Project Design & Proposal Writing

A Guide to Mainstreaming Reproductive Health into Youth Development Programs

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Planning for LIFE

a program of the International Youth Foundation

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The International Youth Foundation (IYF) invests in the extraordinary potential of young people. Founded in 1990, IYF builds and maintains a worldwide community of businesses, governments, and civil-society organizations committed to empowering youth to be healthy, productive, and engaged citizens. IYF programs are catalysts of change that help young people obtain a quality education, gain employability skills, make healthy choices, and improve their communities. To learn more, visit www.iyfnet.org

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ACCRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
BCC	Behavior Change Communication
CBDs	Community Based Distributors
CHWs	Community Health Workers
CYP	Couple Year Protection
DOH	Department of Health
DOL	Department of Labor
EC	Emergency Contraception
FP	Family Planning
HIV	Human Immunodeficiency Virus
HMIS	Health Management Information System
IEC	Information, Education and Communication
IYF	International Youth Foundation
LC	Local Currency
LS	Life Skills
LTO	Long Term Outcome
MCH	Maternal and Child Health
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organization
QOC	Quality of Care
RH	Reproductive Health
SMART	Specific, Measurable, Achievable, Relevant, Time-bound
SO	Strategic Objective
STI	Sexually Transmitted Infection
SWOT	Strengths, Weaknesses, Opportunities and Threats
TOT	Training of Trainers
UN	United Nations
UNFPA	United Nations Population Fund
USAID	United States Agency for International Development
USG	United States Government
VCT	Voluntary Counseling and Testing
WHO	World Health Organization
YFC	Youth Friendly Clinics
YFS	Youth Friendly Services
YRH	Youth Reproductive Health

INTRODUCTION

The International Youth Foundation (IYF) supports a variety of Youth Reproductive Health (YRH) initiatives, including Family Planning (FP) and HIV prevention, and encourages partners to integrate reproductive health and other preventative health measures into current youth development practices.

To have a strong impact on youth reproductive health behavior, it is more effective to address young people's lives in a broad context rather than to adopt a narrow focus on sexuality. A holistic approach to working with youth is supported by many international organizations who believe that "interventions that focus only on specific problem behavior like substance abuse or precocious, unsafe sexual activity are less effective because they do not address the antecedents or determinants of the behavior."[1]

To initiate and support YRH integration, IYF launched *Planning for Life* in March 2007 with funding by USAID/World Learning. The project aims to improve the reproductive health of young people ages 10–24 by integrating YRH and FP into youth development programs such as livelihoods and employability, leadership and engagement, education and health.

The *Planning for Life* project developed this guide to assist IYF partners in developing a YRH initiative that can either be integrated into an existing program or created as a stand-alone project. The guide is not focused on "how to" integrate youth reproductive health into other programs but rather provides information about steps in YRH project development and guidelines for writing a proposal. Although the guide is focused on YRH, it can be adapted in other youth development areas.

The guide is comprised of two parts: project development and proposal writing. The project development section describes the project design cycle vis-à-vis the integration cycle and explains each step in the project development process with illustrative examples. This section includes an explanation of how to use two types of project planning frameworks: the results framework developed and used by USAID and the outcome logic model espoused by IYF. The proposal writing section of the guide provides guidelines on how to formulate project goals, objectives and strategies and suggests layouts for monitoring and evaluation and budget plans. The proposal format is based on the Planning for Life grant initiative, but can be adapted by project developers according to donor requirements.

PROJECT DEVELOPMENT

Project development is the process of identifying solutions for clearly stated problems and structuring them in a way that makes them implementable. A Project

[1] World Health Organization. *Programming for Adolescent Health and Development*. WHO Technical Report Series 886. Geneva: WHO, 1999.

Design Cycle should be utilized for project development when designing a YRH-specific program, whereas the Youth Reproductive Health Integration Cycle should be employed when an organization seeks to integrate YRH within existing programs. Comprehensive project design starts with a needs assessment and follows with diagnostics concerning causes and consequences of identified problems. Based on this analysis, appropriate project strategies and interventions should be defined and selected. After these steps, the project is either summarized in a results framework with a performance monitoring plan or a logic model/logical framework with a monitoring and evaluation plan.

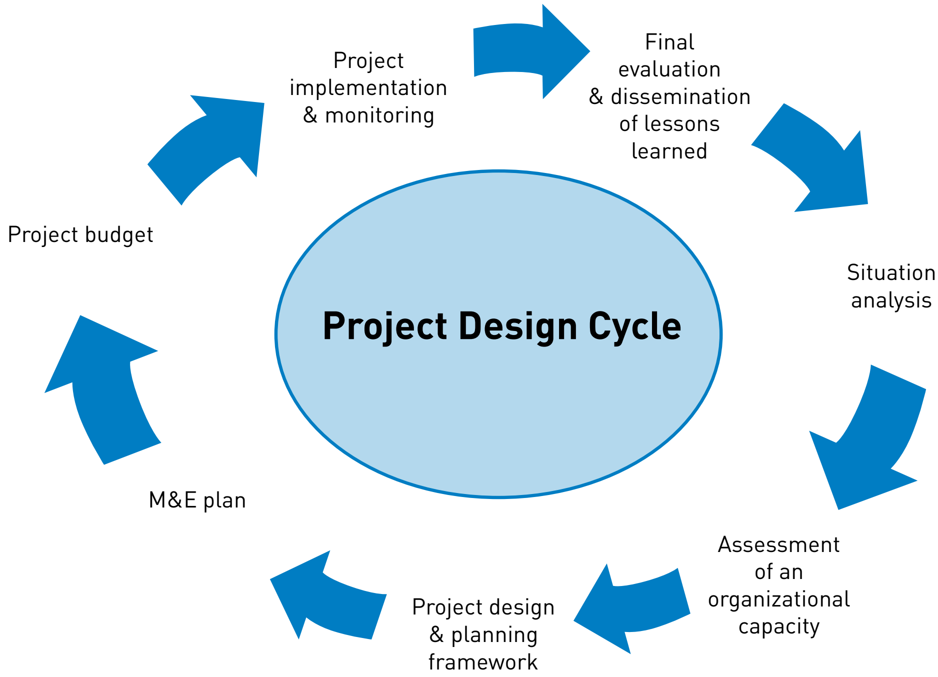
PROJECT DESIGN CYCLE[2]

Basic project design can be broken into two main parts: understanding problems and designing solutions. Underlying these two components is a cycle that consists of the following steps:

- Situation analysis: needs assessment, stakeholder analysis and problem analysis
- Assessment of organizational capacity
- Project design and planning framework
- Project monitoring and evaluation plan
- Project budget
- Project implementation and monitoring
- Final evaluation and dissemination of lessons learned

Each step of the cycle is equally important and should not be skipped.

Figure 1: The Project Design Cycle



[2] All steps of Project Design Cycle and YRH Integration Cycle are described in more detail later in the guide

YOUTH REPRODUCTIVE HEALTH INTEGRATION CYCLE

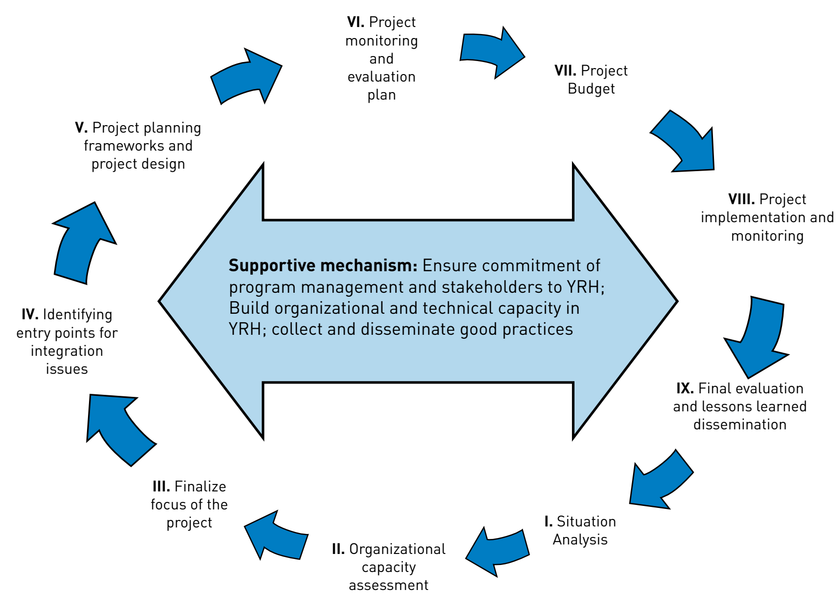
When an organization designs a YRH project that integrates new interventions into existing programs, the project design requires additional steps beyond those described in the Project Design Cycle. This procedure is demonstrated in the YRH Integration Cycle.

The YRH integration cycle was designed by IYF partners who participated in the Planning for Life Project Launch and Technical Workshop. The YRH Integration Cycle is based on the Project Design Cycle with additional elements that support the integration process and ensure its sustainability. These elements include the identification of entry-points for new interventions, establishing supportive mechanisms for integration, and building the capacity of the organization. For successful integration a supportive mechanism should be established while developing and implementing the project.

The integration cycle consists of eight steps:

1. Conduct a situation analysis that includes analysis of reproductive health issues, an assessment of young people's reproductive health (RH) needs, a stakeholders' analysis and problem analysis.
2. Assess organizational capacity in addressing youth RH needs and integrating youth RH into ongoing programs.
3. Finalize the problem statement and focus of the project. Identify entry-points for youth RH initiatives in existing youth development programs.
4. Develop the project planning framework including goal, objectives and interventions based on the results of the analysis and according to the YRH strategic framework.
5. Develop a project monitoring and evaluation plan.
6. Develop a project budget.
7. Implement the project.
8. Monitor and evaluate the project, and disseminate lessons learned and project results among stakeholders and decision-makers.

Figure 2:YRH Integration Cycle and Project Design Cycle.



I. SITUATION ANALYSIS

The purpose of a project situation analysis is to identify problems in the project's focus area, identify causes of the problems, and develop solutions to resolve the existing situations. Situation analysis is conducted by using all available data such as national statistics, research, survey results, and needs assessments of the vulnerable population. Key elements of a situation analysis include:

- Data analysis and a participatory assessment of the RH needs of young people
- Problem analysis
- Reproductive health stakeholders' analysis

The situation analysis is a very important part of a project because it demonstrates logical links between the identified problems and their causes, frames the problems in a cultural and/or social context, and suggests possible approaches. Additionally, a situation analysis helps justify to a donor why this project should be funded.

The situation analysis should be conducted with the full participation of project beneficiaries and stakeholders. In the context of youth development programs, youth participation in a project design, including the situation analysis, is critical to ensuring the project's success.

While conducting a situation analysis for a YRH integrated project, it is important to identify YRH-related constraints and opportunities that are critical to achieving positive outcomes.

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TECHNIQUES FOR PARTICIPATORY ASSESSMENT

- Observation: direct observation of participants' activities
- Semi-structured interviews: an informally guided interview session, where only some of the questions are predetermined and new questions arise during the interview in response to answers from those interviewed.
- Focus Group discussion: a group discussion of approximately 6-12 people guided by a moderator, during which group members talk freely and spontaneously about a certain topic. The purpose is to obtain in-depth information on the concepts, perceptions and ideas within the group.
- Visual techniques: an exercise to find out a group's list of priorities, level of awareness or existing social norms. Techniques may include community mapping, transect walking, body mapping, social or network mapping, and group ranking.
- Workshop: Locals and outsiders are brought together to discuss information and ideas intensively.

a. Data Analysis and Participatory Needs Assessment

Data analysis and the needs assessment form the basis of project conceptualization; helping to identify a problem, its causes and consequences and exploring the breadth of the problem. A data analysis includes a review of the demographics, politics, economics, infrastructure and socio-cultural factors. Additionally, the analysis provides an organization with information about major RH issues among youth at the national or community levels, an understanding of social and cultural norms governing YRH issues, and national regulations and policies that affect YRH.

Reviewing available data and information is the first step in developing a project. Various sources of information can be used to gather appropriate data, such as national statistics related to youth well-being and health, articles, project reports, and international and local studies and surveys on youth development and YRH.

DATA ANALYSIS AREAS

- Demographics: population structure, geographic distribution of subpopulations, pattern of fertility and mortality
- Politics and government: nature of national planning, systems of policy discussion and decision making, system of funding, distribution of funds across sectors
- Economics: income distribution, level of economic growth and poverty, inflation rate and work status, people's ability to pay for RH services
- Infrastructure: roads, schools, government facilities, health care facilities, youth service providers, community centers, utilities, access to water
- Socio-cultural factors: marriage and fertility norms, religion, education, gender differences and sexual behavior

A needs assessment provides insight into young people's real and perceived needs. Young people themselves may have strong opinions about problems they are facing and their desired interventions, but these perceived needs may not be consistent with the needs identified by the objective standards. Bridging this gap is one of the most challenging aspects of participatory program design.

Participatory Assessment helps to:

- Facilitate and enhance the assessment process
- Stimulate interest in the results of the research
- Engage the eventual beneficiaries in diagnosing the current situation and planning for the future
- Reduce the need to "sell" the results and solutions to the stakeholders, as they are already a part of the assessment.

Techniques of participatory assessment include observation, interviews, focus group discussions, visual techniques and workshops. Examples of participatory assessment visual techniques are presented in Annex B.

Simply asking young people to state their needs or perceived problems may raise their expectations for a possible solution. Therefore, it is crucial during the needs assessment and project planning phase to come to a common understanding of the fundamental problems to be solved and the best all-around solutions.

Data analysis and participatory assessment are complementary and should be used together: neither method of collecting information is sufficient in isolation.[3] Data analysis and needs assessments help to identify problems that the project will address and take into consideration national and community priorities and needs, stakeholders' consensus, and the organization's own capacity and resources. It is important to remember, however, that no organization can do all things for all people at the same time and it is essential to prioritize each problem that the project will address. Projects that try to work on an overextensive range of issues are often ineffective due to scarce resources and insufficient levels of intervention.

[3] American Red Cross International Services. *Integrated Planning Process: Project Design and Proposal Writing Guide*. Washington, 2006.

Below is an example of a YRH project design that will be used throughout the guide.

YouthExcel project design: Data analysis and needs assessment

A youth-serving organization named YouthExcel evaluated its livelihood training program and found out that almost one-third of female students had dropped out. The evaluation showed that a number of girls left the training due to pregnancy. YouthExcel decided to prevent early pregnancy among girls by addressing this issue within the livelihood program. To integrate youth RH effectively, the program staff decided to learn about the problem more and reviewed available surveys, reports and national data related to youth reproductive health. They found out that early sexual début, poor knowledge about family planning among youth and a lack of contraceptives were the main factors that led to teenage pregnancy nationwide. The program staff also conducted focus group discussions with young people to understand their needs in reproductive health, and discovered that most young people did not know where to go and whom to ask when they had problems or questions regarding contraceptives and general reproductive health matters. Another finding was that in most cases, young girls had sexual relations with much older men, and even when they knew about the risk of getting pregnant they could not negotiate the use of a condom. Condoms were the only contraceptive that young people knew about and had the experience of using. Based on this information, the program staff had the following issues to consider: poor knowledge among young people about FP methods and trans-generational sex; poor life skills such as negotiation and communication; and limited knowledge of or access to RH services.

To prioritize the issues and identify the ones that the organization could address, the program staff would need to analyze the problem, analyze RH stakeholders and assess organizational capacity in regard to youth RH.

b. Problem Analysis

After the needs assessment is completed, the collected information is analyzed and interpreted to determine causes and consequences of identified problems and link them in a cause-effect relationship. The better the problem is understood, the better a project can be designed to address it. A problem analysis technique is used to interpret the data and identify causes and effects.

What are problems, causes and consequences?
A *problem* is a specific negative situation related to a person or group's well-being. For example, a high pregnancy rate among teenage girls and an increased rate of HIV/AIDS among young people are problems.

Causes are factors that exist in the households, community, organizations, and countries that have initiated or perpetuated the problem. Causes can be analyzed in the context of behavior, conditions, knowledge, attitude and practices.

There are two levels of causes: underlying causes and root-causes.

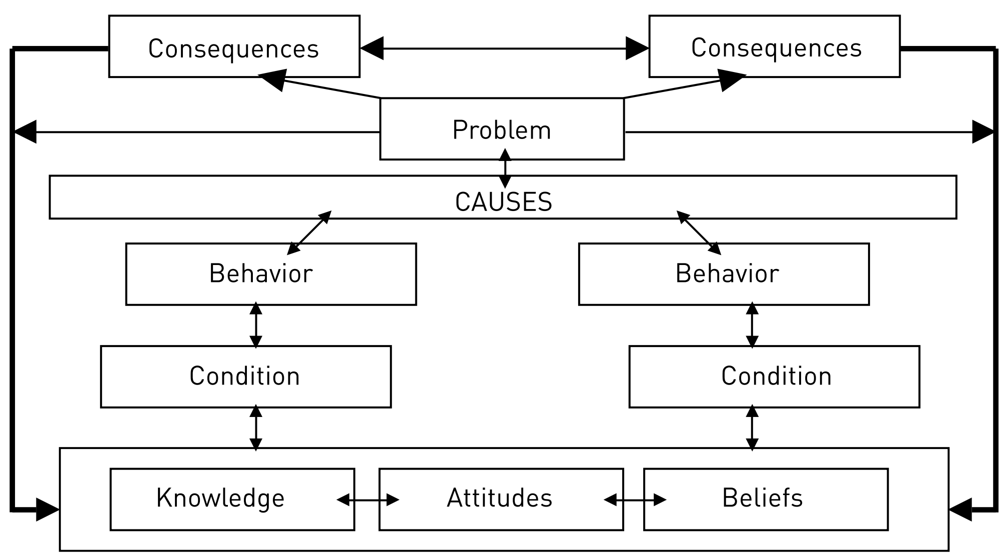
- Underlying causes are those that are most visible and recalled first in the process of problem analysis. Underlying causes can be considered in multiple dimensions of cause and effect. For example, when inspecting the underlying causes for increased pregnancy rate among teenage girls, a conclusion could be drawn that girls do not

use contraceptives. The underlying cause for this fact could be that they do not have access to contraceptives, or that they have never been educated on how to use contraceptives. Underlying causes can be explored by continuing to ask "why" until the root-cause is identified.
- Root-causes are identified by analyzing the problem to its core. Root-causes are those that give the last possible explanation of the existing problem. For example, the root-cause for high pregnancy rates among teenage girls in a certain country could be strong cultural norms viewing sexuality as a taboo. The root cause is often entrenched in cultural norms, and can be difficult to address. In this case, the focus of problem-solving should concentrate on underlying causes.

Consequences are social, environmental, political or economic conditions that result from the problem. For example, some consequences of a high pregnancy rate among teenage girls are increased maternal morbidity and mortality rates, an increased rate of school drop outs, or increased unemployment among young people.

How do you conduct a problem analysis?
One way to think about logical steps in identifying causes of a problem is to ask the question "why?" In answering this question, a project design team will be moving down the logical structure towards the underlying cause. Most likely there will be more than one underlying cause. When there is point at which it is difficult to find new answers, it means that most of the underlying and root causes have been identified and it is time to begin designing the project. The "why" method is easy to use and can be understood by any community group.

Figure 3: Development of a Problem Tree



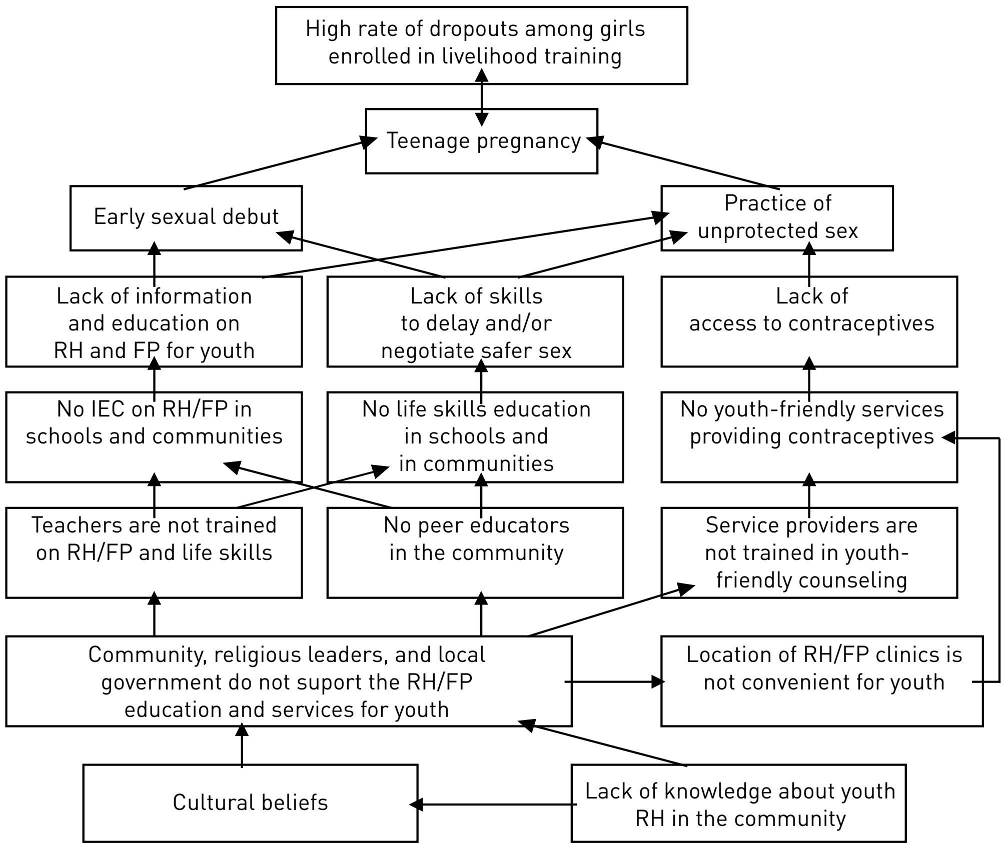
To visualize the problem, various techniques are used such as a Problem Tree diagram, a Fish Bone diagram, or a Cascade Diagram (see Annex C). The development of a Problem Tree is illustrated in figure 3.

The diagram illustrates a flow from lower level causes up through different causal layers to the problem itself, and to the consequences of that problem. Once the problem is understood in terms of layers, it becomes clear how to design project interventions to make positive changes. In figure 4, the problem of teenage pregnancy in the example of the *YouthExcel* project is depicted in the Problem Tree diagram.

When analyzing and interpreting causes, there are several questions that should be asked:

- Are each of the causes and effects logical?
- Can causes be identified at each level in the problem analysis hierarchy? If not, why?
- What is the contribution or significance of each causal stream to the problem?
- Are there repetitive causes?

Figure 4: YouthExcel Problem Tree



Some problem analyses expand to a full range of causes and can present a daunting challenge. Therefore, when designing a project, the focus should be on a few causes that appear to be the most significant and can be affected by the organization within the allocated time frame and resources.

There is no 100 percent correct answer for which causes a project should prioritize and address. Rather, it is important to reach a consensus with the involved stakeholders at each stage of the project design.

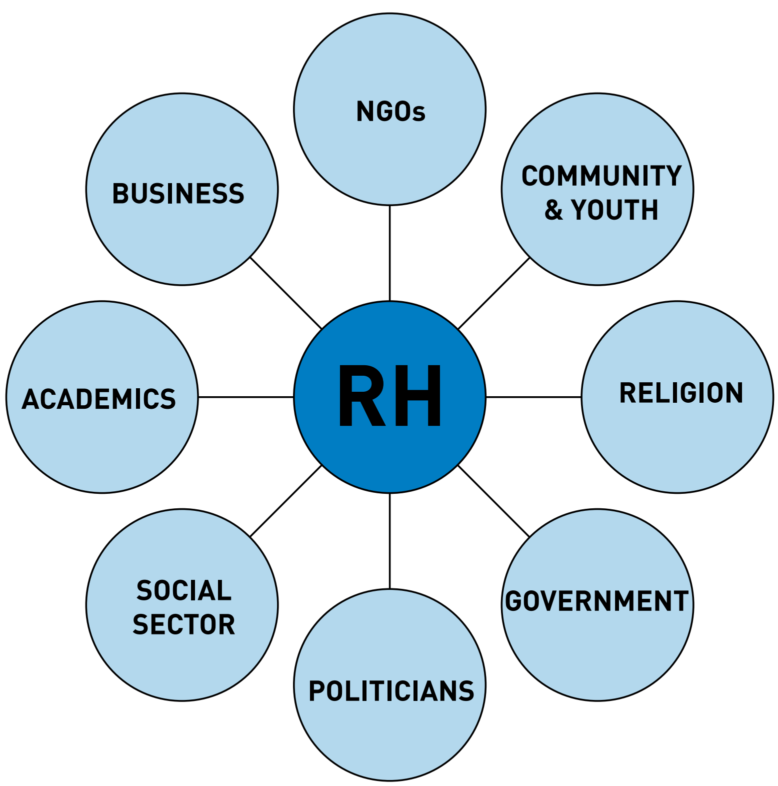
c. Stakeholders Analysis

Any person, group, or organization that is interested and/or involved in the issues that the project design team intends to address is considered to be a stakeholder. The entire range of stakeholders for any given project can be fairly broad and often it is difficult to completely identify the group. Nevertheless, the main stakeholders should be identified at the beginning of the project design. They may include existing stakeholders of the ongoing youth development program, young people, community and religious leaders, politicians, teachers, service providers, employers, small businesses, NGOs, government organizations and institutions.

Conducting a thorough stakeholders' analysis at the beginning of the project design is important to gain an understanding of which organizations or groups of people have an interest in the issues, what that interest is, who shares the same goals you have, who can help the project and how, who can have a negative influence and be a barrier for the project, and where within the planning process this information can be leveraged.

Stakeholders may change over the course of the project and an updated stakeholders' analysis can be required at a later stage of the project implementation.

Figure 5: Reproductive Health Stakeholders Analysis



The main areas that should be covered while conducting the stakeholders' analysis include:

- **Interest:** Refers to the stakeholder's interest in FP, HIV/AIDS, RH, or population development (depending on the issue). If the stakeholder is directly involved in activities related to program activities, then its interest is primary, if not then its interest is secondary.
- **Level of knowledge:** Indicates the stakeholders' knowledge about the field and RH/FP issues. Stakeholders who are internal to the system will be more knowledgeable about the field.
- **Resources available:** Identifies specific resources held by or accessible to the stakeholder, such as human capital, time, financial and legal resources, technology and general information.
- **Resource mobilization capacity:** Estimates how easily groups can mobilize resources in pursuit of the project's objectives.
- **Proponent/opponent:** Refers to a stakeholder that supports the project's mission and can help to fulfill its objectives. An opponent is a stakeholder that does not support the project's goal and may hinder its success. A project team should define stakeholders as opponents or proponents based on their best knowledge and research of the stakeholders.
- **Influence/Authority:** Defines the level of authority that the given stakeholder has to implement change and make final decisions in the RH sector or for the project.
- **Priority:** Indicates the level of concern that the given stakeholder holds for the project.

The table presented below can be used for a stakeholders' analysis exercise.[4]

Name of stakeholder			
Interest in youth RH			
Knowledge of youth RH issues			
Available Resources			
Influence			
Priority of youth RH			
Resource mobilization ability			
Proponent "+" Opponent "-"			
Total score			

Each stakeholder should be analyzed against the criteria presented in the table by the project design team and scored on a scale of 1 (minimum) to 3 (maximum). The project design team may use whole or half numbers in this analysis. A total score is the sum of all scores given to the analyzed stakeholder. Stakeholders with a higher total score are the most important for the project. They can be either identified as opponents or proponents. Understanding the position of stakeholders helps to reduce risks for project implementation. Knowledge of the stakeholders' situation also helps to build strategic partnerships and to understand the risks that a team may experience with the project initiation and implementation.

[4] Adapted from the Futures Group Int., Strategic Planning Training Manual, 2003

YouthExcel: Stakeholders' Analysis
YouthExcel intends to integrate youth RH into its livelihood programs to prevent teenage pregnancy among young people in the served communities. By analyzing the stakeholders' support, influence, knowledge, priorities, and resources, the project team decided that the local Department of Health (DOH) was a proponent of the issues to be addressed by the project with a score of 13; United Nations Population Fund (UNFPA) was a proponent with score of 14, local Department of Labor (DOL) was an opponent with a score of 11 and religious leaders strongly opposed the initiative as well.

Name of stakeholder	DOH	UNFPA	DOL	Religious Leaders
Interest in teenage pregnancy prevention	2	3	0.5	0.5
Knowledge of the issue	3	3	1	1.5
Available Resources	2	1.5	3	2.5
Influence	13	1.5	3	3
Priority of the issue	1.5	2.5	0.5	0.5
Resource mobilization ability	2.5	2.5	3	2.5
Proponent "+" Opponent "-"	+	+	-	-
Total score	+13	+14	-11	-10.5

Based on this information, the project design team decided to strengthen partnerships with the DOH and UNFPA by including their representatives in the project advisory group, and design advocacy and IEC events targeting the DOL and religious leaders.

II. ORGANIZATIONAL CAPACITY ASSESSMENT

Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis is a powerful technique to understand the capacity of an organization. A SWOT should be used while planning a solution to a problem, after the external environment (such as culture, economy, health, sources of funding, demographics, etc.) has been analyzed. Results of SWOT analyses help to maximize the potential of the strengths and opportunities while minimizing the impact of the weaknesses and threats.

A SWOT analysis consists of the following steps:

1. Internal Analysis: Examine the capabilities of the organization. This can be done by analyzing the organization's strengths and weaknesses.
2. External Analysis: Look at the main points in the situation analysis, and identify those points that pose opportunities for your organization, and those that pose threats or obstacles to performance.
3. Enter the collected information into a table as illustrated below:

Internal	Strengths	Weaknesses
External	Opportunities	Threats

This information can be used in developing project strategies that use the strengths and opportunities to reduce the weaknesses and threats, and to achieve the project objectives.

Internal Analysis
When conducting an analysis of organizational strengths, the following questions should be kept in mind:

- What advantages does your organization have?
- What does the organization do better than anyone else?
- What resources does the organization have access to?
- What do your partners and stakeholders see as your strengths?

When identifying weaknesses of the organization, think about:

- What are the opportunities for improvement?
- What are the weaknesses that we can't change, but should be aware of?
- What are stakeholders and beneficiaries in your project area likely to see as weaknesses?

External Analysis
To analyze opportunities, the following questions should be considered:

- Where are good opportunities facing the organization?
- What interesting organizational trends are you aware of?

INTERNAL ANALYSIS

Consider this information from an in-house perspective, and from the point of view of the stakeholders and primary beneficiaries.

When looking at strengths, think about them in relation to other NGOs/GOs working in the area of your interest.

EXTERNAL ANALYSIS

A useful approach for looking at opportunities is to look at your strengths and ask yourself whether these open up any opportunities.

Alternatively, look at your weaknesses and ask yourself whether you coud open up opportunities by illuminating these weaknesses.

Trends and opportunities can be defined by:

- Changes in technology and economics
- Changes in government policy related to your field
- Changes in social patterns, population profiles, lifestyle changes, etc.
- Local events

To analyze threats, the following issues may be addressed:

- What obstacles does the organization face?
- Can the project's opponents influence your project implementation and its results? How?
- Are there policies or regulations that may threaten the project?
- Could any of your weaknesses seriously threaten the project?

Carrying out this analysis will often be illuminating - both in terms of pointing out what needs to be done, and in putting problems into perspective.

YouthExcel: SWOT analysis

To continue analyzing the YRH situation and its organizational capacity to address youth reproductive health programming, the YouthExcel team conducted a SWOT analysis. The results of the analysis are presented below.

STRENGTHS	OPPORTUNITIES
• Long experience working with youth in rural and urban slums areas • Outreach through vocational training • Existing Master Trainers in life skills • Ongoing life-skills training incorporated in school and vocational training curricula	• Good rapport with youth and communities, village leaders • Existing programs on mother and child health (MCH) in the communities • Community is aware about reproductive health issues • Partnership with MCH and RH organizations working in the communities
WEAKNESSES	**THREATS**
• RH is a new area, no technical expertise in youth reproductive health (YRH) • No trained staff in YRH • Educators are not comfortable with RH topics • No experience in YRH advocacy	• Concerns about acceptance of youth RH issues by the young people and the communities • Limited resources to develop organizational capacity in RH

Based on the results of SWOT analysis, YouthExcel considered incorporating reproductive health lessons in their life skills training curricula as a starting point for integration. To do so, would require training of trainers and community mobilization around YRH that could be done through partnerships with more experienced organizations.

III. FINALIZING THE PROBLEM STATEMENT AND FOCUS OF THE PROJECT

When the situation analysis, the stakeholders' analysis and SWOT analysis are completed, the organization should revisit the results of the problem analysis and decide what YRH issues should be addressed. Revisiting the original problem analysis is an important step in project design because it lays a strategic foundation for the project, and ensures that the project's objectives and interventions are feasible and the project results will contribute to the overall goal.

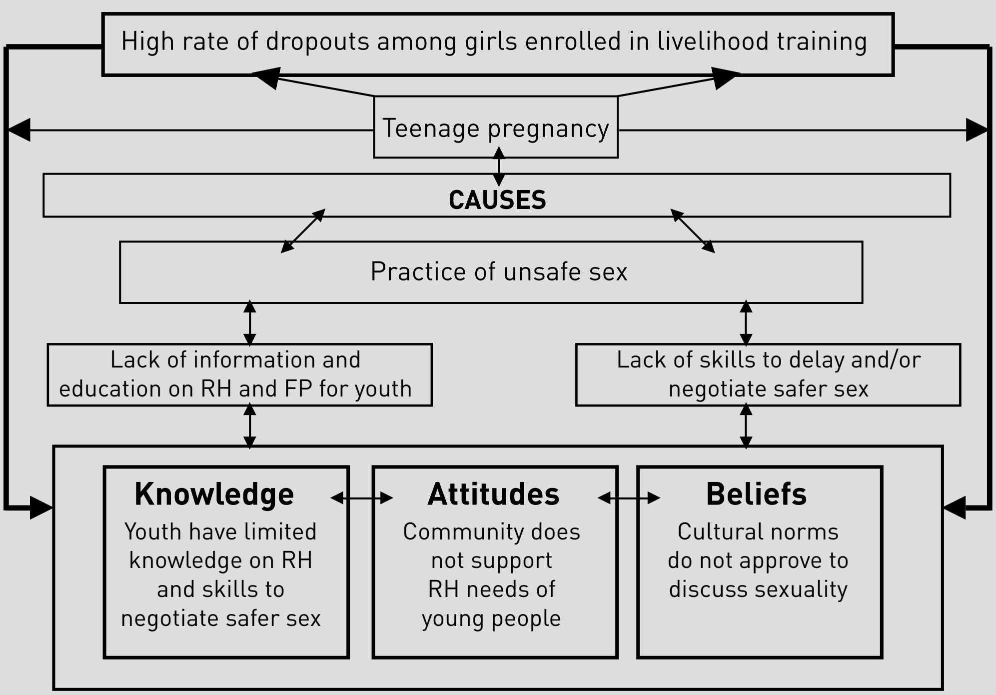
Questions to ask when selecting causes to address

- Which causes are the most responsible for the problem?
- Which cause, if reduced or eliminated, will contribute to reducing the overall problem to the highest degree?
- Which causes are explicitly and repeatedly identified in any parts of the situation analysis?
- Which causes does the organization have the capacity to address based on results of an organizational assessment such as analysis of strengths, weaknesses, opportunities and threats (SWOT)?
- Which causes have not been addressed by any other organization or have been addressed to a limited degree?

When an organization selects issues to address, a project design team needs to define the project focus. For example, the project can focus on service delivery, life-skills development, or community mobilization. The project's focus will depend on many factors such as the needs of the targeted youth, the profile and capacity of the implementing organization and stakeholders, and existing entry-points where YRH can be integrated.

Example of an YRH integrated project:
Based on the situation and problem analyses conducted for the illustrative integrated project, the issues that will be addressed by YouthExcel's project are identified as follows:

Figure 6: YRH Integrated Project



Considering the scope of issues, and the capacity and profile of the organization, the project will focus on building the knowledge and skills of young people in reproductive health by integrating life-skills based reproductive health education in the livelihood program.

IV. IDENTIFYING ENTRY-POINTS FOR YRH INTEGRATION

When the project analysis is completed, a project design team should identify entry-points for YRH integration into selected youth development programs. An entry-point is an existing product, service, program intervention or group of people that provides an opportunity to address YRH needs within a broader youth development program. Entry–points for YRH can vary depending on the focus of the selected youth development program, identified YRH issues in the community and existing resources. The table below presents some examples of entry-points and possible ways to integrate YRH into different types of programs.

Livelihoods & employability	Entry-points			
	Vocational training	Trainers' training	Workplace health service	Workplace policy
YRH interventions	Introduce a YRH curricula as a supplementary course or include several YRH lessons in the existing curricula Train youth leaders to be peer educators on YRH	Include a short YRH training curricula in the trainers' training, conduct a separate course on YRH for livelihoods trainers and provide them with YRH teaching aids	Train service providers in YRH and youth-friendly services Train youth leaders to be peer educators on YRH	Include YRH issues such as HIV prevention, RH/FP education, and teenage pregnancy in workplace policies
Education	In and Out of school education	Teachers training	Parent Teacher Associations	Community education
YRH interventions	Integrate a life-skills based YRH curriculum in school based or outreach education programs Train youth leaders to be peer educators on YRH	Include information on YRH in teacher training	Reach out to parents through PTAs, involve them in YRH and train them to communicate with their children on these issues	Include YRH in ongoing community education activities
Leadership	Youth leaders	Community mobilization	Peer educators	Advocacy
YRH interventions	Train youth leaders in YRH and advocacy	Include YRH messages in community mobilization activities	Train peer educators in YRH and provide them with information and materials	Include YRH messages in advocacy initiatives; survey the YRH needs of young people
Heath	Health services	Peer education	Service providers	Health policy
YRH interventions	Introduce youth friendly services into the existing service delivery structure	Expand training of peer educators to include required information on YRH and assure the quality of peer education and messages	Train service providers in YRH counseling and quality assurance Include YRH in pre-service training	Incorporate YRH in health policy

V. PROJECT PLANNING FRAMEWORKS AND PROJECT DESIGN

An important step in designing a project is preparing a project planning framework. Developing a project planning framework helps to ensure that activities contribute to the changes and results that the project aims to achieve. Project planning frameworks can use different formats such as a logical framework, an outcome logic model or a results framework. However, all of them use the same logic based on the project hierarchy, and one framework can be easily translated into another.

Because IYF uses an outcome logic model as its preferred planning framework for IYF projects and a results framework is required for most USAID funded projects, this guide will demonstrate how to develop and use both an outcome logic model and a results framework.

The Outcome Logic Model

An outcome logic model[5] is a systematic and visual way to present and share the relationships among the resources that an organization has to operate its projects, planned project activities, and expected changes or results. An outcome logic model's elements include inputs, activities, outputs, outcomes and impact.

- Inputs or resources include the human, financial, organizational, and community resources a program has available to direct toward doing the work.
- Activities are what the program does with the resources. Activities are the processes, tools, events, technology, and actions that are an intentional part of program implementation. A set of activities contributing to the same result is called an intervention.
- Outputs are the direct results of program interventions or a set of activities and include types, levels and targets of services to be delivered by the program.
- Outcomes are the specific changes in behavior, knowledge, skills, status and level of functioning. Short-term outcomes should be attainable within 1 to 3 years, while long-term outcomes should be achievable within a 4 to 6 year timeframe.

Impact is the fundamental intended or unintended change occurring in organizations, communities or systems as a result of program activities within 7 to 10 years. It is the ultimate goal of a project that may not be attained during the life of the project or by any single organization.

[5] W.K.Kellog Foundation. *Logic Model Development Guide*. Battle Creek, Michigan, 2004.

Inputs	Activities	Outputs	Outcomes	Impact
Staff Volunteer Facilities Equipment Funds Materials	Training Networking Develop new materials Peer Education Website development Conferences and Youth Events Advocacy events	People trained or mentored Peer educators providing adequate information on a specific issue to a target group Produced manuals and other materials that are being used by the target group	Improved life skills of targeted youth Improved (and/or expanded) health services provided to youth Improved policies targeting youth development Increased knowledge and skills of young people to make healthy choices Increased use of modern contra-ceptives among young people	Increased employ-ment in the community Reduced trafficking of young people Reduced teenage pregnancy

Outcome Logic Model Table[6]
Based on the illustrative example of the Problem Tree diagram for *YouthExcel*, an illustrative outcome logic model is depicted in the chart below.

YouthExcel outcome logic model

Inputs	Activities	Outputs	Outcomes	Long-term Outcomes	Impact
• IYF life skills based YRH curricula • 300 students enrolled in the livelihood programs • Master trainers in life-skills	• Adapt and publish life-skills based RH curricula • Conduct training on RH for Master trainers • Conduct training for 20 local livelihood instructors on how to use the curricula • Select and train peer educators among the students • Conduct awareness raising and advocacy events in communities	• Life-skills based YRH curricula is incorpo-rated in the livelihood training • Livelihood instructors conduct YRH sessions using the curricula • Peer educators provide information on YRH to the students • Parents are aware about youth YRH issues	• Increased number of students who know how to make healthy choices and prevent unwanted pregnancy • Increased support of communities and parents to YRH issues	• Improved RH behavior of young people	• Reduced number of teenage pregnancies among the students • Reduced number of drop outs due to pregnancy

The Results Framework

The results framework is an operating strategy for achieving an identified strategic objective. Key elements of a results framework include the strategic objective, intermediate results, hypothesized cause-and-effect linkages, and critical assumptions. Developing a results framework includes:

- **Developing a strategic objective.**
  The strategic objective (SO) is the center of any results framework. Defining a SO at an appropriate level of impact is one of the most critical and difficult tasks a team may face. A strategic objective should be "the most ambitious result (intended measurable change) that a program can materially affect and for which it is willing to be held responsible".[7]

- **Developing intermediate results.**
  To achieve a longer term strategic objective, a set of "lower level" intermediate results must first be reached. An intermediate result is a discrete result or outcome thought to be necessary to achieve a strategic objective. The intermediate results should be developed based on a project situation analysis. The number of intermediate results depends on the scope and complexity of the SO.

- **Reviewing causal connections and critical assumptions.**
  Once the intermediate results are identified, the principal causal connections that link the intermediate results and the strategic objective should be clarified. Critical assumptions should be reviewed vis-à-vis the intermediate results.

- **Developing immediate results.**
  The results framework should be completed with immediate results. It should be noted that a results framework does not include interventions and/or inputs.

Example of a results framework for a family planning project

Goal: Reduced Teenage Pregnancy in Bangladesh				
Strategic Objective: Increased use of modern contraception among youth aged 14-19 in Bangladesh by 2010				
Intermediate Results	Increased knowledge of FP and RH among youth aged 14-19 in the country by 2010	Increased quality of FP counseling and services provided to youth in the country by 2010	Increased availability/access to FP services for youth in the country by 2010	Improved social and policy environment for FP and youth reproductive health in the country by 2010
Immediate Results	Increased access to information on FP/RH at schools and communities	Established supportive supervision system at FP/RH clinics	Strengthened logistics management of contraceptives	Increased community acceptance of YRH initiatives

[6] International Youth Foundation. *Make A Connection: Project Design Workshop*. Baltimore, MD: IYF, 2007.

[7] USAID. *USAID Performance Monitoring and Evaluation TIPS:Building a Results Framework*. Washington: USAID, 2000

In some cases, there is a difference in the definitions used by a results framework and an outcome logic model. However, variations in the definitions can be easily translated from one format to another. The table below presents definitions used by a results framework and an outcome logic model and the correlation between the two.

USAID The results framework	Project Logic Model
Goal	Impact
Strategic Objective	Long-term outcome
Intermediate results	Short-term outcomes
Immediate results	Outputs
	Activities
	Inputs

Critical Assumptions

Critical assumptions are external conditions over which the project implementers have little or no control, but that are necessary for the project success. Assumptions should be specific, relevant to the project, and linked to each project level, including the goal, outcomes, and outputs.

It is difficult to describe in the abstract what kinds of assumptions to look out for as most assumptions are very context-specific. However, there are a few common categories of assumptions that almost always have to be examined when designing a project. These assumptions include:

- Government plans, policies, and actions – whether historical, actual, or anticipated
- The plans, policies and actions of other international or local NGOs operating in the project area
- Economic trends in national and international markets (supply, demand, prices, credit, etc)
- The possibility (but not the probability) of human-made or natural difficulties and disasters, including war or civil strife

Critical assumptions should be analyzed in terms of their importance to the achievement of the project's success and the probability that they will hold true. If the importance of the assumption is high but the probability that the assumption will take place is low, such assumption is called a "killer assumption." A killer assumption takes for granted that a certain idea or action that is critical to the success of the project will happen in a certain way, when in reality, there is a low probability that this assumption is correct. The outcome of a killer assumption is potential project failure. As an example, a family planning organization designed a condom distribution project with an assumption that the government would supply condoms to their project areas. When they started to implement the project, the organization learned that the government revised its budget and cancelled condom purchase and supply. Because the project fully depended on the condom supply from the government, it could not be continued and was terminated. In this example, the organization made a killer assumption that failed the project. If there is a possibility that a critical assumption could turn into a killer assumption, then the project objectives and/or outputs should be rethought. [8]

Figure 7: Assessment of Assumptions

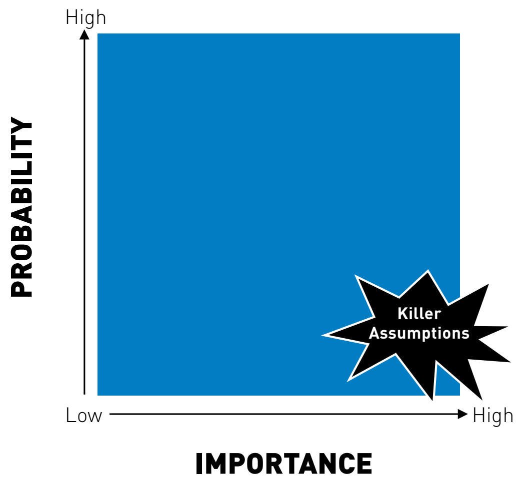
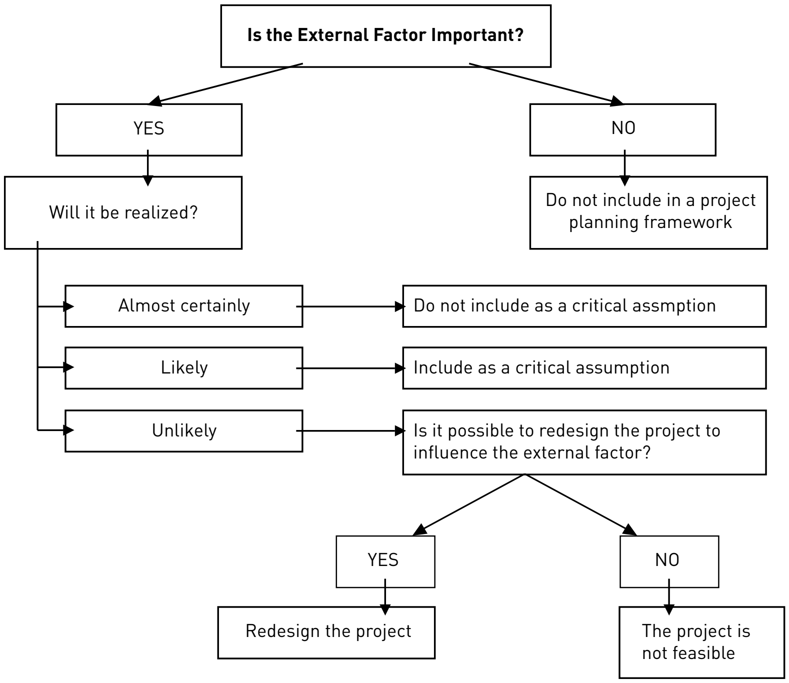


Figure 8: Decision Tree



[8] International Youth Foundation. *Make A Connection: Project Design Workshop*. Baltimore, MD: IYF, 2007.
[9] Catholic Relief Services. *ProPack: The CRS Project Package*. Baltimore: CRS, 2004.

Examples of Critical Assumptions

Project Level	Critical Assumptions
Goal/Impact: To decrease incidences of HIV infection among adolescents aged 15-19 in Casa Blanco Province	
Strategic Objective/Long term Outcome: Increased access to HIV prevention education and services for adolescents aged 15-19 in Casa Blanco province by 2010	National health insurance covers HIV counseling and testing for all young people aged 15-19
Intermediate Results/Outcomes Increased “friendliness” of existing HIV counseling and testing services provided to youth Improved knowledge of young people about HIV counseling and testing	National legislation guarantees confidentiality of HIV counseling and testing to adolescents aged 15-19
Immediate Results/Outputs: Life-skills and HIV prevention curriculum is used by 25 schools in Casa Blanco province Five youth-friendly clinics provide HIV testing to the target population	Local Ministry of Education supports the HIV prevention education in schools Local policies on HIV infection allows to provide HIV testing in non-specialized clinics Youth Friendly clinics will be able to obtain HIV tests
Activities/Interventions: To adapt and introduce life-skills and HIV prevention curriculum in 25 schools To integrate HIV testing in five youth-friendly clinics	Schools principals are committed to assign teachers and include HIV prevention curriculum in the overall school plan Youth friendly clinics have facility for HIV testing Health personnel are open to provide the new service
Inputs: Life-skills and HIV prevention curricula; 15 trained Master Trainers	

Project Results and Activities

Development of a project goal (impact), strategic objective (long-term outcome), intermediate results (outcomes) and activities is part of designing a project framework. The definition of the project‘s different levels depends on the type of project planning framework used by an organization. Because this guide describes two types of planning frameworks, the terminology used by both a results framework and an outcome logic model is applied.

To formulate an effective project strategic objective/long-term outcome, as well as intermediate results and outcomes, a project design team should use the SMART approach. The most common explanation of SMART is specific, measurable, achievable, relevant and time-bound. To formulate a SMART objective or outcome, consider the questions listed below.

SMART

Specific — to avoid differing interpretations

Measurable — to monitor and evaluate progress

Achievable — to have realistic targets

Relevant — to lead to desired results

Time-bound — to have a specific time period to achieve the results

Specific:	What exactly is the project going to do, where, with or for whom?
Measurable:	Are the stated results measurable? Does the organization have the capacity to measure them?
Achievable:	Can we get it done in the timeframe? In this political climate? With this amount of money and resources?
Relevant:	Is the objective/outcome important to achieving the desired result? Is it in line with the organizational strategy?
Time-bound:	When will this objective/outcome be accomplished?

Establishing the Goal (Impact)[10] *of the Project*
A goal (impact) represents the overall purpose or aim of the project and is intended to address what has been identified as the problem. For example, if the identified problem is a high pregnancy rate among teenage girls, then the goal will be "Reduced pregnancy rate among teenage girls age 15-19". The project goal (impact) signifies positive social changes in the lives of the target population after the project has been completed. The goal (impact) will not be attained by the project. Some goals are only reached well after the end of the project and require the contributions of more than one organization.

Establishing the Strategic Objectives (Long term Outcomes) [11]
The Strategic Objectives (SOs), or Long-Term Outcomes (LTOs), represent stepping stones to achieving the project goal (impact) and reflect changes in the human condition, behavior or practices that lead to achieving the goal. Unlike a project goal, SOs (LTOs) must be attainable within four to six years of the life of the project, and an organization should be willing to be held responsible for achieving the SOs (LTOs).

To ensure that the SOs (LTOs) contribute to achieving the project goal, they should refer to identified causes of the problem at the behavioral levels. Based on the illustrative project, SOs (LTOs) can be formulated as: "Improved reproductive health behaviors among teen-age girls aged 15-19 enrolled in the livelihood program by 2010."

While developing SOs (LTOs), critical assumptions should be taken into account to avoid possible barriers to achieving the project results. Ideally, the achievement of the SOs (LTOs) should continue beyond the project life. For example, changes in behavior, such as adopting safer sexual practices, should continue after a health education project has ended.

Establishing Intermediate Results (Outcomes) [12]
Intermediate Results (Outcomes) should directly contribute to achieving the project strategic objectives (long-term outcomes). They represent an elimination or reduction in

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[10] A The results framework uses term "Goal" and an The outcome logic model uses term "Impact"
[11] A The results framework uses term "Strategic Objective" and an The outcome logic model uses term "Long-term Outcome"
[12] A The results framework uses term "Intermediate Results" and an The outcome logic model uses term "Outcomes"

the factors that have been identified in the problem analysis as the key causes representing conditions, knowledge, attitudes or beliefs. Based on the illustrative project, the intermediate results (outcomes) can be formulated as "Improved reproductive health knowledge and skills of young people aged 15-19, enrolled in the livelihood program by 2010" and "Increased support to reproductive health needs of youth by community and religious leaders in the target areas covered by the project by 2010".

Establishing Immediate Results/Outputs[13]
The term "output" has a range of operational definitions. In some organizations, an output is very closely related to an activity. In fact, some organizations define outputs as the measures or indicators for a given activity. For example, an organization might identify a project activity as designing and delivering a workshop, with related outputs being the number of workshops conducted and the number of participants in the workshops. There are organizations, however, who define an output as a higher level result, such as the number or percent of young people who adopt safer sexual practices.

This guide defines outputs as the direct results of a project's interventions (i.e. set of activities). To determine outputs, one should ask: "What are the key results of the proposed interventions that will be both necessary and sufficient to achieve the desired results?" For example, the result "improved skills of the trained instructors to provide information on YRH and FP" will be one of the outputs for the illustrative project.

Establishing Activities
Activities should be carefully thought out and planned during the project design process. Activities are specific actions carried out to achieve outputs and several related activities compose an intervention. For example, if training is the intervention, then activities may include: 1) developing a training curriculum 2) field testing training materials 3) training of trainers 4) selecting training participants 5) implementing a training session and 6) monitoring the quality of training. Interventions should be included in a logic model but not in a results framework.

To have a clear understanding of planned activities and their timing, it is recommended to include all of them in a workplan or implementation timeline table. When developing activities, think about your organizational capacity and resources to carry out the activities, and evaluate your assumptions.

Establishing Inputs
Inputs are resources used to implement activities. These include field staff, facilities, equipment, or money. If training is the intervention, for each activity you should think of the critical inputs that will be needed. These can include the materials, trainers, venue, and logistical support. Inputs should be demonstrated in an outcome logic model, but not in a results framework.

VI. MONITORING AND EVALUATION

Monitoring and evaluation (M&E) is a part of a project cycle and should be designed during the project development stage. While often thought of as one, they are in fact two discreet aspects of project implementation.

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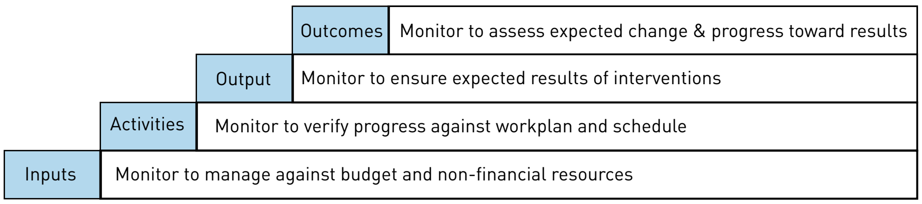
[13] A The results framework uses term "Immediate Results" and an The outcome logic model uses term "Outputs"

Monitoring is the routine tracking of a project's activities by measuring on a regular, ongoing basis whether planned activities are being carried out. A project can be monitored at any level such as inputs, outputs, and outcomes. The purpose of monitoring will change from one level to another. Figure 9 below provides an example of the monitoring focus at each project level.

Figure 9: Monitoring Focus



Monitoring contributes to project evaluation, but evaluation goes beyond monitoring and provides in-depth analysis of the project's progress towards achieving outcomes and impact.

Evaluation is a process that attempts to determine as systematically and objectively as possible the outcome and impact of project interventions relative to specific project objectives. Evaluation occurs less frequently than monitoring, which allows for more in-depth analysis of a project's progress and impact. The most common timing for evaluation is during the midterm and end of the project.

Monitoring and Evaluation Plan

To facilitate the monitoring and evaluation process, a project monitoring and evaluation (M&E) plan should be designed during project development. An M&E plan is a systematic plan for collection, entry, editing, analysis and interpretation of the data needed for project management. There are various formats for M&E plans, but each usually includes the following information: a description of the intended results, indicators, targets, data source or means of verification, baseline values, M&E tools, and responsible persons. A template for an M&E plan is provided in Annex C.

For an integrated project, it is important to incorporate an M&E plan for YRH initiatives into the M&E plan of the existing program in which YRH is being integrated. When developing an M&E plan for an integrated project, the following issues should be considered:

- Data collection should not be an additional burden for the project staff, and should be incorporated into the existing data collection system. If an indicator requires complex tools for data collection, change the indicator. Select only those indicators that provide the minimal amounts of information that can meaningfully inform management decisions, clarify options, and identify implementation improvements.

- Make sure that the interests of the different stakeholders and the donors' needs for various types of information is identified prior to the project implementation and assure that a consensus is reached regarding the indicators to be used and the types of information to be collected and analyzed.

10 STEPS TO DESIGN AND IMPLEMENT AN M&E PLAN

1. **Review and revise project objectives by examining reports and project documents.**
2. **Define the purpose and scope of the monitoring and evaluation plan.**
3. **Select indicators and criteria.**
4. **Decide on data collection and analysis methods, and design or adapt existing tools and instruments for use.**
5. **Select locations, schedule logistics, and determine the budget.**
6. **Collect data. In the case of evaluation, if project resources allow, pre-test instruments before embarking on data collection.**
7. **Analyze data and prepare reports.**
8. **Make decisions based on monitoring or evaluation findings and take appropriate actions.**
9. **Disseminate reports to all operational levels, stakeholders and funding agencies.**
10. **Prepare a workplan for follow-up actions.**

- Financial and human resources are not always available to monitor and evaluate integrated initiatives separately from the original program. To the extent possible, the integrated activities should be evaluated within the context of the overall M&E plan of the larger program.
- Project staff should be familiar with expected YRH results and understand how to interpret the identified indicators to be able to monitor and evaluate the project and make program improvements.

a. Indicators[14]

An indicator is an observable or measurable characteristic that shows (or indicates) the extent to which we have reached the intended results. Indicators are important because they help us recognize success and provide a basis for program M&E and decision-making. Additionally, indicators provide us with a way to talk about program achievements and success. Ideally, indicators should be direct, objective, standardized, relevant and practical.

Direct — An indicator should measure the results statement as directly as possible. For example, for the outcome "young people aged 15-24 practice safer reproductive behaviors", the most direct indicator is "number/percent of young people in target areas who regularly use a condom" as compared with the indicator "number/percent of young people receiving FP counseling in youth-friendly clinics," which is less direct.

When it is not possible or practical to identify a fully direct indicator for a given outcome, there is a need to identify and use a "proxy" indicator. When a proxy indicator is necessary, it is very important to identify a measure that is linked as closely as possible to the outcome it is intended to measure. The greater the gap between a proxy indicator and its result, the more assumptions that need to be made to relate the indicator to the result and the greater the chance that the indicator will provide

[14] International Youth Foundation. *Make A Connection: Project Design Workshop*. Baltimore: IYF, 2007.

inaccurate and misleading data regarding the result it is tracking. For example, for the outcome "improved quality of Family Life Education in a given school district", a proxy indicator could be "number/percent of observed teachers who deliver classroom instructions according to the established standards".

Objective — Indicators should be precise, unambiguous, and consistent over time. For example, the indicator, "number/percent of youth trained who obtain a score of 90% on a post-training test", is more objective than "number/percent of trainees who have improved their knowledge and skills" because the score provides a more precise measure of improved knowledge and skills.

Objective indicators can be both qualitative and quantitative. Quantitative indicators include numbers, amounts, ratios, percentages, proportions, average scores, ratings, etc. Qualitative indicators include descriptions of the status of an intended objective, analysis of documents, opinions, surveys, documented observations, representative case descriptions, and other non-numeric data. However, some qualitative measures can be "quantified" by using scales, scores, or, in the case of a survey, the number of respondents who expressed similar values.

Standardized — Indicators should be similar to those widely used in the sectors where the project results are being measured. In the reproductive health area, there are standard indicators used to monitor and evaluate access to and quality of RH services, the use of FP methods, HIV/AIDS prevention, treatment and care, youth-friendly services and reproductive behaviors. Resources on M&E and reproductive health indicators are listed in Annex H.

Relevant — Select only those indicators that you need to monitor and evaluate your program and to make decisions about the future. The indicator(s) should capture all of the measured result elements; however, only necessary indicators should be identified and collected by project management.

Practical — Data to support your indicators should be easily available when you need it at an acceptable cost both in terms of time and money. Practical indicators are described by three characteristics:

- The data can be obtained on a regular and timely basis
- Primary data collection, when necessary, is feasible and cost-effective
- Quality data are currently available or collectible

A common challenge in designing project monitoring and evaluation is identifying and stating indicators. The table below offers some broad, general tips that can be helpful in drafting indicator statements and their associated measurement methods or data sources.[15]

[15] Adapted from Catholic Relief Services. *ProPack: The CRS Project Package*. Baltimore: CRS, 2004.

Goal /Impact	Performance indicator statements and associated data are drawn from appropriate, already-existing sources such as International NGOs, World Bank, UN, national government reports, etc.
Strategic Objective (SO)/Long term Outcome	SO indicators reflect the benefit(s) expected to occur for beneficiary subgroups by the end of the project as a result of behavioral change(s) at the intermediate level prompted by the successful delivery and receipt of the project's outputs. To measure these benefits against the targets set, end of project results are always compared with the corresponding baseline findings (whether from primary measurement methods or other data sources) at the time of final project evaluation. Examples: • Percentage of sexually active young people (ages 15 to 24) covered by the project who report using a condom at last intercourse, by age and gender • Percent of adolescents who are confident that they could refuse sex if they didn't want it • Percent of young people reached by the project who know their HIV status
Intermediate Results (IR)/ Outcomes	IR indicators focus on demonstrable evidence of a behavioral change, such as adoption or uptake, coverage or reach of immediate results (outputs). IR indicators normally can only be collected by the project itself — because they are specific to behavioral changes in response to interventions by/in the specific project and its action area. Secondary sources rarely exist at this level. Tracking IR indicators begins as soon as Outputs have begun being delivered and have had a reasonable amount of time to take effect. Start with "light" monitoring. Then do more, or more targeted monitoring depending on your findings. At midterm project review, do a formal evaluation of IRs to that point, and promptly make any course corrections indicated by the evaluation (which will include interpretation of any qualitative and quantitative data). Examples: • Percentage of young people who know how to correctly use at least three methods of modern contraception • Percentage of young people reached by peer educators who know at least three ways of HIV transmission • Percentage of young people reached by peer educators who have received HIV counseling and testing for the past year
Activities	Activity indicators are the easiest to formulate and collect because they focus on the implementation progress as reflected in the project workplan, project events, and corresponding budget expenditures. They answer basic questions such as: Was the activity completed with acceptable quality? Was it completed within the timeframe of the workplan and budget? Was it completed as planned regarding the numbers and types of items purchased and distributed? Were the meetings held as planned? What were the numbers and gender of people in the target groups trained or otherwise involved? Activity indicators are typically measured through administrative, management, trainer, and financial tracking and record-keeping systems, supplemented with written summaries and reports by trainees, partners, and other participant groups about the problems and successes and overall quality of the activities. Examples: • Number of peer education training workshops conducted for the past year • Number of peer educators who participated in the training sessions by location • Number of livelihood trainers from community X who participated in a 5-day training on YRH

b. Targets[16]

A target is a precisely anticipated level of progress toward an objective, within a given period of time. Targets provide specific values (desired levels or benchmarks) for the variables to be measured. An indicator with a target will tell you whom, by how much, where, and when the change is expected. Targets help project managers remain focused on the original intended results of the project and provide a means of monitoring progress throughout project implementation.

Targets will always reflect the condition that is expected at the end of the project or the end of a particular measurement period. A project may have annual targets, for example, that add up to a cumulative target over the life of the project.

Targets should be reviewed and revised regularly, because project results are affected by a wide range of variables, many of which are beyond our control.

Usually targets are expressed in one of four forms such as[17]:

- A number which represents an absolute level of achievement. This form is appropriate for inputs and activities. For example, 350 young people will have been trained as peer educators.

- A percentage change in the indicator over the baseline level. For example, knowledge of HIV/AIDS transmission among young people reached by the project will have increased by 25 percent during the life of the project. The target should be defined (numerator and denominator) so that the relative magnitude of that change can be easily understood.

- A percentage change in relation to the indicator in the overall target population.

A baseline indicator is the starting point for the specific indicator.

An Interim target is the expected value of an indicator for defined time periods, between the baseline year and the final target year.

A final target is the expected value of an indicator at the end of the project.

TIPS ON SETTING TARGETS

- **Identify the starting point to establish a reference benchmark against which the target must be set.**
- **Identify relevant trends, such as historical trends in the indicator value over time.**
- **Identify expectations of progress that project stakeholders may hold or that are related to international needs.**
- **Identify research findings and expert opinion about what is possible or feasible with respect to a particular indicator and country setting.**
- **Identify what was accomplished by similar projects elsewhere.**
- **Identify stakeholders' expectations to ensure that other factors are in line to meet these targets.**
- **Do not set targets that are overly ambitious.**

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[16] International Youth Foundation. *Make A Connection: Project Design Workshop*. Baltimore: IYF, 2007.

[17] American Red Cross International Services. (2006, January). Integrated Planning Process: Project Design and Proposal Writing Guide. Washington, DC, USA.

For example, 85 percent of young people age of 15-19 living in the project area will know where to obtain RH services.

- Establishment of something new (new service, new policy, new law).

Using targets can be both beneficial and challenging for project management.[18] Targets are beneficial, because they help to judge performance, define a shared set of expectations around project success, bring the intended results of the project into sharp focus and orient staff and partners to a very specific goal. On the other hand, formal targets can also be challenging because they can create the necessity to follow the stated expectations of project performance despite changes in the external environment.

VII. PROJECT BUDGET

The purpose of a project budget is to prepare a valid estimate of the costs associated with the performance of project activities using current assumption. The budget should provide a complete picture of the project cost structure, including cost estimates for all of the inputs and resources needed to implement the project. The project budget should also identify all sources of revenue that will be used to fund program activities including both cash and in-kind contributions.. To develop a budget, a project design team should work together with a finance specialist to make realistic estimates for all project expenses. The project budget should be developed in the early stages of project design to ensure that the proposed interventions are feasible with the existing and anticipated funding. If the project includes a cost share or leverage requirement, a plan for meeting this requirement shall also be developed and outlined in the budget notes. A more detailed explanation on how to write a project budget is provided on Page 42 in the Proposal Writing section of this guide.

A SUPPORTIVE MECHANISM FOR YRH INTEGRATION

YRH integration requires a mechanism that supports and ensures its sustainability and successful implementation. Key elements of the supportive system include:

- Commitment from senior leadership, program management and stakeholders to YRH: An institutional commitment ensures that YRH integration in youth development programs receives high priority at all levels of an organization. Institutional commitment is indicated by the endorsement of YRH integrated programming by senior and program management, established internal policies on an integrated approach to YRH, and the systematic inclusion of YRH into both existing and newly developed youth programs.

- The organization's capacity in YRH: Building capacity in YRH will help a youth-serving organization to recognize and address the needs of young people in a more holistic manner. Capacity involves building technical knowledge, materials and tools, and human and financial resources.

- YRH knowledge management systems: Integrating YRH into existing knowledge management systems or establishing new ones is important to the sustainability of YRH integration. Knowledge management system provides an organization with the

[18] International Youth Foundation. (2007, January). Make a Connection: Proposal Development Guide. Baltimore, MD, USA

ability to translate knowledge into policies and actions, share and apply experiential knowledge, leverage the experience gained, and foster an environment that supports holistic approaches and positive youth development.

A list of additional resources on project development and youth reproductive health is provided in Annex H.

PROPOSAL WRITING

This guide is a tool to assist your organization to prepare a project proposal. All project proposals submitted to IYF's Health Center should follow the format presented here to allow for an easy and systematic review. A suggested page length is indicated for each section. In total, the proposal should be no more than 10–12 pages in length (not including the cover page and annexes) and be written using font "Times New Roman", size 12 and space 1.5. The first page of your proposal should begin with a Cover Page using the standard format provided in Annex E. Key sections of your proposal include:

I. Project Overview (½ Page)
II. Organizational Profile (½ Page)
III. Project Background and Justification (1 Page)
IV. Project Description (3 pages)
- Project Planning Framework and Project Goal, Strategic Objective and Results (1 Page)
- Project Activities (2 Pages)

V. Implementation Timeline (1 Page)
VI. Monitoring and Evaluation (1 page)
VII. Program Management (½ page)
VIII. Sustainability (½ Page)
IX. Budget (2–4 Pages)
- Budget notes (1–3 pages)
- Budget table (1 page)

While developing your proposal, keep in mind that the IYF Health Center places a high value on the participation of young people in all stages of the project process (project design, implementation and monitoring/evaluation) and we support innovative approaches to integrating YRH into your programs.

I. PROJECT OVERVIEW

This section should be 2–3 paragraphs that serve as an executive summary of the entire proposal. The Project Overview should highlight key aspects of the project, including the issue/challenge to be addressed, target beneficiaries, goal, objectives and primary strategies, project location(s), and expected outcomes.

II. ORGANIZATIONAL PROFILE

The Organizational Profile is a concise summary of your organization with a focus on information most relevant to this project. It should include the following:

- History (including the year of its founding)
- Vision and Mission
- Primary goals, objectives and strategies
- Key accomplishments
- Management structure (number of board members, number of full-time and part-time staff, M&E), etc.
- Annual budget

- Primary donors
- Historical relationship with IYF

III. PROJECT BACKGROUND AND JUSTIFICATION

The Program Background and Justification section should address the following issues:

a. Situation Analysis

A brief description of the findings of the situation analysis strengthens the identification of the problem and its causes. The results of the situation analysis should give a clear understanding of the problem and its causes. Once the problem is selected, it should be correctly formulated. A proper formulation of the problem should answer the questions: “Who”, “What” and “Where”. For example, “For the past five years the maternal mortality rate has increased by 25% among young girls age 15-19 living in rural areas of southern Zravistan”.

The situation analysis should be clearly linked with the project goal and the strategic objective and should provide the reader with an understanding of the causes of the stated problem and their contribution to the problem. Although the proposal should not include problem trees and cause-effect diagrams, the validity of the problem statement, problem analysis and assumptions should be demonstrated by referring to quantitative and qualitative data. The situation analysis section should also provide the reader with an understanding of the existing stakeholders’ roles and the effects of other programs addressing the selected problem.

While describing the situation, be sure to answer the following questions:

- What issues or challenges will the program address?
- Why is it compelling? How significant is the issue?
- What data do you have to support your analysis? (Cite the source of all data.)
- What groups of the population are the most affected?
- What are the causes of the identified problem?
- What approaches do you suggest to improve the situation? Identify how these suggested approaches are culturally appropriate or relevant.
- Who will be the target population (see Annex F) that benefits from the project?
- How do other organizations in the country address the issue? What makes your approach different?
- What similar programs are already operating in the country? What makes your approach different?

b. Organizational capacity

The organization should demonstrate in the project proposal that it has the capacity to implement the proposed initiatives and sustain results of the project. Capacity includes the technical expertise and knowledge about YRH and related issues to be addressed in the proposed project. The project management systems and the human, technical and financial resources available at the organization are also part of the organizational capacity that should be included in the proposal. If the organization has experience in implementing other YRH projects, such as HIV/AIDS prevention, lessons learned and good practices should be also be mentioned in the proposal. Otherwise, briefly explain how the organization plans to sustainably integrate YRH/FP into its current practices. If the organization has partnerships and networks that are important for the successful implementation of the project, this should also be demonstrated in the proposal as well.

In case of organizational weaknesses, the proposal should provide a clear answer as to how these weaknesses will be addressed to avoid a negative effect on the project results or how the project will serve to increase the organization's capacity in this area. This section should also address the capacity to sustain achievements beyond the life of the project. A detailed description of sustainability strategies should be described in Sustainability section of the proposal.

Questions to be considered and answered:

1. What comparative advantages does your organization have in the area of YRH integration?
2. What good practices in YRH does the organization have that it can build upon?
3. What are the organization's weaknesses in addressing YRH issues and how they will be overcome?
4. How does the organization plan to make the project achievements sustainable?

IV PROJECT DESCRIPTION

This is the heart of your proposal. Clearly describe your project and explain how you are going to address the issues outlined in the Situation Analysis.

a. Project Planning Framework and Project Goal, Strategic Objective And Results

A project planning framework should be used to develop the project goal, objectives and results. Because IYF uses an outcome logic model as the preferred planning framework for IYF projects and a results framework is required for USAID-funded projects, this guide will demonstrate how to use both a results framework and an outcome logic model. Once completed, the developed project goal, strategic objectives, and intermediate and immediate results should be formulated into a table and attached as an Annex. The appropriate framework to use will differ depending on IYF's primary donor and will be specified in the Call for Proposals. The table below demonstrates how to translate terms used in one framework to the other.

USAID The results framework	Project Logic Model
Goal	Impact
Strategic Objective	Long-term outcome
Intermediate results	Short-term outcomes
Immediate results	Outputs
	Activities
	Inputs

The project Goal (Impact) is a big picture, long-term, ultimate result that the project will contribute to. The goal is at the highest level and not usually measured in the project context. While fulfillment of a goal may not be possible or verifiable during the lifetime of the project, the achievement of the project's more specific objectives should contribute to the realization of the higher goal.

Tips for writing a goal:
- Refer to major health or social problems
- Refer to your focus population and location
- Use clear terminology

The following are examples of appropriate project goals related to YRH:
- Reduce incidence of HIV infection among young people ages 15 to 24 in Country X
- Reduce unwanted pregnancy among young women ages 15-24 in Country X
- Reduce morbidity and mortality related to unsafe abortion among young women (15-24) in Country X

A Strategic Objective (Long-term Outcome) is a statement of what the project plans to achieve during the lifetime of the project. A strategic objective (long-term outcome) is the highest level result that the project is likely to achieve given the time, country environment, customer's perspectives, needs and funding allocation. The strategic objective (long-term outcome) is stated in terms of changes in the behavior of targeted beneficiaries or changes in the use of health services. When formulating the strategic objective (long-term outcome) specify the expected change, target population, location and time period.

Tips for writing a Strategic Objective (Long-term Outcome):
- Think about what success means for your project and how you would show success
- While developing the strategic objective refer to the situation analysis findings and causes of the identified problem
- Make sure the Strategic Objective contributes to the Goal
- Describe the focus population and desirable change among them
- Include the location and time period
- Make the objective SMART

Examples of a Strategic Objective (Long-term Outcome):
- Reduced unmet need for family planning among young people ages 15-24 in country X by 2010.
- Increased utilization of antenatal services among teenage mothers in country Y by 2010
- Increased use of contraception among young people ages 15-24 in country Z by 2010

Intermediate Results (Outcomes) are changes desired among the focus population or in their environment that lead to a behavior change. Intermediate Results (Outcomes) are specific and refer to a specific location and time period. They should be achievable and measurable within the scope of the project. Intermediate Results (Outcomes) refer to the target population that will be reached by the project, changes that will be achieved, the time period for the change to be achieved and the location.

Tips for intermediate results (outcomes):
- Refer to the root causes of the identified problem
- Describe the focus population and desirable change among them

- Include the location and time period
- Make the intermediate results SMART

The following are examples of YRH project intermediate results (outcomes):
- Increased access to youth friendly services among most at-risk young people in community B by the end of the project
- Improved quality of RH services provided to most at risk young people in community B by the end of the project
- Increased knowledge on FP among most at risk young people living in community B by the end of the project

Immediate Results (Outputs) are short-term results that are directly accomplished by the management of inputs. The immediate results have an effect on behavior and/or services provided to the target population. The immediate results can be measured immediately upon completion of the project activities. Achievement of immediate results contributes to fulfilling the intermediate results defined by the project.

Tips for writing immediate results (outputs):
- Think about what you want to achieve by implementing the activity
- Make sure that the planned activity directly contributes to achieving the intermediate results
- Immediate results should be measurable, specific and appropriate
- Describe the intended change, focus group and location

Examples of immediate results/outputs:

- Increased number of trained service providers who can provide counseling according to the established standards in clinic X
- Increased number of peer educators who have skills to provide information sessions on FP in community Z
- Expanded range of services provided to young people in youth-friendly center Y

b. Project Activities
The activities are what the organization proposes to do to achieve the developed strategic objective and the intermediate results. The term “activity” refers to a specific task. While designing activities you should consider the staff, resources, skills and expertise required to implement the activity. Activities should directly lead to achieving the immediate results and contribute to achieving the intermediate results. They should be feasible and appropriate for the project.

When describing the project activities make sure that a logical link between the project’s intermediate results and activities is clear. The following issues should be indicated in an activity’s description:
- What will be done?
- Who are the beneficiaries? Will the beneficiaries participate in the design, implementation or evaluation of the activity?
- How many beneficiaries will be directly involved in the activity?
- When will the activity occur and where?
- Who will conduct the activity? Will your organization collaborate with other

organizations to carry out the activity?
- What materials or curricula will be used to conduct the activity? If applicable, list the standards or guidelines.
- What is the expected result?

The following are examples of activities relevant for a YRH project:

- Conduct a three-day workshop on counseling for the medical staff of clinic X. It is expected that 20 service providers from clinic X will participate in the training. The training will take place in clinic X and will be conducted by a local WHO consultant. As a result, it is expected that 20 service providers will have the skills to provide counseling to young people according to the WHO standards.

- Produce and distribute a leaflet on FP for young people. 500 copies of a pre-tested FP leaflet for young people will be produced in Swahili. The leaflet will be in A2 format, printed in four colors. A local printing company will be contracted to print the leaflet. The leaflet will be distributed through the network of peer educators to the young people served by the project in community A and B.

V. IMPLEMENTATION TIMELINE

The implementation timeline is a way of visually describing the sequence of major program activities over time and should set clear benchmarks and timelines that can be used to track overall program progress. Use the chart below to develop a timeline for your program. Start by listing all major program activities in bold. Under each major activity, list the key tasks that need to be accomplished to complete the activity. Then place an "X" in the appropriate month for each task indicating when it will be completed. To complete the table, fill in the dates associated with each quarter for your program in the top row of the table.

Major Activities/ Tasks	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12

VI. MONITORING AND EVALUATION

M&E is an integral part of the project proposal. This section provides details on how the results of the interventions will be measured. In addition, a well-designed monitoring and evaluation plan will enable project staff to understand how the project is functioning and to make programmatic decisions throughout the life of the project.

To complete the M&E section in the proposal, you will need to:
- Complete the M&E template that describes indicators, means of verification (data

sources and data collection methodologies), and the frequency of data collection. The template of the M&E plan and instructions on how to use it is provided in Annex D.

- Describe how the monitoring and evaluation plan will be implemented, including methodologies and tools:
    - What indicators will be measured?
    - Where will the information or data come from?
    - Who will collect and interpret the data?
    - How and how often will data be collected?
    - How and how often will reporting occur?
    - How the data will be shared among stakeholders, including the beneficiaries?
    - How the data will be used to inform the stakeholders and be used for decision making?

- Describe the human resources that will be used to monitor and evaluate the project, including the staff or department of the organization responsible for data collection and analysis and the consultants or technical assistance you will need.

Remember that the M&E section of your proposal should be consistent with the budget. For example, if the M&E section states that staff members will work on evaluation activities, then there should be a budget line to cover the corresponding portions of their salaries, or the salaries should be listed as being funded by another donor or collaborating organization. Similarly, if you plan to conduct focus groups or carry out a survey, include the relevant costs in the budget. As a general rule, M&E should be between 5-10% of the total budget.

VII. PROGRAM MANAGEMENT

a. Management Structure

In this section, describe how you will manage your project. Use the table below to explain how your program will be managed. In particular, describe the Management Structure that you will use. What key positions are necessary? How much time will each person spend on the program? What will their responsibilities be?

Management Structure Table

Position	Percent of Time	Responsibilities
Person's title	Estimate of percent of time the person will work on the program	Brief description of the person's responsibilities

b. Other Organizations

What other organization(s) will be responsible for the direct delivery of program services?

If the organization is already known, provide the following information in the proposal:

- Name of the organization
- Role and expectations of the organization in program implementation
- Brief description of its capacity to fulfill its role

- Description of how the organization will be monitored to ensure successful program implementation

If you will be selecting partner organizations during the program, provide the selection criteria you will use here.

VIII. SUSTAINABILITY

From the very beginning, begin thinking about what aspects of your program you will want to continue (or sustain) after the program ends.

Sustainability refers to the ability of a project to continue once the initial grant or external source of funding has ended. Thinking about the sustainability of a new project may seem difficult. You may wonder, "If the project has not even started, how can we plan for its continuation?" The following reasons justify thinking about sustainability:

- To ensure that beneficiaries will continue to be served
- To reassure donor agencies that their investment will not be lost
- To convince the donor that you have planned wisely for the future of your project
- To ensure that the organization's investment (direct and indirect) is not lost

The proposal should demonstrate a plan or strategic approach to making the project sustainable. The sustainability section should describe what components of your project you would like to continue to offer young people beyond the end date of your project and what your plan is for making this happen. Although assuring the continuation of activities beyond a period of donor funding is a challenge, it is possible, and designing your project appropriately from the beginning can help.

Some strategies to generate local income or to cover the costs of the project that could be explored include:

- Integrating the project into your organization's overall budget and covering the costs through normal fundraising means.
- Seeking other local, national, or international donors who can support the project and who may have a long-term interest in the project's success.
- Signing agreements or entering into collaborations with other institutions, such as governmental agencies, that can assume some responsibility for the project or can finance the project.
- Involving the community or beneficiaries in planning for the sustainability of a project that affects them.
- Integrating YRH/FP education and awareness into already funded life skills/ educational programs within the organization.
- Offering to "sell" the organization's expertise gained from the project to other organizations through the provision of technical assistance or training.
- Improving efficiency and reducing costs.

The entire project itself may not need to continue, but aspects of it may be incorporated into the regular work of the organization. For example, if your project created guidelines for a special kind of service delivery, these may be included in the overall protocols and training materials of the organization.

XI. BUDGET

The budget section should give a complete picture of the project cost structure, including cost estimates for all of the inputs and resources you will need to make your project successful. The budget should be broken down by year as well as for the life of the project.

All budgets must be submitted in worksheet format with the following budget categories. (A sample budget is provided in Annex G.):

- **Grants and Service Contracts:** Include any funds that will be given to other organizations or service providers to implement direct services for program beneficiaries (example: sub-grants to a local organization to provide training for youth or adults, etc.).

- **Trainings/Workshops/Seminars:** Include any costs to be incurred by your organization in association with planning and holding training events, workshops, seminars and conferences (examples: participant materials/resources, equipment, travel expenses associated with the event, translation fees, etc.).

- **Program Activities:** Include the costs for non-training-related program activties (examples: designing and/or developing curricula, manuals; organizing major educational events/activities; conducting research; recruiting participants; stipends; awards; grants to beneficiaries for program implementation; coordinating with local partners, etc.).

- **Program Monitoring, Outcomes Measurement and Evaluation:** Include costs for monitoring the program, measuring program outcomes and/or other evaluation activities (examples: monitoring visits, database development, survey design, translation fees, etc.).

- **Personnel Costs:** Includes all costs to be funded by the grant associated with program staff time (including finance staff) and consultants. Make sure it is clear in your proposal what percentage of time program staff will dedicate to the program.

- **Program Administration:** Include costs for program administration (examples: local transportation, rent, telephone, office supplies, etc.).

When developing your budget, be sure to:

- Provide an explanation for how you calculated any costs or quantities at the budget.
- Calculate all budgets in local currency and converted to U.S. Dollars.
- For sub-grants or sub-contracts that are 10% or more of your total project budget, please provide a detailed budget for how these funds will be used.

Certain costs incurred under US Government (USG) funded projects require prior approval from the USG agency funding the award. These costs are as follows:

- Equipment and capital expenditures — equipment and other items with an acquisition cost of $5,000 USD or more and a useful life of one or more years.
- Vehicles
- Sub-grants
- Participant support costs — stipends or subsistence allowances, travel allowances,

and registration fees paid to or on behalf of participants or trainees (but not employees) in connection with meetings, conferences, symposia, or training projects.
- International travel — travel outside of the country in which your organization is located.

If including any of these costs in proposal budgets, they should be clearly identified within the budget. Additional information may be requested in order for IYF to obtain approval on behalf of your organization. Prior approval will be granted in writing by IYF either through incorporation of the detailed budget in the grant agreement or specific written cost approval after the grant agreement is executed. If during the course of the project any of the above costs are incurred, they will not be reimbursed unless prior approval has been granted.

ANNEX A

Youth Reproductive Health Integration Framework

Guiding Principles[19]	Affirming gender equity and equality	Ensuring meaningful youth participation	Maintaining appropriately segmented programming	Ensuring a broad spectrum of stakeholders	Assuring quality of program and interventions	Utilizing multi-sectoral approach

Goal[20]	**Improved Reproductive Health of Young People**		
Strategic Objective[21]	**Improved RH practices among young people**		
Outcomes[22]	**Strengthened youth competence to make healthy RH choices**	**Improved access to quality youth RH/FP services**	**Supporting and enabling environment**
Strategies[23]	• Improve knowledge and skills of young people to make healthy RH/FP choices • Increase access to culturally sensitive, age appropriate and accurate information and education on RH/FP for young people	• Improve capacity of service delivery organizations to provide youth friendly services. • Expand youth-friendly RH/FP service delivery (formal and informal) • Increase acceptability of YRH/FP services by youth and communities	• Increase support to YRH by family and community members, and policy makers • Increase capacity of young people to advocate for YRH
Programmatic Elements[24]	• Institutional commitment to YRH • Gender sensitive, life-skills based RH/FP education in schools and community settings (peer education, youth catalysts, outreach) • RH integrated livelihood and employability initiatives • Media and BCC* • Community awareness about life-skills based RH/FP education	• Institutional commitment to YRH • Media and BCC • Community awareness about YRH/FP services • Youth Friendly RH/FP Services (provision of RH/FP services, referrals to RH/FP services, integrated RH/FP services) • Quality of care (supportive supervision, youth participation, QoC assessment, pre and in-service training of SPs)	• Institutional commitment to YRH • Media and BCC • Advocacy and Network/Coalition building (around general YRH and youth participation) • Community and family involvement in YRH/FP • Youth-adult partnerships • Capacity building of youth-advocates

Supporting strategies (at the organizational level)	Capacity Building	Knowledge Management	Resource Mobilization

[19] The guiding principles help us to articulate the values and beliefs we use when we program and implement YRH initiatives

[20] The goal is a long term ultimate result that we would like to achieve someday. At the country/program level, achievement of the goal requires the efforts of all stakeholders (government, NGOs, social sector, private sector, community, etc).

[21] The strategic objective is a statement of what we aim to achieve as a result of our interventions. Usually, it is stated in terms of changes in the behavior of targeted beneficiaries. The fulfilled strategic objective should contribute to the goal achievement.

[22] The outcomes are the results we expect to achieve while fulfilling the strategic objective.

[23] The strategies we will use to achieve the expected results (outcomes)

[24] The programmatic elements are the evidence-based program interventions/activities that we will do to implement the selected strategies.

ANNEX B

Examples of Participatory Assessment Techniques[25]

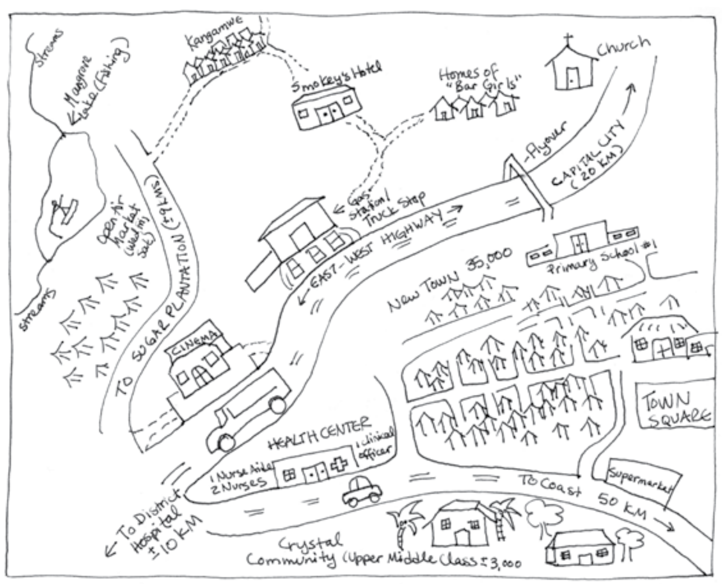
I. Community Mapping

One of the most common participatory assessment techniques is community mapping. This exercise can be very revealing in that it may help program implementers know how and where to target their activities. It may also give some clues about the kinds of problems the community is facing. Community mapping may be done by individuals or small teams. A sample map is found on the next page. The technique is simple:

- Ask participants whether they would like to work as individuals or in teams. If the group is very large, teams are preferable.
- Provide newsprint, blank paper, or even transparencies and pens to participants.
- If there is time, or the venue is fairly localized, the participants may wish to conduct a "walkabout" around the community before making their map(s).
- Ask participants to draw and label the major features of their communities and add or highlight its demographics.
- Review the resulting maps in a plenary or roundtable discussion.
- Ask participants to list and agree on the major issues, institutions, and needs affecting their communities. Ask them also to rank these in priority order.
- Review the maps again in light of this prioritization and ask participants to select the most accurate map(s). At this stage, the group may wish to re-draw the map to reflect their discussions.
- Describe how the NGO may use the maps to direct its program.

An example of a community mapping is presented below.

Figure 10: Community Mapping



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25 Pathfinder International. *Organizational Management: Program Design and Management.* Watertown, MA, 2004.

II. Preference Matrix

With the Preference Matrix, participants are encouraged to 1) identify key problems, and 2) prioritize solutions. This is almost akin to a series of "voting" exercises as participants discuss, debate, and reach consensus about preferred approaches. Refer to the sample matrix below.

- Participants prepare a matrix using a large piece of newsprint.
- They brainstorm a list of the priority problems and write them on the left side. (Note: this can be the same list of problems emerging from the discussion on mapping.) Across the top of the matrix, participants list a number of more generic solutions (e.g., implement income generating activities, build advocacy skills, strengthen local organizations, etc.).
- Participants then "vote" on the best solution(s) to the identified problems.
- Participants can also go further and outline simple plans of action to make sure that solutions are implemented.

Sample Matrix:

Issues/Problems Identified	Proposed Solutions			
	Income generation	Better health education and services	Better quality of school education	Community mobilization around early marriage and child bearing
High unemploy-ment among youth, especially girls	# Participants "voting" for this solution as a priority			
Girls drop out of schools				
Early child bearing				

III. Body Mapping

Body mapping is a learning method in which participants draw representations of the human body. Young people draw images of the female and male bodies, focusing on the details of the reproductive system and how it functions. This tool demonstrates participants' basic knowledge about the human reproductive system and other health functions, as well as highlighting gaps in knowledge and distorted information. The body-mapping tool serves as a significant opportunity for youth leaders to discuss issues related to sexuality and reflect on existing cultural practices in their communities.

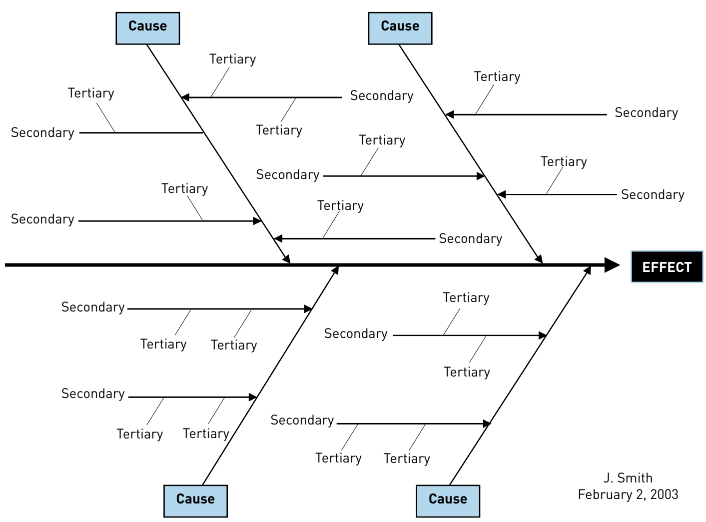
Figure 11: Body Mapping

ANNEX C

Problem Analysis Techniques

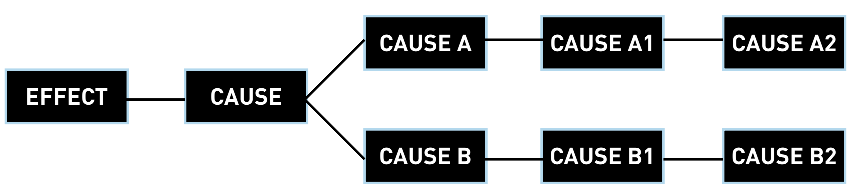
A fishbone diagram is an analysis tool that provides a systematic way of looking at effects and the causes that create or contribute to those effects. Because of the function of the fishbone diagram, it may be referred to as a cause-and-effect diagram. The main body of the diagram is a horizontal line from which stem the general causes, represented as "bones". These are drawn towards the left-hand side of the paper and are each labeled with the causes to be investigated, often brainstormed beforehand and based on the major causes listed above. Off each of the large bones there may be smaller bones highlighting more specific aspects of a certain cause, and sometimes there may be a third level of bones or more. These can be found using the 'Whys' technique. When the most probable causes have been identified, they are written in the box along with the original effect. The more populated bones generally outline more influential factors, with the opposite applying to bones with fewer "branches".

Figure 12: Fishbone Diagram



A Cascade Diagram is a tool that shows a cause-effect relationship. It starts with a statement of a problem/effect that is being investigated. A general cause of the problem is broken down to more specific causes that are thenpresented in the boxes. This is a visual tool that explores the specific roots of a problem through analysis of primary causes.

Figure 13: Cascade Diagram



Monitoring and Evaluation Plan

Instructions for the M&E Plan (See next page for sample)

Organization
The indicators in the Results, Indicators, & Strategies Table are listed by Result (1-4: increased FP use and FP/RH practices; increased knowledge and interest in FP; improved quality of FP service delivery; increased FP access; and increased social and policy environment for FP services and behaviors).

Shaded Rows
State one result (or objective) per shaded row. (Note: More objectives may be used or created than indicated in the model). When writing each result, use the 'SMART' criteria to determine if the result selected is well crafted: SMART refers to the following criteria: Specific, Measurable, Appropriate, Realistic, and Time-bound (see page 25).

Column 1: Type of Indicator
This column is divided into two categories: a) result, and b) process. For each indicator, mark an "x" in the appropriate column to show whether the indicator will measure a desired result of your program activities (e.g., increased FP use among women of reproductive age) versus processes or intermediate steps that contribute to that result (e.g., training of community-based FP promoters; improved FP logistics management).

Column 2: Indicator Description
Describe the indicator according to the instructions provided in the guide.

Column 3: Data Source/ Frequency of Data Collection
In this column, indicate where (e.g., from a population-based survey, local health clinic, Health Management Information System (HMIS), training logs, etc.) you plan to obtain the data for this indicator. Also indicate how frequently the data will be collected. Grantees are encouraged to monitor progress towards results using appropriate indicators. Typically, the indicators derived from services statistics (CYPs, new users) should be reported on an annual basis, but may be collected and analyzed more frequently for monitoring purposes.

Column 4: Baseline Value
If applicable, provide the baseline estimate for the indicator in this column.

Column 5: Quarterly Benchmarks
In addition to setting an end-of-project target for the indicator, we ask that you set quarterly targets or benchmarks (when appropriate) that can be used to determine whether you are making progress towards your stated objectives.

Column 6: Comments
Include any additional information that you feel is important to understanding the indicator in this column.

Monitoring and Evaluation Plan

<table>
<tr><td colspan="10">Goal</td></tr>
<tr><td colspan="10">Strategic Objective/
Long-term Outcome</td></tr>
<tr><td colspan="2">(1)
Type of Indicator
[Mark ‘X’ in appropriate column]</td><td rowspan="2">(2)
Indicator</td><td rowspan="2">(3)
Data Source/
Frequency
of Data
Collection</td><td rowspan="2">(4)
Baseline Value</td><td colspan="4">(5)
Quarterly Benchmarks</td><td rowspan="2">(6)
Comments</td></tr>
<tr><td>Result</td><td>Process</td><td>Q1</td><td>Q2</td><td>Q3</td><td>Q4</td></tr>
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Result/Outcome</td></tr>
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Indicator</td><td rowspan="2">(3)
Data Source/
Frequency
of Data
Collection</td><td rowspan="2">(4)
Baseline Value</td><td colspan="4">(5)
Quarterly Benchmarks
[if applicable]</td><td rowspan="2">(6)
Comments</td></tr>
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</table>

Cover Page Format

PROJECT PROPOSAL

PROJECT TITLE:	**XXXXX**
PROJECT CODE:	**(IYF to insert)**
COUNTRY:	**XXXXX** **(include Geographical Regions/Provinces)**
PROJECT DURATION:	**XX months**
EXPECTED START/END DATES:	**Month/Year – Month/Year**
PROJECT BUDGET:	**XXXXX (LOCAL CURRENCY)** **XXXXX (USD) – IYF to insert**
PARTNER ORGANIZATION:	**XXXXX**

ANNEX F

Target Population

Who will benefit from your program? We define a beneficiary as an individual who is affected by programmatic efforts, such as receiving family planning information through community-based education or outreach and/or counseling at a health facility or through a community health worker. The project may have different types of beneficiaries such as direct youth beneficiaries, direct adult beneficiaries and indirect beneficiaries.

Type	Definition
Direct Youth Beneficiaries	The young people, primarily aged 10-25, who will benefit directly from program activities.
Direct Adult Beneficiaries	The adults (teachers, youth workers, parents, etc.) who will be trained (formally or informally) or receive some other direct benefit from the program.
Indirect Beneficiaries	The people (youths and adults) who will indirectly benefit from the program because of their contact with people who are directly involved in the program or because of their contact with materials developed by the program (curricula, films, etc.).

In your proposal, include the Beneficiary Description Table below outlining the beneficiaries your program will target.

Type	Description of Beneficiary Group
Direct Youth Beneficiaries	
Direct Adult Beneficiaries	
Indirect Beneficiaries	

The description should include:

- Age range
- Gender
- Ethnicity
- Location (rural/urban, of a particular city, region, etc)
- Education level/status (elementary school, secondary school, university students, out-of-school, etc.)
- Occupation/employment status (in training, employed, unemployed, etc.)

In addition, estimate the total number of beneficiaries, and the numbers of beneficiaries broken down by age, sex and type of services provided (see worksheet below).

<table>
<tr><th rowspan="2">Beneficiaries</th><th rowspan="2">Age</th><th rowspan="2">#</th><th colspan="2">Residence</th><th colspan="4">Types of Services Provided</th></tr>
<tr><th>Urban</th><th>Rural</th><th>RH info and education</th><th>FP counseling</th><th>Contraceptives</th><th>Other RH services</th></tr>
<tr><td rowspan="3">Female Youth</td><td>10–14</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>15–19</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>20–24</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="3">Male Youth</td><td>10–14</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>15–19</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>20–24</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Project Budget Template

Budget Item	Quantity	Unit Cost	Annual Budget	
		LC	LC	USD
Grants and Service Contracts				
Sub-grants to local organizations				
Service contracts for local service providers				
Sub-total				
Trainings/Workshops/Seminars				
Materials (per person)				
Venue (per day)				
Equipment (per day)				
Travel (per person)				
Lodging (per person)				
M&IE (per person)				
Sub-total				
Other Programmatic Activities				
Printing (per unit)				
Materials (per person)				
Venue (per day)				
Equipment (per day)				
Travel (per person)				
Lodging (per person)				
M&IE (per person)				
Sub-total				
Program Monitoring & Evaluation				
Travel (per person)				
Lodging (per person)				
M&IE (per person)				
Sub-total				
Communications/Public Relations				
Media				
Website development				
Website maintenance				
Brochures and posters				
Sub-total				
Program Staffing				
Personnel (staff time per month)				
Consultants (per day)				
Sub-total				
Program Administration				
Rent (per month)				
Telephone/fax/postage (per month)				
Office supplies (per month)				
Ground Transportation				
Sub-total				
TOTAL				

ANNEX H

SELECTED ADDITIONAL RESOURCES

Project Frameworks

WK Kellogg Foundation *Logic Model Development Guide*, www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf

US Agency for International Development, Center for Development Information and Evaluation (USAID/CDIE). *Performance Monitoring and Evaluation TIPS: Building a Results Framework*, 2000.

Monitoring and Evaluation

United Nations Family Planning Association, *Program Manager's Planning, Monitoring and Evaluation Toolkit*, www.unfpa.org/monitoring/toolkit.htm

World Health Organization, *Selecting Reproductive Health Indicators: A Guide for District Managers*, www.who.int/reproductive-health/publications/HRP_97_25/selecting_reproductive_health_indicators.pdf

Family Health International, *Qualitative Research methods: A Data Collector's Field Guide*, 2005

Academy for Educational Development, *Making Sense of Focus Group Findings: A systematic Participatory Analysis Approach*, 2003

World Health Organization, *National Aids Programs: A guide to indicators for monitoring and evaluating national HIV/AIDS prevention programs for young people*, 2004

United Nations, Economic and Social Commission for Asia and the Pacific, *Handbook on Reproductive Health Indicators*, 2003

Statistics, General Information

A variety of international organizations collects and disseminates research on demographics, societies, and social and human development:

World Bank — www.econ.worldbank.org/wdr/

World Health Organization — www.who.int

United Nations Family Planning Association — www.unfpa.org

United Nations Development Program — www.hdr.undp.org

CHECKLIST FOR PROPOSALS

This is for your reference. Put a checkmark in the box when you have completed each step:

❑ Title Page
- Complete all items highlighted in Annex A

❑ Table of Contents
- List all sections and include page numbers

❑ Project Overview
- Highlight the issue/challenge that the project is addressing, the target beneficiaries, goal, objectives and primary strategies, project locations, and expected outcomes

❑ Organizational Profile
- Include the history, vision and mission, primary goals, objectives and strategies, key accomplishments, management structure, annual budget, primary donors, and historical relationship with IYF

❑ Project Background and Justification
- Complete a Situation Analysis — make sure that this gives a clear understanding of the problem and its causes, as well as an understanding of the existing stakeholders' roles and what other programs are doing to address the problem
- Elaborate on the capacity of your organization to implement the proposed initiatives and sustain project results

❑ Project Description
1. Project Goal, Strategic Objective and Results
    - When writing your Goal statement, clearly refer to your focus population and location. Refer to a major health or social problem
    - The Strategic Objective should identify the highest level result that the project is likely to achieve, and focus on the expected change, target population, location and time period
    - When identifying intermediate results, make sure they are SMART and refer to the target population that will be reached by the project, changes that will be achieved, time period for the change to be achieved and location
    - When identifying immediate results, make sure they are measurable, specific, and appropriate. Describe the intended change, focus group and location, and be sure that the identified activity directly contributes to achieving the intermediate results
2. The Results Framework
    - Use your Project Goal, Strategic Objective and Results to complete the results framework.

3. Project Activities
    - When discussing activities, be sure to link them back to achieving the strategic objectives and intermediate results
    - Include What, When, How, Where, and Who

❑ Implementation Timeline

- Use the Implementation Timeline chart to track major program activities, key tasks, and the months in which they will be accomplished

❑ Monitoring and Evaluation

- Complete the M&E framework based on the results framework or the outcome logic model
- Include methodologies and tools to describe the implementation strategy
- Remember: The M&E section of your proposal should be consistent with the budget

❑ Program Management

- Use the Management Structure Table to explain how your program will be managed
- Explain if other organizations will participate in the project implementation

❑ Sustainability

- Demonstrate a plan or strategic approaches that elaborate on how your project will continue after the initial funding ends

❑ Budget

- Follow the budget format provided and be sure to include cost estimates for all of the resources and inputs that you will need to run your program
- Break down both by year and by life of program
- Provide in the footnotes an explanation for how you calculated any costs or quantities that are not apparent from looking at the budget
- Calculate all budgets in local currency
- Provide a detailed budget for sub-grants or sub-contracts that are more than 10% of your total program budget
- For USG funded projects, be sure to specifically identify any costs requiring prior approval

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