TOOL BOX
Project pool and the MENA-DK Pool for partnership projects

— Good advice and tools on how to design a partnership project

DUF
DANSK UNGDOMS FÆLLESRÅD

Content

Introduction

This tool box is meant to guide you through the process of designing a project and writing an application. The Tool box is a supplement to the guidelines of the Project Pool and the MENA-DK Pool for Partnership Projects. DUF's application forms are based on the method *Logical Framework Approach* (LFA). This is a logical and problem-oriented project planning tool, which is widely used in international project work. It helps provide an overview of a project and secure logical consistency between its objectives and its activities.

This guide is intended to help prepare a carefully considered and ambitious partnership project. If you are applying for a small-scale pilot project, you are not required to carry out all the analyses etc. suggested here. Regardless of the size of your intervention, however, the guide can provide inspiration for your planning, as well as tools to proceed constructively and logically. The assessment of applications will also take account of the partnership's specific project experience, so a less experienced partnership will not be expected to make perfect use of all the tools set out in this toolbox.

Briefly about the planning stage

Project planning starts off by conducting a thorough analysis of the two partners' capacity and cooperation, of the context in which you operate, and of the problems on which your intervention is focused. Against the background of these exercises, you may define the project's objectives, success criteria (indicators), outputs and activities, while estimating which inputs are required to carry through the intervention. Along the way, you also need to consider the project's strategy and division of responsibilities.

Crafting a good project will take methodical and well-reasoned planning involving relevant persons from all organisations within the partnership, representatives of the project's target group and other stakeholders. Consequently, it is a good idea to begin well before the closing date. Many years of experience have shown that a project's success and sustainability depends on local people assuming ownership of activities and processes. They are mostly inclined to do so only if the project reflects their own wishes, ideas and needs.

The ideal situation is to bring together representatives of the partner organisations, so that you can discuss the application together and hold a project planning workshop involving members of the target group and possibly other stakeholders. To this end, you can apply for funding of a preparatory study. However, if this course of action is, for various reasons, not feasible, each organisation in the partnership ought to carry out its own project planning workshop, sharing and combining the results. This may serve to substantiate a first draft application, which can since be discussed in further detail by email and phone. Ultimately, it may be necessary that one organisation writes the application, but it is important that its contents reflect local needs and ideas.

Tools and examples

In the chapters marked with the **green** stamp, THE TOOLBOX, you will find methods and analytical models to carry forward the process. They should be seen as inspiration, not as directions.

Throughout the chapter, the various steps in project planning will be illustrated by examples from two projects, namely one in the slums of Kibera involving the Danish Baptist Church's Children and Youth Federation (BBU), and one in Gabes, Tunisia, with the KFUM Scouts in Denmark. Examples are marked with the **blue** stamp. They have been randomly selected from a series of other good projects, and are intended as inspiration. Accordingly, they do not represent the only recipe for a good project or for the analysis concerned.

EXAMPLE 1

Umoja (unity). Conflict resolution in the slums of Nairobi.

Partnership: Danish Baptist Church's Children and Youth Federation (BBU) and Kibera Baptist Church (KBC)

The two organisations have now for some years cooperated around organisational development and conflict resolution with support from DUF's Project Pool.

Kibera is one of the major slums in Kenya's capital Nairobi. The area was heavily affected by the nationwide ethnic strife which broke out in the wake of the Kenyan elections held at the end of 2007. Therefore, BBU and KBC decided to carry out an organisational development project, which would also deal with the KBC's conflict resolution work in Kibera.

The project's conflict resolution component consists of a five-day training seminar for 20 young KBC members, as well as a number of conflict resolution events in the community in Kibera.

EXAMPLE 2

Scouting Edge – the steep step. Exchange between Danish and Tunisian scouts.

**Partnership: KFUM Scouts in Denmark, Herlufmagle Group and Scouts of Tunisia,
Abou Loubaba Group, Gabes**

The KFUM Scouts from Herlufmagle, supported by the MENA-DK Pool for partnership projects, have carried out a series of exchanges with a scout group in Tunisia with the aim of fostering intercultural tolerance, youth democracy and inclusion of minorities.

"Scouting Edge – the steep step" has been developed against the background of a pilot project, which produced ideas for a wide range of activities to enhance the development of the two organisations, participants in the project and their surrounding communities. The project is based on:
a) a series of teaching sessions about, for instance, project management and fundraising, social work, democracy and understanding of the situation of minority groups;
b) a range of scouting activities to strengthen the team spirit among the two groups.

Partners' capacity and cooperation

Organisational and partnership analysis

Before you embark on actual project planning, you should conduct an analysis of your own and your partner organisation's capacity as well as of your cooperation. Against this background, you may assess whether it is realistic to carry on planning the project or whether, for instance, your cooperation has too many weaknesses.

Capacity means the ability to implement something, such as a project. This might depend on, for example, the organisation's management, structure, administration, number of employees and volunteers and their knowledge of the project topic, as well as experiences of performing certain activities.

Relevant questions

- What are the Danish organisation's strengths and weaknesses?
- Does the Danish organisation have the capacity to implement a project (experience, human resources, etc.)?
- What are the local partner organisation's mission, structure and working methods?
- What are the local partner organisation's strengths and weaknesses?
- Does the local partner organisation have any strengths and weaknesses related to the objectives and themes of DUF's pools of funding (see the guidelines)?
- Does the local partner organisation have the capacity to implement a project (management, structure, experience, human resources, etc.)?
- What are the track record, strengths, weaknesses and opportunities of your cooperation?

THE TOOLBOX

SWOT analysis

A SWOT analysis examines an organisation's or a partnership's *strengths, weaknesses, opportunities and threats* (hence the acronym SWOT). The analysis of strengths and weaknesses will highligt the organisation's internal strong points from which a future project will benefit, and the weak spots, which the project will have to take into account or address in order to overcome. Conversely, the analysis of threats and opportunities turns the attention on external conditions surrounding the organisations, which may present either opportunities or threats to the project. A SWOT analysis can provide a good overview of an organisation's or a partnership's development potential, and of the internal or external resources available for this endeavour.

A SWOT analysis can be schematically presented in the following way:

Strenghts	Weaknesses
About areas in which the organisation is internally strong, e.g. active volunteers, professional staff, democratic leadership, experience of human rights work, etc.	About areas in which the organisation is internally weak, e.g. poor involvement of board of directors, lack of transparency in financial management, high dependence on donors, little influence for young people, etc.
Opportunities	**Threats**
About given external conditions, which favour the organisation's work, e.g. high credibility in the population, capable partners, etc.	About given external conditions which might impair the organisation's work, e.g. cultural barriers to yielding influence to minors, political conditions that may impinge negatively, etc.

It is recommended that you draw up one SWOT analysis for each organisation and one for your cooperation.

EXAMPLE

SWOT analysis of Herlufmagle and Abou Loubaba scout groups

	Herlufmagle Group – KFUM Scouts	Abou Loubaba Group
Strenghts	• Strong strategic management. • Strong support from families and the national association. • Open-minded towards changes and improvements. • Focused on the role of scouting in Danish society.	• Supportive leaders and families. • Strong role in society and focus on community service. • Strong management open towards changes and new projects. • Well established structure for self-improvement among youth leaders in the association.
Weakness	• Difficult to strike a balance between quality of day-to-day work and new development projects (ensuring attractive opportunities for young people now and in the future).	• Difficult to raise the funds needed to develop the group and realise the dream of building a new training centre for scouts. • Dependent on Danish financing of the partnership project. • Communication in English is difficult since English is a third language.
Opportunities	• Scope for strengthening the scouts' role in favour of peace, reconciliation, tolerance and mutual understanding. • The partnership offers possibilities for personal development of all members of the group through training in international cooperation and for spreading knowledge about the role of scouting in Danish society. • Possibilities for greater support from parents.	• The partnership could offer greater opportunities for developing and fundraising for the project of building a training centre for scouts. • The partnership offers possibilities for personal development of all members of the group through training in international cooperation, especially in the English language.
Threaths	• Optimal implementation of the partnership project depends on financial support from DUF and private foundations. • Potential trouble for relations between Denmark and Tunisia due to the crisis over the cartoons of Prophet Mohammed.	• Potential trouble for relations between Denmark and Tunisia due to the crisis over the cartoons of Prophet Mohammed.

Analysis of context, problems and stakeholders

Context analysis

At this stage, you probably have an idea of the topic to be addressed by the project.

Before you can perform the problem analysis, which will underlie the actual project, it is necessary to collect information about the background – or context – regarding the chosen field of work in your country of cooperation. It is particularly crucial to gain an understanding of how young people's lives are influenced by certain problems and issues, and of the effect of gender relations (interactions between men and women).

Relevant questions
- Which policies and legislation are in force in the field concerned?
- What do statistics and studies have to say about the topic?
- Which social and cultural factors are relevant to the topic? (E.g. regarding education, health, power relations, cultural traditions and the like).
- What are your own and the partner organisation's experience of working with the topic?
- What other actors (e.g. government bodies or other NGOs) are addressing the topic in the same geographical area?
- Which problems and issues influence young people's lives within your chosen field of work?
- Which problems and issues affect men, women, boys and girls, respectively, within your chosen field of work?

Gender analysis focusing on children and youth

A gender analysis focusing on children and young people may provide an overview of how a given problem affects and involves boys and girls, respectively, in different ways.

Boys/young men

	Rights and duties	Work	Social position	Participation in decisionmaking
Family				
School and community				
Society				

Girls/young women

	Rights and duties	Work	Social position	Participation in decisionmaking
Family				
School and community				
Society				

You may find more inspiration for analysis and teaching focusing on gender at the website of Gendernet: **www.konsnet.dk**.

EXAMPLE

Context analysis for Kibera with a focus on conflict

Political background to the current conflict:

On 27th December 2007, presidential elections were held in Kenya. The contenders were the incumbent president Mwai Kibaki and the opposition leader Raila Odinga. Kibaki and Odinga belong to two different tribes (Kikuyu and Luo). Contradicting all previous opinion polls, Kibaki was declared the winner of the election. This led to tribal clashes and riots, which are still going on to some extent.

• *Current conflict levels in Kibera:*

In Kibera the Kikuyu and the Luo live side by side (along with other ethnic groups), and violent clashes have been widespread. At church, school and in the community at large people who used to be friends and neighbours now avoid communication. At least five KBC members have been killed during the unrest.

• *Activities by other development actors:*

A number of other Kenyan civil society organisations have been involved in conflict mediation and peace building activities in Kibera following the post-election violence. They include the Girl Guides, the Scouts, Kenyan Red Cross, Peacenet and churches in the area.

• *Young people's role in the conflict:*

Approximately 50% of the population in Kibera is below 15 years of age. Young people in Kibera were already living in difficult circumstances before the conflict escalated (common problems being lack of education, teenage pregnancies, prostitution, alcohol and drug abuse etc.). In the current conflict, young people are both victims and perpetrators of violence.

• *Gender issues:*

Socialisation and status vary for young men and young women (see analysis below), who thus play different roles in the conflict. The young men in Kibera are frustrated by poverty and lack of opportunity in the urban slums, making them easy prey for recruitment into ethnic violence. Young women have very low status in society, and tend to be victims of ethnic violence, including sexual assault and displacement.

Gender analysis: Young men in slum areas

	Rights and duties	Work/economy	Social position	Participation in decisionmaking
Family	Duties in relation to supporting the family.	Do little domestic work	Medium – higher than girls, lower than adults	Depend on family, some participation
School, church and community		A high percentage involved in the informal economy. Affected by extreme lack of jobs in the formal sector.	Low/medium (depending on age) Considered youth until marriage.	Participation in youth activities, but little participation in adult circles
National society	On a national level some focus on children's rights, e.g. the right to education and youth participation	Affected by high poverty levels, little participation in national economy	Young people have low status compared to elders	Litlle participation in national politics, as politics is dominated by older men

Problem analysis

Once you have familiarised yourselves with the context, you need to carry out a problem analysis. If the aim is to create genuine change and development, it is important to comprehend the background to observable problems in depth. This makes the problem analysis the most important foundation of your project. Problems that appear, on the surface, to be about practical shortcomings often stem from complex social, cultural, political and economic factors. Confronting these can spark conflict, since genuine change usually challenges power relations within a society. Accordingly, at this stage it is important that you involve as many stakeholders as possible in project preparations, because this will promote local ownership of the project in future. When looking at the problems in a society in general it is important though to keep your own project in mind. The problems identified must be related to your project and linked to the actual activities of your project. This is to ensure that the problem tree is used in your actual project work and is of relevance to the project.

Relevant questions
- What problems are associated with the topic that you wish to address?
- How are the problems interrelated?
- What is the core problem, and what are its causes and effects?
- Who (age, gender, social position) are affected by the problem and who (age, gender, social position) are responsible?

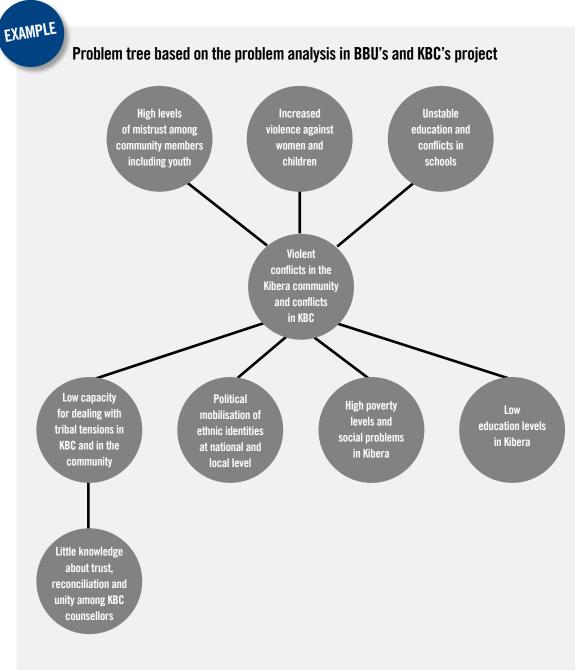**THE TOOLBOX**

Problem tree

You start from an overall question focusing on the topic which you want to address. Some examples could be "What is the situation for children and young people in AIDS-affected families in Zambia?" or "How is the dialogue and interaction between young Christians and young Muslims in Egypt?" or "What can be said about the participation of children and young people within the partner organisation?"

You write down problems related to the question on small or normal sheets of paper (only one problem per sheet) and hang them on a wall. Each problem is described in a brief sentence and as a negative situation, not as an absence of something, though it could concern a particular weakness.

After the problems have been placed on the wall, they are first divided into overall categories. Then they are laid out so as to link together cause and effect. If you realise that some links are missing, you write new sheets of paper. In this manner, you create one or several problem trees, which serve to identify a core problem.

You can read more about how to make a problem tree in the book "Børn og unge i bistanden" [Children and young people in development aid] and in "Guide to the formulation of NGO projects" published by the Project Advice and Training Centre *(Projektrådgivningen)*.

EXAMPLE

Problem tree based on the problem analysis in BBU's and KBC's project

High levels of mistrust among community members including youth

Increased violence against women and children

Unstable education and conflicts in schools

Violent conflicts in the Kibera community and conflicts in KBC

Low capacity for dealing with tribal tensions in KBC and in the community

Political mobilisation of ethnic identities at national and local level

High poverty levels and social problems in Kibera

Low education levels in Kibera

Little knowledge about trust, reconciliation and unity among KBC counsellors

The problem tree starts from the situation of children and young people in the current conflict scenario in Kibera. Their problems are seen as consequences of the core problem, which has been identified as violent conflicts in the community. The problem tree shows that the violent conflicts have many causes (and probably more than those mentioned), but that an important factor is the low capacity within KBC and the community to deal with ethnic tension. It is estimated that this stems particularly from lack of knowledge about reconciliation and unity among KBC counsellors who have already been trained.

Stakeholder analysis

Once the core problem has been defined, it is necessary to get an overview of the categories of people who have to be involved in the project in various ways in order to ensure that the problem is solved. A project's stakeholders are all those who have a stake in, or an influence upon, the project's problem field, whether their interest be positive or negative, i.e. favourable or hostile to the objective of your intervention.

Relevant questions
- Which groups have an interest in and/or influence on the issues to be addressed?
- What role should be played by the various groups in your project? (And how are they to be involved?)
- What is the stake or interest of each group in the project, and is it positive or negative?
- What are the strengths and weaknesses of each group in relation to involvement in the project?

THE TOOLBOX

Stakeholder analysis matrix

The matrix can provide an overview of each stakeholder group's role in the project, their interest in the issues at stake, and their strengths and weaknesses as regards involvement in the project.

Stakeholder group	Role in the project	Interest in project issue (positive and negative)	Strenghts in relation to project involvement	Weakness in relation to project involvement

EXAMPLE

Analysis of main stakeholders in exchange project of the KFUM Scouts

Stakeholder group	Role in the project	Interest in project issue (positive and negative)	Strenghts in relation to project involvement	Weakness in relation to project involvement
Tunisian and Danish scouts	Participation in exchange visit in Tunisia, older scouts involved in preparation of training, Danish scouts involved in information activities in Denmark.	Positive interests: making friends, improving English, working with youth democracy, cultural experience.	High motivation	Language barrier
Danish and Tunisian scout leaders	Planning, monitoring, evaluation.	Positive interest	High motivation Strong project management skills	Little time available
Parents of Danish and Tunisian scouts	Support for activities	Mostly positive interest, but might have some worries about their children's trip and about the cross-religious cooperation	Strong back-up of scout activities	Demand a high level of information
Community in Gabes (home town of the Tunisian scout group)	Receivers of information about the project	Neutral to negative interest based on negative images of Denmark among the Tunisian public		
Danish media	Carriers of information on the project to the Danish public	Neutral interest	High interest in the Middle East	Little interest in positive stories
Danish public	Receivers of information	Neutral to negative interest due to negative images of Islam and the Middle East among the Danish public		

The project's objectives, success criteria and target group

Against the background of these analyses, you may now define the project's objectives. These are usually directly deduced from the problem analysis, since the long-term development objective will often be to reach a situation which reverses what is described in the problem tree. You need to formulate a long-term development objective and one or more immediate objectives of your intervention. You can assess if the project is achieving your planned objectives by means of indicators, which are the project's success criteria.

Once the objectives have been laid down, the stakeholder analysis can help you define who form part of the project's logical target group.

The development objective is what you want the project to help achieve in the long term. It is a social change, which will also depend on factors other than the project. It is important that the development objective matches the overall

goal of DUF's pools of funding, i.e. "to increase young people's influence on and participation in the development of democracy."

Immediate objectives set out what you expect to achieve as the outcome of the project activities. They describe the new or changed situation, which you expect to see by the end of the implementation period. Immediate objectives result directly from the project activities (see below). You should formulate a maximum of three immediate objectives for each project.

Relevant questions

- What exactly do you expect to achieve within the project period? (Describe in terms of quality and quantity)
- Where will the project be carried out?
- Who are the target group?
- By when do you expect the objectives to be fulfiled?
- How do your immediate objectives match the goal behind DUF's pools of funding?

Success criteria

A project's success criteria (often called indicators) are the measurable parameters used to assess if the project achieves what you have planned. Success criteria can be used both for ongoing measuring of progress (monitoring) and at the final evaluation.

Success criteria for immediate objectives should show if project activities are in fact leading towards the expected outcome. They serve to determine the project's impact rather than just whether you have carried out the planned activities. It is a good idea to define both quantitative and qualitative success criteria for immediate objectives. Quantitative success criteria have to do with numbers, i.e. how many participants have taken part in how many courses. Qualitative success criteria are concerned with the substance of the change occurred, e.g. how trainees have used what they learned at the courses. You find out if you have met your quantitative success criteria by looking at lists of participants, statistics etc., while you verify if you have fulfilled your qualitative success criteria by means of interviews, visits and meetings.

Relevant questions

- Which new situation (what, who and where) should, as a minimum, prevail when the project has been completed in order for the immediate objectives to be fulfilled?
- Is the indicator measurable?
- Is the indicator relevant to what it is intended to measure?
- How can we verify if the indicator has been fulfilled (statistics, interviews, questionnaires, etc.)?

Target group

The project's target group is composed of people who are involved in or affected by the project. The target group can be defined on the basis of the stakeholder analysis.

Relevant questions

- Who make up the primary target group, i.e. the children and young people (gender, age, social background, number etc.) intended to benefit directly from the project activities (this group will usually also be directly involved in the project activities).

- Who make up the secondary target group, i.e. the people who will benefit indirectly from the project?
- How do volunteers form part of the target group?
- How is the target group to be involved in the project?

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Smart indicators

In efforts to formulate indicators, it may make sense to look at whether they are 'SMART':
- **S**pecific – does the indicator provide an exact and specific description of the situation desired upon project completion?
- **M**easurable – can the indicator be measured, and how? (E.g. through interviews, questionnaires, observation of particular events, official statistics or studies, etc.)
- **A**chievable – does the indicator set out a realistic goal in light of the project's activities?
- **R**elevant – is the indicator relevant to the project's objectives?
- **T**ime-bound – does the indicator contemplate a particular timeframe?

EXAMPLE

Development objectives, immediate objectives, indicators and target group in BBU's and KBC's project in Kenya

Development objective:
KBC has a strong capacity for working in the field of conflict resolution in the society of Kibera.
   This could also have been phrased as an even longer-term development objective: *A peaceful Kibera without violent conflicts.*

Immediate objectives:
1) By March 2009, 20 young KBC members will have greater capacity to deal with tribal tensions, as well as to facilitate reconciliation processes.
2) By March 2009, the local community in Kibera at large, and especially young men and women, will have greater capacity to deal with tribal tensions.

Immediate objective	Indicators
1) By March 2009, 20 young members of KBC will have greater capacity to deal with tribal tensions, as well as to facilitate reconciliation processes.	a) By March 2009, at least 50% of the young members trained are capable of facilitating reconciliation processes in their local community in Kibera
	b) By March 2009, there are 50% less internal conflicts in the church compared to the situation in the first part of 2008.
2) By March 2009, the local community in Kibera at large, and especially young men and women, will have greater capacity to deal with tribal tensions.	a) By March 2009, the majority of community members who participated in the unity events feel better equipped to deal with tribal tensions.

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Target group

Primary target group:

1) 20 young male and female members of KBC residing in Kibera who have previously attended a counselling seminar.

2) Approximately 100 people from the Kibera local community, who will be targeted directly in the unity events. As the average age in Kibera is low, it is expected that most of these people will be young.

Secondary target group:

The project will affect the entire KBC organisation. The secondary target group can be divided into:

Internal secondary target groups:

1) All 250 members of KBC (both adults and children)

2) 490 students in primary and secondary school

External secondary target group:

The community around the KBC area in Kibera

The project's outputs, activities and timetable

Outputs

The project's outputs (also referred to in the guidelines as 'expected results') are delivered by the project's activities. They are the 'products' (in a wider sense) whose presence at the end of the project you are able to guarantee (unless you run into massive unforeseen obstacles).

Relevant questions
- What will have happened when the project has been completed? (Describe both quality and quantity.)
- Where will this have happened?
- To whom will this have happened?
- When will the output be possible to observe?
- Do the outputs lead towards the immediate objectives?

Activities

Activities are specific acts set in motion to produce the project's outputs. Activities can be, for instance, workshops, meetings, studies, etc.

Relevant questions
- What will happen during the project period? (Describe both quantity and quality.)
- Where will this happen?
- Who is to be involved?
- When will this happen?
- Will the activities produce the outputs?

Timetable

At the end, the activities are listed in a timetable to form a clear idea of what will be carried out when.

Table on links between activities, outputs and objectives

By presenting immediate objectives, outputs and activities in a table, you become able to visualise whether the activities will produce the outputs, and if the outputs will lead to the immediate objectives. Most projects will have a variety of activities in pursuit of the same outputs. Sometimes the outputs lead towards several immediate objectives at the same time.

Activities	Outputs	Which immediate objectives are pursued?

Coherence between activities, expected results, and immediate objectives in BBU's project in Kibera

Activities	Expected results (output)	Which immediate objectives(s)
Seminar on trust, reconciliation, unity and use of drama as means of communication for 20 KBC counsellors in October 2008	By late October 2008, 20 KBC counsellors have been trained in trust-building and reconciliation, and have learned about the strength of unity and drama during a five-day seminar.	1) By March 2009, 20 young KBC members will have greater capacity to deal with tribal tensions, as well as to facilitate reconciliation processes.
At least four smaller events dealing with unity have been carried out between November 2008 and February 2009 by the counsellors, assisted and advised by the Unity Manager and two Danish youth leaders.	By late February 2008, three unity events have been held with approximately 100 participants.	2) By March 2009, the local community in Kibera at large. and especially young men and women will have greater capacity to deal with tribal tensions.

Inputs

Once the project 'skeleton' is in place, you need to consider which inputs, i.e. resources, and how many are required to implement the activities.

Relevant questions
- Which material resources are necessary to implement the project (e.g. equipment and premises)?
- Which human resources are required to implement the project (volunteers and employees in Denmark and the South)?
- Which financial resources are necessary to implement the project?
- Which inputs must be covered by DUF's pools of funding, and which can be covered by the two partner organisations or other possible sources?

Against the background of the input assessment, you may prepare a budget for the project. See also DUF's manual "Financial management of international projects" for good advice on budgeting etc.

Project strategy

The project strategy sets out the approaches and methods which you intend to use in the implementation of activities aimed at reaching the objectives. A list of activities will rarely reveal much detail about your reflections as to what works well with the target group, how you will ensure active participation of girls as well as boys, how you foresee that the project will strengthen the organisations' capacity to champion the cause of children and young people, or what you expect will happen when the project ends. It is important that you discuss all this in depth with your partner organisation before the project begins. DUF will look at the project strategy to assess if your project is likely to reach the planned goals.

Relevant questions for planning of project strategy:
- How does the sum of activities combine to contribute to solving the problem?
- Which approaches, principles and methods will you apply?
- How are children and young people to be involved in the project? How do you make sure that the project contributes to strengthening young people's role in civil society and democracy?
- What is the role of volunteering in the project?
- How do you ensure that the project contributes towards changing relations between boys, girls, men and women for the better?
- How will the project be finalised or continued when funding ends (the project's exit strategy)?
- How do you expect the project's results to be sustained and continued after project completion (the project's sustainability)?

THE TOOLBOX

Sustainability analysis

A project's sustainability is its ability to make a lasting positive effect beyond the implementation period. In DUF-funded projects, it is assessed in terms of the durability of defined objectives. Sustainability may, for example, be concerned with long-term political, organisational, technical, financial, social, cultural or environmental effects of the project. Sustainability hinges on such factors as whether the capacity, organisational structures and motivation are present at the various levels as required to sustain and continue the results achieved. The following table may provide an overview of how the project will help build capacity, structures and motivation at the community, organisational and personal level aimed at securing sustainability.

	Capacity	Structures	Motivation
Community level			
Organisational level			
Personal level			

EXAMPLE

Sustainability analysis for exchange between KFUM Scouts in Denmark and scouts in Tunisia

Sustainability analysis:

	Capacity	Structures	Motivation
Community level	Parents will develop stronger capacity for intercultural cooperation.	The project will ensure that structures for disseminating information will be in place.	Local communities will gain an interest in intercultural tolerance, youth democracy and inclusion of minority groups.
Organisational level	KFUM-Spejderne and Scouts of Tunisia will gain capacity to work with intercultural tolerance, youth democracy and inclusion of minority groups, which will be used in future cooperation and in local work.	The project will ensure that structures for continued communication between the two groups will be in place. The two local groups intend to meet again in July 2010.	The two groups will develop their motivation for continued cooperation and for other types of international cooperation.
Personal level	The 150 persons directly involved in the project will develop their capacity and skills in terms of language, intercultural competences, youth democracy and inclusion of minority groups. They are expected to continue to use this capacity both in daily life and in organisational work.		The 150 persons directly involved in the project will get an experience for life through the project, and this is expected to motivate them to continue to work for intercultural tolerance, youth democracy and inclusion of minority groups.

Risks and challenges

When you have reached this stage of project planning, it is time to take a step backwards, looking at the intervention with fresh eyes, or perhaps to present your project concept to people who have not been absorbed in the detailed planning process. The aim is to assess if the project's make-up and strategy are consistent and realistic, and if there is a risk of encountering major challenges during implementation.

In this connection, you should consider if, in the course of the project, you risk running into problems that may jeopardise implementation or make it difficult to reach its objectives. These could be risks at a variety of levels. Risks arising from factors in society will often be evident from your context analysis. Perhaps your target group lives in an area affected by climate change or environmental destruction, which might wipe out the specific improvements being pursued by you. Or perhaps the project takes place in a society where efforts to empower young people, women or minorities should be expected to spark fierce political opposition from more dominant groups. Risks related to practical project implementation will usually show up in the stakeholder analysis and in the discussion about the strategy. Perhaps a training programme is prepared in a language not commanded equally well by all trainees. Or perhaps the target group will find it hard to spend much time on project activities which they are not paid to take part in.

In all cases, it is crucial that you assess individual risks and reflect on how you can handle them before or during the project.

THE TOOLBOX

Analysis and action plan for the management of risks and challenges

An analysis of risks to the implementation of a project must contemplate the potential effect and likelihood of each risk materialising. On a scale from 1 to 3, you should try to assess the extent of the effect and probability of the risk concerned. You then multiply these two numbers, producing an estimate to help you gauge the severity of the threat posed by the risk. A small number (1 or 2) means that either the effect or the probability or both are small. In this case it is rarely necessary to rely on a detailed plan for how to handle the risk. Conversely, if the number is 3-6, it calls for thorough reflection on your risk management. If the number is as much as 6-9, you might be facing a major danger to your project. In this situation, it makes sense to reconsider the project's design and strategy to find out whether it can be planned differently so as to lessen the risk or, in the worst case, whether the project needs to be abandoned altogether.

Risk	Consequences	Effect (1-3, 1=minor)	Probability (1 -3, 1=small)	E x S	Mitigating actions/ risk management

EXAMPLE

Risk management plan for exchange between KFUM Scouts in Denmark and scouts in Tunisia

What is the risk	What is the consequence?	Impact (1 = small, 2, 3 = big)	Probability (1 = not like-ly, 2, 3 = likely)	I x P	Mitigating actions
Health problems during trip to Tunisia	Stomach problems etc. need treatment or hospital visit	1	3	3	Serious attention to hygiene, cleaning, washing hands and drinking only bottled water.
Bad publicity and political reactions in Denmark or Tunisia	Focus will move from positive de-monstration to passive defence, requiring more resources	2	1	2	Presenting the initiative as an apolitical people-to-people intercultural encounter. Preparing arguments for the press and drawing up a con-tingency plan before the project begins
Threats to safety of participants in Denmark or Tunisia	Authorities have to be involved and the project has to stop	3	1	3	Keeping a low profile in public. Taking a humble approach and listening to the advice of local people.
Language barrier stands in the way of success	Trust and open-minded-ness is difficult to achieve through an interpreter or non-verbal communication, and it is essential to the project.	2	2	4	Programme has to reflect the expected language capabilities of each age group. The younger the children are, the greater use must be made of non-verbal communica-tion and of adult assi-stance.

Project monitoring and evaluation

It is important that you consider, as early as during the planning stage, how you intend to monitor and evaluate the project.

Monitoring is the ongoing observation of the project, e.g. by measuring progress towards compliance with its success criteria. If the monitoring shows that the project is failing to advance as planned, it will occasion a revision of the strategy.

Evaluation is a more systematic examination of the project's results, effect, relevance and efficiency. It may start from the success criteria, but can also take a broader approach. The evaluation must show what the project has achieved, what you have learned from it, and how all this can be used in the future. The evaluation should substantiate the completion report to be submitted to DUF at the end of the project.

It is compulsory to monitor and evaluate your project, but there are also many benefits to yourselves from doing so.

Control: Monitoring and evaluation are a way to control if the project is proceeding as planned, producing the outputs and the outcome desired, spending the funds in the most sensible manner, etc. If the project is not going according to plan, it should be considered whether to adjust it.

Learning: Monitoring and evaluation can serve as a starting point for processes of learning and reflection shared between you and your partner. Projects rarely turn out exactly as planned, and reflecting on what happened, how and why can feed into your development of both the ongoing and future projects.

Documentation: A well-planned and well-performed evaluation can help document the results achieved through your project so as to be able to present them to DUF and others interested in the project and in your work.

Mobilisation: If monitoring and evaluation activities are carried out with participation of the target group, they may be a motivating factor in their own right for the target group's learning and commitment to the project, since this is a way of involving it directly.

Relevant questions for planning of monitoring and evaluation:
- What is the aim of your monitoring and evaluation?
- Which methods will you use to get hold of the data required to measure compliance with individual success criteria?
- Do you need a baseline analysis, i.e. a record of the situation prior to the project?
- Who will take part in what, and who will be responsible for what? How will the target group be involved?
- How often will the project committees of the two partner organisations meet to discuss the project's progress?
- How often will reports need to be written?
- How often will you have to monitor the budget and balance the accounts?

THE TOOLBOX

Monitoring and evaluation matrix (M&E matrix)

The matrix can give you an overview as to what is known about the situation prior to the project as regards individual indicators, and which means of verification can produce the information needed to measure the indicators.

Indicator	Baseline (the present situation)	Means of verification	Responsible	Timing

The book "Børn og unge i udviklingsbistanden" [Children and young people in development aid] presents ideas for participatory approaches to monitoring and evaluation, which work well with the involvement of children and young people.

EXAMPLE

M&E matriks for BBU project in Kibera

Indicator	Baseline (the present situation)	Means of verification	Responsible	Timing
a) By March 2009, at least 50% of the young members trained are capable of facilitating reconciliation processes in their local community in Kibera.	None of the young KBC members are able to facilitate reconciliation processes.	Participatory evaluation of training sessions. Evaluation of the facilitation of each unity event carried out in the community, documented in event reports. Monthly status reports and oral reporting to KBC steering committee.	Trainers Project manager Project manager	October 2008 Nov 2008 – Feb 2009 October 2008 – March 2009
b) By March 2009, there are fewer internal conflicts in the church as compared to the situation in the first part of 2008.	In the first three months of 2008, there have been 4 minor and 2 larger conflicts in KBC according to the leadership.	Qualitative interviews with leadership and selected church members. Monthly status reports and oral reporting to KBC steering committee.	BBU representatives Project manager	March 2009 October 2008 – March 2009
a) By March 2009, the majority of a random sample of community members who participated in the unity events feel better equipped to deal with tribal tensions.	No data available.	Structured interviews based on questionnaires with at least 15 randomly sampled community members. Final report.	Counsellors and unity manager BBU & KBC project steering committees	March 2009 April 2009

Division of responsibilities

Once the project has been planned, you need to make sure that you agree within the partnership on who is responsible for doing what and when.

Relevant questions
- Who are the people with overall responsibility for the project, who can take decisions about changes in activities, budgets etc. and who should submit the final evaluation report to DUF (e.g. a steering committee)?
- Who is responsible for the implementation of each of the project's activities?
- Who is responsible for ongoing budget monitoring and presentation of accounts?
- Who is responsible for regular reporting on the project's activities?
- Who is responsible for monitoring and evaluation?
- Who is responsible for communications between the two partners?

EXAMPLE

Who is responsible for communications with DUF?
Description of division of responsibilities between BBU and KBC

- KBC and BBU will each set up a Steering Committee.
- The BBU project manager will supervise the BBU Steering Committee and the KBC project manager will be in charge of the KBC Steering Committee.
- The BBU project Manager will report directly to the presidency of BBU.
- The BBU presidency will be responsible for keeping the National Board of BBU informed about the progress of the project.
- The KBC Project Manager will report directly to the chairman of the Church council in KBC.
- Together, the two Steering Committees take decisions concerning changes in activities and schedule. They are also responsible for closing and evaluating the project.
- KBC's Steering Committee is responsible for implementing specific project activities.

Information in Denmark

In connection with your project, you are encouraged to allocate an amount equivalent to 2% of the total grant for information activities in Denmark. This might help enhance the project's foundation and impact within the Danish organisation. If 2% is not enough to carry out planned information activities, you are very welcome to fund some of them yourselves.

Relevant questions
- What message do you wish to communicate?
- Who is the target group and how can it be reached?
- Which exact information activities should be carried out?
- Who will be responsible for the information activities?
- What will it cost to carry out these activities?

See DUF's guide "60 gode ideer´–til oplysning om internationale projekter", for ideas and good advice on information activities.

Seek advice from DUF

DUFs international consultants are experienced in working with international projects, project methods and knowledge about the countries where DUF's member organisations are working. If you have any questions about the guidelines or about how to forge partnerships and carry out projects, feel free to contact DUF's international consultants, who are always at hand to help you.

You are also welcome to come around for a meeting in order for us to look into the opportunities to make your ideas come true. You have the responsibility of the preparation and formulation of the application. Our experience though, states that it is beneficial to seek help and guidance from DUF's consultants, both in the initial phase of the project, during the project implementation and in the end of the project. It is always a good idea to contact DUF's international consultants as early in the process as possible, and keep an ongoing communication with us about your project plans and possible questions.

Every consultancy is individual and is planned on the basis of your experience as a project group, wishes and needs. We offer consultancy over email, telephone or a meeting at your place or at DUF.

DUFs consultants can, amongst other things, help you with:
• Finding a partner organization, if you have not already got one
• Understand DUFs guidelines
• Making a project in line with the guidelines – i.e. securing that the project meets the overall aims, themes and principles of the pools
• Convert your ideas into clear objectives with indicators
• Clarify the division of responsibilities between the partners
• Identify the next step when you have completed your project

The consultants offer to read the full project draft before you hand it in, and give professional comments on the content. Furthermore You can have consultancy on topics such as:
• Financial management, gender, advocacy, conflict resolution, from idea to project etc.
• Context analysis and area and country specific knowledge

Another possibility is to have a joint consultancy, where several organizations can do an exchange of experiences in cooperation with a DUF consultant.

Furthermore, DUF organises a series of after-work meetings and courses, in Denmark and abroad, which may be relevant to your international cooperation. These programmes will be continuously announced via DUF's website and newsletter, so do keep up to date at **www.duf.dk**. Here you can also find information on both pools, the developing countries, the MENA region together with application forms for the different types of projects.

We wish you good luck on your international projects.