Handbook for Project Planning, Monitoring, Evaluation and Reporting

1. PLANNING
2. IMPLEMENTATION AND MONITORING
3. EVALUATION
4. PRESENTATION OF RESULTS
Contents

Introduction ................................................................................................................................................................. 4
A. PLANNING .................................................................................................................................................................... 4

PMU’s application process – overview ................................................................................................................................. 4
  Step 1 ................................................................................................................................................................................ 5
  Step 2 ................................................................................................................................................................................ 5
  Step 3 ................................................................................................................................................................................ 5
1. Project planning – step 1 ...................................................................................................................................................... 6
  1.1 Pre-application and general preparations ...................................................................................................................... 6
  1.2 Preparatory situation analysis ......................................................................................................................................... 6
  1.3 Planning with target groups and other stakeholders .................................................................................................... 7
  1.4 PMU’s model for the implementation of planning meetings/workshops ....................................................................... 8
2. Project planning – steps 2 and 3 ........................................................................................................................................... 9
  2.1 Project logic .................................................................................................................................................................... 9
  2.3 Other planning activities ................................................................................................................................................. 11
B. IMPLEMENTATION/MONITORING ................................................................................................................................. 12

General information on implementation and follow-up ........................................................................................................ 12
  1. What to consider at the start of a project ........................................................................................................................ 13
  2. Baseline study and possible project indicator updates .................................................................................................. 14
    2.1 Who should conduct a baseline study? .......................................................................................................................... 14
    2.2 Documentation .............................................................................................................................................................. 14
    2.3 Available information .................................................................................................................................................. 14
    2.4 Methods ........................................................................................................................................................................ 14
    2.5 Scope .............................................................................................................................................................................. 14
  3. Follow-up with target groups and other stakeholders ................................................................................................... 15
  4. PMU’s model for implementation of follow-up meetings/workshops ................................................................................ 15
  5. Semi-annual and annual reporting to PMU ....................................................................................................................... 16
C. EVALUATION and FINAL REPORT ............................................................................................................................... 17

PMU 25 June 2015
1. What to consider when concluding a project ........................................................................................................ 17
2. Baseline study follow-up ....................................................................................................................................... 17
3. Local external evaluation ....................................................................................................................................... 17
4. Internal evaluation of results and strategies ......................................................................................................... 19
5. Final report to PMU ............................................................................................................................................... 20
E. ANNEXES ......................................................................................................................................................... 21

Annex 1 – PMU’s model for the implementation of planning meetings/workshops ...................................................... 21
  Preparations for planning meetings/workshops ................................................................................................... 21
  1. Introduction ..................................................................................................................................................... 21
  2. Situation and factor analysis and project goals ................................................................................................. 22
  3. Resources ...................................................................................................................................................... 25
  4. Conclusion ..................................................................................................................................................... 26

Annex 2 – PMU’s model for the implementation of follow-up meetings/workshops .................................................. 27
  Preparations for follow-up meetings/workshops .................................................................................................. 27
  1. Introduction ..................................................................................................................................................... 27
  3. Updated situation analysis – target group stories ............................................................................................ 28
  4. Updates of project results and lessons learnt about strategies ............................................................................ 29
  5. Conclusion ..................................................................................................................................................... 29
**Introduction**

This handbook is a complement to PMU’s Project Manual. It provides practical advice and tips on methods for the following parts of the project cycle: planning, implementation/monitoring and evaluation. The handbook is based on the manual’s guidelines, but the suggested methods and exercises should be adjusted in line with local conditions and needs. PMU also encourages each partner to develop their own, locally-adapted methods for the target groups’ involvement in the project cycle, and to describe these methods in a project manual of their own.

**A. PLANNING**

**PMU’s application process – overview**

The application process is described in detail in Section 2 of PMU’s Project Manual. Here, we are only providing an overview and a brief summary to make it easier for you to get an understanding of how to plan the different parts.
Step 1
Pre-application
The local partner and the Swedish partner submit a pre-application to PMU, based on the general cooperation plan for the period. If the pre-application is granted, the organisation can start planning the project.

Planning with target groups
If you need support, contact PMU. The results of the planning are entered into the project application, part A and part B.

Feasibility study (if needed)
In some cases, the situation in the target area is so complex, that simply meeting representatives from the target group is not enough. You may then need to conduct a feasibility study to determine what the best strategies for the project might be. If you decide that this is needed, you can apply for funding for a feasibility study, before you start filling out Part A of the application. The feasibility study should, if possible, be carried out by a local consulting firm. If the funding application to PMU is granted, you can start the procurement process.

Step 2
Application part A
Part A starts with a situation analysis, which is the basis for the entire project. When Part A is ready, PMU makes a formal decision on whether or not you can continue to the next step of the process.

Step 3
Application part B, including budget
Part B is where you provide additional information on the project, including an explanation of the budget, which is submitted together with Part B.

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1 Annex 2.8 can be downloaded at www.pmu.se, or requested from your PMU coordinator.
2 See more about planning below.
3 Use annex 2.6 Terms of reference for a Feasibility study
4 A PowerPoint presentation with instructions on how to fill out Application Part A and Part B is available to download at www.pmu.se. It can also be requested from your PMU coordinator.
5 Annex 2.9 Template for Development Project Application – Part A
6 Annex 2.10 Template for Development Project Application – Part B
7 Annex 2.11 Budget template for development projects
1. Project planning – step 1

1.1 Pre-application and general preparations

After the pre-application has been granted, the project planning can begin. There are a number of steps involved in project planning, and it is a relatively time-consuming and resource intensive process. The first thing to do is to decide how to organise the planning process and who needs to be involved. Here are a few tips for general preparations:

- Form a project group to manage the planning, monitoring, evaluation and reporting processes.
- Consider which representatives for rights-holders to include in the process, and which different groups of duty-bearers to involve in the planning. Remember that the project’s target groups may consist of individuals, CS groups or organisations, personnel from CS-owned institutions, people in positions of power, personnel from government institutions etc.⁸

- Contact rights-holders and other stakeholders and decide how to go about the planning process.
- Contact CSOs and CS groups for coordination and possible cooperation.

1.2 Preparatory situation analysis¹⁰

Start by making your own analysis of the situation in the target area. The analysis should be rights based, i.e. it should be based on the needs/rights of the rights-holders and the responsibilities of the duty-bearers. For more information on a rights-based approach, see PMU’s Project Manual at www.pmu.se.

PMU’s situation analysis template¹¹ supports you, as you start your analysis. The template contains questions on rights, responsibilities and local resources. It also contains questions on gender equality, the environment, HIV/AIDS and conflicts, because these areas need to be addressed in the planning of all projects. Of course, you can add other relevant questions to your analysis.

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⁸ The issue of who the rights-holders or duty-bearers are in particular situations depends on which human rights are in focus. Human rights are essentially an individual’s or a group’s rights in relation to the State. A person’s life is, however, affected by actors other than the State. For this reason we usually describe all individuals or institutions with power over a person’s life and situation as a duty-bearer in relation to that person. Here are a few examples: Adults are duty-bearers with respect to the rights of children. In a relationship where a man has power over his wife’s life, he is a duty-bearer with respect to his wife’s rights. An organisation is a rights-holder in relation to the authorities with respect to its freedom to exist and operate in the community. An organisation or a company that affects the lives of people may be a duty-bearer in relation to the local population. In most cases, the ultimate duty-bearer is the State, and it is important to always strive to influence the ultimate duty-bearer.

⁹ For more information on target groups, see PMU’s instructional PPT for filling in application Part A and B.

¹⁰ More information on how to conduct a situation analysis is available in PMU’s PowerPoint presentation with instructions on how to fill out Application Part A and Part B. This can be downloaded at www.pmu.se, or requested from your PMU coordinator.

¹¹ Part of Annex 2.9 Template for Development Project Application – Part A
1.3 Planning with target groups and other stakeholders

The different stakeholders of the project (individuals, CS groups/organisations and people in positions of power) must always be involved throughout the project process, including the planning phase. At least half of the representatives should be rights-holders. All categories of target groups should be given the opportunity to influence the project plan. Make sure to include representatives from vulnerable groups in the project, such as minorities, children, youth, people who are HIV positive, people with functional disabilities etc. Aim for an equal distribution of women/men and girls/boys. Participation is easier if the planning meetings are conducted at the location where the project will be implemented. In addition to the selected target groups, other stakeholders should be involved in planning. The planning process can take the form of a group workshop or individual meetings. The most important thing that everyone is allowed to actively participate, that all of the knowledge and experiences available are made use of and that a common understanding of the project is created.

When planning projects, it is very important that the rights-holders themselves have an opportunity to describe and define their needs and propose improvements with respect to their own rights. If possible, the duty-bearers should also be allowed to describe their capacity shortcomings and be given the opportunity to propose improvements. The implementing organisation is responsible for the strategic choices and the details of the project structure, but in order for target groups and other stakeholders to be able to put forward their ideas and suggestions in a creative way, planning should be a process that is open to new ideas. During the planning process PMU expects you to arrange some form of planning meeting or workshop. You can either gather all of the stakeholders at a joint workshop or arrange individual meetings with different stakeholders. The most important thing is that all voices are heard.

Here are some ideas for gathering information:

- A workshop for all stakeholders
- Local focus groups for joint planning
- Separate interviews with rights-holders and duty-bearers
- Consensus decisions within different target groups
- Meetings with a whole community, village, suburb etc.
- Meetings with other CSOs
- Etc.
1.4 PMU’s model for the implementation of planning meetings/workshops

Project planning must always be adapted to what is appropriate and reasonable based on the context and situation. If the planned project is a continuation phase, or if other projects are being implemented in the area, planning can be carried out as part of the normal follow-up process or in connection with an internal evaluation of an ongoing project. Regardless of the method, there are certain obligatory components that must be included in the planning process. PMU has produced a model for project planning which ensures that all obligatory questions are addressed with target groups and other stakeholders. Another obligatory component is a discussion about the vision for the future (the long-term goal – impact) and the project’s expected result (outcome). 12

The project team compiles all answers and suggestions during the planning meetings. This information is then processed and entered into Annex 2.9 Template for Development Project Application – Part A and in Annex 2.10 Template for Development Project Application – Part B

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12 The model is presented in Annex 1 at the end of this handbook.
2. **Project planning – steps 2 and 3**

2.1 **Project logic**

When you have finished step 1, it is time to establish the project logic, i.e. the logical links between the *situation analysis* and the strategic choices of *geographical target area*, *target groups*, *project goals*, *expected results* per target group (project indicators) and *activities* etc. It is very important to think through the logic of the project *before* you start filling in the application template for PMU. Otherwise, the structure of the template might limit the thought processes.

It should be possible to follow the project logic from both directions, i.e. the activities should lead to the exact expected results being achieved per target group (project indicators), which should lead to the fulfilment of the expected goal for the project. When the goal has been reached, the target groups’ situation will have been changed in the geographical areas.
To establish the project logic you can, for example, use a classic LFA matrix, an *Outcome mapping* matrix, mind maps etc.

You can get help with strategies for projects with different thematic areas of focus by reading PMU’s thematic studies and guidelines, which also contain recommendations\(^\text{13}\).

**LFA-matrix**

<table>
<thead>
<tr>
<th>Overall Goal:</th>
<th>Measurable Indicators</th>
<th>Sources of Verification</th>
<th>Risks and Important Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Objective</td>
<td></td>
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<tr>
<td><strong>Expected Results</strong></td>
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<tr>
<td>Expected Result 1:</td>
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<td>Expected Result 2:</td>
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<tr>
<td>Expected Result 3:</td>
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<tr>
<td><strong>Activities</strong></td>
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<td>1.1</td>
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<td>3.1</td>
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</tr>
</tbody>
</table>

**Outcome mapping matrix**

The project structure according to the *Outcome mapping* method is based on four questions:

- **Why?** What is the vision to which the project aims to contribute?
- **Who?** Who are the project’s target groups and other stakeholders?
- **What?** What are the tangible changes that are being sought?
- **How?** How will the project contribute to the change process among its target groups?

If you do an online search for “outcome mapping matrix” you will find that this type of matrix can take many different forms. Each of them can display answers to the four questions you want to ask and draw links between them in various ways. Here is an example of a simple matrix.

\(^{13}\) These will be sent to you by your PMU coordinator.
2.3 Other planning activities
There are also several other important things for the project group to consider. They include:

- Which local resources should we work in cooperation with within the project?
- What other actors should we coordinate with, within the project?
- What methods should we use in the project?
- How do we make the best use of time during the project period (time planning)?
- How do we improve our system for transparency?
- What are the risks that may affect the project, and how will we manage them?
- What system will we use for result analysis?
- How do we ensure cost efficiency, and make the best possible budget for the project?
- What other possible sources of funding can we find?
- What should the role of any Swedish personnel be?
- etc.

The easiest way to do this is to follow the headings and instructions in Annex 2.9 and 2.10 so as not to miss anything you need to consider before filling in the templates\(^1\).

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\(^1\) More information is available in PMU’s PowerPoint presentation with instructions on how to fill out Application Part A and Part B. This can be downloaded at www.pmu.se, or requested from your PMU coordinator.
B. IMPLEMENTATION/MONITORING

General information on implementation and follow-up
Just as during the planning process, it is important to involve all stakeholders in the implementation of the project. All stakeholders must be given an opportunity to influence and actively participate in the project’s implementation. This ensures transparency and accountability.

Time and resources must be allocated for regular follow-up meetings with the target groups. Make sure you include representatives from vulnerable groups in the project, such as minorities, children, youth, people who are HIV positive, people with functional disabilities etc. Aim for a balance of women/men and girls/boys. Participation is easier if the follow-up meetings are conducted at the location where the project will be implemented. An important aspect of the follow-up process at these meetings is the rights holders’ stories. Their stories provide an effective tool to measure how people’s lives have improved as well as important information to be used when reporting the project’s qualitative results. By hearing people’s own stories we learn about their own experiences, how the project is perceived by the participants and how our projects are affecting their lives. The rights holders also feel that they have a voice and that their experiences are valued and being documented.

Regular follow-up and reporting meetings must be held with project management, personnel and any representatives from the implementing organisation. It is also important to make a plan for how the organisation’s board, project committee or similar body can visit the project and form their own impression of its implementation and the results achieved. The implementing organisation also needs to create follow-up systems. If, for example, there is a head office, a system must be in place whereby local project offices document results and lessons learnt so that the head office can assemble all of the results and conduct an analysis.

All follow-up and reporting meetings are to be documented so that the relevant parties that did not participate, e.g. the Swedish partner or PMU, can receive information. Thorough documentation of the project facilitates the follow-up process and may help in identifying different arguments and important observations, results and effects. The follow-up process also allows the organisation itself to learn and develop. Experiences and successful methods can be used and in the end may influence an entire organisation’s approach and methods. The lessons learnt can also be spread to other organisations and to PMU.

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15 i.e. with individuals, CS groups/organisations and people in positions of power, depending on the project.
1. **What to consider at the start of a project**

As a project leader it is important to create a structure for the project during the start-up phase. This ensures transparency and accountability during implementation. PMU encourages every organisation to create its own checklist for project start-up and to adapt it to the local context.

Below are a few suggestions for important things to consider before starting a project. Please note that the list is not complete and that it contains both required and optional elements.

- Go through PMU’s Project Manual chapters 1, 2 and 5 with all of the personnel, paying particular attention to chapters 2 and 5.
- Go through all of PMU’s policies so that the personnel are aware of these and know where to find them.
- Follow all the instructions on finance and administration in Chapter 5 in PMU’s Project Manual.
- Review the approved project description and budget with the project personnel.
- Prepare an official launch for the project for the purpose of informing all stakeholders about the project and getting them involved (see instructions under item 7.1 in annex 2.10 *Template for Development Project Application – Part B*).
- Update the plans for the first six months or year so that there is a precise schedule for the activities to be implemented. Display an activity plan at the office so that it is visible for the personnel and other stakeholders.
- Explain everyone’s role in the project.
- Review PMU’s financial and written report templates so that everyone knows from the start what type of reporting is expected.
- Decide on a structure for internal reporting. Explain what needs to be documented for every activity, who will do what, what the deadlines are etc.
- Establish rules and routines for saving internal reports so that they are available to PMU (for random checks) and to other stakeholders.
- It is a good idea to inform the Swedish Embassy that the project is getting started. The project leader should make contact with the Swedish Embassy so that the Embassy is aware of the project and how to contact project management. Contact with the Embassy is also important because it will enable you to receive information on any courses taking place or network meetings arranged locally by the Embassy/Sida.
- Review the organisation’s own policies and Code of Conduct for the personnel etc.
- Start a logbook for work notes, including information on activities, risk management, lessons learnt, decisions taken within the project, internal training etc.
2. **Baseline study and possible project indicator updates**

The first activity to be conducted by all projects is a baseline study\(^\text{16}\). Once the study is done, the exact anticipated results (the project indicators) can be updated, particularly if a long time has passed since the indicators were established. The project indicators describe the results achieved based on the situation at the start of the project. The baseline study maps and documents exactly what the current situation looks like. This documentation will be used to monitor project results during the course of the project and also to evaluate the project after it is concluded.

2.1 **Who should conduct a baseline study?**

A baseline study is conducted in most cases by the project personnel.

2.2 **Documentation**

The documentation generated by a baseline study should consist of both quantitative and qualitative information, i.e. both statistical data on numbers and information about the target group’s knowledge, attitudes and behaviour etc., depending on which project indicators apply.

2.3 **Available information**

It is important to always start by determining which information is already available and if it is relevant. If the project is a continuation phase with more or less identical project indicators, the external evaluation of the previous phase may be sufficient. Information may also be obtained from other organisations or from the authorities. Information from, for example, institutions such as schools or health centres is often very valuable and can save a lot of time and money. Remember to only gather the type of information that can be used to measure project results.

2.4 **Methods**

The methods used should be tailored to the particular project and may include observations, interviews, group interviews, written tests, phone or e-mail interviews etc. The methods used to gather data should be documented – this applies both to methods used to gather new data and methods for gathering information that is already available. If the methods change during the process, this should also be documented. This ensures that the same methods are used to monitor and evaluate projects, irrespective of who is gathering the information.

2.5 **Scope**

The scope of a baseline study depends on the target groups named in the project indicators. The target groups may be individuals, groups of individuals, households, CS groups/organisations or institutions and those in power. If the target groups are large, an appropriate selection of target group representatives should be made. In gathering quantitative statistics it is important that the selection is based on likelihood. In gathering qualitative information the selection should be based on:

- which people can be assumed to provide the best information;
- which sub-groups need to provide information (e.g. women/men, young/older people, various professional groups etc.).

\(^{16}\) Good examples of baseline studies can be requested from your PMU coordinator.
3. **Follow-up with target groups and other stakeholders**

The project follow-up process can take place through joint workshops or separate meetings. The important thing is that everyone involved feels that it is their project and that they have the ability to impact its implementation. The implementing organisation determines the best way to conduct the follow-up process with target groups and other stakeholders in the individual project.

To facilitate the follow-up process it is a good idea to use the same methods as those used in the project planning process.

4. **PMU’s model for implementation of follow-up meetings/workshops**

Project follow-up must always be adapted to what is appropriate and reasonable based on the context and situation. Regardless of the method, there are certain obligatory components that must be included in the follow-up process. PMU has produced a model for follow up, which ensures that all obligatory questions are addressed with target groups and other stakeholders. Here are some ideas for types of meetings and methods.

- A workshop for all stakeholders
- Local focus groups for joint planning
- Separate interviews with rights-holders and duty-bearers
- Consensus decisions within different target groups
- Meetings with a whole community, village, suburb etc.
- Meetings with other CSOs
- Etc.

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17 The model is presented in Annex 2 at the end of this handbook.
5. **Semi-annual and annual reporting to PMU**

Annex 2.14 *Template for written semi-annual, annual and final reports for development projects*, which you received in the start-up package from PMU, is to be used to report project follow-up results. The template is project-specific, i.e. goals, anticipated results and activities etc. have already been filled in by PMU.

Lessons learnt from implementation are reported to PMU after June each year and the results achieved are reported annually. The annual report should include a comparison with the baseline study, because this may have affected the project indicators. The results achieved must be verified in a well-reasoned and systematic way. Under the heading 7.1 *Verification sources* in the project specific report template, you will find the verification sources you indicated in your application that you would use for follow-up and result analysis. Remember to include all of the information you obtained in the various target group meetings and observations made in the target area.
C. EVALUATION and FINAL REPORT

1. What to consider when concluding a project
As project leader it is important to remember to involve all target groups and other stakeholders in the project conclusion phase in the same way as in planning and implementation. This ensures transparency and accountability right up until the end.

Below are a few suggestions of important things to consider when concluding a project. The list is not complete and PMU encourages every organisation to create its own project conclusion checklist and adapt it to the local context.

- Prepare an official conclusion for the project for the purpose of informing all stakeholders of the project results.
- Evaluate the structure for internal reporting in cooperation with the project personnel.
- Evaluate how effective the project’s role allocation was.
- Evaluate the project strategies (see figure below).
- It is a good idea to inform the Swedish Embassy that the project has concluded and about its results and effects on the community.

2. Baseline study follow-up
Before sending the final report to PMU you are required to refer back to the original baseline study in order to have a solid basis for your result reporting. Remember to document everything in the same way, using the same methods and choice of representatives for the target groups to get a fair comparison.

3. Local external evaluation
At some point during the project an external evaluation should be carried out by a local consultant. The implementing organisation determines when this evaluation should be carried out, but it should be done some time after the half-way mark for the project and well in advance of its conclusion. The purpose
of this evaluation is to learn more and to raise the quality of project activities. The implementing organisation is responsible for planning, procuring the services of the consultant, following up and reporting on the evaluation. The target groups should be given the opportunity to take part in the evaluation, and the evaluation results should be reviewed with them. The external evaluation should also use the baseline study carried out as the first project activity as its starting point.

The evaluation, and the implementing organisation’s Management Response about the follow-up of the evaluation, should be sent to PMU as soon as they are ready, but no later than in connection with the final project report. The evaluation and Management Responses are followed-up by PMU’s coordinator and provide important background for PMU when it reports the results to Sida and other external donors.\(^{18}\)

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\(^{18}\) Instructions and guidelines for the evaluation are found in annex 2.19 *Instructions for local, external evaluation of development projects*
4. **Internal evaluation of results and strategies**

The internal evaluation conducted before the project’s conclusion must focus on analysis of results and strategies. This analysis should be based on documentation from follow-up meetings/workshops, internal reports, baseline study follow-up, the external evaluation etc. Under the heading 7.1 *Verification sources* in the project specific report template, you will find the verification sources you indicated in your application that you would use for follow-up and result analysis.

After the project activities have ended it is very important to make an internal evaluation of the project strategies, i.e. to assess if the choice of target groups, activities etc. led to the anticipated change in the rights holders’ situation and in the duty bearers’ capacity and responsibility for the situation. The figure below is the same as the one used to present the project logic in the planning stage, but in the evaluation it is important to start with the activities and other chosen strategies and to see if anything could have been done differently to achieve better results.
In the internal evaluation it is important to include the following questions:

- In what way has the project contributed to the long-term goal?
- What has changed in the context since the project started?
- Have the authorities taken a greater responsibility? Was this due to the project or to other factors?
- What results have other actors achieved?
- What lessons can be learnt about the above?
- Was the project’s risk management sufficient?
- How effective was cooperation with other organisations?

5. **Final report to PMU**

All the lessons learnt about the project and its strategies are reported in Annex 2.14 *Template for written semi-annual, annual and final reports for development projects*, which you received in the start-up package from PMU. Since the report is updated once every six months to include new lessons learnt and annually to include the results achieved, the final report only needs to update the previous reports based on the final internal analysis. Remember to describe in detail the fulfilment of the project goal (the outcome of the project) and the sustainability of the outcome.
E. ANNEXES

Annex 1 – PMU’s model for the implementation of planning meetings/workshops

This is a description of PMU’s model for planning meetings and workshops. If you will be holding many planning meetings, the components can be divided between them and implementation adapted according to the participants. PMU’s tool is synced with the application templates to ensure that all questions are addressed with target groups and other stakeholders.

All of the answers and suggestions received are compiled by the project group after all of the planning meetings are completed, and this information is entered into Annex 2.9 Template for Development Project Application – Part A and Annex 2.10 Template for Development Project Application – Part B.

Preparations for planning meetings/workshops

- Decide who will participate in planning meetings/workshops and invite them or book an appointment with them.
- Appoint a process leader if a group has many members. Process leaders should be used to leading group processes and have the ability to avoid letting their own opinions steer the process.
- Enlist the help of an interpreter if necessary so that rights holders can communicate in their native language/best language.
- Obtain the materials you need for the meetings/workshops. (In the case of workshops, you may need note pads, pens, flip charts, coloured markers, chalk etc.)

1. Introduction

**Purpose:** To get the participants to understand the context, feel that they are participating in the process and be willing to take responsibility.

**Suggested programme**

- Welcome everyone and allow the participants to present themselves to each other.
- Talk about who has initiated the gathering.
- Talk about the background and goals for the gathering.
- Explain any boundaries that have been set for the project you will be applying for, i.e. with respect to geographical area, target groups, thematic area and specific focus (e.g. antenatal care in Building Block 3, Health, Education and Livelihoods) etc.
- Explain what you will be doing during the gathering and how written materials will be used afterwards.
- Explain the role of the process leaders and what the participants are expected to contribute to the process.
- Allow the participants to ask any questions they may have.
- If the gathering has many participants, talk for a little while about the general rules that everyone should follow.
2. Situation and factor analysis and project goals

Purpose: To create a joint status description for the rights holders and duty bearers, and determine what the participants want to achieve through the project.

1. If there are many participants in the gathering they can be divided into groups. If both target groups and other stakeholders are taking part they can be mixed, but in order for the participants to be able to express their opinions freely and without fear, it may be better to divide them into different stakeholder groups. It may, for example, be appropriate to separate women and men, or young and older people. This also applies to different language groups who should be allowed to express themselves in their best language.

2. Allow the participants to talk about their situation with respect to the thematic area (e.g. antenatal care within building block 3. Health, Education and Livelihoods). The interview questions below can provide support, but it is not necessary to answer all of the questions. Another way to structure the conversation is to discuss the answers already received from previous contacts with the target groups. Remember to adapt the questions to the situation, i.e. depending on whether the meeting includes rights holders, duty bearers, CS groups or organisations, or the authorities. Also, be thorough when documenting the answers, because these answers will be an important source when you fill in the analysis of rights and duties in the situation analysis in Annex 2.9 Template for Development Project Application – Part A.

Suggested interview questions
• Who are you? What do you do etc.?
• Describe your situation (with respect to the thematic area).
• Are there situations where things work well/better? Describe them.
• What makes things work in those situations?
• What worries you about your current situation?
• Talk about a time when the problems were particularly evident.
• What are the consequences of the problems for you?
• What is the reason you are having these problems?
• What are you doing today to handle the situation?
• What would you like things to be like in the future?
• What would the new situation mean for you?
• What do you suggest can be done?
A matrix like this can be used to document the answers, but you can also create your own.

<table>
<thead>
<tr>
<th>Factor analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is working well?</td>
</tr>
<tr>
<td>There is a clinic 6 km away</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Needs</th>
<th>How is the problem apparent?</th>
<th>Factors that contribute to things working</th>
<th>Suggestions actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased knowledge about pregnancy and delivery</td>
<td>Women are harmed or die in childbirth, and their babies too</td>
<td>Illiteracy</td>
<td>Education in the villages provided by competent personnel from the closest clinic. Use materials such as pictures.</td>
</tr>
</tbody>
</table>

3. Let the participants discuss the other questions below. A matrix like this can be used to document the answers. The answers are then used to supplement the implementing organisation’s own basic situation analysis of the target area.

<table>
<thead>
<tr>
<th>Situation analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other questions for discussion</td>
</tr>
<tr>
<td><strong>Organising</strong></td>
</tr>
<tr>
<td>1. Which relevant groups of people are not organised and could be helped to get organised by the project?</td>
</tr>
<tr>
<td>2. In what way could they be organised?</td>
</tr>
<tr>
<td><strong>Gender equality</strong></td>
</tr>
</tbody>
</table>
1a. What are the **work tasks of women** in the target area?
1b. What are the **work tasks of men** in the target area?
1c. How do their **work loads** differ?

2a. In which areas do **women** have the **power to make decisions**?
2b. In which areas do **men** have the **power to make decisions**?

3. What are the differences between men and women in terms of their **access to and control over resources** that make development possible (finances, healthcare, education)?

4. What are the **risks** if the status of women is improved in relation to the status of men?

5. What do you suggest can be done?

**Environment**

1. Which **environmental problems** exist in the target area?
2. Who is affected by the problems, and how are people being affected?
3. What are people in the area doing that is creating environmental problems?
4. What are people in the area doing to improve the environment?
5. How has the environment changed over the past 5–10 years?
6. Have there been any sudden changes in the environment?
7. What are you doing to prevent disasters and what will you do if a disaster happens?
8. What do you suggest can be done?

**HIV/AIDS**

1. What are the **main problems** in terms of HIV prevention in the target area?
2. What are the **main problems for people** living with HIV?
2. What are the **main problems for their relatives**?
4. What do you suggest can be done?

**Conflict**

1. Which **conflicts** exist in the target area that may affect the project?
2. Is there a risk that the project’s activities, results and effects may be affected negatively by the conflicts? Describe how.

3. Is there a risk that the project could exacerbate ongoing conflicts or contribute to new ones? Describe how.

4. What do you suggest can be done?

4. Allow the target groups and other stakeholders to discuss their vision of what they want the target groups’ situation to look like in 10 years’ time, i.e. the target groups at the Individual, CS and Institutional levels. Write a brief text as a basis for the project’s long-term goal (impact).

5. Similarly, allow the target groups and other stakeholders to discuss what they want the situation of the target groups to look like at the end of the project. Write a brief text to be used for the project goal (outcome).

3. **Resources**

   **Purpose:** To identify the participants’ own resources and see how they can be used within the project. This reinforces local ownership and contributes to long-term sustainable development. This analysis is entered into Annex 2.9 Template for Development Project Application – Part A. Different financial or material contributions to the project are reported in Annex 2.10 Template for Development Project Application – Part B.

   1. List all of the stakeholders and note their suggestions for the project. This could involve financial resources, volunteers, the use of premises, the use of their own institutions, construction of simple buildings, production of materials, contacts with various networks, personal contacts at different levels in society etc.

<table>
<thead>
<tr>
<th>Examples of stakeholders</th>
<th>Proposed contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rights holders</td>
<td></td>
</tr>
<tr>
<td>Duty bearers</td>
<td></td>
</tr>
<tr>
<td>Village residents</td>
<td></td>
</tr>
<tr>
<td>CS groups/organisations</td>
<td></td>
</tr>
<tr>
<td>Institutions (schools, clinics etc.)</td>
<td></td>
</tr>
<tr>
<td>Local authorities</td>
<td></td>
</tr>
<tr>
<td>The implementing organisation</td>
<td></td>
</tr>
<tr>
<td>Other partner organisations</td>
<td></td>
</tr>
<tr>
<td>Swedish personnel within the project or outside the</td>
<td></td>
</tr>
</tbody>
</table>
4. **Conclusion**

**Purpose:** *To compile the results from the planning meetings/workshops and explain how these will be used by the project group.*

**Proposed programme:**
- Go through the participants’ responses to the various components in the planning meeting/workshop
- Explain that the implementing organisation will formulate exact expected results and activities for the project based on the compiled suggestions, and say when and how the participants will be informed about the structure of the project.
- Conclude by asking the participants to comment on how well they think the planning meeting/workshop has worked.
Annex 2 – PMU’s model for the implementation of follow-up meetings/workshops

This is a description of PMU’s model for follow-up meetings and workshops. If you will be holding many follow-up meetings, the components can be divided between them and implementation adapted according to the participants. PMU’s tool is synced with the report template to ensure that all questions are addressed with target groups and other stakeholders.

The final synthesis of lessons learnt and results is compiled by the project group after all of the follow-up meetings and workshops are completed, and this information is entered into annex 2.14 Template for written semi-annual, annual and final reports for development projects.

Preparations for follow-up meetings/workshops

- Decide who will participate in the meetings/workshops, and invite them or book an appointment with them. Try to have the same target group representatives in the follow-up process as those who participated in the planning process.
- Appoint a process leader if a group has many members. Process leaders should be used to leading group processes and have the ability to avoid letting their own opinions steer the process.
- Enlist the help of an interpreter if necessary so that rights holders can communicate in their native language/best language.
- Obtain the materials you need for the meetings/workshops. (In the case of workshops, you may need note pads, pens, flip charts, coloured markers, chalk etc.)

1. Introduction

2. Purpose: To get the participants to understand the changes in the situation and the context, feel that they are participating in the follow-up process and be willing to continue to take responsibility.

Suggested programme

- Welcome everyone and allow the participants to present themselves to each other.
- Talk about the background and goals for the gathering.
- Reiterate the content of the project (goals, activities etc.). Reiterate any project limitations with respect to geographical area, target groups, thematic area and specific focus (e.g. antenatal care in Building Block 3, Health, Education and Livelihoods) etc.
- Explain what you will be doing during the gathering and how written materials will be used afterwards.
- Explain the role of the process leaders and what the participants are expected to contribute to the process.
- Allow the participants to ask any questions they may have.
- If the gathering has many participants, talk for a little while about the general rules that everyone should follow.
3. **Updated situation analysis – target group stories**

**Purpose:** To create a new common description of the current situation for rights holders and duty bearers and to document target group stories.

1. If there are many participants in the gathering they can be divided into groups. If both target groups and other stakeholders are taking part they can be mixed, but in order for the participants to be able to express their opinions freely and without fear, it may be better to divide them into different stakeholder groups. It may, for example, be appropriate to separate women and men, or young and older people. This also applies to different language groups who should be allowed to express themselves in their best language.

2. Allow the participants to talk about their situation with respect to the thematic area (e.g. antenatal care within building block 3. Health, Education and Livelihoods). The interview questions below can provide support, but it is not necessary to answer all of the questions. Another way to structure the conversation is to discuss the answers already received from previous contacts with the target groups. Remember to adapt the questions to the situation, i.e. depending on whether the meeting includes rights holders, duty bearers, CS groups or organisations, or the authorities. Also, be thorough when documenting the answers. The interview questions below may provide support when you present target group stories.\(^{19}\)

**Suggested interview questions**
- Who are you? What do you do etc.?
- Describe how your situation changed during the project period.
- In which situations are things working better now? Describe.
- Why are things working better now?
- Did anything get worse during the project period?
- What still concerns you about your situation?
- Have there been fewer occasions in which the problems have been particularly severe or have they stopped altogether?
- Are the consequences still the same and just as serious?
- Are the reasons for the problems the same? If not, what do you think is the reason for that?
- How has the way in which you handle the situation changed during the project period?
- Is your vision for the future still the same? If not, describe how it has changed.
- What would the new situation mean for you?
- What do you suggest can be done?

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\(^{19}\) If you would like to read more about methods for measuring target group-based results, you can download the tool *Most Significant Change* (MSC) at www.pmu.se.
4. **Updates of project results and lessons learnt about strategies**

**Purpose:** *To document the results, identify common lessons learnt about strategies and to allow all participants to provide suggestions for actions.*

The points below are included in the project follow-up. They are taken from Annex 2.14 Template for written semi-annual, annual and final reports for development projects. It is a good idea to create your own matrixes to keep track of how target groups and other stakeholders have responded to the questions below. You may want to use a copy of Annex 2.14 and write the answers in it directly. This will help ensure that target groups and other stakeholders have contributed their input. Not all questions have to be discussed with each category of participant because the rights holders, duty bearers and other stakeholders have different focus areas and expectations.

- Expected project result (*Outcome*) – project goal achieved
- Improved situation for the target groups (rights holders and duty bearers)
- Factors that may have had a positive or negative impact on the result (e.g. other players or changes in society)
- Results achieved by project indicator
- Any side effects
- Implementation of main activities
- Lessons learnt about strategic choices
  - choice of target area
  - choice of target groups
  - choice of target groups within the implementing organisation
  - choice of cooperation and coordination
  - choice of methods
- Lessons learnt about stakeholder participation
- Lessons learnt and updates regarding risk management
- Deviations from the budget

5. **Conclusion**

**Purpose:** *To compile the results and explain how these will be used by the project group.*

**Proposed programme:**
- Go through the participants’ responses to the various components in the follow-up meeting/workshop.
• Explain that the implementing organisation will continue to work on the follow-up process and how the results/analysis will be documented. Explain how any changes to expected project results or activities will be made (that decisions/reconciliation is required with the donors), how feedback will be provided to the target groups and how the results of the follow-up meetings/workshops will be reported in writing to PMU.
• Conclude by asking the participants to comment on how well they think the follow-up meeting/workshop has worked.
• Decide where and when the next follow-up meeting/workshop will be held and who will participate. Explain who will be responsible for what, if you have agreed on changes with the target groups.