Training Course on Project Cycle Management
Gaziantep, Turkey – 13-16 March 2017

Supported by:
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### Acronyms

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<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>CSO</td>
<td>Civil Society Organisation</td>
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<tr>
<td>EC</td>
<td>European Commission</td>
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<td>LAC</td>
<td>Local Area Council</td>
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<td>NGO</td>
<td>Non-Governmental Organisation</td>
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<td>NPWJ</td>
<td>No Peace Without Justice</td>
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<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
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<td>PCM</td>
<td>Project Cycle Management</td>
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On 13 - 16 March 2017, No Peace Without Justice (NPWJ) organised a “Training course on project cycle management and project design”, which was held in Gaziantep, Turkey, with the financial support of the European Commission. During the training, participants - representing 15 Syrian civil society organisations - had the opportunity to go through the entire project cycle, looking at how an intervention unfolds from initial assessment to the evaluation stage, and to test various tools. The course was based on the results-based management concept and used the logical framework as a tool. The training course aimed at developing the participants’ skills in defining policy priorities, establishing achievable and concrete goals and to design actions and strategies based on the real needs as perceived on the ground rather than be driven by donors’ priorities. The course included practical exercises and analyses of concrete proposals presented by the participants.

**Background**

During the modern history of Syria, local civil society has struggled to emerge as a pivotal force able to counterbalance the traditional political and social circles of formal and informal Syrian powers. Before and after 2011, Syrian democracy advocates and civil society leaders have promoted the role of civil society organisations (CSOs), yet they often continue to be perceived as aiming at disrupting the institutional framework of the State. On the contrary, before and after 2011, many Syrian democracy advocates, Human Rights Defenders and human rights activists have been making large efforts to promote CSOs as necessary elements for creating an inclusive and democratic environment and promoting convergent socio-economic interests, which can assist in keeping together local communities and fostering human and economic development.

Civil society in Syria has evolved dramatically over the course of the current conflict. When the uprising began, more Syrians started organising themselves, united in a common desire to promote human rights. Syrian civil society has increasingly developed the breadth of their knowledge and understanding of the needs of the country and on international standards and mechanisms for the protection of human rights and promotion of transitional justice. All this accumulated experience can, and has to, contribute to the foundations for a new democratic Syria.

A vital and active civil society environment is a key element for social reconstruction and for accompanying and monitoring the political transition. Civil society’s role to monitor the situation inside the country and to hold institutions and decision-makers accountable to the rule of law and human rights principles is a key element for the ongoing negotiations and, in the medium and long term, a critical tool for stabilising any future negotiated arrangement.

To ensure that Syrian civil society organisations can operate properly and professionally, it is critical to develop their organisational and financial capacities and bolster the necessary skills to strengthen their institutional capacity, including their management skills.
Structure of the training course

The workshop took place over four days in Gaziantep. It was deliberately designed to be interactive and time on presentations was kept at a minimum, with the majority of each day given to groupwork on each practical area of project cycle management (PCM). Typically, participants were placed in scenarios analogous to their own projects and asked to complete PCM tasks with provided datasets.

Following an introduction and general overview of the workshop on day 1, each subsequent day focused on separate phases and aspects of the project cycle. Day 2 was spent looking at how to identify needs; day 3 examined how to design a project to best these needs; and day 4 discussed how to monitor and review and a project’s design from the ongoing lessons of implementation and adjust accordingly.

The Training Team

The training team consisted of experts from NPWJ and Bousla, a member of the Syrian Forum and a dedicated training and capacity building organisation for Syrian CSOs, NGOs and LACs. The team leader for this workshop was Riyad Al Najem, an experienced management consultant who has spent the last 3 years working with several national and international NGOs in the third sector. A Syrian with a BA in business administration, Riyad has designed numerous training courses in different project management competencies, including project cycle management and proposal writing, types of leadership competencies, negotiation skills and recruitment.
**Participants**

The workshop was attended by representatives from Syrian CSOs and NGOs who work in the field of human rights, protection and advocacy. Organisations were shortlisted for the training on the basis of geographic reach and perceived ability to deliver impactful programming for children’s rights and the promotion of democracy. Below is a summary of the organisations represented.

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice/Adalah</td>
<td>Adalah is an independent, non-profit civil society organisation registered in Gaziantep, Turkey. Adalah works on promoting the dissemination of human rights culture and community empowerment, Adalah also works on the promotion of democracy and the values of citizenship. They have participatory, transparent and non-violent values.</td>
</tr>
<tr>
<td>Warsheh</td>
<td>Warsheh is a non-profit organisation with the vision to promote the creation of a pluralistic, egalitarian and democratic society. They support and advocate for human rights issues through documentaries and empower activists by supporting their expertise by training them on using video as a documenting and advocacy tools.</td>
</tr>
<tr>
<td>Hurras</td>
<td>A dedicated child protection and psychosocial support NGO, Hurras works in cooperation with partners, volunteers and Syrian community members to provide an environment that guarantees the rights of children and their psychological, social and educational care.</td>
</tr>
<tr>
<td>Save the Rest</td>
<td>A small team of human rights activists and media specialists who work both inside and outside of Syria to raise awareness about ongoing violations in the Syrian conflict.</td>
</tr>
<tr>
<td>Lawyers and Doctors for Human Rights</td>
<td>Working since 2012, Lawyers and Doctors for Human Rights (LDHR) is a non-profit NGO formally registered in Turkey, consisting of a network of Syrian lawyers and physicians distributed widely across Turkey, Syria and the world. They dedicate their time and efforts in serving Human Rights, fighting against violence and empowering women in the Syrian community. Their staff is professionally trained in the fields of physical medicine, forensic medicine, psychosocial support, law and justice.</td>
</tr>
<tr>
<td>Syrian Institute for Justice and Accountability</td>
<td>A team of formally trained lawyers in human rights law and documentation, SIJA observes and documents all cases of human rights violation regardless of perpetrator. Their primary objective is to undertake and sponsor activities that lead to the creation of legal case files, according to the highest international standards, to be presented to specialised courts if and when they are established.</td>
</tr>
<tr>
<td>Jusoor</td>
<td>A research institution specialising on political, social, economic, and legal affairs in the Middle East with a special focus on Syrian affairs. Jusoor works to inform and assist authorities and decision-makers in providing services and aid.</td>
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<tr>
<td>Organization</td>
<td>Description</td>
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<tr>
<td>Free Syrian Lawyers</td>
<td>FSLA is concerned with human rights and legal affairs in Syria. The association works to strengthen the rule of law and justice in a way that protects freedoms, public and private rights, achieves equality, and preserves human dignity. The FSLA dedicates its work to monitoring and documenting human rights violations committed in Syria. It seeks to facilitate the work of civil administrations and local councils, strengthen institutional work, support and maintain the state institution and contribute to the creation of an efficient legal and judicial environment.</td>
</tr>
<tr>
<td>Urnamo</td>
<td>A human rights organisation that works on sexual and gender-based violence, as well as detainees and forced displacement issues. They primarily focus on the documentation of violations committed during the Syrian conflict, with a particular emphasis on gender equality.</td>
</tr>
<tr>
<td>Civilians for Peace and Justice</td>
<td>A CSO concerned with the political-legal development and peace-building. Their stated mission is to promote political dialogue among and between all strata of Syrian society and influence decision-making for social justice, equality and democracy. Their activities include training and networking events, related studies and consultations.</td>
</tr>
<tr>
<td>Maf</td>
<td>A Kurdish organisation that works for the defence of human rights and public freedom in Syria.</td>
</tr>
<tr>
<td>Darb</td>
<td>An NGO working on improving inter and intra community relations. Darb’s programming focuses on sharing experiences and resources in community projects.</td>
</tr>
<tr>
<td>Association for Peace, Justice and Documentation</td>
<td>Established in 2015 from a group of academics, lawyers and Syrian activists, APJD is a non-profit, independent and impartial civil society organisation. APJD specialises in providing citizens with legal services tailored to the Syrian State, with respect to international laws, in particular human rights. A central part of their activities is the proper legal documentation of human rights abuses against Syrians and building the capacities of other organisations to do the same.</td>
</tr>
<tr>
<td>Start Point</td>
<td>An NGO delivering advocacy and awareness raising programs towards the promotion of social justice and democracy, with a particular emphasis on women’s rights and protection.</td>
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</table>
Day 1 – Monday 13 March 2017

Introduction

The workshop opened with Rami Nakhla, NPWJ’s Syria Project Coordinator, welcoming all participants. Mr Nakhla gave a brief presentation on NPWJ and explained the purpose of the workshop, outlining its structure and objectives. In turn, participants introduced themselves and their work, giving an overview of their current projects and how they expected to benefit from the PCM training.

Understanding projects and the value of PCM

Following the introduction, the concept of PCM and its added value were explained. To do this, participants were asked to deconstruct the idea of a project.

What is a project?

A project is a series of activities aimed at bringing about clearly specified objectives within a defined time-period and with a defined budget.

Why do projects go wrong?

- They are not relevant
- They are not feasible
- They are not effective
- They are not sustainable

What should a project have?

- Clearly identified stakeholders, including the primary target group and the final beneficiaries
- Clearly defined coordination, management and financing arrangements
- A monitoring and evaluation system (to support performance management)
- An appropriate level of analysis that indicates the project’s benefits will exceed its costs

PCM, it was explained, is a tool to help prepare, plan and adapt projects appropriately. By breaking down a project into a sequence of phases and activities, it acts as a framework to provide clarity on the desired outcomes and how to achieve them.

“FAIL TO PREPARE
PREPARE TO FAIL”

- Trainer, NPWJ Workshop, 13 March 2017
What is Project Cycle Management?

PCM is a method of planning, implementing and reviewing projects in a manner that increases their quality. It organises projects into clearly defined logical phases to be completed in turn, with the outputs of the last phase forming the basis for the next.

PCM involves as set of planning tools that feed into a logical framework (also known as a log frame). This is a table that gives a summary and sound “roadmap” of project objectives, expected results, activities and indicators with which to measure impact.

The Project Cycle

Identification

Identifying what a project will focus on requires knowledge of who should benefit and what their needs are. Needs assessments and capacity assessments will provide an overview of existing problems and give an idea of how to address them. A concept note containing this idea forms the basis for the design of a project.

Design

Once a need has been identified, the way in which it can be best addressed by a project must be designed. An overall goal must be specified before specific objectives are formulated. Activities must be designed to meet these objectives and the expected results of these activities must be considered. Additionally, indicators must be found with which to measure how results contribute towards the overall goal. These must all be plotted in the logical framework.

Successful design will include a budget and timeframe for all the project’s activities. It will also include a risk analysis of the potential problems that could affect the project. All of this should be contained in a proposal, which can be used to approach different donors for funding.

Implementation, Monitoring, Review and Evaluation

During the implementation of a project, it is essential to monitor its progress towards the objectives. Success, failures, or changes must be reviewed and the design of the project adapted accordingly. These changes must be reflected in the logical framework, where appropriate. Upon completion, the project must be evaluated. Feedback from objective indicators and surveys from beneficiaries and/or independent third-parties must be collected.

Monitoring and Evaluation ensures accountability for the resources used and the beneficiaries helped. It also ensures lesson learning, so that future projects can be even more effective.
Day 2 – Tuesday 14 March 2017

Identification

On the second day, the trainer focused on how to identify an effective project. To do this, it is necessary to find a problem, who it affects and how they can benefit from an intervention. A needs assessment will give an overview of problems that an affected group faces, while a capacity assessment can help in choosing which particular problem can best be addressed.

Needs assessment

We may have a good idea of local needs, or have a sense of their needs from past projects. On the other hand, we may have very little sense of what is needed. What is important, however, is to always conduct a needs assessment regardless of what we think we know.

Needs assessments can be conducted with several tools. Generally speaking, the most important tools are those that get the perspective of the affected community, such as conversations, interviews, focus groups and surveys.

Needs are not always easily understood from afar and different problems can affect people in different ways. The problems of women, men, children, or the disabled can be complex and unexpected and getting their input on a project is extremely desirable to ensure its quality. Moreover, a needs assessment supports a community affected by problems to prioritise their own needs, which makes for greater sustainability.

There are other tools to help identify needs but they should always, where possible, be used in combination with beneficiary assessment tools. A good needs assessment prevents duplication, encourages good coverage and sustainability and increases efficiency.

Other Needs Assessment Tools

- National policies and strategies
- Regional or transboundary policies, strategies and development plans
- Sector assessment studies with baseline data and situation analysis
- Sector plans and strategy documents
- Evaluations of policies, strategies and sector programs
- Case studies and analyses of past projects
- Demand analysis and resource assessment
- Economic, financial, social, institutional and environmental analysis

“ASSUMPTIONS DO NOT MAKE FOR GOOD PLANNING”

- Trainer, NPWJ Workshop, 14 March 2017
Capacity assessment

Ideally, beneficiaries of a potential project should be involved in addressing the problems they face, using their own capacities and resources where possible. A capacity assessment can identify the strengths of a community and help assess ways to address the problem identified in the needs assessment. Additionally, if a project seeks to build the capacities of a target group then a capacity assessment is inherently necessary.

As for the needs assessment, valid tools to conduct a capacity assessment include discussions, interviews, surveys and focus groups. These tools should be seeking answers to the following questions:

- What capacities do the beneficiaries already possess to help them address the problem?
- What capacities do the beneficiaries need to help them address the problem?
- Is there a way, within our project, that these capacities can be developed?

The concept note

Once a need has been identified that a project can address, it must be expressed in the form of a concept note. A concept note outlines the project idea. It does not have to contain a lot of detail and may only be about two pages in length. The purpose of the concept note is to put a rough shape to the project idea for both the organisation implementing the project and for donors who could sponsor the project.

What should be included in a concept note?

- Background – What is the relevant context of the project?
- Rationale – Why is the project necessary?
- Goal and objectives – What is the project aiming to achieve?
- Strategy – What activities will be conducted?
- Expected results – How will the outcome of the activities work towards the objectives and goal?

Day 2 Participant activities

Throughout the day, attendees split into groups to discuss their own experiences and reflect upon them with a PCM mindset. Participants were asked to share what had gone right, and what had gone wrong, with their past projects. Furthermore, they were asked to consider how they had previously identified needs and if they had considered beneficiary capacities and built them into their projects. Finally, participants briefly sketched out concept notes for projects on which their organisations were working.
Day 3 – Wednesday 15 March 2017

Design

On day 3, the workshop focused on how to design a project for success once needs had been identified. This included a look at how to carry out stakeholder analysis and how to conduct a deeper problem analysis with which to develop the logical framework matrix.

Stakeholder analysis

Stakeholders can be individuals, groups, a community or an institution. It is important to make a difference between stakeholders. It is usually unhelpful to have broad categories such as “the regional authority”, “armed groups” or “the community”. Categorising the precise local council and armed groups of a region as distinct groups will better help you design a project. This is true of the community also; different genders, different religions, different ages and those with disabilities can all be uniquely affected by a project and can be separate stakeholder groups.

Each group that is differently affected by a project, or has different interests in a project, should be considered a unique stakeholder.

Who are stakeholders?

There are 2 types of stakeholder:

- **Primary Stakeholders**
  These are the people who are affected by the impact of an activity, either positively or negatively. These people can be considered the “ends” of the project – the reason why it is being done.

- **Secondary Stakeholders**
  These are the people who can influence the impact of an activity. They have an interest in the project and an ability to influence its implementation.

Why do a stakeholder analysis?

Stakeholder analysis helps to:

- Understand of the needs of those affected by a problem
- Identify potential “winners and losers” as a result of the project
- Reduce potential negative project impacts
- Identify those who have the rights, interests, resources, skills and abilities to take part in, or influence the course of, the project
- Identify who should be encouraged to take part in the project planning and implementation
- Find useful alliances upon which to build
- Reduce the risk of conflicts of interest
Problem analysis

Although the identification phase may have revealed a problem, it is unlikely to have given us a full understanding of its causes and effects – these must be known before a project can start.

One of the most effective ways of analysing a problem is by constructing a problem tree. With this method, you start with the main problem (discovered in the previous phase) and work backwards. First, you look for the causes. For each cause, ask ‘why?’ until it is no longer possible. Next, you start with the main problem and look for the effects. For each effect, ask “and what?” until it is no longer possible.

“WE MAY KNOW ABOUT A PROBLEM
BUT THAT DOESN’T MEAN
WE KNOW WHY IT’S THERE
…OR ITS FULL EFFECT”
- Trainer, NPWJ Workshop, 15 March 2017

The problem tree
Once completed, a problem tree can be converted into an **objective tree**, which will help structure the project’s activities. Each cause in the problem tree can be turned into a positive statement, which in turn can be the basis for an objective. For example, lack of trained staff can be turned into the objective, “increase number of trained staff”. Likewise, lack of awareness can be turned into a positive objective to raise awareness.

**It is important to be realistic with your objectives based on your skills, budget and timeframe.** For example, in the above problem tree, it is highly unlikely any organisation has the ability to stop the conflict.

### The logical framework matrix

The logical framework matrix is the heart of the design phase and the most crucial element of the PCM approach. A simple tool consisting of four rows and columns, the logical framework nonetheless provides a clear overview of the project. It is the tool that gathers together all the collected information and puts it into a logical plan for implementation and evaluation.

<table>
<thead>
<tr>
<th></th>
<th>SUMMARY</th>
<th>INDICATORS</th>
<th>EVIDENCE</th>
<th>ASSUMPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL</td>
<td></td>
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<tr>
<td>OBJECTIVE/PURPOSE</td>
<td></td>
<td></td>
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<tr>
<td>OUTPUTS</td>
<td></td>
<td></td>
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<tr>
<td>ACTIVITIES</td>
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</table>

The matrix tells us:

- Where we want to be (**goal** and **objective/purpose**)
- How we will get there (**outputs** and **activities**)
- How we will know when we get there (**indicators**)
- What will show us that we have got there (**evidence**)
- What problems may occur along the way (**assumptions**)

Elements of the logical framework explained

Summary
This column is where you describe your goal, objectives, outputs and activities.

Goal
The overall problem that the project is attempting to address. In the above problem tree, this would be “children’s basic rights being violated”. The project is unlikely to “solve” this problem on its own, rather it will likely contribute to alleviating the problem.

Example: Improve children’s basic rights

Objective/purpose
The specific change that the project will achieve. Referring back to the above problem tree, the objective could be to improve structures for children or to raise awareness. Generally speaking, a single project should not have more than one objective – a project that seeks to both improve structures for children and raise awareness may become unmanageable and inefficient.

Example: Improved protection and wellbeing of children

Outputs
The outputs are the results of the activities that will lead to the objective being achieved.

Example: Increased number and/or capacity of care-workers

Activities
The activities that will be carried out to achieve the outputs.

Example: Hire and/or train care-workers

Indicators
The signs of change. These are key in monitoring and evaluating the project. Without indicators, you can never know how much impact a project has had towards alleviating the problem. Measuring impact can be very difficult to do, but a greater number of relevant and complementary indictors will make this easier.

Example: Change in care-worker skill levels
Example: Improved safety, mental and physical health of children

Evidence
How we measure indicators as signs of change. How do we know that care-worker’s skill or children’s wellbeing has improved?

Example: Pre- and post-tests (with results) for care-workers enrolled in training
Example: Surveys and/or professional diagnoses of children after contact with trained care-workers

Assumptions
The factors which could affect the progress and success of a project.

Example: LACs and/or armed groups will allow the project to run
Example: Children’s parents will support the project
The different elements of the project – as plotted in the matrix – should have logical relationship to one another. Activities should lead to the outputs, the outputs should lead to the objective and the objective should lead to the goal.

**ACTIVITY → OUTPUT → OBJECTIVE → GOAL**

**Day 3 Participant activities**

Groups spent day 3 working on applying PCM design tools to their own projects – past, present and future. Participants spent the first half of the morning mapping out stakeholders and discussing how they might be affected positively and negatively by different projects and activities. Notably, there was much discussion on how to mitigate community tensions that can arise from rights based programming. If a project focuses on a particular group of beneficiaries such as children or women, those who do not identify with these groups may feel left out and harbour resentment, and may subsequently act as powerful spoilers in a project. Addressing these concerns, the trainer and the participants engaged in conversation on the importance of managing stakeholders by communicating the project effectively.

The afternoon was split between activities on the problem tree and the logical framework matrix. Using flipcharts and sticky notes, participants built their own problem trees, relating them to the work of their respective organisations. These were expanded and refined throughout the day and were later used to develop coherent and logical objectives for project design.

For the remainder of the afternoon, participants worked with the fundamentals of the logical framework matrix and worked in teams to develop and classify different objectives, outcomes and activities for the problems they sought to address. Work on the matrix continued to be a primary focus of day 4.

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**Day 4 – Thursday 16 March 2017**

**Design (continued), Implementation and Evaluation.**

Given its central importance to PCM, work on the logical framework continued into the morning of day 4. The day, and the workshop, finished with looking at how to monitor and adapt project planning during implementation and how to evaluate the project appropriately upon completion.

**During implementation, there are several monitoring activities that will improve a project.**

**Reviewing stakeholders** is important to make sure that their needs are being met, and that their circumstances and needs have not changed. Additionally, check to make sure no new stakeholders have emerged who could negatively impact the project.

It is also important to **Review risks** as the project is implemented. Has the situation changed and does it pose a threat to the project as it was planned? If so, how can we adapt?

**Examining progress towards objectives** must also be done. Are the activities having the desired outcome?

Anything discovered in the monitoring must be fed back into the project design and must be updated in the logical framework matrix.

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**Why do we need to monitor?**

**Accountability:** Projects have a responsibility to those who pay for them and those who are affected by them. Monitoring is essential to demonstrate to donors that money is being spent correctly, and to demonstrate that to donors and beneficiaries that needs are being met.

**Learning:** To make sure future projects run better, we need to know what works and what doesn’t. Monitoring allows us to do this effectively.
Where resources allow it, third-party monitoring can lead to greater accountability and lesson learning. An outside opinion can be more objective, can increase your credibility and can highlight issues that would otherwise be missed.

**Evaluation comes at the end of the project.** It can be considered the final review of all the planning and work that has gone into it. Like monitoring during implementation, evaluation also helps to ensure accountability and learning, but evaluation should also focus on examining the **longer-term impact and sustainability** of the project. For example, it should be asking whether the objective was met and how far it went to addressing the goal. Where possible, it should come back to these questions at a later date to give a fuller picture of the project’s impact. Again, if possible, third-party evaluation can be a useful option for any organisation.

Both monitoring and evaluation require **evidence** and therefore rely heavily on the quality of the **indicators** which were built into the design.

**Day 4 Participant activities**

Much of the activity for day 4 was focused on filling out a logical framework matrix (see below for a completed example). The trainer and participants discussed the logical relationships between activities, outputs, objective and goals – participants collaborated to work out how different goals and objectives will require different types of activities, outputs, and indicators.

The end of the session was spent with the logical framework matrixes in hand, discussing how different scenarios could arise during implementation that may affect the project. Participants were asked and given assistance to theorise way in which their projects could be adapted to handle the realities of implementation.

“MONITORING AND ADAPTING IS ESSENTIAL….. NO PROJECT RUNS EXACTLY AS PLANNED”

-Trainer, NPWFJ Workshop, 16 March 2017
# Filling in the logical framework matrix

<table>
<thead>
<tr>
<th>GOAL</th>
<th>SUMMARY</th>
<th>INDICATORS</th>
<th>EVIDENCE</th>
<th>ASSUMPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved children’s basic rights</td>
<td>Overall reported cases of abuse decrease</td>
<td>Household / carer / care centre surveys</td>
<td>Security situation does not deteriorate too much</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OBJECTIVE/ PURPOSE</th>
<th>INDIRECT INDICATORS</th>
<th>PRIMARY INDICATORS</th>
<th>EVIDENCE SUPPORT</th>
<th>NOTED ASSUMPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved protection and wellbeing of children</td>
<td>Increase in number of children centres</td>
<td>Recorded number of centres</td>
<td>Centres will not be destroyed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increase in child attendance</td>
<td>Attendance registers</td>
<td>Certification of care-workers results in improved wellbeing of children</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Access to education will result in increased attendance</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Access to education</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>OUTPUTS</th>
<th>1. Increased access to safe spaces for children</th>
<th>Increase in number of children centres</th>
<th>Recorded number of centres</th>
<th>Centres will not be destroyed</th>
</tr>
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<td>Access to education</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>1.1. Rent appropriate venues for children</th>
<th>Venues rented within an allotted time</th>
<th>Receipts</th>
<th>Parents / guardians of children will have interest in attending safe spaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2. Invest in games, toys and activities</td>
<td>Set amount of resources purchased within an allotted time</td>
<td></td>
<td></td>
<td>Appropriate venues can be found.</td>
</tr>
<tr>
<td>1.3. Invest in daily meal distribution</td>
<td></td>
<td></td>
<td></td>
<td>Price of food remains in budget for program</td>
</tr>
<tr>
<td>2.1. Care-worker hiring and training</td>
<td>Set number of staff hired and trained within an allotted time</td>
<td>Attendance registers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1. Invest in educational material and provide classes</td>
<td>Set amount of resources purchased within an allotted time</td>
<td>Receipts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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1 This matrix is a simplified example. Specific projects should normally have specific figures for their objective, outputs and activities.
Annexes

Annex 1 – The PCM program in the context of the broader EC project

The stated overall goal of the project is:

“To support Syrian CSOs to build a democratic and inclusive environment by promoting and protecting the human rights of children and young people, in order to help Syrian people face the effects of the crisis caused by the conflict to facilitate a peaceful and democratic transition.”

The overall objective is met with the following 3 objectives:

O1) To strengthen the capacity of Syrian CSOs in addressing children’s rights violations
O2) To promote the participation and representation of children and young people in international negotiations
O3) To reinforce coordination and networking among Syrian CSOs working on child rights and child protection issues

To meet these objectives, the project contains 3 activity clusters, each with expected results:

A1) Capacity-building
   R1) Reinforce the capacity of Syrian CSOs to respond to human rights violations against children and to raise awareness among stakeholders on child protection, ensuring at the same time the sustainability of their actions

A2) Advocacy
   R2) Enhancement of the ability of CSOs to represent children and young people in international negotiations and meetings and to conduct advocacy towards international organisations

A3) Ownership and Visibility
   R3) Encourage networking among CSOs, discussion and sharing of best practices, dissemination and visibility of project results

The Project Cycle Management (PCM) training course was designed to enhance the ability of CSOs in planning, designing, budgeting, implementing, and monitoring & evaluation. Accordingly, it was expressly implemented under activity cluster 1 to build the capacity of CSOs.
Annex 2 – Agenda

<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Participant’s Presentation</td>
<td>Identification</td>
<td>Design</td>
<td>Design (continued) and Implementation</td>
</tr>
<tr>
<td></td>
<td>General Introduction to Project formulation</td>
<td>Needs Assessment</td>
<td>Stakeholder Analysis</td>
<td>Logical Framework (Part 2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Capacity Assessment } Group Work</td>
<td>The Problem Tree } Group Work</td>
<td>Monitoring and Evaluation } Group Work</td>
</tr>
<tr>
<td></td>
<td>Project Cycle Management method</td>
<td>The Concept Note } Group Work</td>
<td>Logical Framework } Group Work</td>
<td>Participant Evaluation</td>
</tr>
</tbody>
</table>
