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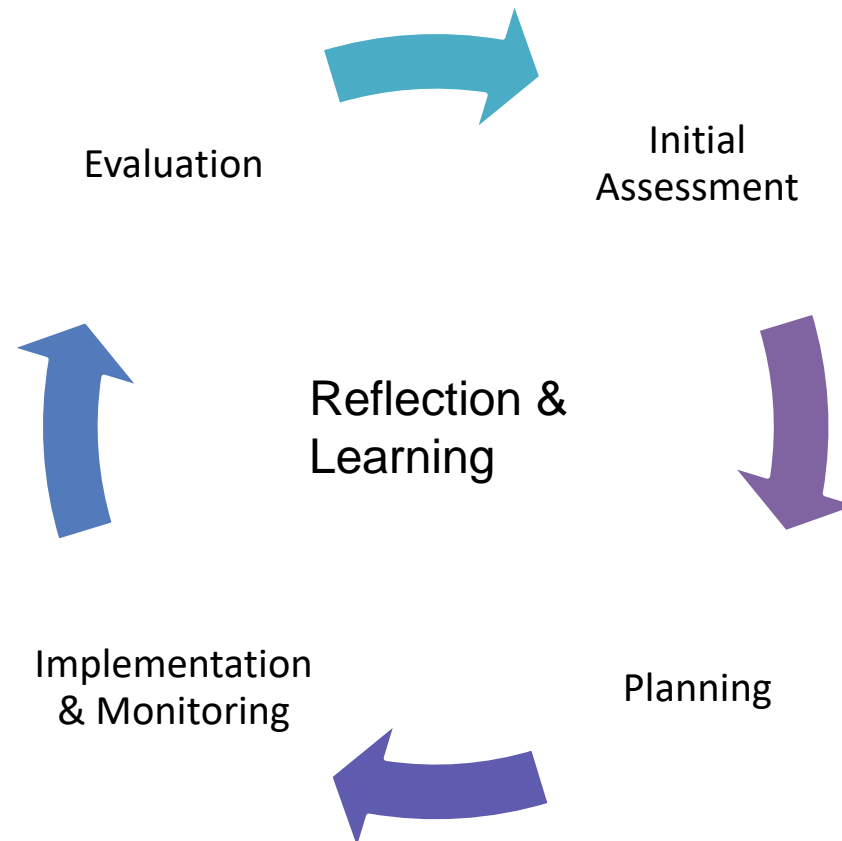
Project/Programme Planning

26 June 2019

Vientiane, Lao PDR



Project/Programme Cycle





Planning Phases

Analysis Phase

- Situation & problem analysis
- Development of objectives
- Selection of objectives

Design Phase

- Logical framework
- Activity scheduling
- Resource planning
- Developing a monitoring system



Planning Phases – Analysis Stage

Stakeholder Analysis

- to assess the problems, interests and potential

SWOT

- A tool with a wide range of uses , including, as suggested here to assess the capacity of the implementing agency or team

Problem Tree Analysis

- To get an idea of the main problems and their causes focusing on cause-effect relationships

Stakeholder Analysis

Stakeholder	Problem	Interests	Assets (Potential)	How to reach	Working with others?	Working with RCRC?
Community leader	Need to ensure community's safety	Want to ensure safer community	Knowledge of local situation and power relation	Monthly local committee meeting	Also working with "Disaster Relief Action"	Years of working with Swiss Red Cross
Women's Group	Lack of information on disaster preparedness	Want to better understand disaster risks	In-depth knowledge of community	Monthly women's group meeting	Also working with church group	Australian RC works with mothers' club
School children	Vulnerable to disaster and health risks	Want to be better protected from risks	Keen to learn and pass on messages	Arrange school visits through teachers	Many children attend church activities	No ongoing activities



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SWOT Analysis

Strengths

Weakness

Opportunities

Threats



SWOT Analysis

Strengths

- Good knowledge of the community
- Good experience in disaster response and preparedness in other parts of the country
- Understanding of issues of disaster risk reduction
- Good links with IFRC and other NSs

Weakness

- Little influence over local government structure
- No experience in training other institutions

Opportunities

- Good links with schools through Red Cross Youth clubs
- Funding and technical assistance are available from IFRC and other NSs

Threats

- Government structures may not be able to support the work
- Communities may not be interested/willing to engage on disaster risk

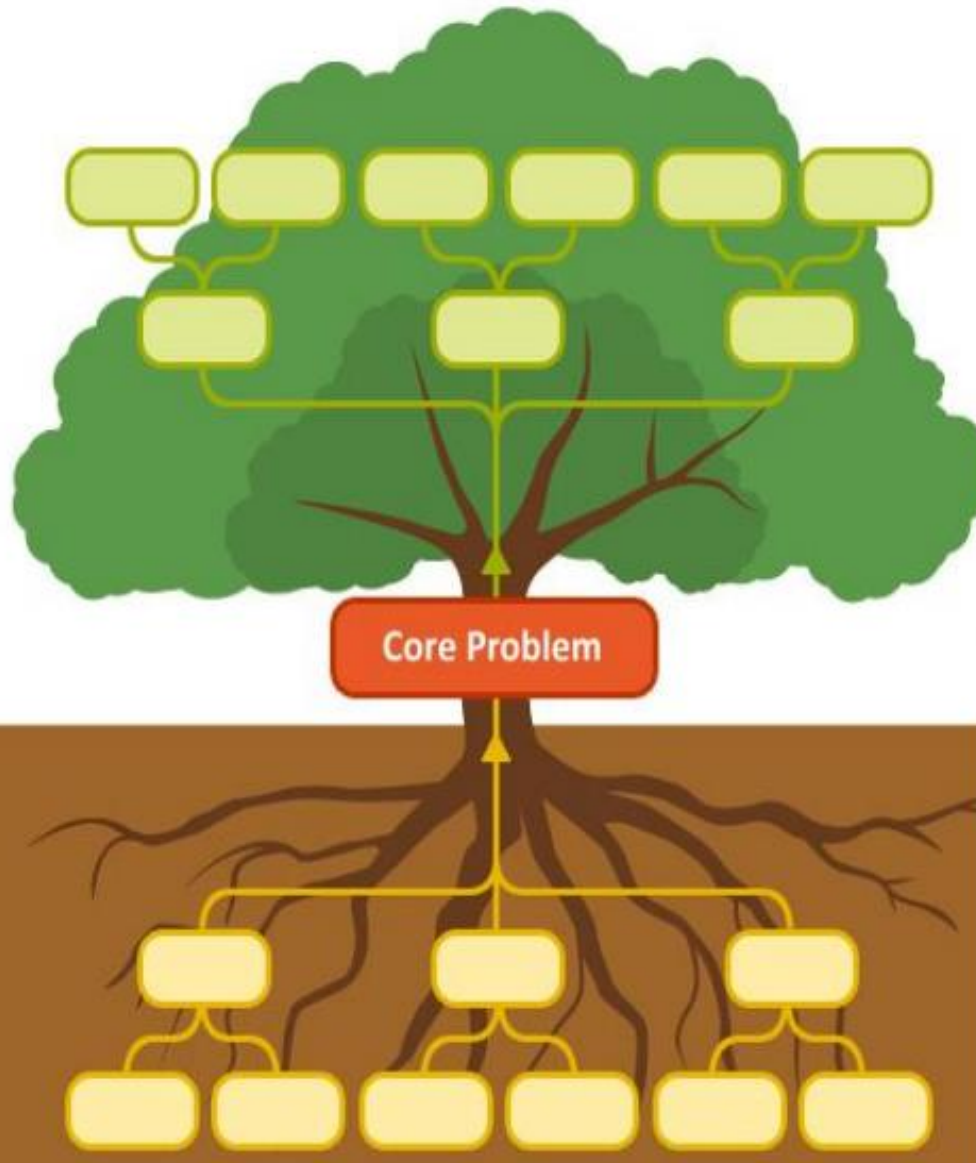


Problem Tree Analysis

- A thorough study of one or more problems to identify their causes and decide whether and how to tackle them.
- Problem tree analysis guides all subsequent analysis and decision making priorities.
- The aim of the analysis is to arrive at a clearer understanding of the situation

3 steps to the Problem Tree Exercise:

1. Discuss in a group the various issues faced
2. Identify and agree on the core problem(s) to be addressed
3. Identify and analyse the causes and effects of the core problem



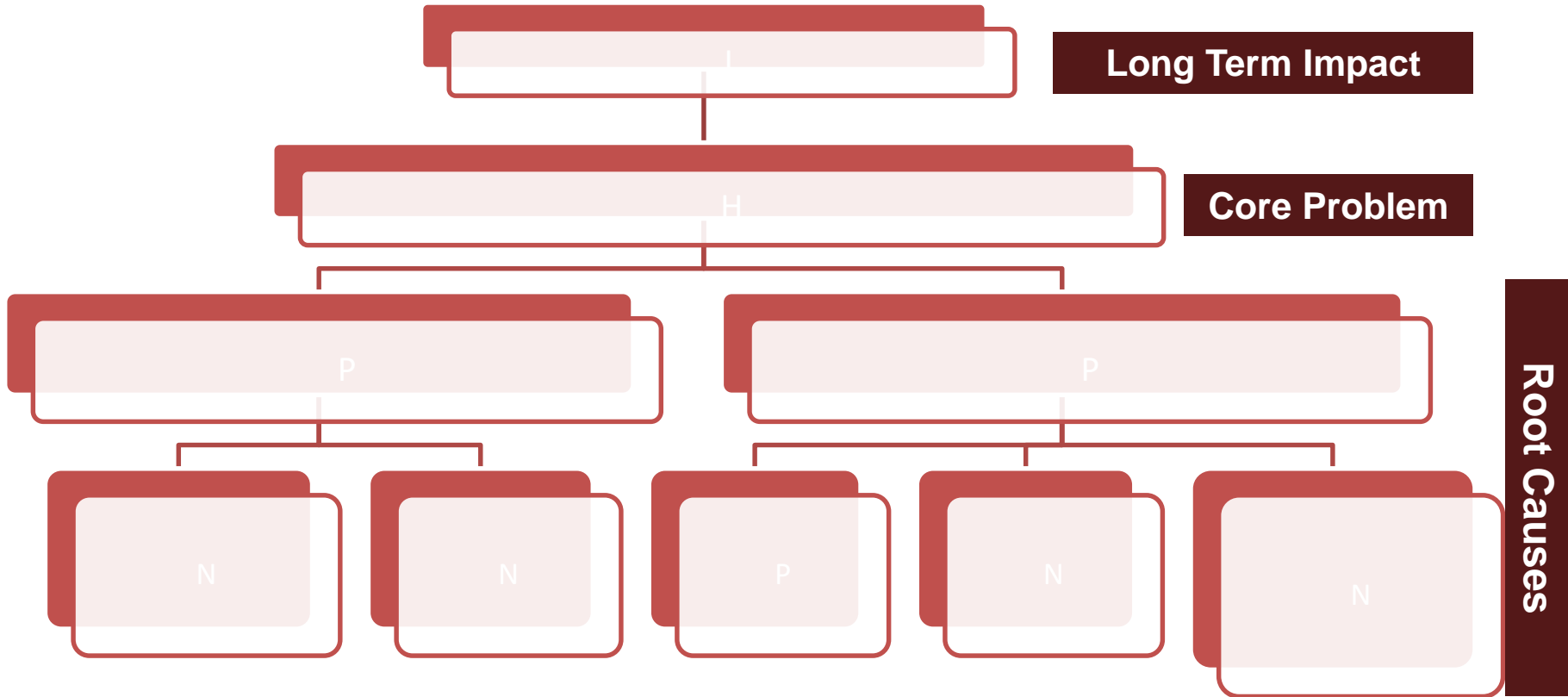
It also include the **consequences/effects** of the core problem (branches)

A problem tree includes the main or **core problem** (trunk)

It also include the **causes** of the core problem (roots)

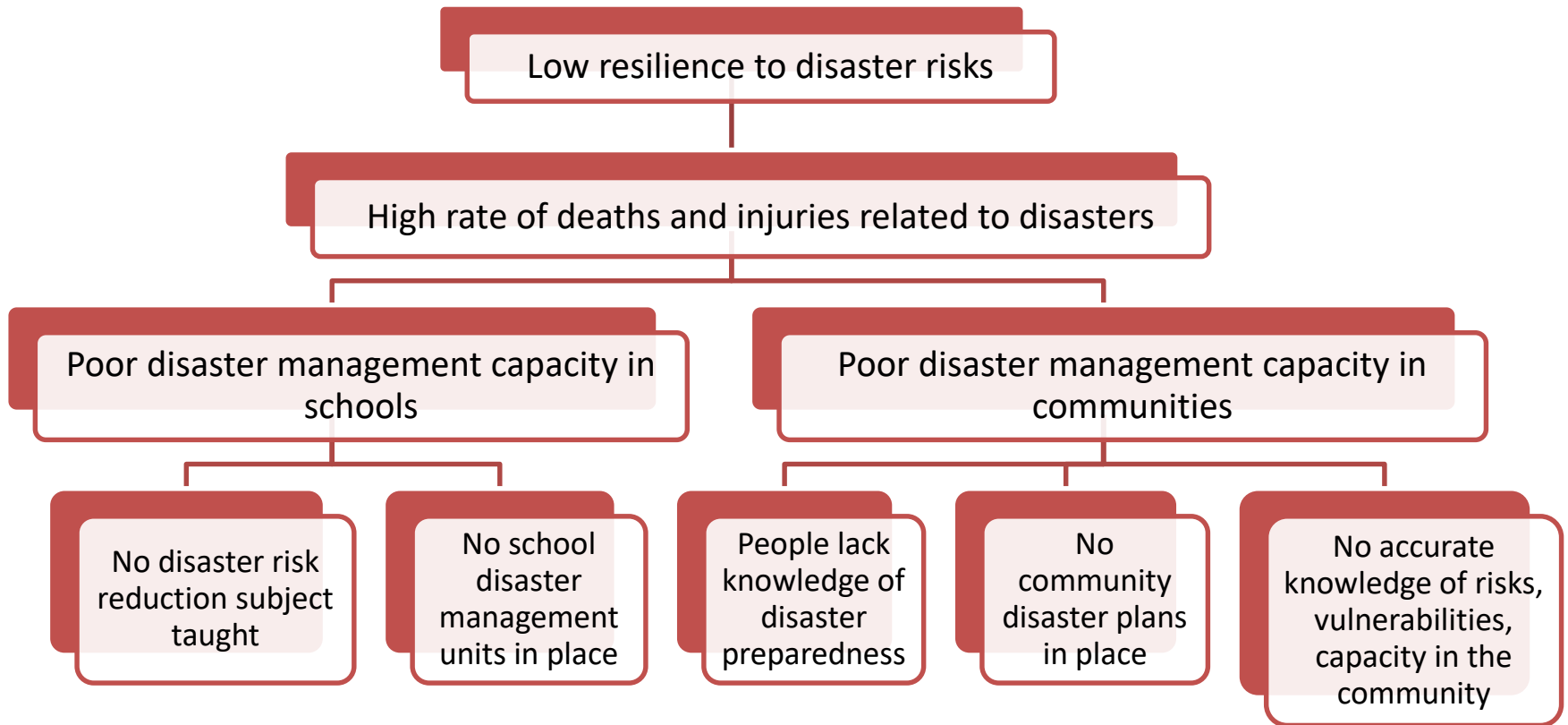


Problem Tree Analysis



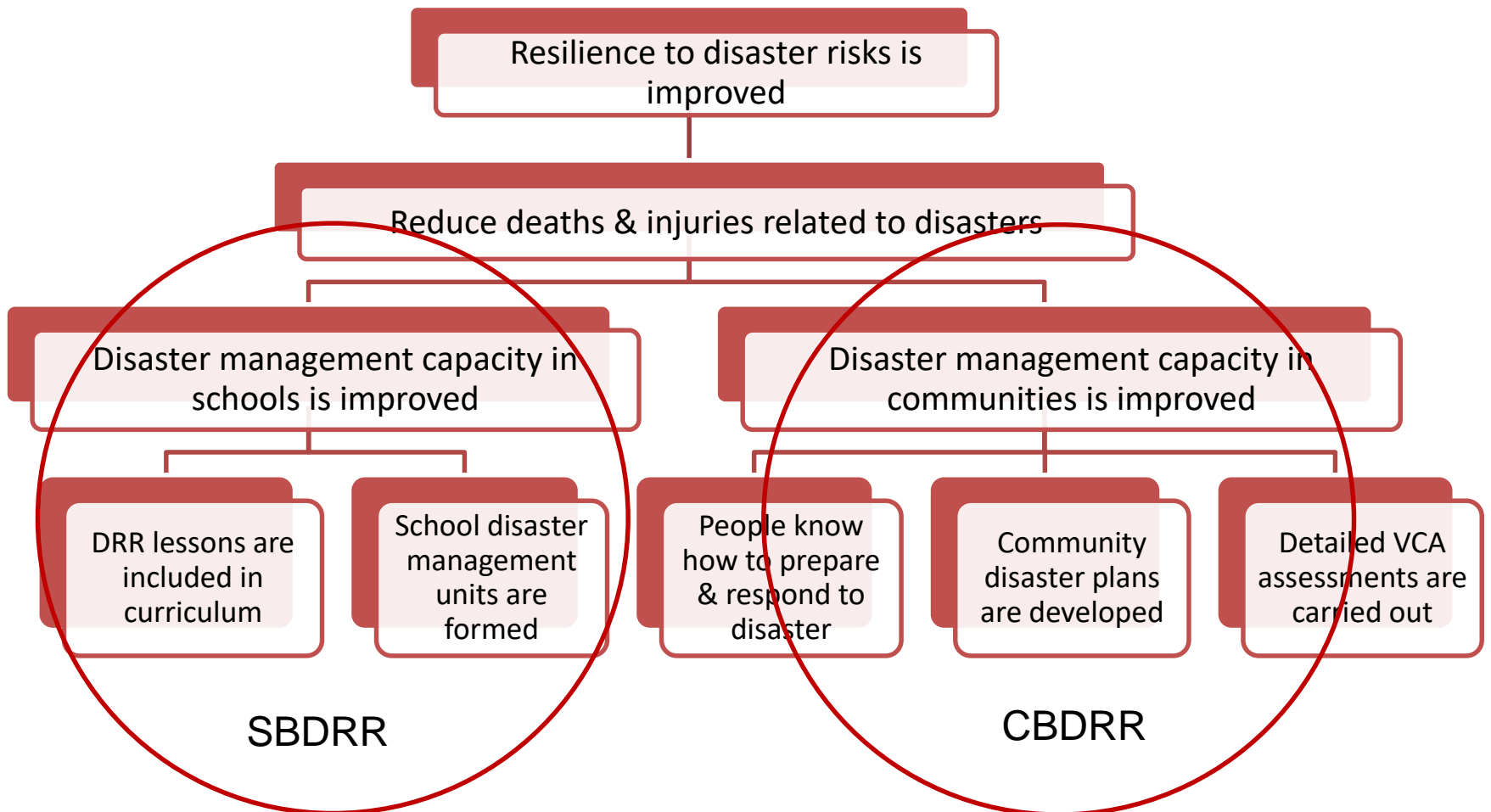


Problem Tree Analysis





Objective Tree





Logical Framework

- Following the *Result -Based Management* approach to program planning
- Using *objectives* that are derived from the Problem/Objective Tree to design the Logframe.
- There are different level of objectives, namely, goal, outcomes, output and activities
- Basis for implementation, monitoring and evaluation

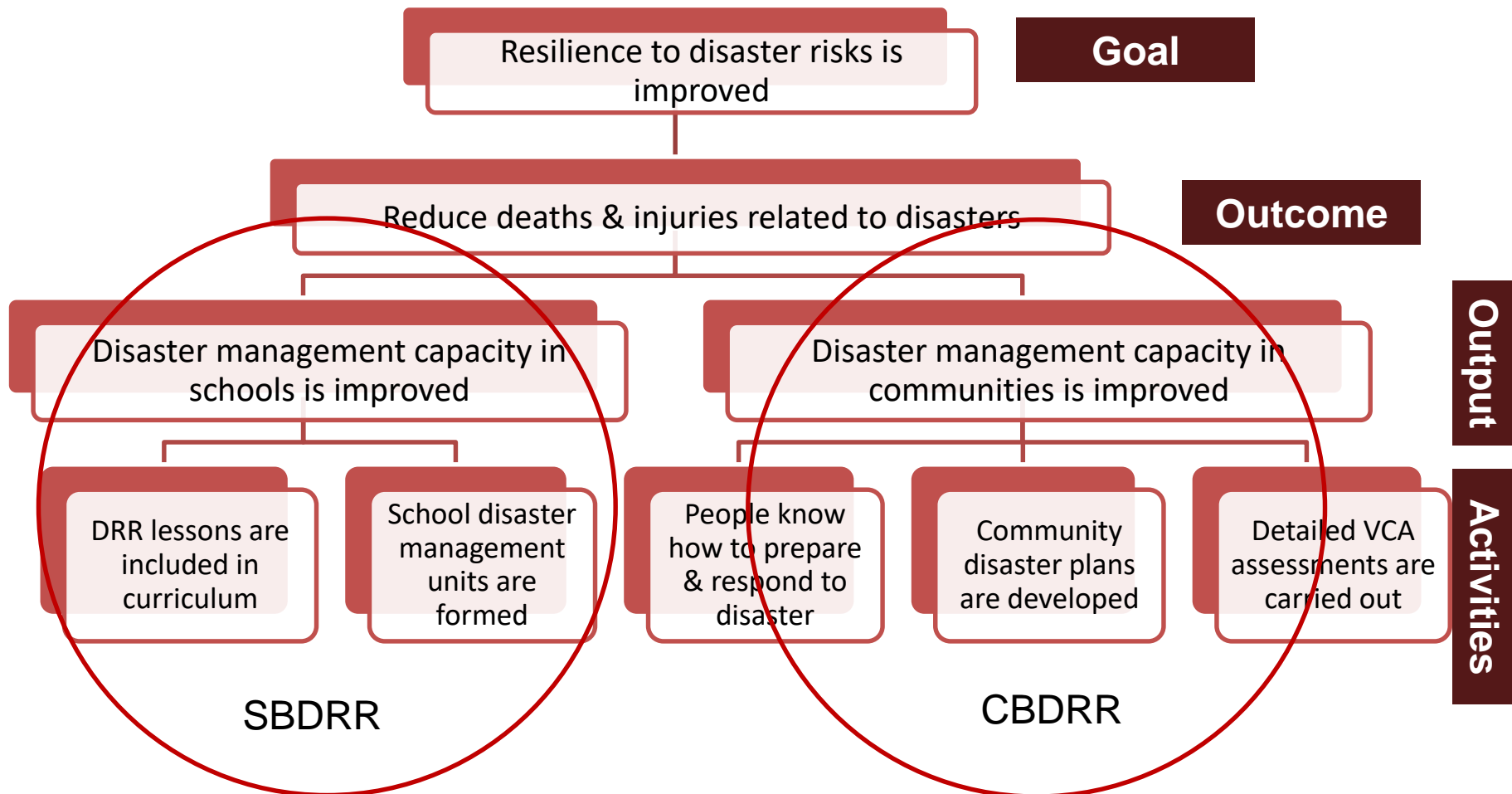


Logical Framework Matrix

Objectives <i>(what we want to achieve)</i>	Indicators/Target <i>(How to measure change)</i>	Means of Verification <i>(how to get info)</i>	Assumptions <i>(What else to be aware of)</i>
Goal The long-term results that an intervention seeks to achieve	Impact indicators Quantitative and/or qualitative criteria to measure progress	How the information on the indicators will be collected	External factors beyond the control of the intervention, necessary for the goal to achieve higher-level results
Outcome(s) The primary results that an intervention seek to achieve.	Outcome indicators Quantitative and/or qualitative criteria to measure progress	As above	External factors beyond the intervention's control, necessary for the outcomes to contribute to goal
Output(s) Tangible products, goods or services that leads to outcome achievements	Output indicators Quantitative and/or qualitative criteria to measure progress	As above	External factors beyond the intervention's control, necessary for the outputs to contribute to outcome
Activities The collection of tasks to be carried out in order to achieve the outputs.	Inputs The materials and resources needed to implement activities	Cost (and resources) The summary costs for each of the identified resources/ activities	External factors beyond the intervention's control, necessary for the activities to contribute to outputs



Objective Tree





Activity Planning

- The activities should contribute to *achieving the output*-level objectives *within the time frame* of the program
- Should *include the monitoring and evaluation* process

Things to consider:

- What will happen
- When, and for how long, it will happen
- Who will do what
- What types of resources needed for each activity
- Budget



Budget Planning

- There must be clear and direct connection between the budget and activities.
- Should be realistic
- Should involve all people concerns to provide input on resources required



Budget Planning Template

Budget Planning Template

Outcome 1: (outcome details)							
Output 1.1 (output details)							
Activity No.	Activity Details	By Unit			By Year		
		Cost per Unit (CHF)	Unit	Subtotal (CHF)	Year 1	Year 2	Subtotal
1.1.1	(details)						\$\$\$
1.1.2	(details)						\$\$\$
Output 1.2 (output details)							
Activity No.	Activity Details	By Unit			By Year		
		Cost per Unit (CHF)	Unit	Subtotal (CHF)	Year 1	Year 2	Subtotal
1.2.1	(details)						\$\$\$
1.2.2	(details)						\$\$\$
Outcome 2: (outcome details)							
Output 2.1 (output details)							
Activity No.	Activity Details	By Unit			By Year		
		Cost per Unit (CHF)	Unit	Subtotal (CHF)	Year 1	Year 2	Subtotal
2.1.1	(details)						\$\$\$
2.1.2	(details)						\$\$\$
Other costs							
	Monitoring and evaluation						\$\$\$
	Indirect cost						\$\$\$
	Overhead charge						\$\$\$

Grand total





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Implementation, monitoring & evaluation, and reporting

Implementation



Monitoring and Evaluation



Reporting





Monitoring & Evaluation Plan (M&E)

-
- Builds upon the project/programme's logframe
 - To plan for reliable collection and management of data
 - Specifying what data, when, and how many to collect
 - Details key requirements for each indicator
 - Should be done during the planning stage
 - Planning input should come from people who will be using it



Monitoring & Evaluation Plan (M&E)

“Project/programme name” M&E plan*

Indicator	Indicator definition (and unit of measurement)	Data collection methods/sources	Frequency and schedule	Responsibilities	Information use/audience
GOAL:					
Indicator G.a					
Assumption G.a					
OUTCOME 1:					
Indicator 1.a					
Indicator 1.b					
Assumption 1.a					
OUTPUT 1.1:					
Indicator 1.1a					
Assumption 1.1a					
OUTPUT 1.2:					
Indicator 1.2a					
Assumption 1.2a					



Monitoring & Evaluation Plan (M&E)

M&E Example

Indicator	Indicator Definition	Data Collection Methods	Frequency & Schedule	Persons Responsible	Information Use
Outcome 1.a: Per cent of target schools that successfully conducts at least one disaster drill per quarter	<p>Schools = primary school</p> <p>Success is determined by unannounced drill through early warning system; response time under 20 minutes, ...</p> <p>Numerator = No. of schools with successful scenario per quarter</p> <p>Denominator = Total no. of targeted schools</p>	<ol style="list-style-type: none"> 1. Pre-arranged site visits to observe disaster drill and complete disaster drill checklist. 2. School focus group discussion (teachers, students, and administration) 	<ol style="list-style-type: none"> 1. Disaster drill checklist data collected quarterly 2. Focus group discussion every six month 3. Begin data collection on 15 Apri 4. Disaster drill checklist completed by 30 August 	School field officer (name)	<ol style="list-style-type: none"> 1. Project monitoring and learning with school disaster committee 2. Impact evaluation to justify intervention to Ministry of Disaster Relief, donors, etc. 3. Accountability to donors and public through community meetings, website posting and reports



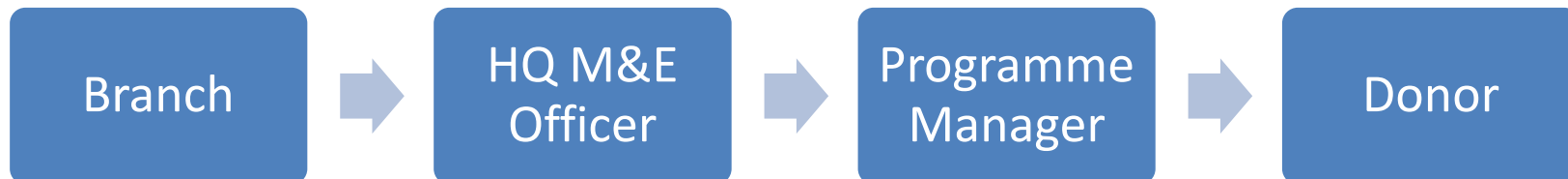
Reporting Rules 1: Audience

-
- The *content*, *format* and *timing* should follow the audience's request
 - Limit to information requested and should be concise
 - Avoid unnecessary workload by keeping the report concise and to-the-point. It also saves time, resources and doesn't distract from the main information.



Reporting Rules 2: Frequency

- Identify realistic reporting deadline
- Work backwards from the report submission deadline and set up internal deadline for data submission
- It's important to make clear of data flow deadlines at every level
- Identify who will be collecting data and who will compile them





Reporting Rules 3: Format

- **Different types of reporting format** include: operation updates, donor-specific reports, internal reports, situation reports, newsletters, case studies, pictures, videos, etc.
- **Key elements of a report** include:
 - Executive summary
 - Financial status
 - Background
 - Analysis of implementation
 - Stakeholder participation
 - Exit/sustainability strategy summary
 - Key lessons
 - Annexes



Reporting Rules 4: Identifying responsible people for reporting products

- Specify people who will be responsible for each type of report
- Make sure the identified persons are aware of reporting requirements and timeline
- The report writing person should involve program staff to get their comments and feedback on relevant and cross-cutting topics
- Implementing officer should always keep project manager updated.



Reporting Writing Tips

- ***Be timely*** – allow time for data collect, writing, and reviewing before submission
- ***Involve others*** in writing process for inputs and feedback
- ***Ensure one focal person*** is ultimately responsible
- ***Be clear, concise*** and avoid long sentences
- Use ***graphics, photos, quotations, examples*** to highlight
- ***Be accurate, balanced and impartial***
- Check spelling and grammar
- Include challenges and highlight how they were overcome
- SADD



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Thank you!