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# PROJECT MANAGEMENT GUIDELINES



## 1. Part 1 : The role of projects in Girl Guiding/Girl Scouting

### Definitions

A Project by definition is a set of inter-related activities and events that together achieve a specific objective within specified resource (time and cost) limitations. Project management is the process of planning and directing these activities and events from beginning to end in a given time, at a given cost and for a given end result or objective.

### Early experience

From an early age, projects are part of all our lives. Whether they are school study topics, home improvement schemes or social events, they always need to be carefully planned and managed if they are to succeed. Not surprisingly, therefore, most of us have developed some project management skills, long before we become Girl Guides/Girl Scouts.

### Why projects?

Projects undertaken at National or World level contribute towards achieving WAGGGS' Mission: enabling girls and young women to develop their fullest potential as responsible citizens of the world.

Through projects, girls and young women learn skills such as planning, decision-making, management of information, working in a team etc.

Such experiences add to the development of the individuals in preparing them to take an active role as responsible citizens in their own communities and the wider world. Projects can be big or small. They can be devised to have an immediate impact on the girl or be designed to respond to a specific need within the Association. Sometimes a project is drawn up specifically to seek funding to enable you to achieve your goal. Other times a project approach is undertaken to implement activities which do not need extra funding and therefore serves as a systematic approach to planning, implementation and management.

### How WAGGGS' Global Projects enhance the non-formal educational approach

At the heart of Girl Guiding/Girl Scouting is the commitment to the non-formal education process where emphasis is placed on the commitment and responsibility of individuals in pursuing their personal development. Through this process the individuals develop a set of values and attitudes that will guide their lives.

Some of the characteristics of non-formal education are:

- ◆ learning by doing
- ◆ Patrol System/peer group learning
- ◆ progressive learning
- ◆ active co-operation between adults and young people
- ◆ service to the community

Projects at both national and world level enhance the characteristics of non-formal education, providing girls and young women with a unique opportunity to work together as peers, work with adults, work in a team and sometimes undertake projects that serve the community.



At world level WAGGGS has implemented a variety of projects. Some projects are focused on providing resource material to Associations and others are geared towards service to local communities and the wide world.

Current WAGGGS documentation reveals a wide variety of projects and programmes through which the Organization is making an impact on the lives of many girls and young women and the lives of others in the local communities and in the world at large. All require careful planning and management if they are to succeed. The list below presents some examples from key documents.

## WAGGGS Document

*(Title of WAGGGS document from which examples are drawn)*

### **Policy and Supporting Material on the Education of Girls and Young Women in WAGGGS**

### **Building World Citizenship – The WAGGGS Perspective**

### **Health of Adolescent Refugees Project (HARP)**

## Project Examples

*(Selection of project examples taken from the source document)*

### **Adult non-formal education programmes** that relate particularly to preparation for equal partnership:

- decision making
- leadership
- conflict resolution
- understanding and respecting cultural differences.

### **Citizenship projects** organised by the National Organisation throughout the country on:

- Culture and Heritage
- Education
- Peace
- Health
- Environment
- Food and Nutrition.

### **Health of Adolescent Refugees**

- Promoting good healthy habits among refugee adolescent girls.
- Providing information on reproductive health to adolescent refugee girls.

These are just some of the projects that you might be involved with as a WAGGGS Member. There are a great many more.

Part II of these Guidelines presents information on the key principles and objectives associated with project management. They can be used by those of you who manage WAGGGS' or Associations' projects directly as well as those who provide training or supervisory support to project managers. There are five sections covering all stages of the project life cycle from identification, through planning and implementation to monitoring, evaluation and reporting.

Some worksheet style exercises have been included in Part III and these can be applied to your own project to help you develop your own specific project plan or to help you learn through active participation. More sophisticated techniques are described in Appendix A and these will be a relevant tool in trying to secure funds from external funding agencies.



## Part II : Practical Project Management Skills

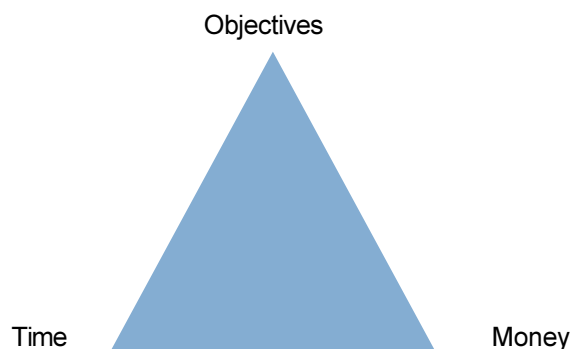
### (i) The Project Life Cycle

It is helpful to think of projects as having a life-cycle with a clear beginning and a defined end. Often projects end because either money or time has run out but projects have only really ended successfully if the objectives have been achieved using the time and money available.

The main stages of the project life cycle are shown below:

STAGE I	STAGE II	STAGE III	STAGE IV	STAGE V
<b>Identification</b>  - the project is thought through	<b>Planning</b>  - the project is planned	<b>Implementation</b>  - the project is carried out	<b>Managing</b>  - the project is being monitored	<b>Completion</b>  - the project ends
- a problem or opportunity is recognised and analysed; - the project purpose is agreed; - resources (people, money and time) are examined; - strategies (ways of achieving the project purpose) are considered.	- objectives are clarified; - strategies are broken down into a sequence of activities or tasks; - decisions are taken about who will do what and when; - budgets are calculated.	- activities begin and are co-ordinated; - information is collected about how well things are proceeding; - problems are resolved; - reports are prepared.	- good communication is essential - consider why you are communicating and to whom - how to monitor the project effectively - data sources which might be used to collect information	- objectives are reached; - evaluation is carried out; - lessons are learned; - sustainability and impact are important issues; - people are given recognition for their achievement

In order to run a successful project, there must be someone responsible for that project - **the project manager**. It is the **responsibility of the project manager** to make sure that a project is worthwhile – that is, that WAGGGS or your National Association will gain the most possible from the investment of time and money proposed. Project management is about recognising that decisions have to be made about the balance between what you can achieve (your *objectives*), time and money and that making a good balance between these factors is your ongoing management task.



Once a project has been identified as a good investment, it must be well-planned and well-managed if it is to succeed. This usually involves organising a group or team of people to get things done. Project managers, must make decisions about who will do what (delegation), how they will do it (working methods), whether they have the skills to do it (training needs assessment), how much time it will take to get things done (scheduling), how much money it will take to get things done (budget preparation), how well things are being done (performance appraisal) and what is being achieved (review or evaluation).

The following sections of these Guidelines give some further information on how these activities fit in with the stages of the project life cycle and how you can be an effective manager during each phase. Worksheets are included in Part III to help you develop your own project plans.

Although the formal language associated with project management is used in these Guidelines, the terms used translate into processes easier to understand. Thus:

- **project identification** = working out your ideas.
- **project planning** = organising your ideas.
- **project implementation** = getting things done.
- **managing information:**
- **monitoring and evaluation** = making sure you know what is happening.
- **documentation and reporting** = recording what is happening and letting other people know about it.
- **project completion** = bringing your project to a close.

## (ii) Stage I: Project Identification

Project identification is the first stage of the project cycle. During this stage, ideas for projects are developed - usually because someone has recognised a problem to resolve or an opportunity for positive change. At this stage, it is very easy to jump in quickly with a solution or a reaction without properly thinking through all the alternatives. However, even a basic **problem/opportunity analysis** of an idea, by people who can reflect on the project idea and share their experiences and suggestions will help to clarify the problem or opportunity and identify all the alternative strategies possible.

In Worksheet 1 in Part III, you are asked to consider your own project idea and discuss your analysis with others.

Sometimes, you may need to gather information before you get to the stage where you can do this kind of analysis. This is usually because you are not certain what the problems or opportunities within your organisation or within a community are. In this case a needs assessment is carried out to identify the full range of perceptions and possibilities. Once you have a specific problem or opportunity in mind, you can also use needs assessment to gather more information to help with project design. In either case, needs assessment begins with making a list of the information you require, to understand more about what could be achieved and how. Worksheet 2 in Part III will help you think about your own information collection needs.



A good needs assessment involves thinking not only about what information you want but who might have an interest in contributing to the development of the project idea. The process of considering who has an interest in the project is sometimes referred to as **stakeholder analysis**. It means making sure that in carrying out your needs assessment you have thought about the following.

- **Who** - has an interest in the project  
- is affected by the project's objectives  
- can influence the project
- **What** - are each stakeholder's problems/interests
- **How** - are these interests going to be addressed by the project.

It is often very helpful to work with a group of people to analyse the problem in some detail rather than try to do the analysis on your own. A useful technique to achieve this is **problem tree diagramming**. This technique examines the causes and consequences of a problem. The diagrams below show how the problem tree is developed:

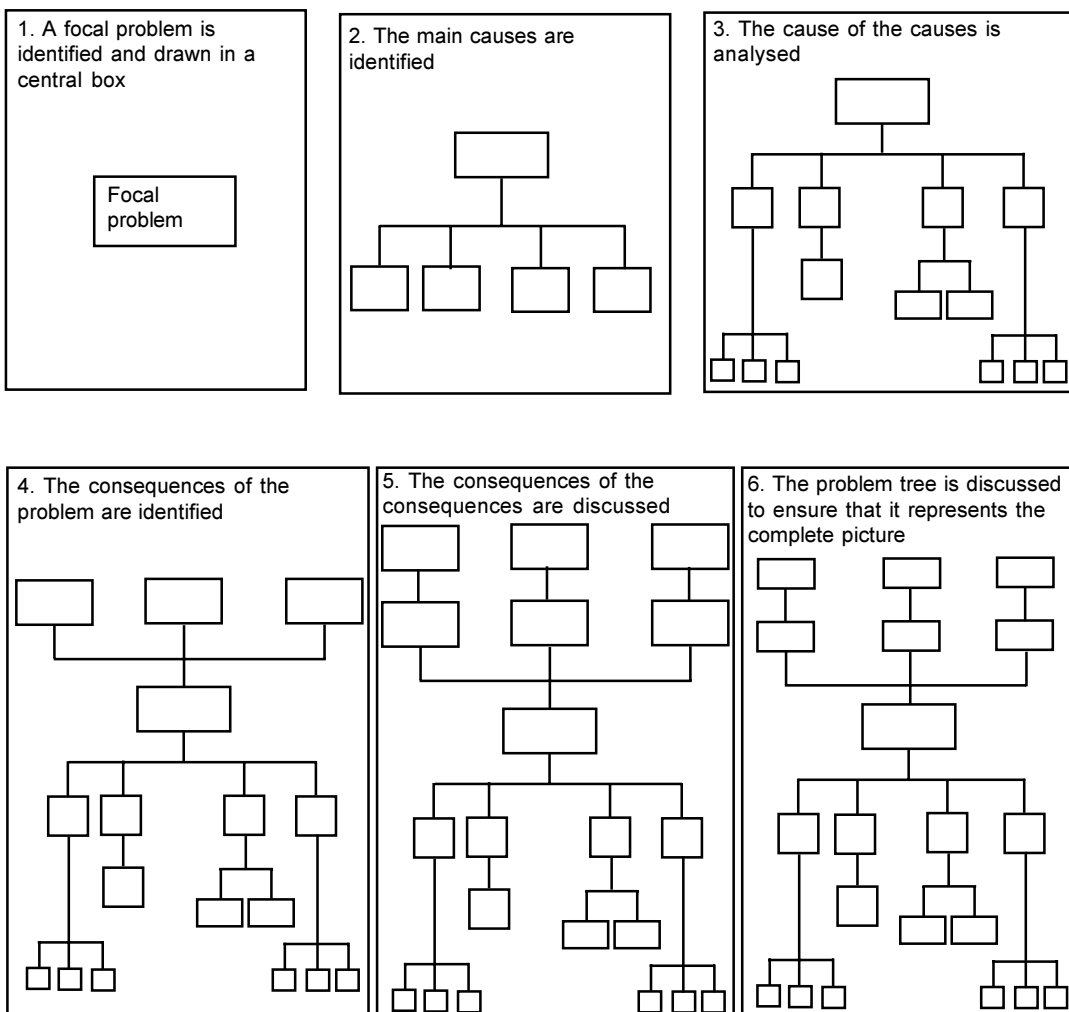
The focal problem is placed in the central box,

The main causes are identified and drawn in boxes one level below the focal problem.

Once this has been achieved, the causes of these causes are identified and drawn in at the next level down.

The same exercise is then carried out to determine the consequences of the problem.

It is often very surprising how much more is learned about a problem just by carrying out this simple exercise. Worksheet 3 in Part III provides an opportunity for you to build your own problem tree.



Sometimes, **problem statements** are written as a formal part of a project proposal based on the needs assessment and any problem analysis carried out. A problem statement includes the following:

1. A description of the situation that needs to be changed including information on the scale and nature of the problem.
2. A statement on who/what is affected by the problem.
3. An explanation of the causes of the problem.
4. A description of the consequences of the problem and the likely long term effects of the problem.

Once all the assessment and analysis has been done you will be much more confident about your project idea. To present the idea to others (perhaps for approval from someone else in the organisation or to obtain funds from a funding agency), some form of project proposal must be produced in written form. This may be a very brief document (sometimes referred to as a **Project Concept Note** or **Project Definition**) setting out the project's background and its objectives, including the estimated cost and duration of the project (and how these will be met) and how it fits into the organisation's objectives.

Sometimes, a more comprehensive document is needed to describe in more detail, what is to be done, who will do what and when, the benefits and costs and how the project will be managed and controlled. This more comprehensive document is commonly referred to as a project proposal or **feasibility report** and provides the basis for:

- describing the project to those who need to know and understand it
- appraisal of the project by different parties
- negotiation of finance for the project
- implementation of the project (subject to changes recommended by appraisal or negotiation).

You can, of course, work out your own **structure for a project proposal/plan** but most proposals include information under the following key headings:

- Title
- Introduction
- Background (e.g. WAGGGS policy, problem to be addressed)
- Objectives
- Benefits and beneficiaries
- Activities
- Partners
- Sustainability
- Monitoring and Evaluation
- Assumptions and Risks
- Timetable
- Resources (staff and budget)
- Appendices

Before you get as far as writing your formal proposal/plan, it is useful to use a checklist to confirm that you have thoroughly thought through your project idea. Worksheet 4 can be used to do this.



### (iii) Stage II : Planning

Planning is an important project management skill. It is a process of structured and logical thinking in which the overall aim is to co-ordinate decisions in order to achieve predetermined objectives. There are many **benefits**:

- you will become clearer about what you are trying to achieve
- you will be confident about what you are doing
- you will be more methodical
- you will get things done
- you will find it easier to share information with others and to co-ordinate the project.

Many projects fail because of poor planning. As a consequence objectives are not achieved in the time and for the budget specified.

Planning well at the outset should ensure that the project you are working on:

has a clear **purpose**  
(objectives, targets)

- everyone involved in the implementation of a plan should be clear about what it intends to achieve so that success can be realised and measured.

be based on the **best information** and **data** available

- projects should take into account previous activities and available knowledge.

be **co-ordinated**

- someone needs to be responsible for making sure all the pieces of a project fit together.

be **flexible**

- there is no such thing as the perfect project; be prepared to change as you learn.

be **comprehensive** and deal with all aspects of the problem/opportunity and solution

- projects need focus but not at the expense of ignoring relevant and related factors

be **understood**

- projects should be comprehensible if people are to become committed to seeing them happen.

be **achievable**

- projects must be realistic and relevant to merit support.

One of the most common and damaging weaknesses for many projects is the failure at the early planning stages to define objectives clearly. A good project manager understands what an objective is and knows how activities can be planned to meet objectives.

Project objectives are specific accomplishments designed in response to a perceived opportunity/problem. An objective is an end point and not a process in that it describes what will exist at the end of a piece of work or at the end of the entire project. A range of technical terms such as goal, aim, purpose, outputs, sub-objectives are commonly used to describe objectives reached at different stages in the project process. Often the words are used interchangeably but whichever term is used, remember that the clearer you are about your objectives, the easier it is to plan and implement activities that will lead to the attainment of the objective.



One helpful way of examining your objectives is to use the acronym SMART. SMART means that your objective should be

- SPECIFIC** (what, where and when)
- MEASURABLE** (targets)
- ACHIEVABLE** (realistic)
- RELEVANT** (real needs)
- TIMEBOUND** (time period specified)

Look at the objective below, is it SMART?

- (a) The objective of the project is to educate the community in better eating habits.

A better objective might be:

- (b) At the end of the three month project:
- community will know about nutritious foods (protective, body-building and energy giving foods)
  - 20 households trained in the preparation and cooking of nutritious meals.

Once you begin to think in SMART terms you will be surprised at how vague your own and others' objectives appear to be. Worksheet 5 in Part III gives you some practice in identifying SMART objectives.

Your problem analysis and needs assessment exercises should help you with the identification of objectives. Another technique that is of particular benefit, (especially for larger projects which are to be sent as proposals to funding agencies), is the **project logical framework** technique. This is described in Appendix A at the end of these Guidelines. The logical framework includes many useful approaches to structured and logical planning. Of particular note is the use of "indicators of achievement" to clarify those project objectives which have been described in process terms. Indicators of achievement tell you what changes you expect to see which will show that your objective has been reached. An example of this is given below.

#### **Objective**

*(written in process terms and therefore not SMART)*

To improve the membership of the National Association

#### **Indicators of Achievement**

*(clarify the objective and make it SMART)*

Membership numbers increased by 5% in one year.  
Number of girls leaving the movement in their first year falls by 50% within two years.  
Attendance rates improve by 10% in one year.

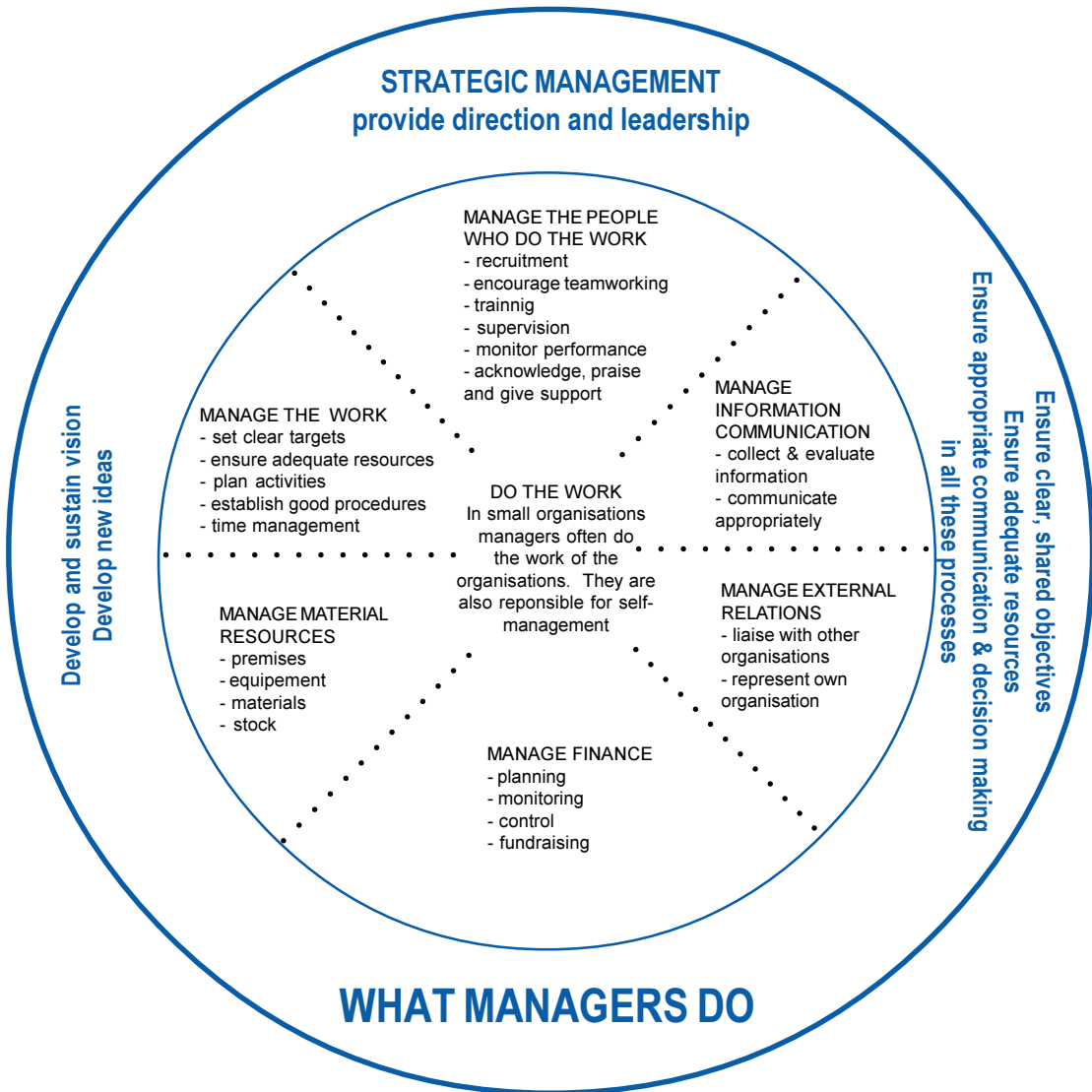
Once you are clear about your objectives, the next stage in the planning process is to identify the sequence of activities you must undertake in order to achieve the objectives. Your activity list is critical for it is the basis for working out the time-scales and costs of your project. In the example above, you would need to work out all the things you might do and the order in which you might do them to improve membership numbers and attendance rates. These activities will be more efficiently managed if you use some of the techniques described in the next stage of these Guidelines, which deal with Project Implementation or 'Getting things done'.





**(iv) Stage III : Project Implementation**

The project implementation stage is the stage when you get things done. This also requires careful planning and there are several techniques you can use which will help you. These techniques help you to develop skills needed to do the job of project management and include 'task skills' (organising activities) and 'people-skills' (team building, communication, leadership, motivation, managing performance and conflict resolution, for example). The diagram below presents the management task visually. Some of the main task and people skills you will need are described below.





Most of these skills are dealt with in these guidelines with the exception of managing finance and managing material resources, which are covered separately in the 'Policy and Guidelines on Finance' document.

**Task Skills**

Your **implementation plan** should reflect a logical and organised approach to your project. Key steps will be:

- check everyone understands the project objective
- determine the work (activities) involved
- arrange the work (sequence activities)
- define roles (who will do what)
- define procedures (how will progress be monitored and reported).

Your implementation plan should reflect your own understanding that activities are a series of specific steps or tasks carried out in order to achieve an objective. They require resources, have a sequence and have someone responsible for carrying them out. The plan can then act as the basis for further planning, monitoring, supervision, allocation of resources and evaluation. The table below shows a basic format for an implementation plan. You can of course adapt it to suit your own specific needs.

**Project Implementation Plan**

Objective \_\_\_\_\_

Activities	Project Months (weeks, days, etc)												Resources needed	Person responsible
	J	F	M	A	M	J	J	A	S	O	N	D		
1														
2														
3														
4														

Worksheet 6 allows you an opportunity to develop your own implementation plan.

**People Skills**

Effective management of staff or volunteers involves a combination of common sense, sensitivity, confidence and good management practice. It may involve skills in any of the areas discussed below.

**Group formation and team building<sup>1</sup>**

As project manager, a key task will be to build the capacities of your project team (or perhaps a community group) to organise and manage their own activities. This involves recognising that groups are collections of individual interests, that groups will take time to work out how to work productively together and that this will happen when the group has worked out the best combination of individuals for each task. Two of the most common hindrances to achieving this are lack of clarity about role ('job description') and inappropriate decision-making procedures within the team.



<sup>1</sup>Refer to Guidelines on Structure and Management of Associations

**Writing a job description**

People need to be clear about what is expected of them. This means knowing about their job title, purpose of the post, to whom they are responsible, supervisory responsibility, main responsibilities of the job, conditions of employment.

**Decision-making**

The DECIDE framework may make it easier to approach problems or difficult situations.

D: DEFINE Define the problem, who must be involved, the time limit, information needed, record decisions.

E: EXPLORE Collect the information needed

C: CLARIFY Make sure everyone involved understands the information

I: IDEAS Think of all possible solution. Use creative problem-solving techniques, keep a record of suggestions

D: DECISION Evaluate suggestions, make a decision, check for commitment. Clarify who will carry out the solution and who will inform others of the outcome

E: ENACT & EVALUATE Inform the necessary people. Assess whether the problem has been solved.

**Leadership<sup>2</sup>**

To function properly, a group needs an effective structure which includes someone to oversee and monitor the group's activities. This person may be referred to as the group chairperson but is in effect the team leader. The team leader's responsibilities include:

- to monitor group progress and achievement of objectives
- to ensure that the group's constitution is obeyed
- to encourage participation by all members in discussion, decision-making and work
- to introduce new ideas into the group and encourage members to do the same
- to report about the work of individual members and the group as a whole
- to represent the group on special occasions

Desirable qualities of leaders include:

- active, energetic and good at motivating others
- respectful but not shy
- brave, honest and patient
- able to work with others
- able to communicate with others
- not a gossip!

Team leadership may rest with an entire management committee including not only the chairperson but also a secretary and treasurer. One of the key responsibilities of such a committee will be to schedule and manage meetings to promote decision-making.



<sup>2</sup>Refer to Guidelines on Structure and Management of Associations

**Organising meetings** Meetings are an important part of the decision-making process but meetings often do not work well – because they seem to be a waste of time since nothing is achieved. Good meetings need careful planning and managing. The following stepwise approach might help.

1. Draw up Agenda
2. Plan the meeting
3. Hold the meeting with good chairing and clear decision-making
4. Write up minutes, indicating specific actions to be taken and by whom
5. Take action as agreed
6. Follow-up

**Managing Performance**

Performance relates to what the organisation does: the services it provides and the activities it organises. When thinking about how to measure performance, the best starting points for managers are to ask:

What services or activities are we involved in?

Who will benefit from these services or activities?

What are we trying to achieve?

What standards or expectations do we already have about the quantity or quality of outcome?

How do we assess whether we are achieving these standards? Are our methods of assessment working well?

Are there other ways to assess how well we are doing?

**Motivation**

Good managers understand that people work, paid or unpaid, in voluntary organisations for a variety of reasons. These include:

- earning money
- commitment and idealism
- personal development
- creativity
- social contact

An understanding of why people are doing what they do is an essential starting point for offering appropriate support. Good management involves recognising individuals' needs and motivations and trying to ensure work can meet those needs in realistic ways and that the people with the right skills have the right roles.

**Managing differences and conflicts**

In any group, there will be differences. Differences are the basis on which individuals, relationships and organisations grow and change. "Sameness" may seem attractive but in the long term it leads to complacency and stagnation. Conflict arises when differences can not be satisfactorily dealt with. Conflict resolution involves:

- ensuring each party in the conflict has an opportunity to clarify the issues as they see them
- giving each person the opportunity to clarify why they want something to be done about the situation
- define issues on which agreement is essential
- clarify facts, opinions and values
- define and discuss suggestions for resolution of each issue
- agree a specific solution and steps to implement it
- be sure all parties are willing to implement the solution
- agree a procedure for reviewing the situation



Although all of the above may help, there is no magic to good management. It is based on reality not on complex theories but on common sense:

- willingness to listen, learn and change
- sensitivity to people and their needs
- good understanding of the organisation's objectives, history and current situation
- willingness, time and ability to think through the issues
- willingness, time and ability to plan
- willingness and time to share ideas and information

The above techniques and principles may help in improving your abilities in all these areas.

### A Final Word

Many projects fail to deliver their objectives for lack of many of the planning and management skills described above. These failures represent a huge loss in terms of opportunity as well as resources. Nevertheless, it is also worth noting that as voluntary organisations and community groups become more professional, there is a risk they will become over-managed. As increasing emphasis is placed on the management of planning, monitoring, record-keeping and evaluation, the primary purpose of the organisation may be lost. Finance, funding, personnel matters and legal issues come to dominate the agenda with little time given to the development of new or improved services or activities. The most exciting challenge for us all as managers in the new millennium is to ensure that this does not happen. We must create a proper balance between effective management and a responsive and creative Girl Guide/Girl Scout movement.

### (v) Stage IV : Managing Information and Communication

**Communication** is an essential part of good management. Sometimes a brief conversation or short memo will be adequate; at other times a long and complex document may be required.

Good communication, whether simple or complex starts with absolute clarity about:

- the purpose of the communication
- what (if anything) you want people to do as a result of the communication
- to whom the communication has to go
- the information they need to fulfil the purpose of the communication
- the most effective medium for the communication
- possible misunderstandings.

Communication also depends on people's willingness to receive the communication and works best in an organisation that encourages listening, openness to new ideas and willingness to change.

**Purpose** is probably the most significant factor in the above and may include: giving information, questioning, persuasion, asking people to do things, background for discussion or decision, confirmation, historical record.

Secondly, **medium** is important. The most appropriate medium will depend on what is being communicated and why. The simplest communications are verbal and allow for instant response and clarification. However, they also offer great potential for disagreement later about what was said, intended or agreed. Written communication such as memos, letters or reports offer less scope for disagreement but are more time consuming to produce. Informal communication is also very important as useful information can be collected in a relaxed way.



In voluntary organisations, it is common for managers/leaders to make regular reports at meetings with little attention being paid to the key questions listed above. Reports certainly benefit from having a clear purpose but once this is established, structure also helps. The question to ask is 'How can I present information in a logical way?' A general structure for a written report is: **Heading** (title, date, author, readership, draft status or number); **introduction** (a brief statement on what the report is about, who wrote it and why); **background** (to the problem or opportunity); **present situation** (facts and opinions); **implications** for the future; **summary**; **proposal for action**.

One of the most important documents you may have to produce as a project manager is a **project proposal/plan**. Good proposals are often the key to successful financing of your project and it is therefore an important skill to acquire. A proposal to a funding agency might follow the following format:

- Title page
- Introduction
- Organisation background
- Aims and objectives of the project
- Benefits and beneficiaries
- Activities
- Targets/outputs
- Partners
- Sustainability
- Monitoring and Evaluation
- Assumptions and Risks
- Timetable
- Budget
- Appendices

This is only an outline framework for a proposal. Your own might be different, perhaps based on your own guidelines on proposal writing. Whatever the format, it is important to have a good structure and to think very carefully about what is required under each heading. Many funding bodies will have very specific requirements which must be followed.

If a project proposal has been funded either by WAGGGS or an external funding agency, you will have to produce **annual reports** to describe what has been achieved, difficulties encountered and your plans for the year ahead. The procedure for putting together an annual report is the same as for any complex report and begins with thinking carefully about the purpose which might be any or all of the following:

- to inform members, users, funders about what your organisation has done
- to acknowledge contributions
- to impress current funders and encourage them to give more money
- as a promotional document to attract more members or volunteers
- to inform other organisations
- to inform the public
- to fulfil a legal requirement.

Producing a report of this nature usually requires drawing together all the information you have about the progress you have been making during the year. This information should have been collected as an ongoing basis through a process known as monitoring.



**Project monitoring** is the continuous or periodic collection of information about project activities. The purpose is to achieve efficient and effective performance by providing feedback to project management at all levels. This should allow improvements to be made in the way things are done. To determine the information you should be collecting to demonstrate that a project is achieving its objectives, the following procedure can be used:

- identify the categories of information needed to examine this change
- determine the frequency of data collection
- identify the people who will use each type of information
- design procedures/formats for collecting and recording data
- create a manual or computerised system to tabulate, analyse and report - -
- information in its most useful form for managers (and donors)
- train/supervise staff in the skills needed for all the above.

Depending on the type and size of the project and the skills and experience of project staff, the monitoring system can be formal or informal, extensive or small. It should always be simple and efficient to use, not too time-consuming and should fit in comfortably with staff's/volunteers' other activities.

There are a variety of data sources you might use to monitor your project:

- ◆ **Quantitative statistics** through keeping recording forms and introducing procedures guidelines – e.g. number of people using the project, attending a session. Basically this form of monitoring asks **how much?** or **how many?**
- ◆ **Factual information** can also be collected e.g. topics covered in a training course, type of advice given. This kind of monitoring asks the questions **what did we do?** and **what effects did it have?**
- ◆ **Workplans and diaries** – can provide a useful record of how time has been spent. They can only be useful, however, if there is an agreed procedure for keeping the information and if people are honest. The underlying questions are **who did what?** and **when?**
- ◆ **Observation** – tends to be subjective. This can introduce bias which influences how information is interpreted. However, subjective observations can still be very useful and observation based on agreed criteria tends to be more objective. Here the observer is asking **what am I seeing or hearing?**
- ◆ **Interviews and questionnaires** – this allows for direct and systematic data collection from the organisers, members or users. This can be done formally by asking specific questions or more informally in a conversation-style meeting. Questions can be open or closed. With closed questions the range of possible answers is defined by the questioner.
- ◆ **Informal monitoring** involves simply chatting to people. This is not usually very satisfactory since it tends not to be very representative but based on only one or two perspectives.

Worksheet 7 allows you to think more specifically about your own monitoring needs.

Overall your monitoring system is the basis for ensuring that your project is working. Without monitoring, a project manager may remain unaware that her project is running into difficulties that require action. Without this knowledge and response, projects which could have achieved valuable results with careful management, fail to do this. This can represent not only a loss of money but leave those involved with a sense of failure and lack of confidence in their own abilities. However, where monitoring systems are well designed and managed, projects develop responsively and creatively and important lessons are learned by the organisation about what works and why. Sometimes the word **review** is used to describe the assessment of the results of project monitoring during the implementation phase of the project. The review might take place through discussions at a committee meeting or a special awayday. An outside facilitator might be brought in to help with the



review. A review might also be a written exercise – a presentation of statistics or other information about what the organisation has done and achieved. This might be done by someone within the organisation or by an external researcher or evaluator.

### (vi) Stage V : Project Completion

At the end of a project, a project completion report should be prepared. This is often required if the project was funded by an external agency and in these cases is usually referred to as project **evaluation**.

Evaluation involves putting a value on our work. It is an assessment of:

- whether the project met its objective and if not, why not
- whether the work was worth doing
- whether it was done well
- what else the organisation did well
- whether resources were well used
- what remains to be done

Good evaluation involves three essentials:

- objectives must be clear
- there must be adequate information about what happened
- the people doing the evaluation must be objective (this is a key determinant of whether an internal or external evaluator is used).

Evaluation can only be really useful however if:

- after the evaluation people are willing to change or allow the organisation to change.

The evaluation report should include:

- what the organisation wanted to achieve by carrying out the evaluation (its objective)
- background information about the organisation and why the project was identified
- what information was collected as part of the evaluation and how it was collected and analysed
- what the information shows
- how the evaluation was undertaken and who was involved
- whether the original objectives were met
- what else was achieved
- new needs which have become apparent and what the organisation proposed to do about them.

Sometimes another evaluation is carried out some time after the initial evaluation. Such an evaluation is usually referred to as an **impact study** and is generally carried out to determine whether the benefits created by the project had a lasting effect. This relates to a growing concern that investments should bring sustainable benefit. Funding agencies in particular are concerned to see that issues of sustainability are tackled in project design – but it is obviously a concern of us all.

**Sustainability** is usually created through capacity building and organisational development. It is for this reason that project management so often involves a commitment not only to achieving project benefits but the training and development of the people involved in the project and the building of management systems within the organisation (or within external communities) to allow everyone involved to manage and further develop the project outputs once the project ceases.



## In conclusion

Carefully designed projects are crucial to WAGGGS effectiveness as an organisation. These Guidelines have been designed for everyone involved in project management either directly in project design or project implementation or indirectly as a trainer of others. The stages of the project life cycle have been described including practical techniques which help clarify what needs to be achieved at each stage. Worksheets in Part III will help consolidate the lessons learned, through hands on use of the techniques described. Thus the Guidelines can be used as a training manual or as a self-learning tool. It is hoped that, in both of these ways, the reader will develop and implement meaningful projects for Girl Guides/Girl Scouts.





## Part III : Worksheets

### WORKSHEET 1 : Problem/Opportunity Analysis

Complete the project analysis sheet below and discuss the content with your colleagues

<b>Description of the problem or opportunity you have identified</b>	
<b>Reason for choosing this as a priority - what are the benefits and who will benefit?</b>	
<b>Who will be affected if the project does not proceed and how?</b>	
<b>What is your outline proposal?</b>	



**WORKSHEET 2 : Needs Assessment**

<b>What do I need to know?</b>	
<b>Where or from whom will I find this information?</b>	
<b>How will I get this information e.g. questionnaire, group discussion?</b>	
<b>What else seems important to think about?</b>	





.....

### Worksheet 3: A Problem Tree Diagram For Your Project

Using flip chart paper or the space below, design a problem tree from your own experience. Remember to define a 'focal' problem, i.e. the problem should be as specific as possible

**Focal Problem:**



## WORKSHEET 4 : Project Design Checklist

**Make notes under the eight question headings below**

1. What information has been gathered through consultation with stakeholders? Is anything missing?
  
2. What is the purpose of your project? What problem or opportunity does it address? What do you hope to achieve?
  
3. How long will it take to achieve your project purpose? What will be the cost?
  
4. Are there other ways of achieving the project purpose? Why have you chosen this strategy?
  
5. Do you have the skills needed to carry out the project? If not, what are your plans?
  
6. Will you be working in partnership?
  
7. How do you know the benefits will be long lasting?
  
8. When do you need approval and from whom?

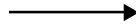


**WORKSHEET 5 : Identifying SMART Objectives**

In the boxes provided write a SMARTer version of each objective.

Objective 1

Organise a seminar

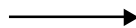


Objective 2

Train Project Leaders



Produce reports for project donors



Write an objective for your own project that is SMART





**WORKSHEET 6 : Project Implementation Plan**

Objective \_\_\_\_\_

Activities	Project Months (weeks, days, etc)												Resources needed	Person responsible	
	J	F	M	A	M	J	J	A	S	O	N	D			
1															
2															
3															
4															





**WORKSHEET 7 : Monitoring System**

Monitoring System	What information?	Source of information?	Who will use the information?	How will information be used?
Achievement of objectives				
Activity Progress				
Administrative systems <ul style="list-style-type: none"> <li>- personnel/volunteers</li> <li>- vehicles</li> <li>- supplies</li> </ul>				
Finance <ul style="list-style-type: none"> <li>- budget</li> <li>- expenditure</li> <li>- cash flow</li> </ul>				



## Appendix A: The Project Logical Framework

### Introduction

A project logical framework (or logframe) is a planning tool that is now widely used by multilateral and bilateral aid agencies and non-governmental organisations. It is a set of interlocking concepts, arranged in a four by four matrix. Its structure, with a vertical and horizontal logic, aids logical thinking and allows planners to identify the links between a goal, purpose, set of outputs and a set of activities or inputs in relation to a specific plan. When completed it should give an immediate overview of what you are trying to do.

The purpose of the project logical framework is to set out in tabular form, clearly and precisely:

- ◆ what results the project is expected to produce
- ◆ how the expected results will be achieved
- ◆ what inputs will be required
- ◆ what is the wider goal which the project will contribute
- ◆ how to tell that intended results have been achieved (indicators)
- ◆ what data are required to prove the indicators have been met (means of verification)
- ◆ what are the main factors that are essential for the project to succeed (assumptions)

The advantages of the project logical framework are that:

- ◆ it provides a statement of all the main elements of a project in one document
- ◆ it sets out a “logic” to a project that is easy to explain and to understand
- ◆ it separates out the different levels of objectives and activities in a standardised form so that comparison between projects can be made and trained readers can quickly grasp what the project is intending to achieve
- ◆ it helps planners make judgements about likely efficiency and effectiveness of each element of the project
- ◆ it identifies the main factors related to the success of the project
- ◆ it provides a basis for monitoring and evaluation by identifying indicators of success and means of quantification and assessment.
- ◆ it encourages a multidisciplinary approach to project preparation and supervision.

The project logical framework diagram on the following page describes the information that is provided in each of its cells.

### The Hierarchy of Objectives

Column one of the project logical framework is headed ‘narrative summary’. This column represents the project’s **hierarchy of objectives** and shows how sub-objectives are developed. These sub-objectives must be achieved in order to reach the next objective up in the hierarchy of the objective. Thus there is a “layering” of objectives based on the dependencies between them.



## The cells of a logical framework

Narrative Summary	Indicators of Achievement	Means of Verification	Assumptions
<p><b>Goal:</b></p> <p>The single wider problem that the project will help resolve. The higher level objectives to which this project will make a contribution.</p> <p><b>Purpose:</b></p> <p>The direct effects of the project; the changes to be accomplished by the project during its lifetime.</p> <p><b>Outputs:</b></p> <p>The specific outputs the project will produce or deliver in order to achieve its purpose.</p> <p><b>Activities:</b></p> <p>The activities undertaken to produce outputs.</p>	<p>The quantitative and qualitative ways of measuring or judging if the project has achieved its goal.</p> <p>The quantitative and qualitative ways of measuring or judging if the project has achieved its purpose.</p> <p>The quantitative and qualitative ways of measuring or judging if the project has achieved its outputs.</p> <p><b>Inputs:</b></p> <p>The resources that will be needed to perform the activities.</p>	<p>The sources of information for measuring or judging success at the level of the goal.</p> <p>The sources of information for measuring or judging success at the level of the purpose.</p> <p>The sources of information for measuring or judging if the outputs have been delivered.</p> <p>The sources of information for measuring or judging if inputs have been utilised as planned (normally a summary budget).</p>	<p>External conditions necessary for the satisfaction of the longer term goal.</p> <p>External conditions necessary for the purpose to lead to the goal.</p> <p>External conditions necessary for the outputs to lead to the purpose.</p> <p>External conditions necessary for the inputs to lead to outputs.</p>



Being aware of the hierarchy of objectives is important for two reasons. Firstly, it helps everyone understand why something must be achieved or why it is important to get a job done. Secondly it provides everyone involved in the project management with an overview of the whole project.

In the project logical framework, objectives within the hierarchy have specific terminology associated with them.

<p><b>Goal – ‘Greater Why’</b> The rationale behind the project, the higher order programme objective to which the project contributes.</p>
<p><b>Objective – ‘Why’</b> What we hope to achieve. The real motive for producing outputs. The impact of the project.</p>
<p><b>Outputs – ‘What’</b> Specific results. Deliverables. The Terms of Reference.</p>
<p><b>Activities – ‘How’</b> Component activities to be undertaken. Things to do. It is because these activities can be costed that they are the most relevant lowest level for the hierarchy.</p>

An example of a project hierarchy of objectives is set out below. Activities will lead to the project outputs which together will achieve the project purpose which will make a contribution to the project goal.

<b>Goal:</b>	Improved financial efficiency and effectiveness of National Organisation
<b>Objective:</b>	Train leaders in financial management techniques
<b>Output:</b>	<ol style="list-style-type: none"> <li>1. Training materials</li> <li>2. Trained leaders</li> </ol>
<b>Activities:</b>	<ol style="list-style-type: none"> <li>1.1 Identify who will prepare materials</li> <li>1.2 Conduct needs assessment</li> <li>1.3 Design course</li> <li>1.4 Print materials</li> <li>2.1 Identify trainer</li> <li>2.2 Plan sessions and timetable</li> <li>2.3 Conduct training</li> </ol>

## Indicators of Achievement

The second column of the project logical framework contains the Indicators of Achievement sometimes referred to as Measurable Indicators or Objectively Verifiable Indicators (OVIs). The OVIs are quantitative or qualitative criteria for success that enable us to measure or assess the achievement of project objectives. To be useful, indicators should be targeted - how much (quantity), how well (quality), by when (time). (Remember QQT.) Indicators are useful because they force us to clarify our objectives and provide a basis for evaluation. The number of indicators required against each objective is the minimum needed to measure what is important.



Look at the example below. In this case, indicators are set against project objectives at purpose and output level.

Objective example 1	Indicators
To empower refugee girls in Uganda, Egypt and Zambia to improve their health and the health of their families and communities.	<ul style="list-style-type: none"> <li>• Girls identify their own health needs</li> <li>• Girls prevent future health problems</li> <li>• Girls use peer education to reach out to other adolescents in their communities</li> <li>• Girls and young women direct their own learning</li> </ul>
<b>Outputs</b>	
<ol style="list-style-type: none"> <li>1. Achievement of HARP badge</li> <li>2. HARP Certificates</li> </ol>	<ul style="list-style-type: none"> <li>• Badge awarded</li> <li>• Certificates awarded</li> </ul>
<b>Activities</b>	
<ol style="list-style-type: none"> <li>1. Three compulsory activities</li> <li>2. Three or four optional activities</li> <li>3. Activities carried out individually</li> <li>4. Activities carried out in groups</li> </ol>	

This example shows how it is sometimes difficult to put quantitative indicators against objectives since for example in this case it is hard to estimate a percentage improvement in ability to identify health needs. Nevertheless, it should be possible to collect information on the desired changes – and more specific indicators could then be developed.

One of the strengths of good indicators is that they are independent. For example, the achievement of outputs can not be used to prove achievement of purpose.

## Means of Verification

The third column in the project logical framework describes **Means of Verification (MOV)** and identifies how we will be able to measure project indicators. Means of Verification, therefore, are the sources of information on indicators. The value of an indicator is limited by the means available to verify it. If MOVs are not planned early in the project, (and in the budget) then information may not be available when needed to report on project progress.

There are three common sources of data for measuring project success:

- data collected as a routine basis
- data generated through survey
- data available in current documentation.

The choice of means of verification is determined by data availability, capability of personnel and availability of funds.



Key questions to ask with regard to your project MOV are:

- are data available already?
- will special data gathering be required?
- who will pay for this?
- who will carry it out?
- are we clear about how much data gathering is worthwhile?
- do we have the capacity to manage the data once they have been collected?

## Assumptions

The fourth column in the logframe matrix asks you to identify assumptions. You should be careful to formulate these assumptions in positive terms i.e. not “there is not a shortage of funds but “there are sufficient funds available”. This consistency in formulation allows those responsible for appraising your project to determine how likely it is that your assumption is true.

Assumptions describe conditions which the project management team cannot or choose not to control, but are essential to project success. Assumptions answer the question: “What external factors cannot be influenced by the project but may affect its implementation and survival?”

Assumptions can be identified from your own knowledge of important external factors. Remember that an acceptable assumption is one that is likely to happen. Assumptions which are true or almost certainly true should be omitted. Assumptions which are unlikely to happen should lead to a rethink of the project design.

If the project can not be redesigned, the assumption is a “killer” assumption and the project is not feasible.

## Strengths and Weaknesses

The Project Logical Framework (logframe) has proven itself to be a useful tool, increasingly a requirement of major donors who emphasise that the logframe is not only a planning tool but also a management one. Many projects now report their achievements annually against the logframe format.

The main strengths of the logframe are that:

- ◆ it is a good way to check the internal logic of a project plan and to ensure that strategies, objectives and goals are linked.
- ◆ it makes planners think about how they will monitor and evaluate the programme by identifying indicators at the beginning.
- ◆ it makes planners state the assumptions they are making, and identify the critical factors for success, this is useful for stimulating discussion about the feasibility of activities.
- ◆ it brings together key information in one document and ensures that project objectives are clearly spelt out.
- ◆ it encourages people to consider what their expectations are and how these can be achieved.



The logframe also has limitations:

- ◆ the construction of a project framework is time-consuming and requires considerable training in the concepts and logic of the approach.
- ◆ the use of the project framework is quite complicated and tends to be somewhat “top-down”.
- ◆ people are obliged to summarise complex ideas and relationships into simple phrases.
- ◆ there is a danger that project managers can become too rigidly focused on setting and meeting project-centred targets, or on measuring indicators. This means the project may become less flexible and less responsive to changes in the situation as the project progresses.
- ◆ if unrealistic targets are set the project team may be disappointed when they cannot be met.
- ◆ it stresses a quantitative assessment of progress, rather than a qualitative approach, through the use of quantitative indicators.

For the logframe to be used successfully in project planning and management, the following principles are important:

- ◆ targets and indicators must be continuously revised during the project cycle in response to project development and changes in the external situation.
- ◆ trained facilitators or experienced staff are essential to ensure the logframe is designed and revised properly.
- ◆ indicators should be chosen to reflect quality as well as quantity of work.

The last sheets of this Appendix provide examples of worked-out logical frameworks and an empty framework for you to complete for your own project.





**Example 1: A Complex Community Development Project - Capacity building for developing participatory approaches in the water and sanitation sector**

Narrative summary	Objectively verifiable indicators	Means of verification	Risks/Assumptions
<p><b>GOAL</b> Sustained improvements in community managed water supply and sanitation services.</p>	<p>x% of total population with access to reliable water supply and sanitation facilities at end of project. x% of those with access regularly using facilities at end of project. Number of new installations still in working order by end of project.</p>	<p>Project records: number of connections per head of population. Participatory monitoring and observation. Participatory monitoring and observation.</p>	<p>(GOAL TO SUPERGOAL) Socio-economic and political conditions provide supportive environment for participatory approach to WS &amp; S.</p>
<p><b>OBJECTIVE</b> Increased involvement of primary stakeholders, (including marginalised groups) in decision-making and management of water supply and sanitation and other services, supported by WS &amp; S staff and other secondary stakeholders.</p>	<p>x% of primary stakeholders reporting satisfaction with water supply and sanitation. x% of primary stakeholders who decide upon or manage (a) siting of installations (b) design and technology choice (c) decisions on cost sharing (d) operation and maintenance (e) cost recovery and (f) monitoring and evaluation. x% of primary stakeholders reporting having influenced project and having an improved understanding of official and professional constraints. x% of primary stakeholders involved in provision of or demand for other services.</p>	<p>Project records. End of project participatory evaluation report. Project records. End of project participatory evaluation report. Project records. End of project participatory evaluation report. Ex-post evaluation survey.</p>	<p>(PURPOSE TO GOAL): Primary stakeholders have sufficient confidence in government officials to work with them on water supply and sanitation project.</p>





	<p>x% of secondary stakeholders reporting satisfaction with project effectiveness.</p> <p>x% of secondary stakeholders reporting learning from primary stakeholders and having an improved understanding of community perspectives.</p> <p>Officials and professionals adopting participatory approaches in further programmes and projects.</p>	<p>Project reports.</p> <p>End of project participatory evaluation report.</p> <p>Project reports</p> <p>End of project participatory evaluation report.</p> <p>Ex-post evaluation survey.</p>	<p>Government statutory and professional bodies adequately resourced to develop and take up participatory approaches.</p>
<p><b>OUTPUTS:</b></p> <p>Leadership training programmes completed for all community members to be represented in decision-making</p>	<p>x% of community members and leaders taking up training</p> <p>x% and spread of trainees taking part in decision-making fora</p>	<p>Project documents.</p> <p>Participatory monitoring through semi-structured interviews, focus group discussions, feedback sessions with facilitators.</p> <p>End of project participatory evaluation report.</p>	
<p>Skills training completed for community members to engage in maintenance and management of installations and hygiene promotion activities.</p>	<p>x% of community members taking up training.</p> <p>x% of trainees taking up positions and staying in positions.</p>	<p>Project documents.</p> <p>Participatory monitoring.</p> <p>End of project participatory evaluation report.</p>	<p>Suitable NGOs exist with the facilitation skills to enable community members to participate.</p>
<p>Government implements policy of adopting a facilitator/regulatory role for community based water and sanitation services.</p>	<p>New policy document distributed and agreed.</p> <p>Relevant legislation amended.</p> <p>x% of government staff in project area adopt new roles.</p>		





<p>Capacity building completed for professionals and officials to engage in gender-aware, culturally sensitive, and participatory water and sanitation projects</p>	<p>x% of professionals and officials receiving training. x% of trainees participating in joint decision-making with communities and including representatives of all user groups.</p>	<p>Project documents. Participatory monitoring. End of project participatory evaluation report.</p>	<p>Secondary stakeholders committed to adopting participatory approaches. Suitable institutions available and willing to take up capacity-building role in participatory approaches for official and professional training.</p>
<p>Development of participatory structures and processes for sustained management of water supply and sanitation.</p>	<p>Frequency of meetings between primary and secondary stakeholders. Monitoring of different groups and individuals attending meetings. Monitoring of different groups and individuals speaking and being silenced at meetings. Monitoring of issues discussed and ignored at meetings.</p>	<p>Project documents. Participatory monitoring. End of project participatory evaluation report. Participant observation by facilitators.</p>	<p>User groups and members have time and resources to engage in capacity building and participatory processes. Time and resources are made available for officials and professionals to engage in capacity building and participatory approaches.</p>
<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Identify and consult primary stakeholders</li> <li>• Conduct participatory needs assessment</li> <li>• Provide information sharing, confidence building and communication skills for all interested groups</li> <li>• Provide training in communication, organisation and management for selected representatives</li> <li>• Conduct information-sharing exercises with primary stakeholders on operation and maintenance and hygiene promotion</li> <li>• Invite people to participate in training for operation and maintenance and hygiene promotion</li> <li>• Provide training and invite trainees to apply for positions</li> <li>• Support development of training in participatory approaches in water supply and sanitation</li> </ul> <p>• Provide a programme of 'learning-by-doing' training for officials and professionals</p> <ul style="list-style-type: none"> <li>• Support workshops for follow up and feedback, including sessions with primary stakeholders</li> <li>• Feedback sessions between trained officials and professionals and other secondary stakeholders in water supply and sanitation</li> <li>• Implement representative structure for local-level management of water supply and sanitation</li> <li>• Assist Government departments in developing and implementing their facilitatory /regulation roles</li> <li>• Implement regular project meetings with all stakeholders</li> <li>• Develop participatory monitoring and evaluation methods</li> <li>• Set up processes for ex-post evaluation.</li> </ul>			



### Example 2: Membership increase in Association

Narrative summary	Objectively verifiable indicators	Means of verification	Assumptions
<p><b>GOAL</b> To offer more girls and young women the benefits of Girl Guiding/Girl Scouting.</p>	<p>Membership of Associations goes up by x% over 3 years.</p>	<p>WAGGS census figures go up in Associations (records).</p>	<p>There are potential girls and young women who could benefit from Girl Guiding/Girl Scouting.</p>
<p><b>OBJECTIVE</b> To develop recruitment and retention skills and strategies in the Associations.</p>	<p>70% of WAGGS Associations have a membership rise of 3% or more.</p>	<p>Association's census figures go up (records).</p>	<p>No strategy by Associations for attracting and retaining more girls and young women.</p>
<p><b>OUTPUTS</b> 1. Develop plan for recruitment and retention of members. 2. Train leaders in recruitment and retention techniques.</p>	<p>70% of WAGGS Associations have a recruitment and retention plan. 70% of Associations have trained x leaders.</p>	<p>Associations have implemented the recruitment and retention plan. Associations have trained leaders (records and interviews).</p>	<p>Associations are capable of attracting and retaining more girls and young women.</p>
<p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Needs assessment</li> <li>• Recruitment and retention trainings arranged</li> <li>• Recruitment and retention materials developed</li> <li>• Recruitment and retention networks developed</li> <li>• Information on strategies for recruitment and retention on the website</li> <li>• Trainings on monitoring and evaluation of recruitment and retention.</li> </ul>			



**Example 3: Organisation-based project: Implementation of WAGGGS policy on finance**

Narrative summary	Objectively verifiable indicators	Means of verification	Assumptions
<p><b>GOAL</b> To improve overall organisational efficiency, transparency and accountability</p>	<ul style="list-style-type: none"> <li>• Strategic plan is fully costed and reflects finances available and how these will be utilised to achieve the plan</li> <li>• WAGGGS work funded from other sources increases in response to organisational reputation for good financial practice</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Plan</li> <li>• Expressions of interest</li> <li>• Application responses</li> </ul>	
<p><b>PURPOSE</b> To implement WAGGGS policy on finance</p>	<ul style="list-style-type: none"> <li>• Accurate financial information readily available – income, expenditure, assets and liabilities recorded</li> <li>• Financial security systems in place</li> <li>• Audited financial statements available (or financial statement reviewed by independent, qualified financial expert)</li> <li>• Organisation can meet its financial obligations on time</li> </ul>	<ul style="list-style-type: none"> <li>• Cash summary</li> <li>• Detailed management accounts</li> <li>• Assets insurance</li> <li>• Storage system records for all assets</li> <li>• Audited accounts or expert review</li> <li>• Liabilities record</li> <li>• Payment records</li> </ul>	<p>WAGGGS Bureau documents evidence provided by National Associations</p> <p>Strategic Plan reflects priorities of Girl Guides and Girl Scouts</p> <p>WAGGGS submits financial applications to external funding agencies</p>
<p><b>OUTPUTS</b> 1. Increased diversity of income sources achieved through improved fundraising strategy</p>	<ul style="list-style-type: none"> <li>• Increases in               <ul style="list-style-type: none"> <li>- fundraising</li> <li>- grant applications</li> <li>- investment income</li> <li>- marketing/income generating activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Fundraising records showing source and amounts</li> </ul>	<p>Changes include capacity building within National Associations which ensure sustainability of new financial systems</p>





<p>2. Improvements in payment of quota</p> <p>3. Financial self-sufficiency and responsibility training</p> <p>4. Good financial practices introduced at organisational level</p>	<ul style="list-style-type: none"><li>• Payment of quota improves in % and time terms</li><li>• All trainings include issues around financial responsibility</li><li>• Personal financial management improves in demonstrable ways</li><li>• Cash records kept or voucher system in operation</li><li>• Reputable bank and account selected for savings</li><li>• Paying in slips stored sequentially</li><li>• Cheques signed and countersigned by authorised people</li><li>• Cash book shows amount of money in bank at any time</li><li>• Internal checks on financial health and management are carried out regularly</li><li>• Budgets prepared in a standardised and comparable format</li><li>• Management Committee receives regular financial reports in a form that they can understand</li></ul>	<ul style="list-style-type: none"><li>• Records of quota payment</li><li>• Training records</li><li>• Personal expenditure records</li><li>• Treasurers records</li><li>• Minutes of Management Committee meeting</li></ul>	



Complete the logical framework for your own Project				
<b>Goal</b>				
<b>Purpose</b>				
<b>Output</b>				
<b>Activities</b>				