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# Towards better projects

**Jarkko Kärkimaa**
**Henna-Mari Laurila**

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# A good project

1. Needed = solves a problem
2. Result-oriented
3. Cost-efficient

# A good project

A good project creates a positive change.

# It is important to pay attention to project planning

Why?

- Better application = better scores
- Easier implementation

# Tool

Logical Framework Approach is a **tool** for project planning.

**LFA**= Analytical process

**Logical Framework Matrix** = product (and also an obligatory annex to the application)

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| | Intervention logic | Indicators | Sources of Verication | Assumptions |
|---|---|---|---|---|
| Overall objective | | | | |
| Specific objective | | | | |
| Outputs | | | | |
| Activities | | | | |

# Logical framework approach

| Analysis phase (concept note) | Planning phase (full application) |
| --- | --- |
| Problem analysis | Developing logical framework matrix |
| Objective analysis | Defining activities |
| Stakeholder analysis | Defining resources |
| Strategy analysis | |
| | |

# Why should we use it?

- Forces to think project logic when writing an application -> projects with clear logic -> better results -> better programme (-> better future).

- Do you want to succeed?
  - Higher chance to get funding
  - Easier project implementation

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# The starting point?

**Problem** should always be the starting point.

Why?

Because you need a reason for implementing a project. The problem defines if your project is relevant or not.

# The starting point

What if you already know what you want to do?

- Do the analysis phase!
- Open your mind for the idea of changing your original plan.

# Analysis phase

Problem analysis

Define the problem

# Problem analysis

- Identifies the negative aspects of an existing situation.
- Defines the *'cause and effect' relationships.*
- **Provides basis for the objective of the project and justification for the project!**
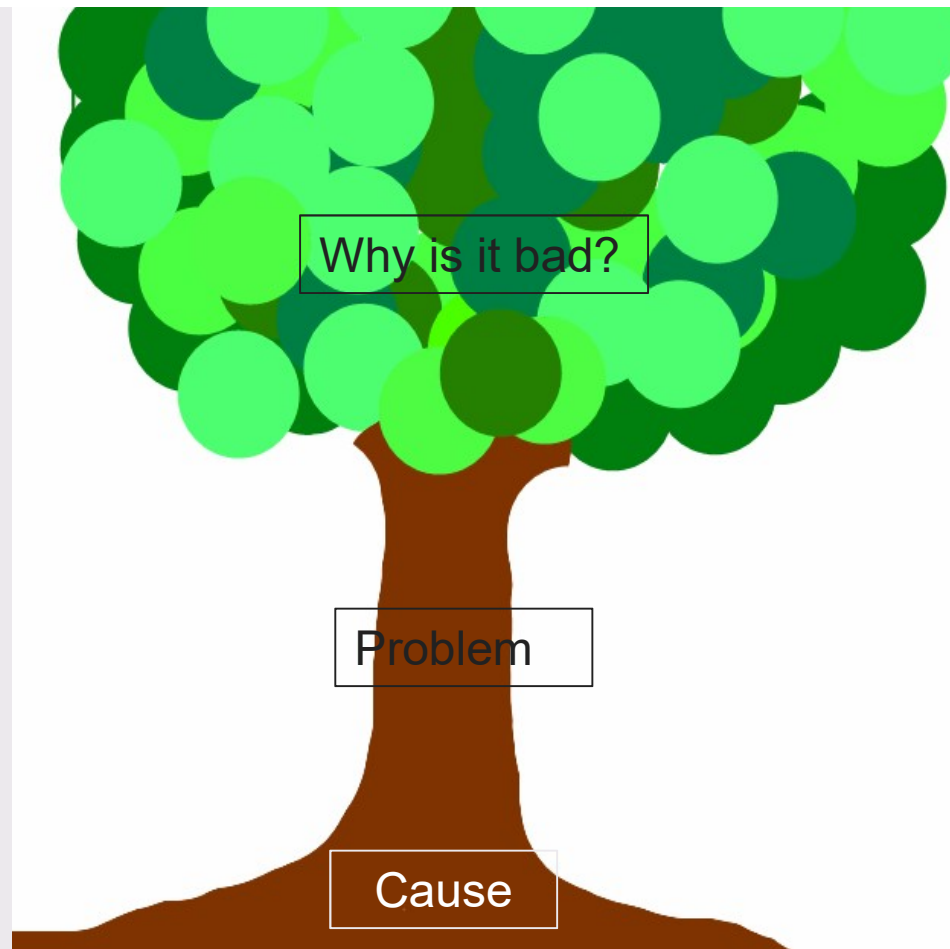
# Problem tree

**Problem tree is a tool for approaching the problem.**

- Why should we do anything?

- Why this project?

- Why is it bad if we don't do anything?

- What is wrong now?

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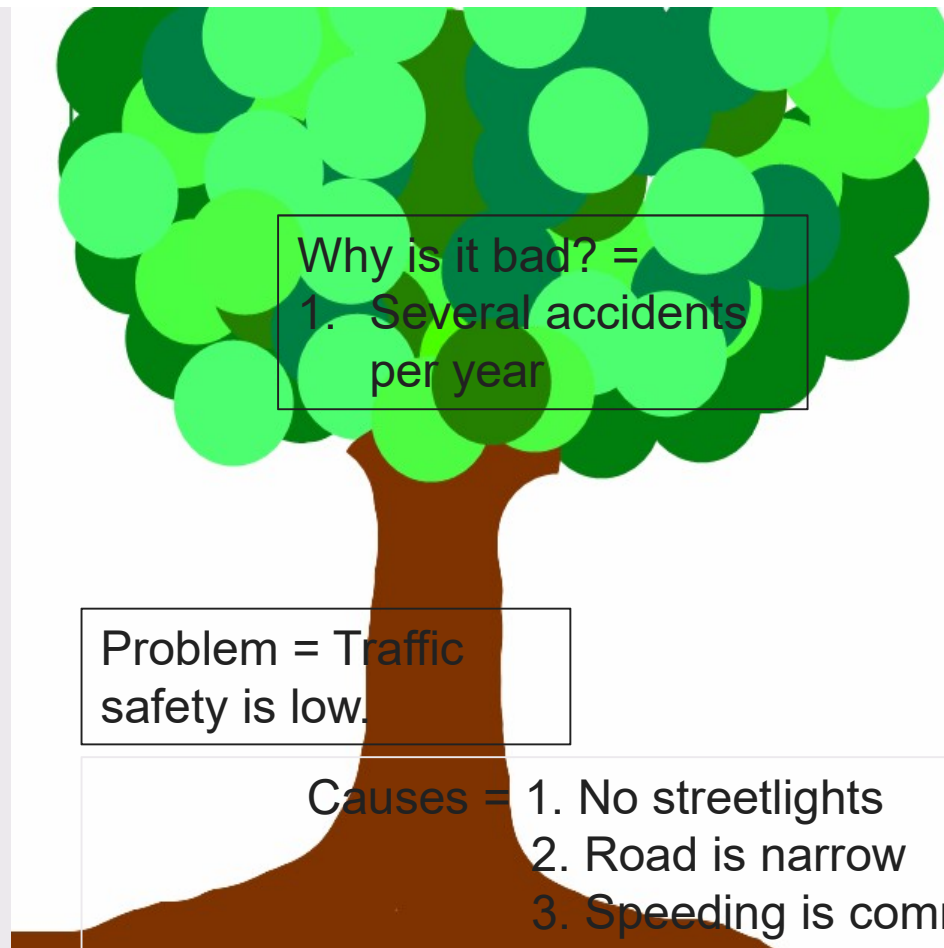CBC // Cross-border cooperation

# Problem tree

Why is it bad?

Problem

Cause

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# For example:

Why is it bad? =
1. Several accidents per year

Problem = Traffic safety is low.

Justification could be for example accident statistics.

Causes = 1. No streetlights
2. Road is narrow
3. Speeding is common.

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# How to create a problem tree?

**Ask** partners and already known stakeholders to write down problems (a lot of problems).

**Arrange** the problems: is something causing something else?

# Problem tree

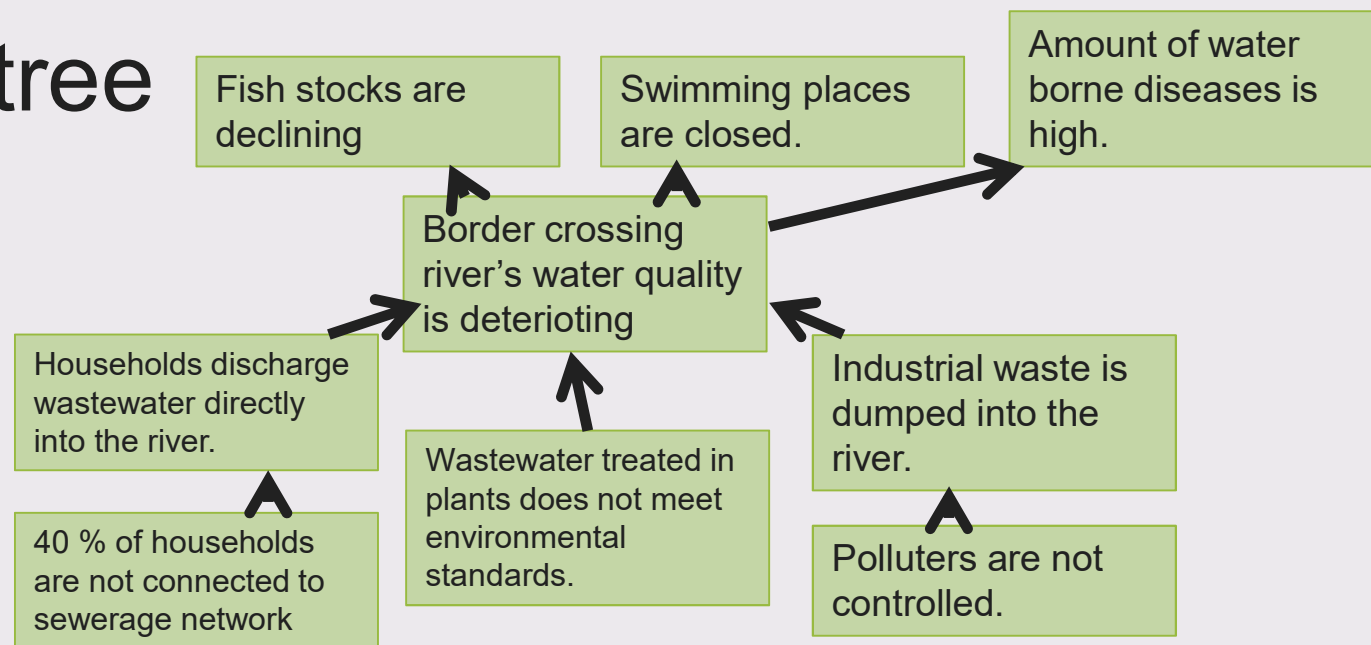| | | |
|---|---|---|
| Fish stocks are declining | Polluters are not controlled. | Border crossing river's water quality is deterioting. |
| Industrial waste is dumped into the river. | Households discharge wastewater directly into the river. | Wastewater treated in plants does not meet environmental standards. |
| Swimming places are closed. | Amount of water borne diseases increased. | 40 % of households are not connected to sewerage network |

# Is it a problem?

- **Lack of** something (a brigde, language skill, money) is not a problem in this context.

- It is not a valid problem just because you say it's a problem.

-> Problem needs to be justifiable and understandable.

# Problem in the application

Summary: "Describe the problem the project is planning to solve and how it has been identified."

An answer could be for example:

"The problem the project aims to solve is that **the households discharge wastewater directly into the river**. The problem was identified in a study done by XXX. It was found out that 40% of the households are not connected to sewerage network. This results to border crossing river's deterioting water quality. The problem has been discussed and agreed with the project partners and stakeholders A, B and C."

# Problem in the application

- Make sure you have clearly written THE problem you are planning to solve (do not force the evaluators to read between the lines).
- Describe also the causes of the problem as well as why it is bad.
- Tell shortly about the problem analysis as a process (who were contacted etc.).
- You can shortly describe the operational environment ("unemployment rate in Hyrypoga is 11%. 27% of school-aged children participate in a recreational activity…) but that is not the main point.

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# Problems of the problems

- Problem is not found – only operational environment is described,
- Problem is not real,
- Problem is too wide or narrow,
- Problem is "lack of something" (bridge, money…).

# Analysis phase

Objective analysis

Define the objective

# Objective analysis

The negative situations of the problem tree are converted into solutions, expressed as positive achievements.

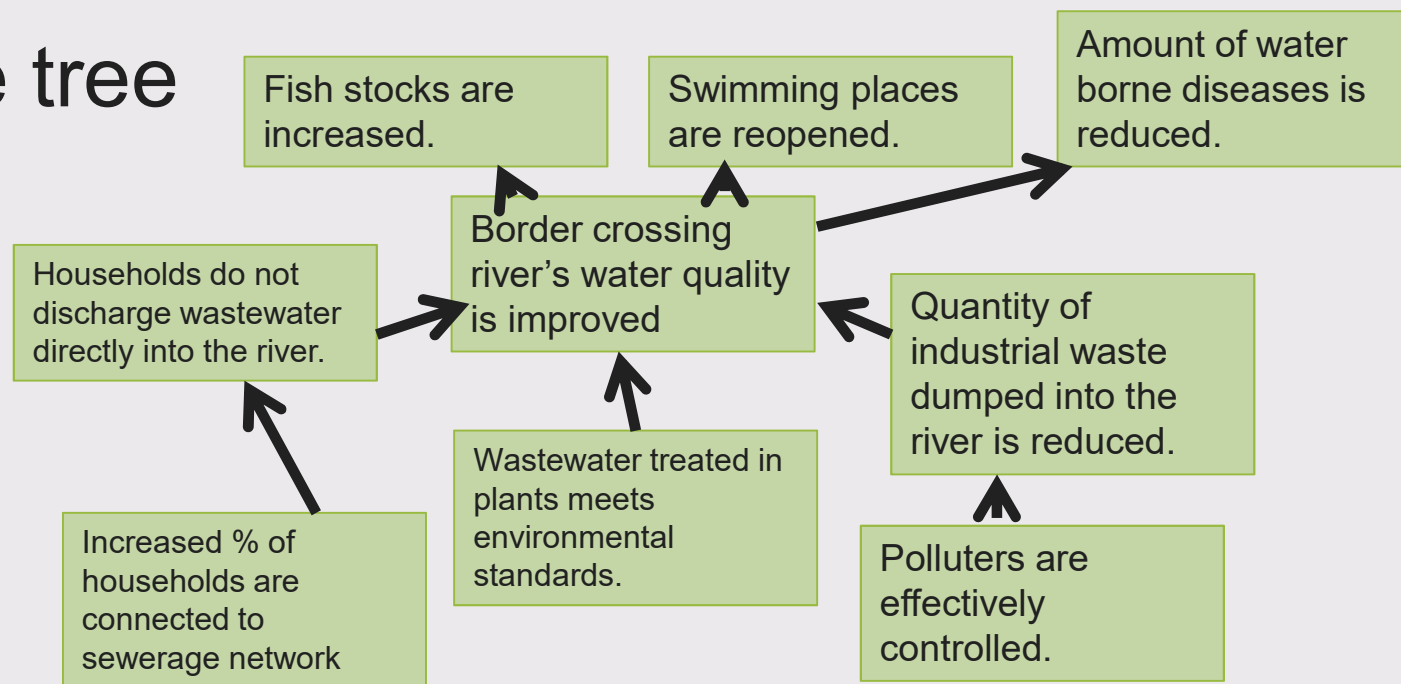Road is in bad condition -> Improved road condition

Rules:

- Convert each problem.
- Do not include "loose" objectives (objectives without problems).
- Describe the desired future situation.

# Objective tree



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Fish stocks are increased.

Swimming places are reopened.

Amount of water borne diseases is reduced.

Households do not discharge wastewater directly into the river.

Border crossing river's water quality is improved

Quantity of industrial waste dumped into the river is reduced.

Increased % of households are connected to sewerage network

Wastewater treated in plants meets environmental standards.

Polluters are effectively controlled.

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# Objective in the application

Summary: "Describe the objective of the project."

- Describe here the **specific objective** of the project (=change project is able to accomplish).
- You should have only one specific objective.
  *Improved traffic safety* instead of *to acquire streetlights, to widen the road and to reduce speeding.*

# Objective in the application

- Convert the objective from an identified problem. For example: "Households do not discharge wastewater directly into the river" ("Number of households discharging wastewater directly into the river is reduced.")
  **Problem and objective NEED TO be linked to each other.**
- Objective should not be a verb. Objective is the change!
  *To build a bridge vs. Improved traffic connections*

# Analysis phase

Stakeholder analysis
Find your friends and enemies

# Stakeholders

1. Stakeholders = individuals or institutions that may affect or be affected by the project.
2. Beneficiary = those who benefit from the implementation of the project.
   a. Target group = directly positively affected
   b. Final beneficiary = benefit in the long run (children, consumers)
3. Project partners = those who implement the project

# Stakeholder analysis

**Finding out** who cares about your project.
- Think about different ways the project can benefit or hurt someone.

**Include** the identified stakeholders into the project.
- Including doesn't necessarily mean adding as a partner (talking, asking for ideas, inviting etc. is also including)

Why? Because they can affect on the implementation of the project (friends/enemies).

# Identifying stakeholders - experiences

- Stakeholder doesn't have to be a partner!
- Forgetting/ not including stakeholders is fairly common – find out if the stakeholders agree with the problem/objective!
- If target groups are not interested in the project, it's better not to proceed.

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# Choosing partners - experiences

- Genuine interest in the project and in the project results!
  - Participating in a project just because you want to be nice is usually not a good idea.
  - Participating in 'all' projects is usually not a good idea.
- Previous experience on project implementation is a benefit, but newcomers are warmly welcomed by the programme (it's not so difficult)
- Common language
- Quality is more important than quantity!

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# Stakeholders in the application

Summary: Describe the target groups and beneficiaries of the project.

- List the target groups and final beneficiaries separately.
- Be specific enough:
  *Inhabitants of the programme region vs. culture entrepreneurs in Kainuu   and Kostomuksha*
  *(But don't go too far: Carpenters from Hyrynsalmi)*

# Analysis phase

Strategy analysis

Choose what you will do

# Strategy analysis

Identifying different strategies to achieve objective
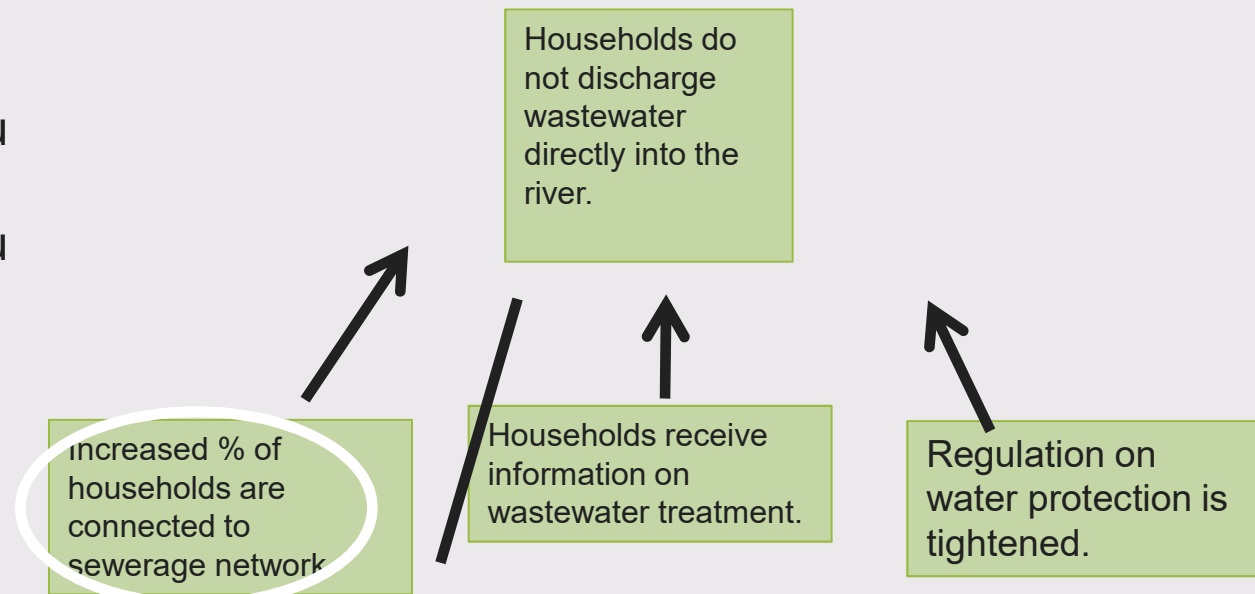
➡ Selecting the most appropriate strategy

*(There are different roads to improved traffic safety.)*

# Problems of strategy

- Too wide strategy: doing too many things compared to the resources.

- Strategy is chosen too early (activities have been decided before the problem has been defined).

# Strategy in the application

Summary: Describe the approach planned to take (type of activities to be implemented).

List the planned work packages and provide also some information on the content.

> *For example: "Work package II: Choosing technology.*
> *A study of existing technologies that could be used in Hyrypoga households. Tendering process.*

In the full application a detailed work plan is created.

# Strategy in the application

- Activities reflect your problem tree's roots – you can't implement activities that are not trying to solve the causes of your core problem.

  *For example: Planting flowers on the road side is probably not necessary for improving traffic safety.*

- Check that the proposed activities are convincing and sufficient compared to the objective.

  For example?
  1. Giving torches to the villagers;
  2. Planting flowers on the roadside;
  3. Stopping cars and telling them not to speed;
  4. Organising a traffic safety seminar.

# Planning phase

Writing it all down

# Planning phase

| Planning phase (mostly in full application) |
| --- |
| Developing logical framework matrix |
| Defining activities |
| Defining resources |
| |
| |

# Developing logical framework matrix

= Defining project structure, testing its internal logic and risks, formulating indicators

Matrix is the product of the analysis!

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Intervention logic is filled in in the concept note phase. The rest in the second phase of the call.

| | Intervention logic | Indicators | Sources of Verication | Assumptions |
|---|---|---|---|---|
| Overall objective | | | | |
| Specific objective | | | | |
| Outputs | | | | |
| Activities | | | | |

# Developing logical framework matrix

| | Intervention logic | Indicators | Sources of Verication | Assumptions |
|---|---|---|---|---|
| Overall objective | **1** | | | |
| Specific objective | **2** | 8 | 9 | 7 |
| Outputs | **3** | 10 | 11 | 6 |
| Activities | **4** | | | 5 |

# Planning phase

Intervention logic

Is it all linked?

# Intervention logic

Overall objective, specific objective, outputs and activities should all be linked to each other.

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# Overall objective

The broad development impact to which the project contributes.

Defined by the chosen priority:
- Priority 1: Increased cross border economic interaction and trade
- Priority 2: Programme area's cultural services are easily reached and their quality is good
- Priority 3: Improved living and working environment

# Specific objective

The development outcome at the end of the project.

# Elements

The specific objective must be linked to an element defined by the programme.

# Elements in priority 1:

- Solving/removing the barriers hindering cross-border economic cooperation
- Increasing the capacity of enterprises to start cross-border economic cooperation
- Increasing the area's attractiveness as a target for investment

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# Elements in priority 2:

- Improving the skills and capacities of cultural stakeholders
- Increasing the diversity of cultural services with new forms of cross-border cultural activities
- Creating new cross-sectoral initiatives
- Helping young people in danger of dropping out of active society with inclusive cultural activities

# Elements in priority 3:

- Increasing environmental awareness
- Improving people's physical living environment
- Increasing the biodiversity of border areas
- Using nature in the promotion of health and wellbeing

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# Elements

- Choose only one element!
- Mention the chosen element in the summary

  *For example: "The element the project is linked to is Creating new cross-sectoral initiatives."*

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## Improved living and working environment

Households do not discharge wastewater directly into the river.

Links to element 'Improving people's physical living environment'

# Outputs

- Outputs are concrete things produced by the project.
- Outputs need to be necessary and sufficient in order to achieve the specific objective of the project.
- Outputs need to be directly linked to the activities – there should be as many outputs as there are activities (work packages).

# Activities

- Describe what you are planning to do in order to produce the outputs and reach the objective.

- Work package level is recommended:

  - A work package is a group of related tasks within a project.

    *-> Arranging a seminar or writing a study report are not work packages. Try to define larger compositions, for example Capacity building.*

  - *Each work package leads to one output.*

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| | Intervention logic |
|---|---|
| Overall objective | Improved living and working environment |
| Specific objective | Households do not discharge wastewater directly into the river. |
| Outputs | 1. Technology chosen and tendered.<br>2. Developed infrastructure is taken into use.<br>3. Etc. |
| Activities | WP1: Choosing technology<br>WP2: Development of infrastructure<br>WP3: etc. |

# How to write logframe statements?

Keep statements as clear as possible.

- **Specific objective** is expressed in terms of benefits to the target group (increased, improved...).
- **Outputs** are tangible (delivered, produced, conducted…).
- **Activities** are expressed in present tense starting with an active verb (prepare, design, construct, research…)

# Intervention logic

Check the intervention logic with if-then causality:

IF the activities are undertaken THEN outputs can be produced;

IF outputs are produced THEN specific objective will be achieved; and

IF specific objective is achieved THEN this contributes towards the overall objective.

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# Intervention logic

Also:

IF we wish to contribute to the overall objective, THEN we must achieve the specific objective

IF we wish to achieve the specific objective, THEN we must deliver the specified outputs

IF we wish to deliver the outputs, THEN the specified activities must be implemented.

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# Planning phase

Assumptions

What needs to happen

# Developing logical framework matrix: assumptions

- External factors that have the potential to influence the success of a project
- Lie outside direct control of project managers
- Assumptions are positive statements – what need to happen

  *For example "The households are willing to join the sewerage network."*
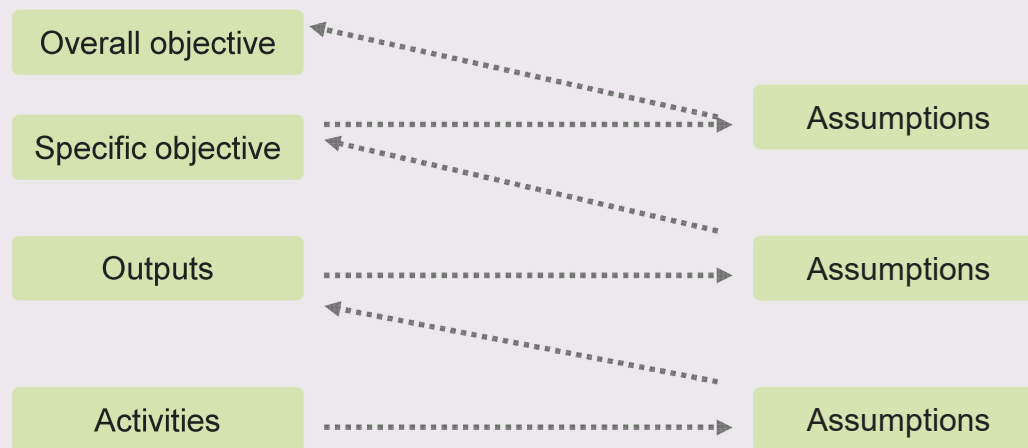
# Planning phase

Indicators

How to measure your success

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# Developing logical framework matrix: indicators

Indicators describe the objectives in measurable terms (quantity, quality, time…); How do we verify success?

*For example: Number of households connected to the sewerage network.*

Means of verification are the sources of information for indicators.

*For example: Statistics from municipal authorities*

# Logframe - remarks

- If the logic works, it is easier to write the application.

- Too often the matrix and application are not linked to each other.

- Assumptions have not been identified (not everything is in your control!)

- Logframe is too detailed -> Keep it simple!

# Concept note

Filling in the Concept note

# Hints and tips

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# Hints and tips

Name of the project should be short, easy and descriptive.

You don't have to describe to whole project concept in the name.

CB2East          30MILES
CBEwB            ADAPT
CLUSME           Baltic Urban Lab
DeDiWe           BELT
EDU-RAIL         BLASTIC
GreenAgri        CB HealthAccess          Names of Interreg Central Baltic project applications
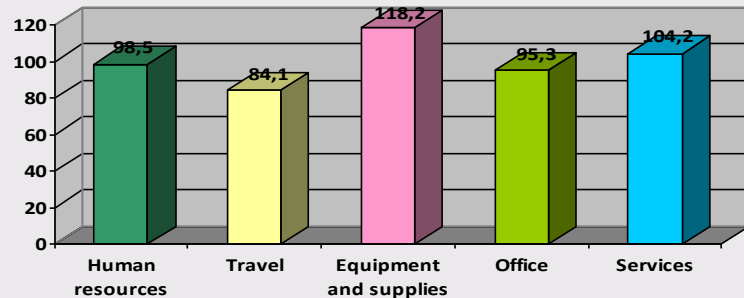
# Hints and tips

Be realistic in budgeting. Compare the price tag to the problem you are going to solve and to the objective, not to the activities and outputs.

Budgets are more often over than under budgeted.



Realization of the budget headings compared to the initial budgets, % (Karelia ENPI CBC, first call)

# Hint and tips

Project management is an important task: make sure you have sufficient resources for management.

"Competent project manager is the greatest asset for project."

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# Hint and tips

You are writing for someone who doesn't know what you are doing and why – make it simple.

You don't have to use fancy words or complicated language – keep it simple.

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# Hint and tips

Problem, objective, activities and outputs need to link to each other!

(If you choose to remember only one thing from this training, remember this.)

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# Good luck!

We'll be happy to help you

jarkko.karkimaa@kareliacbc.info

henna-mari.laurila@kareliacbc.info

niko.auer@kareliacbc.info

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