indicate that external reviewers are needed.
4. One example of the list of criteria used by peer reviewers for project proposals comes from PCARRD (Philippine Council for Agriculture, Forestry, and Natural Resources Research and Development):
   - Are the objectives and outputs adequate, clear, and attainable?
   - Is the methodology sound?
   - Is the schedule workable?
   - Is the budget reasonable?
   - Are there project staff (researchers and/or others) and support staff capable of carrying out this project? Are they available to work on it?
   - Does this project contribute to the thematic program area to achieve its strategic objective?
   - Does this project duplicate any ongoing projects?
5. To this can be added an important criterion:
   - Is the project fundable?
6. If several realistic proposals for the same project or the same funders have been prepared, the peer review will have to choose one proposal from among those developed and give recommendations to improve it.
7. The peer review also has other uses in the management of projects. These include:
   - allocation of research investment to institutes, programs, and projects,
   - evaluating the impact of research and development,
   - improving the management of the institute,
   - orienting program planning,

[3] *From Marian Fuchs-Carsch. Capacity-building learning module on How to Write Convincing Proposals. The Hague. The Netherlands. ISNAR. 1999/2000*

- evaluating the achieved progress in a given field,
- assessing staff performance,
- receiving competitive funds.

8. In reviewing proposals for external funding agencies, it will be important to have senior administrative staff attend the proposal review to contribute their views on the likely acceptability of project elements to potential funders, and to make suggestions on the presentation of the proposal and its budget.

9. If the proposal is approved by peers and senior staff, it is time to prepare a good covering letter and submit, and then track the proposal.

Exercise 6. Concept note review

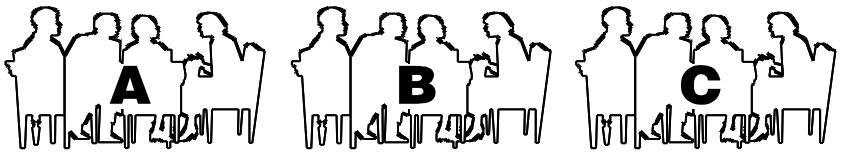
(Role Playing)

Introduction: *One concept note from the previous session* has been selected by the workshop groups to be the source of review during this session. The concept note is going to be reviewed in this exercise. The exercise consists of a mock concept review of the type recommended for your organizations. The exercise should a ***total of 2 hours 15 minutes*** do demonstrate how much a project design can benefit from an open review and discussion among colleagues. The concept note will be reviewed for issues of substance, budget, and presentation. The purpose is to strengthen the future development of the project.

Phase 1. Defining roles *(10 minutes)*

1. Form three groups of participants.

Group A will be composed of the 'parents' or authors and partners responsible for



designing the concept note. They will be responsible for making a presentation to the review meeting, and for ensuring they understand all the comments made by other groups.

Group B will be composed of other staff, from various disciplines. Their job is to critically review the concept note and make suggestions on how it can be improved.

Group C will be made up of other members who will play the role of senior management. They will elect a mock DG who will act as the chair of the review. Other members of this group may take the roles of finance office representative, program leader, funder representative, visiting fellow scientist, etc.

Phase 2. Preparation for the event: considering issues and approaches *(20 minutes*)

Members of each of the three groups get together to plan what they will say during the concept review. They know that the review will have four components, each to last about 15 minutes. Under those components, some of the following questions may be asked:

Issues of substance: Does the project concept note contribute to an important development objective? Does it contribute to the respective program area objectives at the organization? Is the topic important? Have the beneficiaries been consulted? Is the project gender sensitive? Are women and men interested in the project? Is the project content of good quality? Is the delivery method valid? Can the methodology be improved?

Issues of scope: Is the project the right size? Does it have the right number of sites to meet expected results? Are the sites the best ones? Is the project properly staffed? Would it be improved with more or different people? Will the equipment be adequate? Is the proposed project management going to be adequate? Would a workshop enhance the value of the project? How can the scope of the project be improved?

Issues of budget: Has a budget been prepared? Does the bottom-line look greedy? Is the budget adequate to achieve the objectives? Have the designers left out anything? What should the authors be sure to do when preparing the full proposal budget?

Issues of presentation/attractiveness to the organization overall program areas, funders, partners, stakeholders: Does the project have a catchy title? Is the objective clear and measurable? Have the authors clearly stated what development objective the project contributes to? Is the problem being addressed urgent? Have the authors articulated relevant work previously done in pursuit of the same development objective? Are there problems of duplication — might someone already have done this work? What will be the impact of the project? How soon will the impact be felt? Do the authors say how they propose to measure impact? How can the presentation be improved?

Phase 3. Conducting the review (*1 hour 10 minutes)*

In preparation, the seating is arranged in a U-shape to accommodate Group C sitting as Management at the top of the U, with the other two groups on either side.

Role Playing:

1. Group A is invited by the Chair to make a short (10 minutes maximum) presentation of their project concept note.
2. The Chair allows comments from Group B on any aspect of the concept note for a maximum of 10 minutes.
3. The Chair then announces that the Review will now consider different aspects of the concept note, hopefully with a view to being able to approve its submission to become part of the portfolio of projects for the specific program area in a given period, and also to become a potential project to be presented to a funding agency; most likely with many suggestions for improvement.
4. The Chair then opens discussion on the **substance** of the concept. Discussion is allowed to last only 20 minutes. The facilitator keeps the time. All participants are allowed to take part in the discussion.
5. The Chair then moves the discussion to the **scope** of the concept. Discussion is allowed to last only 20 minutes. The facilitator keeps the time. All participants are allowed to take part in the discussion.
6. The Chair then moves the discussion to the **budget**. The discussion is opened by the Group C person acting as the Finance Office Representative. Group A is allowed to respond to his questions, then the floor is open to anyone. Discussion is only allowed to last 10 minutes. The facilitator keeps the time.
7. The Chair then moves the discussion to the **presentation** of the concept note. The Funding Agency Representative may lead this discussion. Group A is allowed to respond, then the floor is open to the whole group. Discussion is limited to 10 minutes. The facilitator keeps the time.
8. At this point, Group C may wish to confer briefly to consider their recommendation, but given the previous discussion, that decision may already be quite obvious. The Chair sums up the discussion and announces management's decision. A few minutes are allowed for comments on the decision from the floor, if necessary. This phase is allowed to last 5 minutes.

Phase 4. Lessons learned *(35 minutes)*

9. Each group is asked to participate in turn in a discussion of the lessons learned from the exercise. Was the open review a success? Would they want such a review process in their organization? What were the strengths and weaknesses of the approach and the exercise?

10. The facilitators and subject-matter specialists close the session with special remarks and feedback on the usefulness of the exercise.

SESSION 7 Formulation of an engendered logical framework

Instructions to Learning Facilitators

TIME FRAME

Presentation and exercises: *4 hours 15 minutes*
Tea/Coffee Break: *15 minutes*
Feedback of day's activities and PAPA: *15 minutes*

PROCEDURE

Learning strategies or facilitation techniques: presentation, group work and plenary exercise.

OBJECTIVES

By the end of this session, the participants are able to do the following:

- Use the logical framework approach to break down the project hierarchy of objectives: goal, purpose, outputs and activities.
- Practice using the logical framework in the project planning process.
- Ensure that the logical framework is engendered.

Use PowerPoint to present the objectives.

PRESENTATION

(experience) Give a brief presentation focusing on the importance of project hierarchy of objectives (goal, purpose, outputs and activities) and the use of the logframe. Use PowerPoint to support your presentation. At the end of the presentation ask the participants if they have any comments or questions, or if they need clarifications (*30 minutes*).

EXERCISE 7

Constructing an engendered project logframe for your identified project *(3 hours 45 minutes)*

(experience) Invite the participants to form the same interdisciplinary groups which worked on the concept note the previous day. Ask each group to elect a rapporteur.

(experience, process) Invite a volunteer to go over the guidance of Exercise 7 carefully. At the end, ask participants if the exercise guidance is clear. Remind the participants that a logical framework is an instrument for verification and synthesis. It helps to synthesize the different elements of the project (goal, objective, outputs and activities) and to verify if these elements have been articulated in a logical manner (*5 minutes*).

Phase 1. Interdisciplinary group work: preparation phase (*25 minutes*)

(process, generalization) Encourage the participants to go through the tasks — as guided by the exercise sheet — to be able to complete this session well. They are expected to read texts, discuss issues, and review the contents of the project concept note developed and reviewed the previous day to make sure they understand their task of designing an engendered logframe. Remind them that they need to feel confident with all the information to proceed to the next phase.

Phase 2. Constructing an engendered logframe for your project (*2 hours*)

(generalization, application) Remind the participants that you are available to assist them closely in this phase. If any question and/or doubts arise in relation to application of the knowledge, they are welcome to approach and ask for your help. Walk around the L&CB hall while the participants work. Be attentive and interested in their work and learning.

(generalization, application) Make sure you ask them to follow the guidance of the session's handouts to **construct the logframe** carefully, step by step. Emphasize the use of the matrix available as Handout 2.7.5 to record the results of this exercise. Remind the rapporteurs to compile the groups' inputs on computer to present the groups' results during the next phase.

Phase 3. Recording lessons learned during this process (*15 minutes*)

(generalization) Invite the participants to record lessons learned from each member of their group and make sure they understand that these lessons could be a very important source of information during the plenary discussion.

Phase 4. Reporting and discussion (*60 minutes*)

(generalization, application) The rapporteurs present the results to the audience. Remind them of the time available for this phase. Encourage discussion after each presentation and at the end invite participants to provide a few lessons learned during this session.

(generalization, application) The facilitator asks the participants to provide feedback, reinforces the application of aspects related to engendering project logframes, and provides feedback on the skills development during this session.

CLOSURE

Closure (*5 minutes*)

(application) Ask a few volunteers to share on: 'How would you apply the skills developed during this session in your job environment?' And 'How could you summarize the implications of this new learning among your peers who did not attend this workshop?' And 'What could you do to assist them (peers) in this regard?'

(generalization, application) At the end, provide them with some feedback, summarize your views on the application of skills and close the session.

FEEDBACK AND PAPA

Feedback on the Day's Activities and PAPA
(*15 minutes*

By the end of this session participants will be able to do the following:

- Provide feedback on the day's activities.
- Consider possible actions they would like to take in their own organizations.

Individual exercise using the attached handouts at the end of this session

(generalization, application) Ask the participants (1) to take some time to jot down some action ideas they may have as a result of the day's activities (PAPA) and (2) reflect on the day's activities to provide feedback i.e. strengths, weaknesses and how to improve the day.

Make transitions for the next day's sessions and close the day.

Session 7 PowerPoint Presentation

Engendered Orange-Fleshed Sweetpotato Project Planning, Implementation, M&E

Volume 2 - Session Seven
Formulation of an Engendered Logical Framework

2.7.1 Adapted from IFPRI-ISNAR-ARDSF

Objectives
Volume 2 - Session Seven

At the end of this session, participants are able to:

- Define a logical framework as an instrument for verification and synthesis
- Use the logical framework approach to break down the project objective into outputs and to establish links between activities, outputs, the objective, and the goal

2.7.2 Adapted from IFPRI-ISNAR-ARDSF

Objectives of Session Seven (cont´d)

At the end of this session, participants are able to:

- Demonstrate how to use the logical framework in the project planning process
- Construct an engendered logical framework for your research and development project

2.7.3 Adapted from IFPRI-ISNAR-ARDSF

Logical Framework

A tool to help in:

- planning
- monitoring
- evaluation
- of research and development projects

2.7.4 Adapted from IFPRI-ISNAR-ARDSF

Logical Framework

	Narrative Summary	Objectively Verifiable Indicators (OVI)	Means of Verification (MOV)	Important Assumptions
Goal				
Purpose (Objective)				
Outputs				
Activities				

2.7.5 Adapted from IFPRI-ISNAR-ARDSF

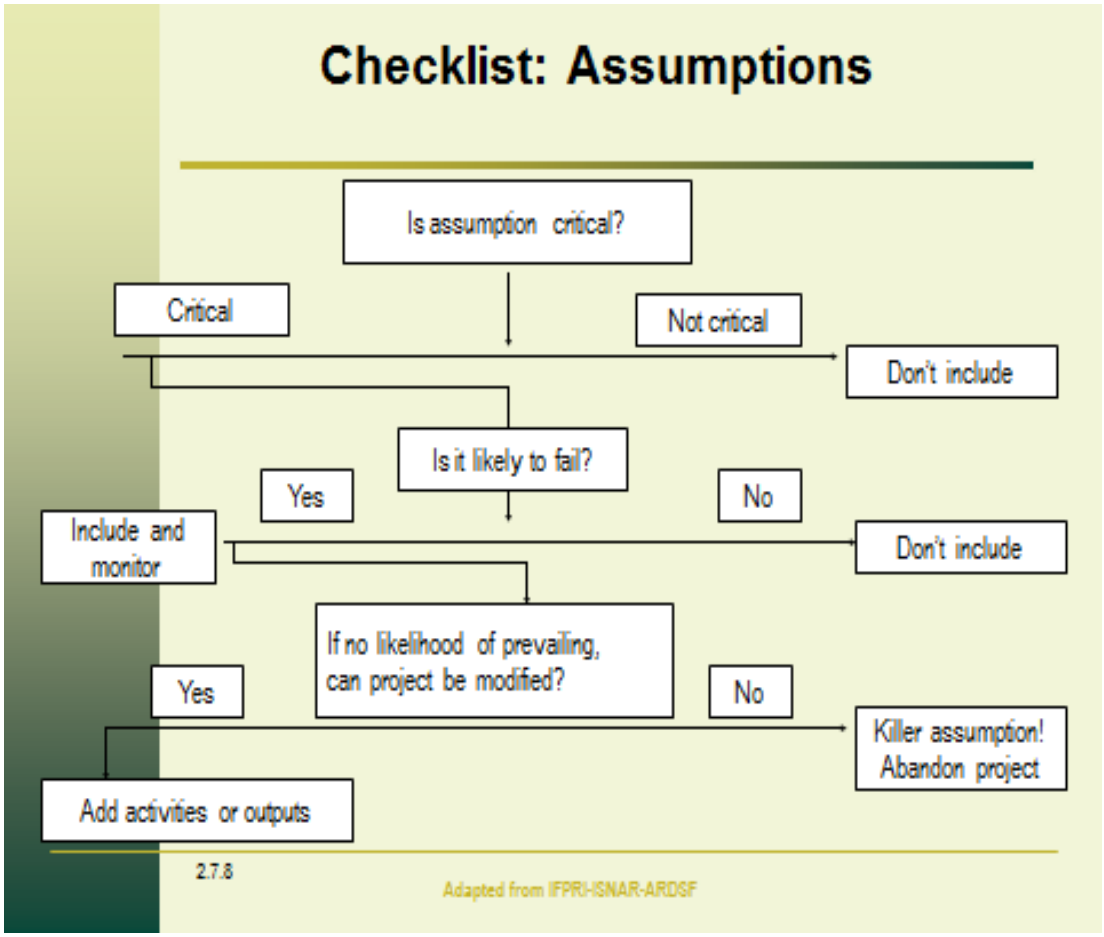
Objectives	Measurable indicators	Means of verification	Important assumptions
GOAL: (TPA OBJECTIVE) Wider problem the project will help to resolve	Quantitative ways of measuring or qualitative ways of judging claimed achievement of goal	Cost-effective methods and sources to quantity or assess indicators	**(Goal to supergoal)** External factors necessary to sustain objectives in the long run
PURPOSE: (PROJECT OBJECTIVE) The immediate impact on the project area or target group, i.e. the change or benefit to be achieved by the project	Quantitative ways of measuring or qualitative ways of judging claimed achievement of purpose	Cost-effective methods and sources to quantity or assess indicators	**(Purpose to Goal)** External conditions necessary if achieved project purpose is to contribute to reaching project goal
OUTPUTS: These are the specifically deliverable results expected from the project to attain the purpose	Quantitative ways of measuring or qualitative ways of judging timed production of outputs	Cost-effective methods and sources to quantity or assess indicators	**(Outputs to Purpose)** Factors out of project control which, if absent, could restrict progress from outputs to achieving project purpose
ACTIVITIES: These are the tasks to be done to produce the outputs	**INPUTS:** This is a summary of the project budget (sub-budgets and total)	Financial outturn report as agreed in grant agreement	**(Activity to Output)** Factors out of project control which, if absent, could restrict progress from activities to achieving outputs

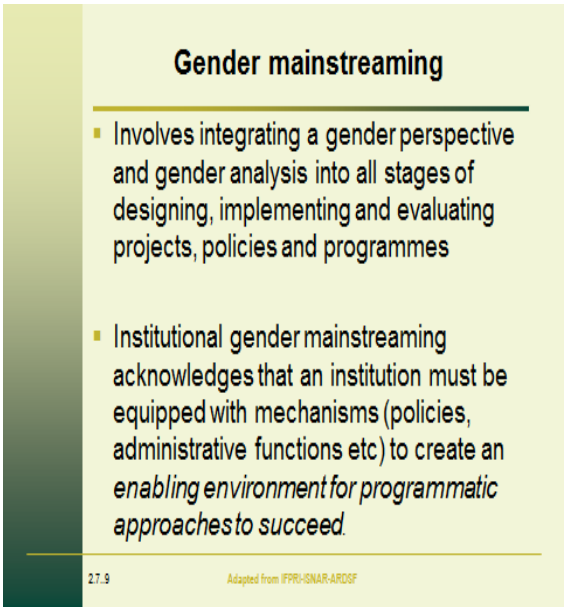
2.7.6

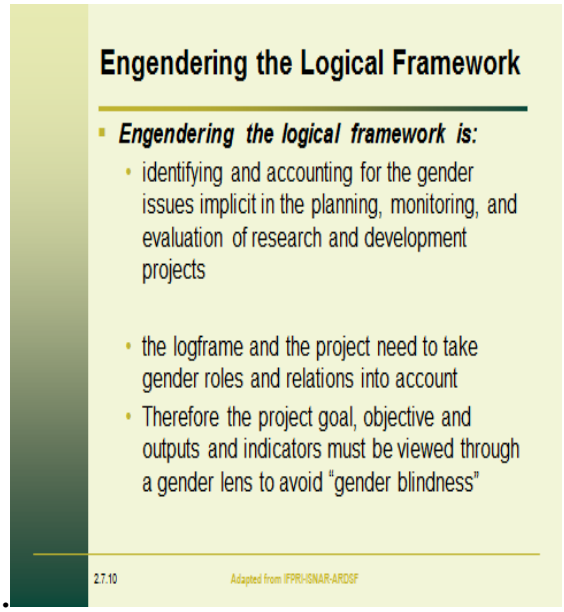
If - Then Properties of the Logframe Matrix

	Narrative Summary			Important Assumptions
Goal				
Project objective (Purpose)	Yes			and
Outputs	Yes			and
Activities	Yes			and

2.7.7 Adapted from IFPRI-ISNAR-ARDSF


Checklist: Assumptions
Is assumption critical?
Critical
Not critical
Don't include
Is it likely to fail?
Yes
No
Include and monitor
Don't include
If no likelihood of prevailing, can project be modified?
Yes
No
Killer assumption! Abandon project
Add activities or outputs
2.7.8
Adapted from IFPRI-ISNAR-ARDSF


Gender mainstreaming
Involves integrating a gender perspective and gender analysis into all stages of designing, implementing and evaluating projects, policies and programmes
Institutional gender mainstreaming acknowledges that an institution must be equipped with mechanisms (policies, administrative functions etc) to create an enabling environment for programmatic approaches to succeed.
2.7.9
Adapted from IFPRI-ISNAR-ARDSF


Engendering the Logical Framework
Engendering the logical framework is:
identifying and accounting for the gender issues implicit in the planning, monitoring, and evaluation of research and development projects
the logframe and the project need to take gender roles and relations into account
Therefore the project goal, objective and outputs and indicators must be viewed through a gender lens to avoid "gender blindness"
2.7.10
Adapted from IFPRI-ISNAR-ARDSF

How should logframes be engendered?

- Use gender analysis to inform process
- Determine the extent to which men and women differ:
  - in their access to and control over resources
  - encounter different constraints and opportunities in society
  - whether differences are at household, community, or state levels

2.7.11 Adapted from IFPRI-ISNAR-ARDSF

Gender analysis

- Collection, examination and interpretation of information about the different roles, experience, capacities, needs, constraints and priorities of women and men
- Who does what? How? Where? When? Why? (Labour)
- Who uses what? How? Where? When? Why? (Access)
- Who controls what? How? Where? When? Why? (Decision-making and control = power)
- Who knows what? How? Where? When? Why? (information = power)
- Who benefits from what? How? Where? When? Why? (benefit-sharing)
- Who is included in what? How? Where? When? Why? (participation)

2.7.12 Adapted from IFPRI-ISNAR-ARDSF

How should logframes be engendered?

- *Ask the right questions* to the various parts of the logframe: goal, purpose, outputs and activities
- Examples of questions to be asked:
- At goal level: *Do gender relations in any way influence the project goal?*
- At purpose level: *Does the project have a gender-responsive objective?*

2.7.13 Adapted from IFPRI-ISNAR-ARDSF

How should logframes be engendered? (cont´d)

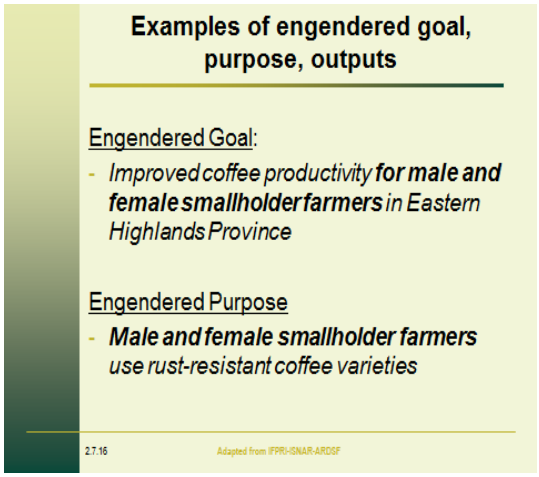
- *Examples of questions* to be made:
- At outputs level: *Is the distribution of benefits taking gender roles and relations into account?*
- At the activities level: *Are gender issues clarified in the implementation of the project (e.g. workplans)?*

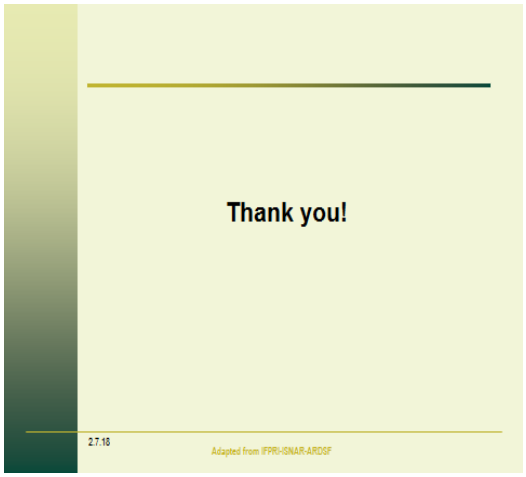
2.7.14 Adapted from IFPRI-ISNAR-ARDSF

Partially Engendered Logical Framework

	Narrative Summary	Objectively Verifiable Indicators (OVI)	Means of Verification (MOV)	Important Assumptions
Goal	Improved market access for female and male cocoa farmers	Rural household incomes increased by 5% by EOP	World bank country statistics	
Project Objective (Purpose)	Improved volume and quality of cocoa sold by female and male smallholders	Cocoa sales by smallholders increased by 25% by 2020 Over 80% of cocoa sales attain top grade	Annual and end of project reports	Cocoa export market remains favourable
Outputs	1. Female and male farmers use improved varieties 2. Female and male farmers have improved access to and use local processing facilities	•Two hybrid varieties released and widely adopted by 2015 •All cocoa farmers in Gazelle District are no more than 2 km from a processing facility	Project reports, publications	Agricultural inputs available on local markets
Activities	1. Import and test hybrid lines from XXX 2. Secure funds to set up processing plants in villages in Gazelle District	1. 18 person-months breeder 2. 24 person-months technicians 3. $ 10 million	Receipts Financial statements Employment contracts Payment vouchers	

2.7.15 Adapted from IFPRI-ISNAR-ARDSF


Examples of engendered goal, purpose, outputs
Engendered Goal:
- Improved coffee productivity for male and female smallholder farmers in Eastern Highlands Province
Engendered Purpose
- Male and female smallholder farmers use rust-resistant coffee varieties
2.7.16
Adapted from IFPRI-ISNAR-ARDSF


Thank you!
2.7.18
Adapted from IFPRI-ISNAR-ARDSF

Project logical framework

(Summary of Presentation)

1. The development of the project objective (purpose) constitutes the first step of the project management cycle.

2. During program planning, thematic outputs are often identified as potential project objectives (purposes). At this level of planning, it is assumed that a set of related projects could deliver program purpose.

3. Thus, project objectives represent important components of a development objective/result.

4. To achieve the project objective (purpose), a set of related outputs must be delivered. Each of these outputs will be delivered by implementing a set of project activities.

5. The logical framework is a tool that can help project managers to ensure proper planning, monitoring and evaluation of the project. It helps those who conduct planning and evaluation to specify the key elements of the project, and to identify the logical links between the identified needs and the developed objectives.

6. The logical framework is an instrument for verification and synthesis. It helps to synthesize the different elements of the project (goal, objective, outputs and activities) and verify if these elements have been articulated in a logical manner. The indicators and the means of verification developed in the logical framework represent the basis for monitoring and evaluation.

7. The logical framework is composed of a 4 x 4 matrix (Figure 2.1) in which the rows represent the goal, the objective (or purpose), the outputs and the necessary activities (the vertical logic); the columns indicate how realization of these objectives can be verified (the horizontal logic). The logical framework also takes into account the external environment of the project. In the last column, it identifies external factors (important assumptions) that should hold in order to move from one row to the next row above. Therefore, if a set of activities are done and certain conditions hold, expected outputs can be delivered; if the set of outputs are delivered and certain conditions hold, then the purpose can be achieved; if the purpose is achieved and certain conditions hold, then the project contributes to the goal.

Example of the Vertical Logic[4]

8. From the bottom to the top in the left column is a 'narrative summary' of the four levels of objectives of a project, including the activities, outputs, purpose and goal. It should provide a clear, concise statement of the project objective and indicate the plausibility of the assumed linkages between levels.

[4] *McLean, D.. 1988. The logical framework in research planning and evaluation. Working paper no. 12. The Hague, The Netherlands: I SNAR. (revised 1996)*

9. Activities are the actions needed to achieve each output. In research/development projects, these may include experimental tasks, studies, training, capacity building, improvement management processes, information exchange, etc. Activities are usually described in the methods section of a proposal. Activities are accomplished with inputs which comprise the needed manpower, infrastructure, equipment, supplies, support services and funds. The specific requirements are defined from the development of an operational work plan. In project activities, it is also valid to include leadership and management as inputs.

10. Outputs include research studies, training, or other results derived directly from the management of activities. For example, a coffee breeding project within the productivity improvement program with sufficient manpower, facilities, and support (inputs) would be expected to perform activities which should result in the identification or development of new varieties with certain targeted characteristics in an estimated time frame (outputs).

11. The purpose is what the project is expected to achieve once completed. In the example of a breeding project, it is assumed that if a variety is identified with the desired characteristics (output), and multiplication and distribution systems are developed (output) or already exist (assumption), then that variety will be appropriate and adopted by farmers (purpose) and productivity will increase (goal).

12. The goal is the greater reason for undertaking the research/development project. It is usually a higher-level objective for which the attainment of a project objective is necessary but not always sufficient. Here, using the coffee productivity improvement program example, the expectation is that if better coffee varieties are available (output), farmers will adopt them (purpose), thereby contributing to a goal (program objective) of improved coffee productivity. It should be evident that improved coffee variety alone is not sufficient to ensure improved productivity of coffee, which would also require improved soil fertility management, general husbandry practices and effective pest and disease control, among other factors.

13. A direct cause-and-effect relationship is presumed between activities, outputs and purpose. This cause-and-effect linkage can be expressed in terms of an IF-THEN relationship.

14. IF activities are undertaken, and appropriate assumptions hold, THEN outputs will be produced.

15. IF outputs are produced, and appropriate assumptions hold, THEN the purpose will be achieved.

16. The relationship between purpose and goal is less direct and causal, since many exogenous factors may influence goal attainment. In this case, achieving the project purpose is considered necessary but not sufficient for achieving the goal.

17. IF the purpose is achieved, THEN the goal may be achieved if other causal factors are also active.

18. At the activities-outputs-purpose levels, the project manager has a great deal of influence over the attainment of objectives. At all levels, the assumptions listed

should indicate the necessary conditions for achieving the planning objectives. Evaluators should be able to articulate clearly the cause-effect relationship which was presumed when a given objective was assigned to the project.

The Horizontal Logic

19. The second column, *objectively verifiable indicators (OVI)*, specifies the type of evidence needed to verify the achievement of objectives at each level, and the third column, *means of verification (MOV)*, indicates how that evidence can be found and measured. Both have consequences for monitoring and evaluation:

    - they define the data collection and reporting requirements during the implementation of the activity (monitoring)
    - they define from the outset of an activity the standard against which actual results will be measured (evaluation)

20. Indicators and their means of verification must be carefully selected. Because there are costs associated with collecting and analyzing data, indicators should be kept to a minimum. They should:

    - clearly indicate the criteria for attaining objectives;
    - specify the nature, quantity, quality and time required for the objective to be achieved; location may also be important;
    - be of an appropriate scale and focus on key processes
    - be sufficient in number and detail to adequately measure the achievements of objectives
    - be independent of the biases of evaluators, and
    - be objectively verifiable and unambiguous.

21. Indicators for the activities of a project are easy to determine, since they can be expressed in terms of resources of events such as personnel time, supplies used, courses attended, or funds expended. These inputs are usually specified, and can be measured or assessed; verifying that activities are proceeding as planned requires tracking actual inputs against proposed inputs in a given time frame, for instance, by keeping logs of staff time and activities undertaken.

22. Monitoring project leadership, project quality, and management procedures is more difficult and must be dealt with in more qualitative ways, such as through peer review and regular reporting.

23. When selecting indicators at the outputs level, it is helpful to think of the expected output and purpose of the activity in terms of targets, answering the questions of what? How many? With which characteristics? And when?

24. At the activities-outputs-purpose levels of inquiry, documents of program planning meetings, quarterly and annual project reports, proposals, survey results and technical publications can be used to evaluate project implementation. In an ideal system, these reports would have been routinely gathered and monitored by technical staff and management to identify implementation problems.

25. The last column, *important assumptions*, lists those factors that are not controlled by the project but which influence its implementation and chances of success. For example, fixed national commodity prices could influence the purpose-to-goal relationship by making maize production unattractive, even if better technology is available. Assumptions at this level are often difficult to influence, but they should be defined in advance and monitored.

26. The assumption column is meant to keep decision makers realistic in their expectations; if a situation looks particularly hopeless, these leaders should reorient their projects to take this into account. Assumptions are particularly important for project managers at the activities and output levels, where the list of assumptions serves as a red flag to management that they must *actively* monitor and assure that the conditions listed are achieved.

27. The terminology used to describe the different rows of the 4x4 matrix varies. US organizations prefer to use: goal, objective, results, activities; European organizations are more used to: goal, purpose, outputs, activities, and other organizations may even use the terms in a different order. This can indeed be quite confusing, but it should be kept in mind that the definitions are the same.

28. Research and development projects must be engendered. ***Engendering the logical framework is:***

    - identifying and accounting for the gender issues implicit in the planning, monitoring, and evaluation of research and development projects
    - taking the gender roles and relations into account in the logframe and the project
    - viewing the project goal, objective, outputs and indicators through a gender lens to avoid ‘gender blindness’

29. How should logframes be engendered?

    - Use gender analysis to inform process
    - Determine the extent to which men and women differ:
        - in their access to and control over resources
        - encounter different constraints and opportunities in society
        - whether differences are at level household, community, or state levels
    - Ask the right questions to the various parts of the logframe: goal, purpose, outputs and activities.

Objectives	**M&E and Impact Assessment Tools**		**Important Assumptions**
	OVI	**MOV**	
Goal (Program Objective)	Organizational objective indicators	Program reports	
Purpose (Project Objective)	Project objective indicators	Project reports	
	Output indicators	Activity reports	
Activities	Inputs		

Figure 2.1: Logical Framework Matrix

Objectives	Measurable indicators	Means of verification	Important assumptions
GOAL: (TPA OBJECTIVE) Wider problem the project will help to resolve	Quantitative ways of measuring or qualitative ways of judging claimed achievement of goal	Cost-effective methods and sources to quantity or assess indicators	**(Goal to Super goal)** External factors necessary to sustain objectives in the long run
PURPOSE: (PROJECT OBJECTIVE) The immediate impact on the project area or target group, i.e. the change or benefit to be achieved by the project	Quantitative ways of measuring or qualitative ways of judging claimed achievement of purpose	Cost-effective methods and sources to quantity or assess indicators	**(Purpose to Goal)** External conditions necessary if achieved project purpose is to contribute to reaching project goal
OUTPUTS: These are the specifically deliverable results expected from the project to attain the purpose	Quantitative ways of measuring or qualitative ways of judging timed production of outputs	Cost-effective methods and sources to quantity or assess indicators	**(Outputs to Purpose)** Factors out of project control which, if absent, could restrict progress from outputs to achieving project purpose
ACTIVITIES: These are the tasks to be done to produce the outputs	**INPUTS:** This is a summary of the project budget (sub-budgets and total)	Financial outturn report as agreed in grant agreement	**(Activity to Output)** Factors out of project control which, if absent, could restrict progress from activities to achieving outputs

Figure 2.2. DFID Logframe guide[5]

Note: Where DFID contribution is towards a larger project, the logframe submitted should apply to the whole project with the DFID supported elements highlighted as the level of purpose, outputs and activities. This allows us to understand how DFID support fits into the overall project.
{Also to be considered: Value for money; Magnitude of benefit; Likelihood of benefits.}

[5] *As received via CARE UK 12/97*.

Gender analysis and the logical framework[6]

Engendering the logical framework is about identifying and accounting for the gender issues implicit in the planning, monitoring, and evaluation of research and development projects. The conventional use of the logframe warrants critique because it has often been 'gender blind' with insufficient attention paid to the nature of the process behind its preparation and use. For agricultural R&D monitoring and evaluation, the logframe needs to take gender roles and relations into account.

Since a logframe is a summary of the project and is subsequently used for monitoring and evaluating the project and reporting on performance and impact, there is a strong risk that participatory inputs into project formulation will be lost in the construction and text of the logframe itself. An iterative, participatory process of assessing needs and brainstorming various components of the logframe/project is needed. To strengthen the accountability of the project to its participants, the critical components of the logframe to be reviewed include the project's **inputs** (resources) and anticipated **outputs** (results).

An **engendered logframe** means that the process of planning a project, as well as each component of the logframe matrix, is seen through a 'gender lens.' This lens is informed by gender analysis, which is a methodology to investigate the socially constructed differences between men and women, and between men or women themselves. These differences determine the extent to which men and women vary in their access to and control over resources and encounter different constraints and opportunities in society, whether it is at the level of the household, community, or state. By asking the right questions, established patterns of gender inequality and inequity can be exposed, explored, and addressed (see Table 2.1).

Tables 2.2 and 2.3 are examples of a logframe **before and after** it is seen through a 'gender lens.'

Note the differences in the description of the goal. Not all agricultural research and development projects have a gender issue implicit in the statement of the goal or purpose.

However, at the level of outputs and inputs, gender issues are relevant when addressing issues such as household food security, environmental conservation and alleviation of poverty. These need to be reflected in the indicators as well as data sources for their verification.

[6] *Extracted from Helen Hambly Odame (2000). 'Session 5: Engendering the Logical Framework' L&CB module on Gender Analysis and Monitoring and Evaluation: the engendered logframe approach, ISNAR/FAO.*

Table 2.1: Questions for engendering the logframe

	Narrative summary	**Objectively verifiable indicators (OVIs)**	**Means of Verification (MOVs)**	**Important assumptions and Risks**
Goal ***(program objective)***	Do gender relations in any way influence the project goal?	What measures can verify achievement of the gender-responsive goal?	Are the data for verifying the goal sex-disaggregated and analyzed in terms of gender? What gender analysis tools will be used (e.g., in impact assessment)?	What are the important external factors necessary for sustaining the gender-responsive goal?
Purpose ***(project objective)***	Does the project have a gender-responsive objective?	What measures can verify achievement of the gender-responsive objective?	Are the data for verifying the project purpose sex-disaggregated and analyzed in terms of gender? What gender analysis tools will be used (e.g., in Rapid Rural Appraisal exercises)?	What are the important external factors necessary for achieving a gender-responsive objective?
Outputs	Is the distribution of benefits taking gender roles and relations into account?	What measures can verify whether project benefits accrue to women as well as men, and the different types of women engaged in or affected by the project?	Are the data for verifying project outputs sex-disaggregated and analyzed in terms of gender? What gender analysis tools will be used (e.g., in participatory field evaluations)?	What are the important external factors necessary for achieving a gender responsive project objective?
Activities	Are gender issues clarified in the implementation of the project (e.g., in work plans)?	**Inputs:** What goods and services do project beneficiaries contribute to the project? Are contributions from women as well as men accounted for? Are external inputs accounting for women's access to and control over these inputs?	Are the data for verifying project activities sex-disaggregated and analyzed in terms of gender? What gender analysis tools will be used (e.g., in monitoring the activities)?	What are the important external factors necessary for achieving the outputs (specifically benefits to men and women)

Table 2.2: (BEFORE) Coffee Productivity Improvement through Rust Resistance in the Eastern Highlands Province.

Narrative summary	Objectively verifiable indicators (OVIs)	Means of verification (MOVs)	Important assumption and risks
Goal: Improved coffee productivity for smallholder farmers in Eastern Highlands Province	Farmers in 10 districts of EHP increase average yield of coffee by 20% by 2020	Baseline data and project monitoring reports	Coffee prices remain high enough to provide an incentive to farmers
Purpose: 1. Farmers use rust-resistant coffee varieties	1.1 At least 50% of farmers in the 10 districts of EHP adopt rust resistant coffee varieties	1.1. Adoption study reports 1.2. End-of project reports	**Purpose to Goal** Farm inputs, including tools and fertilizers available on local market
Outputs: 1. Rust-resistant coffee varieties identified 2. Planting material multiplication: capacity of CIC and selected private nurseries increased 3. CIC research capacity in plant pathology and breeding increased 4. Information network for researchers in coffee breeding established	1.1 4 rust resistant varieties identified by 12/2013 2.1 CIC and private nurseries producing 2000 metric tons of planting material annually by 12/2015 3.1. 2 coffee breeders, 2 plant pathologists trained by 2/2012 4.1. Research methods/results disseminated through semiannual network reports and conferences from 2002-2004	1.1. Research reports Publications 2.1 CIC and private nursery records, Monitoring mission reports 3.1 Project progress reports, L&CB records, institute personnel records 4.1 Network newsletters and mailing lists, Reports on conferences	**Output to Purpose** DPI and NGOs are willing to partner with CIC to train farmers
Activities: 1.1. Obtain rust-resistant lines 1.2. Plant test plots 1.3. Harvest and measure yields 1.4. Analyze and report results 2.1. CIC and private nurseries multiply rust-resistant planting material 3.1 Conduct	**Inputs/Resources:** Technical assist: PGK million researchers 4.5 progr. leadership 0.6 network coord. 0.2 peer reviewers 0.4 Equipment/supplies 2.3 Operating funds 0.9	1.1. Research proposals, peer review plan, project disbursement records 2.1 Project planning and disbursement records 3.1 (same as above)	**Activity to Output** Trained staff continue to work for project Private nurseries continue to have good management Researchers willing to join network

institutional assessment 3.2 Define equipment needs 3.3 Procure and install equipment 3.4 Conduct L&CB assessment 3.5 Identify participants 3.6 Conduct training 4.1. Form secretariat for network 4.2. Mobilize network membership 4.3. Produce newsletter 4.4. Conduct conferences 4.5. Publish findings	*Total* *8.9* Time frame: 2011–2010	4.1 (same as above)	

Source: Example of a Project Logframe by D. McLean for Team Technologies (Monitoring and Evaluation Sourcebook, ISNAR, 1989)

Table 2.3: (AFTER) Project name: Coffee Productivity Improvement through Rust Resistance in the Eastern Highlands Province.

Narrative summary	Objectively verifiable indicators (OVIs)	Means of verification (MOVs)	Important assumptions and risks
Goal: Improved coffee productivity for male and female smallholder farmers in Eastern Highlands Province	Male and female farmers in 10 districts of EHP increase average yield of coffee by 20% by 2020	Baseline data and project monitoring reports, with gender disaggregated data	Coffee prices remain high enough to provide an incentive to farmers Income distribution among men and women is equitable
Purpose: Male and female smallholder farmers use rust-resistant coffee varieties	1.2 At least 50% of male and female smallholder farmers in the 10 districts of EHP adopt rust-resistant coffee varieties	1.3. Adoption study reports with gender disaggregated data 1.4. End-of project reports with gender disaggregated data	**Purpose to Goal** Farm inputs, including tools and fertilizers available on local market and are affordable by male and female farmers
Outputs: 1. Rust-resistant coffee varieties identified with participation of male and female farmers	1.2 4 rust-resistant varieties identified by 12/2013	1.2. Research reports Publications	**Output to Purpose** DPI and NGOs are willing to partner with CIC to train male and female farmers CIC, DPI and NGOs have adequate female extension staff
2. Planting material Multiplication and distribution: capacity of CIC and selected private nurseries increased	2.2 CIC and private nurseries producing and distributing 2000 metric tons of planting material annually by 12/2015	2.2 CIC and private nursery records, Monitoring mission reports, with gender disaggregated data on recipients of planting material	
3. CIC research capacity in plant pathology and breeding increased	3.2. 2 coffee breeders, 2 plant pathologists trained by 2/2012	3.2 Project progress reports, L&CB records, institute personnel records, with gender disaggregated data	
4. Information network for researchers in coffee breeding established	4.2. Research methods/results disseminated through semiannual network reports and conferences from 2012-2020	4.2 Network newsletters and mailing lists, reports on conferences with gender disaggregated data on participation	

Activities:	**Inputs/Resources:**		**Activity to Output**
1.1. Obtain rust-resistant lines 1.2. Plant test plots 1.3. Harvest and measure yields 1.4. Analyze and report results 2.2. CIC and private nurseries multiply rust-resistant planting material 3.1 Conduct institutional assessment 3.2 Define equipment needs 3.3 Procure and install equipment 3.4 Conduct L&CB assessment 3.5 Identify participants 3.6 Conduct training 4.6. Form secretariat for network 4.7. Mobilize network membership 4.8. Produce newsletter 4.9. Conduct conferences 4.10. Publish findings	Technical assist: PGK million researchers 4.5 progr. leadership 0.6 network coord. 0.2 peer reviewers 0.4 Equipment/supplies 2.3 Operating funds 0.9 *Total* *8.9* Time frame: 2011–2010	1.2. Research proposals, peer review plan, project disbursement records 2.2 Project planning and disbursement records 3.2 (same as above) 4.2 (same as above)	Trained staff continue to work for project Private nurseries continue to have good management Researchers willing to join network

Source: Example of a Project Logframe by D. McLean for Team Technologies (Monitoring and Evaluation Sourcebook, ISNAR, 1989)

References

Goetz, A. M. 1997. *Getting Institutions Right for Women in Development*. London: Zed Press.

Guijt, I. and M.K. Shah. 1998. *The Myth of Community: Gender Issues in Participatory Development.* London: Intermediate Technology Publications.

ISNAR. 1996. *Gender Analysis in the Management of Agriculture and Natural Resources Research*. SADC/ESAMI/ISNAR L&CB Module. The Hague, International Service for National Agricultural Research.

Exercise 7: Constructing an engendered project logframe for your identified project

(Interdisciplinary Group Work)

Research and development projects must be engendered. The objective of this session is to enable you to practice ***engendering your project logical framework*** that involves***:*** (1) identifying and accounting for the gender issues implicit in the planning, monitoring, and evaluation of research and development projects (2) taking gender roles and relations into account in the logframe and the project. Therefore, the project goal, objective and outputs and indicators must be viewed through a gender lens to avoid 'gender blindness'

1. Form the same interdisciplinary group that worked together during the development of a concept note the previous day. The group has ***3 hours 45 minutes*** to work on this exercise. Elect a rapporteur. Use worksheet Handout 2.7.5 at the end of this session to prepare your logical framework. *(5 minutes)*

2. Remember that a logical framework is an instrument for verification and synthesis.
3. It helps to synthesize the different elements of the project (goal, objective, outputs and activities) and it helps to verify if these elements have been articulated in a logical manner. The indicators and the means of verification developed in the logical framework represent the basis for monitoring and evaluation. This exercise will also help you to write a full proposal, in the next session.

Phase 1. Interdisciplinary group work: preparation phase *(25 minutes)*

4. Based on this definition, your group has a range of tasks to accomplish during this exercise. Remember that you need to go step by step completing the tasks to be able to do a good job while formulating an engendered logical framework for your project. Your tasks are as follows:
    (a) browse handouts 2.7.2 and 2.7.3.
    (b) discuss the issues presented in the handouts and make sure you and your group members define words related to this session in the same way (this means you need to master the vocabulary very well).
    (c) take the concept note you finished preparing in the previous session and verify if the elements of the project (goal, objective, outputs, and activities) have been articulated in a logical manner. If not, correct them as soon as possible. Remember you have facilitators around to assist you in learning properly how to deal with these issues. Ask questions to learn better!
    (d) remember you are designing an engendered logframe – which you are expected to design from now on for all your projects.

5. Respond to the following questions in your group:
    (a) Have you understood well how to engender your logframe as you complete the task?
    (b) Have you remembered to ask the right questions to the various parts of the logframe: goal, purpose, outputs and activities?
    (c) What are your gaps in knowledge in this regard and your concerns?
    (d) List them in the personal notes, Handout 2.7.6, at the end of this session.
6. After feeling confident with all the information you need, proceed to the next phase.

Phase 2. Constructing an engendered logframe for your project *(2 hours)*

7. Follow the guidance of the handouts above and **construct the logframe** carefully, step by step. Feel free to ask questions. Use the matrix available in Handout 2.7.5 to record the results of this exercise.
8. The rapporteurs compile the groups' inputs on flipchart or PowerPoint to present their groups' results.

Phase 3. Recording lessons learned during this process *(15 minutes)*

9. Record lessons learned from each member of the group. These lessons, which could be a very important source of information during the plenary discussion.

Phase 4. Reporting and discussion *(60 minutes)*

10. The rapporteurs present the results to the audience. Ten minutes are available for each presentation.
11. The facilitator encourages discussion after each presentation and at the end invites participants to provide a few lessons learned during this session.
12. The facilitator asks the participants to provide feedback, reinforces the important aspects of engendering project logframes, provides feedback on the skills development among participants and closes the session.

Exercise 7. Worksheet for the logical framework

	Narrative summary	**Objectively verifiable indicators**	**Means of verification**	**Important assumptions**
Goal				
Purpose				
Outputs				
Activities		**Inputs**		

Exercise 7. Worksheet. Personal Notes

Strengths and Suggestions for Improvement

List up to three things that you liked about the sessions of volume 2.

1.
2.
3.

List up to three suggestions to improve the sessions of volume 2.

1.
2.
3.

Guidelines to Provide Feedback on the Workshop

1. The module

Content

- usefulness/relevance
- amount of information

Structure

- sequence
- duration
- balance between facilitators' and participants' contributions
- instruction to facilitators
- visual aids
- handouts
- extra readings
- PAPA
- Evaluation.

2. Process: L&CB techniques and direction

- usefulness/relevance/effectiveness
- group interaction
- clarity of questions, exercises, instructions
- opening and closure of the days

3. Facilitators' and participants' performance

- presentation/communication skills
- interaction/effective participation
- punctuality/interest/commitment/willingness to facilitate learning/willingness to participate
- other attitudes

4. Logistical support

- organization
- accuracy
- punctuality
- willingness to assist participants, services provided in general

5. Workshop environment

- physical (L&CB facilities, L&CB material, hotel facilities in general)
- psychological (personal feelings such as self-motivation, interest, satisfaction, self-achievement), social (development of friendships, relaxed, comfortable among participants, etc.)

6. Workshop results/outputs

- personal and professional assessment
- recommendations

7. General comments

FIRST STAGE

PAPA—Ideas for Action Items

Workshop title : **Engendered Orange-Fleshed Sweetpotato Project Planning, Implementation, M&E**

Date/venue : _____

Name : _____

Organization : _____

_____

Ideas I would like to try when I return to work at my organization, based on what I have learned in this L&CB workshop.

_____

_____

_____

_____

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Note: You can use the workshop objectives, what you learn during the workshop, the handouts, conversations with participants and facilitators, etc., to come up with ideas.