Läkarmissionen

Instruction

For Completing the Proposal Template 2016

This is an instruction to guide you in the completion of Läkarmissionen's *Proposal Template for Development Cooperation Projects*.

The questions in the template provide Läkarmissionen with the information necessary to understand and assess your organisation, the planned project, the context in which the project will take place and the sustainability of the project results. Each question in the template must be answered, and if you consider that any of the questions are not relevant in your specific case you must explain why. Note that a detailed budget must also be submitted using Läkarmissionen's *Budget Template*.

The questions in the template are also intended to support the implementing organisation in the project planning process. They emphasize a human rights-based approach to development cooperation.

What is a human rights-based approach?
The human rights-based approach takes its starting point in human rights as a universal moral foundation, protected by international legal frameworks such as the Universal Declaration of Human Rights.

In a human rights-based approach the aim of all projects is to contribute to the realization of one or several human rights. Identifying what right/rights that is/are being violated is therefore essential in all human rights-based programming. The rights guaranteed to all human beings under international treaties are civil and political rights as well as economic, social and cultural rights, among them:

- The right to life, liberty and security of person
- Freedom of association, expression, assembly and movement
- The right to the highest attainable standard of health
- The right to education
- Freedom from arbitrary arrest or detention
- The right to a fair trial
- The right to just and favorable working conditions
- The right to adequate food, housing and social security
- Freedom from torture and cruel, inhuman or degrading treatment or punishment
- Freedom from slavery
- The right to a nationality
- Freedom of thought, conscience and religion

Why do we use it?
The realization of human rights is closely linked to poverty reduction. Respect for human rights, democracy and development are interdependent and mutually reinforcing. The human rights perspective is used in all the policies and guidelines regulating Sweden's development cooperation. It is also one of Läkarmissionen's core values.

What are the main principles?

- *Non-discrimination*: All human beings have the same rights. In our projects there must not be discrimination against anyone for any reason (e.g. gender, age, educational or health status, ethnicity, religion, disability, sexual orientation, etc.).

- *Participation:* Development projects should be designed based on the perspective of and input from vulnerable people in order to achieve long-term change of their living conditions. They are the rights-holders and should be involved in the planning, but also in monitoring and evaluation. The goal is that they will be strengthened, get a stronger voice in the community and become key actors in their own development as well as that of their community.

- *Accountability:* States and other duty-bearers are responsibility for the fulfilment of human rights. Ourprojects should aim to increase the extent to which legal and moral duty-bearers at all levels fulfil their responsibilities. Demanding accountability is therefore an important task for the civil society, as well as sensitizing and strengthening the rights-holders so that they can claim their rights.

- *Transparency:* A condition for participation as well as for accountability. Openness from the government makes it easier to verify to what extent it takes its responsibility as legal duty-bearer. The civil society should work for increased transparency on the part of government agencies. At the same time, the organisations themselves must be transparent. Through open communication and access donors as well as rights-holders are given opportunities to have insight into and assess the development projects.

Other important principles:

- People are recognized as key actors in their own development.
- Participation is both a means and a goal.
- The development process is locally owned.
- Both top-down and bottom-up approaches are used; advocacy and holding governments and official agencies accountable is an important part, as well as empowering actors at the grassroots level.
- Context, problem, and stakeholder analyses are used to identify the underlying root causes of development problems. Analysis includes all stakeholders.
- Measurable goals and targets are important in programming.
- Strategic partnerships are developed and sustained.

Key vocabulary:

- *Rights-holder:* When applying a human rights-based approach, people who are involved in the project are seen as participants in the project rather than beneficiaries. The individual is a rights-holder rather than a recipient of support. Vulnerable people have the right as well as the ability to participate in and shape their own development: they are the rights-holders.

- *Duty-bearer:* The state is ultimately responsible for respecting, protecting and implementing human rights. Therefore, an important aspect of a human rights-based approach is advocacy and holding governments and official agencies accountable: they are the legal duty-bearers.

In the instructions below you will find explanations of many of the questions in the template, and several examples to further clarify the type of information required.

1. Basic Information

In this section you provide details of the applying organisation and a brief summary of the proposed project.

(1.11) Make sure to add the date the proposal was last revised, in order to avoid confusion if there are several versions of the same proposal.

2. Financial Summary

In this section you provide an overview of the project budget. The figures must correspond to the figures presented in the *Budget Template*. Note that the budget for the first project year must be detailed, while for the following years only de budget headings are required. An updated and detailed budget must then be submitted at the beginning of each subsequent year.

(2.5) In kind contributions refer to all types of support which are not financial (e.g. material support, volunteers, etc.). Do not estimate the financial value of the in kind contributions, simply state the type of contribution and the donor providing it.

(2.7) The auditor must be certified and registered with the appropriate national governing body of accountants, which in turn must be registered with IFAC (International Federation of Accountants). An updated registration number or certificate must be provided to Läkarmissionen.

3. Context and Problem Analysis

In this section you explain the present situation that the project is seeking to change. A thorough problem analysis is key for a human rights-based approach.

(3.1) The context should be described in a brief paragraph, explaining the main factors contributing to the situation that the project aims to change. Do not include general information about the country, but focus on the local context in which the project will be implemented.

(3.4 and 3.5) A problem tree analysis may help illustrate the multiple dimensions of a problem and identify its root causes and the effects it has on different groups. Only when the root causes are understood, appropriate ways to address the problem can be identified.

Example of a Problem tree analysis

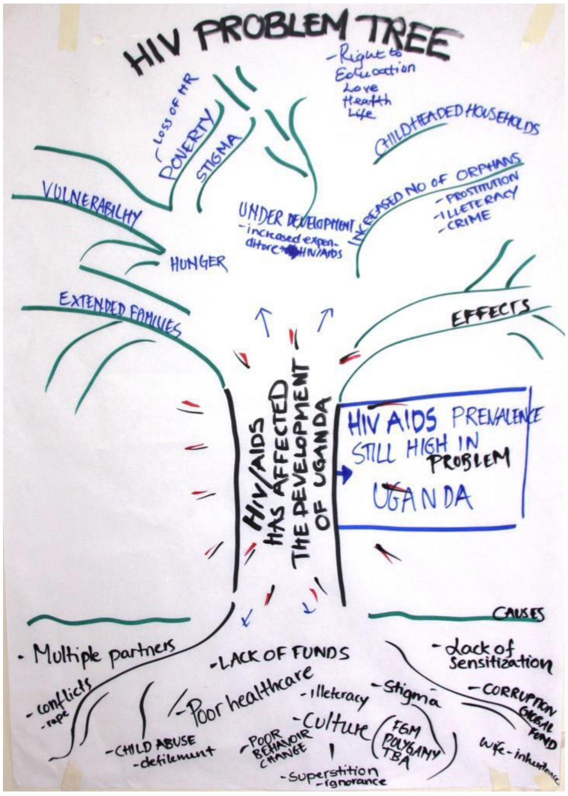
This exercise is suitable to do in groups (of four to six people). It is good to gather at an open space, indoors or outdoors. Flip charts and marker pens in different colors are useful. Start with drawing a dying tree on a flip chart, with roots and branches. The tree is affected by a problem and therefore has no leaves on its branches. Write the problem identified on the trunk of the tree.

<u>Effects</u>**:** Thereafter start brainstorming on how people are affected by this problem, and write down the effects along the different branches of the tree. The following questions could guide the discussions:

- Are all groups affected? Who are the most affected?
- Are both men and women affected? If so, are they affected in the same way or differently?

To illustrate the findings of the discussions, different colors could be used to represent different groups. For example, if one effect only relates to men or boys, the branch could be in one color. Similarly for women or girls, it could be marked in another color.

Then review the effects again and identify if they are related to specific human rights. Write the human rights next to the effects, for example the right to education, right to water, right to health, non-discrimination etc.



Example of a problem tree. Source: SMC publication "*Five Steps to Successful Human Rights-Based programming"*, January 2015

<u>Root causes</u>: The next step is to reflect on what is causing the problem. The causes of the problems are written at the roots of the tree. The root causes could be economic, social, cultural, political etc. Keep on asking what "caused the cause" until you cannot come up with other causes.

It is good to start thinking about how the root causes could be prevented, since that is the only way to actually address the problem. Applying a human rights-based approach means not only addressing the effects of a problem, but to try to address its root causes as well.

When you have identified the problem(s) and root causes, you must break them down into factors that are within the scope of what the implementing organisation is able to do. Among them you must decide the specific problem(s) that the project will address.

(3.6) Considering the problems and root causes identified in questions 3.4 and 3.5, what is the change that you would want to achieve? How do you want the situation to change for the rights-holders?

(3.7) To ensure that the target groups are involved in identifying and analyzing the problems that they face, use **participatory methods** (e.g. workshops, focus groups, surveys, interviews, etc.) when planning the project.

Läkarmissionen

4. Stakeholder Analysis

In this section you describe the key people and groups involved in the project, as well as other individuals/actors who have an interest in the problem(s), or who may influence the project in a positive or negative way.

(4.1) For each stakeholder listed, an explanation must be given of how they will affect the project and in what way the project will relate to them.

Example of Stakeholder Analysis

Who are the project stakeholders? *(E.g. target group, project participants, their families, local institutions and authorities, government, networks, associations, NGOs, religious actors, businesses, etc.)*	**How will they affect the project (positively and/or negatively), and what role will they play in bringing about the desired changes?**	**In what way will the project relate to them and strive to engage them in a positive way?**
Children aged 0<5 in Y-district	*The children will benefit from the project through reduced malaria related mortality.*	*The project will encourage caregivers to prevent malaria infection among children.*
Pregnant women in Y-district	*They will protect their children from malaria by adopting preventive actions and seeking health care in case of malaria symptoms.*	*The project will engage them and provide information and mosquito nets during ante-natal visits. They will also receive information about malaria prevention from billboard campaigns.*
The women's husbands, in-laws and other family members	*They will encourage pregnant women to go for ante-natal checks, and protect their children from malaria by adopting preventive actions and seeking health care in case of malaria symptoms.* *There is a risk that they may refuse to buy mosquito nets and seek health care because it is costly.*	*They will receive information about malaria prevention from billboard campaigns and through the information that their wives receive during the ante-natal visits.* *The billboard campaigns will emphasize the responsibility of fathers to protect their children from malaria.*
Midwives in Y-district	*They will encourage pregnant women to adopt preventive actions and seek health care in case of malaria symptoms.*	*The project will train 25 midwives from various clinics on how to promote malaria prevention among their patients.*
Clinics and hospitals in Y-district	*They will encourage caregivers to adopt preventive actions and seek health care in case their children show malaria symptoms. They will also treat children suffering from malaria.*	*Follow up visits to the clinics will reinforce the message of malaria prevention and build awareness among the clinic staff who did not participate in the workshops.*
Local representatives of the Ministry of Health	*They will supervise the project implementation and sign off on the training materials and protocols used during the workshops and clinic visits. They will also encourage the clinics to intensify their malaria awareness, and they will develop the criteria and select the midwives who will participate in the workshops.*	*Meeting the MoH representative early in the planning process and regularly throughout the project implementation. Inviting them to provide input to the project and participate in the trainings and monitoring activities.*
University of Y	*Provide medical consultant for the training of trainers and development of training materials and protocols for clinic visits.*	*Meeting the university representatives early in the planning stage and developing a detailed ToR for the work of the consultant.*

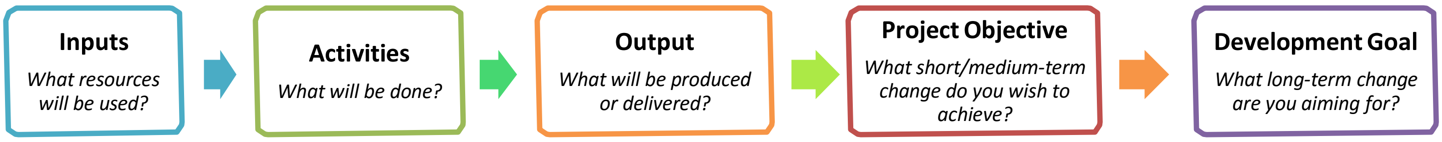
5. Target Group and Project Participants

In this section you describe the people that the project targets in order to achieve the desired change. This can be the rights-holders and/or other people who are instrumental in bringing about the desired change. The direct project participants, i.e. the people directly involved in the project should also be described in some detail. Enter the number of people involved directly and indirectly in the table, categorized according to gender and age.

6. Project Goals and Description

In this section you describe the change that you hope to see as a result of the project and how you plan to achieve that change. The goals, objectives and outputs presented in the Logical Framework should be closely related to the problem and stakeholder analyses made in sections 3 and 4.

(6.2) Läkarmissionen has adopted a results-based management approach, with the intention of shifting focus from the things projects do (activities and outputs) to the change that projects achieve (project objectives). A **results-chain** explains the terminology:



This is the **results-hierarchy** used by Läkarmissionen:

- **Development Goal:** the long-term and sustainable change that the project aims for. This is a vision that the project may contribute to.
- **Project Objective:** the short- and medium-term change among the project participants. This change is not entirely under the control of the project, but it is a change that is likely to occur as a consequence of the project outputs. Indicators are used to measure whether the change is happening or not.
- **Output:** the direct and tangible results produced through the project activities.

A **Logical Framework** is a tool used in results-based management to facilitate planning, monitoring and evaluation of projects. A Logical Framework answers the following questions:

A. What is the present situation? (Problem statement and Baseline)
B. What do we want to see in e.g. 5 or 10 years? (Development goal)
C. How do we get from A to B? (Activity, Output, and Project objective)
D. How will we know when we have arrived? (Indicators and Data collection)

Developing a logical framework is a process of analysis and reflection. The steps below can guide the process. See also the Logical Framework example on the next page.

1. Summarize the essence of the problem(s) identified during the problem analysis in a **Problem statement**. The problem statement should be within the scope of what the implementing organisation is able to do.

2. Identify a **Development goal** that describes the long-term change that the project aims for. The Development Goal must be related to the Problem statement. It should be stated in general terms, normally aligning with the Millennium Development Goals or other generally recognized goals.

3. When identifying the **Project objective(s)**, keep in mind that this is the most important element in the logical framework. While the Development Goal is stated in general terms and impossible for a single project to achieve, the Project objective is a step on the way of achieving that goal. The Project objective must be within reach of the implementing organisation. Use the problem and stakeholder analyses made in sections 3 and 4 as the basis for identifying relevant Project objectives. Keep it simple and avoid using more than one or two Project objectives in a project. In case a project has multiple components it is advisable to use one Project objective per component. The achievement of the Project objective will be measured with indicators.

A Project objective should be SMART, i.e. it should be:

- expressed in observable, therefore measurable, terms. If it cannot be observed, it will not be possible to determine whether or not it has been accomplished. (Specific, Measurable and Timely)
- non-trivial. It should be a factor that significantly contributes to the Development Goal. (Relevant)
- realistic. An organisation should be ambitious but not promise more than it can deliver. (Achievable)

4. **Outputs** are the immediate results of project activities that help induce the intended Project Objectives. The outputs are the products and services that are needed to achieve the desired change. Because they are closely linked to the Project activities, outputs are under the direct control of the project. Several outputs may be needed to achieve one Project objective. Follow-up of the outputs should be included in the monitoring framework of the project.

5. **Project activities** are done to achieve Outputs. Several activities may be needed to achieve one output. An activity must relate to at least one output to be considered relevant for the project.

6. **Indicators** help the organisation to define and measure progress towards its desired Project objectives. In Läkarmissionen's Logical Framework indicators are used only for the Project objectives, and our advice is to limit the number of indicators to one or two per Project objective in order to keep the Logical Framework clear and simple. Indicators can be qualitative (numerical values such as literacy rates, crop ratios or the number of men and women with university education) or quantitative (reflecting people's judgements, opinions and attitudes towards a given situation or subject). Look at each Project objective and ask: if the desired change is happening, what would we see? Indicators objectively verify whether progress is being made in achieving the Project objectives, and can be seen as early warning system for identifying problems in the project.

7. Most indicators are based on measuring change, and in order to measure change the initial situation must be known. This is called the **Baseline**. To obtain baseline data you can either use existing data from external sources (for example previous evaluations or government statistics) or you can collect data yourself before project activities start. The baseline value for each indicator must be established before project activities begin. As the project progresses, the change achieved will be measured against the Baseline.

8. The **Data collection strategy** answers the questions:
   - Where are the data sources for the indicators? (E.g. reports and policy statements generated by the project or by external actors; national household surveys; observations during project-site visits; project participants and other stakeholders who can be interviewed; etc.)
   - How are the data going to be collected? (E.g. content analysis of documents; focus groups; interviews; surveys; case studies; journals; anecdotes; etc.)
   - When will the data be collected (monthly/quarterly/annually)?
   - Who is going to collect the information?

Example of Logical Framework

Logical Framework Malaria Prevention Project					
Problem statement: *The malaria related mortality rate among children aged 0<5 in X-land is high.* **Development goal:** *Contribute to reducing the mortality rate among children aged 0<5 in X-land by year 2020.*					
		Project objective	**Indicator** *(of Project objective)*	**Baseline value** *(indicator starting point)*	**Data collection strategy** *(where, how, when and who?)*
Output 1.1	*Increase in the knowledge among midwifes in Y-district on how to protect children from malaria.*	**Project objective 1:** *20 % reduction in the incidence of malaria among children aged 0<5 in Y-district between 2015 and 2020.*	**Indicator 1:** *A 5 % annual reduction of malaria cases among children aged 0<5 treated in Z-hospital.*	*800 children aged 0<5 were treated for malaria in Z-hospital in 2014.*	**Where:** *Data is collected from the Ministry of Health office in Y-district* **How:** *Using the data recorded in MoH quarterly reports* **When:** *January and July each year* **Who:** *Project coordinator*
Activities *related to output 1.1*	*- 2 workshops with 25 midwifes on the importance of protecting children from malaria.* *- Visits to 15 clinics in Y-district to reinforce the workshop message.*				
Output 1.2	*Increase in the use of mosquito nets among pregnant women in Y-district.*				
Activities *related to output 1.2*	*- Annual billboard campaigns on the importance of using mosquito nets.* *- Distribution of 5000 mosquito nets to pregnant women during ante-natal visits.*				

7. Risk Management

In this section you describe the risks related to the project and how you plan to manage those risks. With all projects, there are ways in which things can go wrong, and stop or slow progress towards change. These range from external events like floods and wars to internal challenges like an important stakeholder refusing to cooperate or the resignation of a key staff member. Explain what could go wrong that would make it harder to finish the project and what can be done to address those risks.

Example of Risk Management table

Risk *What could go wrong and affect the project?*	**Probability** *What is the likelihood of it happening?*	**Consequence** *What is impact it would have on the project?*	**Mitigation strategy** *What can you do to reduce the chance this will happen or reduce the problems it will cause if it does happen?*
The MoH does not have enough human resources to engage with the project.	*Medium*	*High, because it would be difficult to access the clinics and midwives without the facilitation of the MoH.*	*Meet with the MoH at an early stage and provide clear information of the support required and the time line of the project.*
Mosquito nets will not be sufficient in the local market.	*Medium*	*High, because the use of mosquito nets is a key factor in reducing malaria related mortality among children and pregnant women.*	*Inform the local businesses that there will be a project and several billboard campaigns encouraging people to use mosquito nets, and they should therefore stock up on nets.*
Flooding of the project area	*High, because the area is prone to flooding.*	*High, because it will increase the prevalence of malaria.*	*Billboard campaigns will be carried out before the rainy season begins, so that people are as well prepared as possible.*

8. Implementing Organisation

This section describes the implementing organisation and its capacity to carry out the project.

(8.5) Having adequate staff with the right competence is key to successful project implementation. List the administrative and field staff as well as with their main tasks and the time that they will be working for the project. Make sure that the information corresponds to the staff costs included in the *Budget template*.

Example of Staff table

Field staff				
Title/Position	**Number of staff**	**Function and tasks**	**Employed or Volunteer**	**Working hours**
Project leader	*1*	*Managing the day to day implementation of the project.*	*Employed*	*Full time Jan 2016-Dec 2018*
Trainer	*2*	*Train midwives and conduct follow up visits to clinics.*	*Employed*	*Full time Jan 2016-Dec 2018*
Training consultant	*1*	*Update the malaria prevention training materials and train the project trainers.*	*Employed on a short term consultancy contract*	*Part time Jan-April 2016*

9. Learning, Monitoring and Evaluation

In this section you describe the way in which the project builds on previous learning and experience, and how it will contribute to further learning.

Please note that LM will request you to do a midterm analysis if you have a three year project. Template will be elaborated by LM.

(9.2) Project monitoring should relate closely to the Project objectives and Outputs presented in the Logical Framework. Describe the way in which you will check whether the project is on the right track, i.e. that the intended Outputs and Project objectives are being achieved.

10. Methodology and Work Plan

In this section you describe in the methodologies that will be used and the activities that will be done in the project. The Work Plan should be based on the Logical Framework presented in section 6. It should indicate the specific activities the project will undertake each year. Those same activities should also be reflected in the project Budget.

(10.3) The Annual Work Plan for the first project year should be submitted with sufficient details, while the following years can be more general. A detailed Work Plan must be submitted at the beginning of each subsequent year. The activities presented should correspond to the costs included in the *Budget template*.

Activities are done to achieve Outputs that lead to Project objectives. If the intended Outputs and Project objectives are not being achieved it may be necessary to change the planned activities and methodologies. A Work Plan is therefore a flexible document that can be changed during the course of the project. A change in the Work Plan must always be communicated to Läkarmissionen, and if the change also leads to a change in the project budget, then it requires prior authorization by Läkarmissionen.

In case the project comprises multiple components it may be advisable to develop a separate Work Plan for each component.

Example of Annual Work Plan

Annual Work Plan, Malaria Prevention Project, 2016					
Output *Copy from Logical Framework*	**Activities for year 2016** *- Description: What will be done?* *- Participants: Who will be involved (target group and staff)?* *- Location: Where will it be done?*	**Period** *Mark the quarter when the activity will take place*			
		Q1	**Q2**	**Q3**	**Q4**
Output 1.1: *Increase in the knowledge among midwifes in Y-district on how to protect children from malaria.*	**Activity 1:** Description: *2 workshops on the importance of protecting children from malaria* Participants: *1 training consultant from University of Y, 2 trainers from the project staff, and 25 midwifes from health facilities in Y-district* Location: *at University of Y*		*Work shop 1*	*Work shop 2*	
	Activity 2: Description: *Visits to 3 clinics to reinforce the workshop message* Participants: *2 trainers from the project staff, 3 midwifes and 20 clinic employees* Location: *Clinics A, B, and C in Y-district*				*Clinic visits*
Output 1.2: *Increase in the use of mosquito nets among pregnant women in Y-district.*	**Activity 1:** Description: Participants: Location:				
	Activity 2: Description: Participants: Location:				
Monitoring *How will the achievement of the Outputs and Project objectives be monitored and documented?*	Description: *Monthly meetings to discuss progress and challenges* Participants: *All project staff* Location: *Project office* Documentation: *Minutes from meetings stored in project office*	*X*	*X*	*X*	*X*
	Description: *Monthly reports to HQ* Participants: *Project leader and accountant* Location: *Project office* Documentation: *Monthly reports stored at HQ*	*X*	*X*	*X*	*X*
	Description: *Collect data on the Project Objective indicatorX X* Participants: *Project coordinator* Location: *MoH office in Y-district* Documentation: *Report stored at HQ*	*X*		*X*	
	Description: *Bi-annual reports to donors* Participants: *Project coordinator, project Leader, and accountant* Location: *Project office and HQ* Documentation: *Bi-annual reports stored at*			*X*	
	Description: *Pre- and post-tests during malaria prevention workshops* Participants: *25 midwifes* Location: *During the workshops at University of Y* Documentation: *Tests stored at project office*		*X*	*X*	
Capacity building of staff	Description: *Training of trainers in malaria prevention* Participants: *1 training consultant and 2 trainers from the project staff* Location: *University of Y* Documentation: *Report from medical consultant and final tests stored at project office*	*X*			
	Description: *Training in new accounting system* Participants: *1 accounting software consultant, 1 project leader, 1 project accountant, and 2 cashiers* Location: *HQ* Documentation: *Report from software ultant stored at HQ*			*X*	

11. Exit Strategy and Sustainability

In this section you describe the lasting change that the project aims to achieve, after external funding ends.