# HOW TO DEVELOP A STRONG PROJECT DESIGN

User Guide #9

This User Guide is intended to help applicants develop a strong project design as applicants prepare AmplifyChange grant applications.

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This User Guide was prepared by Helen Merati, Strategic Adviser to AmplifyChange.
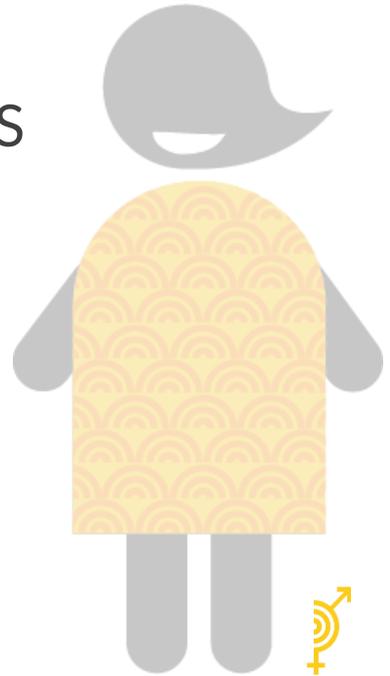
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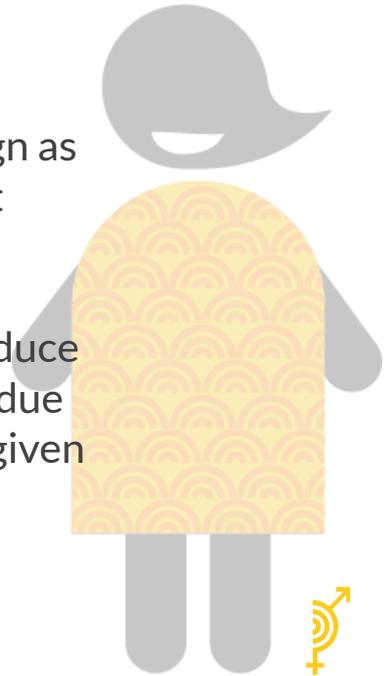
BASED ON ANALYSIS OF PROPOSALS AND PROJECTS

We have reviewed a sample of successful and unsuccessful project proposals, and ongoing projects across different funds to identify areas we can help applicants to better design their projects.

We propose 11 considerations here to help you work through your project design process.

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WHY IS PROJECT DESIGN SO IMPORTANT?

A strong project design means that your project:

- is more likely to be accepted for funding
- is more likely to have a bigger impact on the people you wish to serve

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KEY CONSIDERATIONS FOR STRONG PROJECT DESIGN

PART 1: NUTS AND BOLTS

PART 2: MONITORING PROJECT CHANGE

PART 3: GUIDING PRINCIPLES

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This guidance is structured in 3 parts.

Part 1 explains the nuts and bolts of project design.
Part 2 covers how you will monitor and measure the changes you seek to make.
Part 3 covers some important guiding principles that you will need to reflect on and respond to in your project design.

CONSIDERATIONS FOR STRONG PROJECT DESIGN

We recommend you go through these 11 considerations with your full team (including finance, and the intended project beneficiaries) before starting your application.

PART 1: NUTS AND BOLTS

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KEY CONSIDERATIONS FOR STRONG PROJECT DESIGN

PART 1: NUTS AND BOLTS

1. Context – what need are you seeking to address?

The first consideration within the nuts and bolts section is context.

CONTEXT

Consider...

1. What is the main need your project seeks to address? E.g. safe abortion services are not available and women are dying as a result of unsafe abortion
2. Why are these services not available? What are the barriers to delivering safe abortion that your project will need to address?
3. What other organisations are working in the same / similar area that you could learn from, coordinate or partner with?

Your in-depth understanding of the context will be crucial as it provides the foundation on which you can build appropriate approaches.

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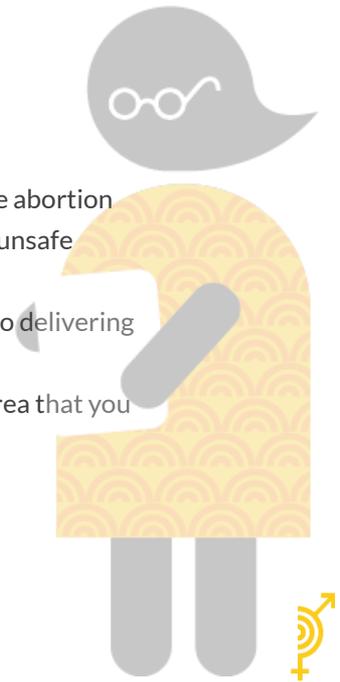
1. Consider what is the main need your project seeks to address? For example it may be that safe abortion services are not available for women in rural areas and women are dying as a result of unsafe abortion
2. Consider all the reasons these services are not available? What are the barriers to delivering safe abortion services that your project will need to address? What social and cultural barriers prevent these services from being available, for example? Are health professionals sufficiently trained? Do their attitudes towards abortion prevent progress in this area? How is abortion perceived among the community and decision-makers? Does it cost too much for women to access safe services? Etc
3. Consider also what other organisations are working in the same/ similar area as your project, that you could learn from, coordinate or partner with.

Your in-depth understanding of the context will be crucial as it provides the foundation on which you can build appropriate approaches, building on and coordinating with existing efforts.

KEY CONSIDERATIONS FOR STRONG PROJECT DESIGN

PART 1: NUTS AND BOLTS

1. Context – what need are you seeking to address?

2. Stakeholders and partnerships – who needs to be involved? Beneficiaries, local government, implementing partners etc. consider partnerships that will add value to your project and begin developing these from the outset

The next area to consider is stakeholders and partnerships.

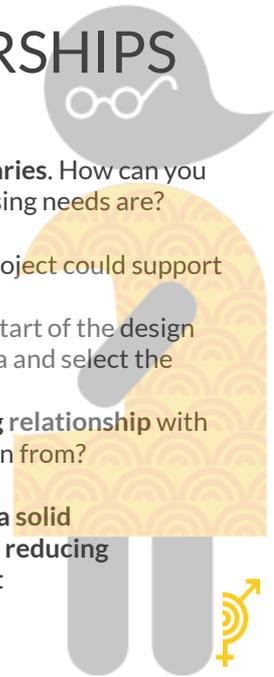Who needs to be involved in your project?

STAKEHOLDERS AND PARTNERSHIPS

Consider...

1. Who will benefit from your project? These people are your **beneficiaries**. How can you engage them in your project design to find out what their most pressing needs are?
2. Who will support your project?
   - **consult local government** to find out their ideas on how your project could support their existing efforts in this area?
   - **implementing partners?** Make sure you engage them from the start of the design phase so you can learn from each other's experiences in this area and select the most effective approaches.
   - Could you engage in **informal partnerships or form a mentoring relationship** with older/ larger / more experienced organisations that you can learn from?

Engaging all relevant stakeholders from the outset is crucial. It will set a solid Foundation for effective partnership, promote rapport and team spirit, reducing the likelihood of silo-working and communication issues during project implementation.

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1. Consider first who will benefit from your project?

- These people are your beneficiaries. Consider how can you engage them in your project design to find out what their most pressing needs are? Ask them how best they think your project could meet their needs. For example if you're seeking to extend access to services mainly women age 15-45 then, think about where could you find groups of these groups of women to ask for their views. Consider carrying out surveys or focus group discussions to find out what they think. Always check first if this information exists already, there could have been previous surveys carried out that you could use to build on, for example. Don't forget to consult with minority groups and those excluded from mainstream care such as those with disabilities.

2. Also consider who will support your project?

- Consult local government to find out their ideas on how your project could support their existing efforts in this area. Consider how you could you design the project so that it encourages local government buy-in and ownership from the start.
- Consider implementing partners. Engage them from the start of the design phase so you can learn from each other's experiences in this area and select the most effective approaches. Ask them to communicate what they see as their strengths and added value, to what your organisation is able to offer. Practice partnership principles from the design stage.
- Also consider approaching larger/ more established and experienced national or international organisations in your network that you respect. Could you ask them to consider mentoring your organisation/ certain staff members during your project? It could be for example, that you admire a particular organisation for its ability to influence social norms and you would like to strengthen your capacity in this area. Or it could be that you'd like to develop your organisation's sphere of influence at the political level and again you admire a particular organisation for their visibility and ability to influence policies and laws at national levels. Don't be afraid to reach out and ask for their support. In return the mentoring organisation will learn from your project and benefit from the evidence you generate throughout. Aside from benefitting from their technical support in terms of knowledge and skills sharing there could be opportunities for you to conduct joint-research or co-host events and conferences for example, providing excellent professional development opportunities for your employees.

Engaging all relevant stakeholders from the outset will be crucial. It will set a solid foundation for effective partnership, Promote rapport and team spirit, and reduce the opportunity for silo-working.

KEY CONSIDERATIONS FOR STRONG PROJECT DESIGN

PART 1: NUTS AND BOLTS

1. Context – what need are you seeking to address?

2. Stakeholders and partnerships – who needs to be involved? Beneficiaries, local government, implementing partners etc. consider partnerships that will add value to your project and begin developing these from the outset

3. Capacity building – consider the most effective ways of building capacity of your target beneficiaries. Ask them what their needs are.

The next consideration is how you will approach any Capacity building efforts within your project.

CAPACITY BUILDING

Consider...

1. Your own organisation and implementing partners' capacity building needs first
2. The most effective methods of delivering capacity building
3. Allowing enough time to design and deliver high quality training, working with 'agents of change'
4. How your project will support capacity development of government, where possible, to promote sustainability and government ownership of your project's aims
5. How to measure *qualitative* as well as *quantitative* change
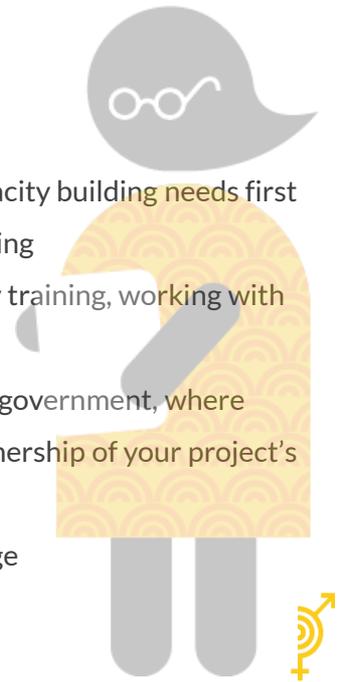
A significant proportion of time and resources in AmplifyChange project interventions is focused on capacity building of primary beneficiaries to e.g. strengthen access to services, to transform social norms, to increase awareness of SRHR as a human right for example. So it is important that we get these capacity building efforts right.

1. Consider the capacity building needs of your own organisation and that of your implementing partners first. Do you need to develop your own capacity building strategies to help you develop new skills necessary to deliver the different stages of the project? Don't forget to include costs associated with internal capacity building, where relevant, in your budget.
2. Consider what the best ways to build capacity would be in your project context. When deciding what methods to use you will need to take into consideration your own capacity and that of any partners, the project's context and who your beneficiaries are, for example. If you're planning to build the capacity of midwives, for example, consider the benefits of large group versus smaller group trainings. And consider the best location, time of training etc that would allow the most midwives to be present. Ask them what would be most effective for them.
3. Considering the quality of capacity building efforts is important. Avoid rushing to provide low quality training that doesn't meet your project needs. Build in sufficient time to design the appropriate capacity building tool, to find the right people to support it, to ensure that you can provide the highest quality capacity building possible. Also consider the types of people that could have a longer term impact on change in the communities you seek to influence and engage these people. Who are the respected local leaders and opinion influencers or 'agents of change' whose messages will be well received by the community?
4. Consider how your project will support capacity building of local government where possible, to promote sustainability and government ownership of your project's aims. Local government may already have relevant training modules available that could be adapted to suit your project. Could they could provide aspects of the training you seek to deliver? Or what additional support might they need to deliver this themselves?
5. Consider how to measure the change you intend to bring about through your capacity building activity. It will be important for you to consider qualitative approaches to measuring change and not only quantitative change such as numbers of midwives trained. A qualitative measure in this example could be to use a pre and post training questionnaire asking midwives to answer questions and give their views about their knowledge and attitudes to safe abortion, so that their results pre and post training could be compared.

KEY CONSIDERATIONS FOR STRONG PROJECT DESIGN

PART 1: NUTS AND BOLTS

1. Context – what need are you seeking to address?

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3. Capacity building – consider the most effective ways of building capacity of your target beneficiaries. Ask them what their needs are.

4. Budgeting – have you involved your finance team from the outset of the project design process to ensure your proposed budget is realistic?

The final consideration in part 1 is around budgeting – to help you consider all potential costs during the lifetime of the project.

BUDGETING

Consider…

1. Making sure your finance team are involved in the design process
2. Finding pre-financing for the design stage to help you research and spend time with stakeholders and beneficiaries to develop the most relevant design
3. What is realistically possible to achieve during the first 6 months of your project. Take the time needed for internal capacity building into account.
4. Your organisation's capacity to deliver the project. You may need to recruit additional staff.
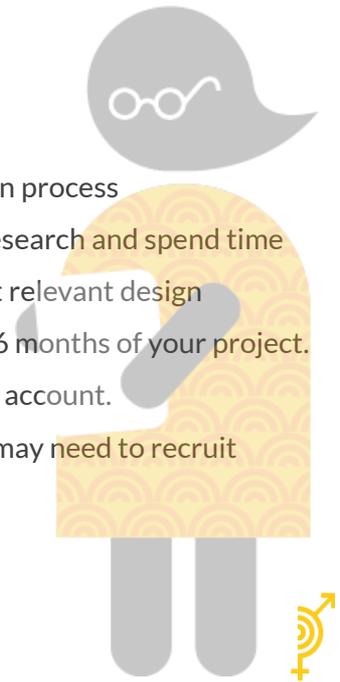
1. It will be crucial for you to involve your finance team in the design process to ensure your budget is realistic and matches your proposed intervention strategy and activities
2. You may need to consider securing some pre-financing for the design stage to help you research and spend time with stakeholders and beneficiaries to develop the most relevant design
3. Consider carefully what is realistically possible to achieve during the first 6 months of your project. Do you need to spend time building your team's capacity before being able to implement? If this is the case what capacity building costs do you need to include in your budget? You may also need to plan implementation activities and costs for later in the year, once capacities have been built.
4. Consider carefully your organisation's capacity to deliver the project. Do you need to recruit additional staff? If this is the case you will need to ensure you include the cost of their salaries in the budget. When planning activities to be carried out by new staff members please also take recruitment and training time into account when you budget for their costs.

PART 2: MONITORING PROJECT PROGRESS TOWARDS CHANGE

In Part 2 we are looking at considerations related to your project's theory of change and the monitoring, measuring and evaluation considerations to work through to ensure you are able to capture all the change your project achieves.

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PART 1: NUTS AND BOLTS

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PART 2: MONITORING PROJECT CHANGE

1. Theory of change – the why, how, who and what of your project following a logical flow

The first consideration within part 2 is your project's theory of change.

THEORY OF CHANGE

Consider…

1. Why – what problem or need do you seek to address?
2. How - what strategies will you use?
3. Who - which population groups do you intend to benefit most?
4. What - what change does your project seek to make?
5. When – over what time period do you anticipate achieving what level of progress?

Please refer to the AmplifyChange 'Explaining our theory of change' User Guide module to help you develop your project's theory of change and milestones. You can also find more guidance here that will help you develop your own.

Your theory of change is your guiding conceptual framework for the change you intend to bring about through your project. A good theory of change will help you to articulate the why, how, who and what of the project. Before beginning to design your project's theory of change, please watch/ read the available AmplifyChange User Guide on 'Explaining our Theory of Change https://amplifychange.org/tools-guides/user-guides/. This will give you ideas and help you understand how your project will contribute to this overarching framework for change.

Then begin to ask the theory of change questions:

1. First, **why** is your project needed? This is what you would have already articulated in discussing 'context'.
2. Second, **how** will you address this problem? You would have begun to explore this in discussion with your stakeholders. For example, would you be working mainly on the supply side, to strengthen the capacities and work on attitudes of midwives to deliver safe abortion services? Or would you also need to work with community knowledge, awareness and attitudes to ensure that you're also creating demand for services that you're strengthening.
3. Then consider **who** will benefit the most from your project. Are you targeting all women of reproductive age? Or will you focus on specific population groups defined by e.g. geography (urban/rural), age, vulnerable/ minority group (e.g. sex-workers or women with disabilities). This decision should be informed by the problem you seek to address. i.e. when you consider context you will likely uncover which groups have most need for safe abortion services.
4. Then consider **what** change or impact your project will contribute to? What specific outcomes do you seek to achieve that will support the achievement of AmplifyChange's anticipated impacts and vision? It could be that one outcome is to provide greater access to SRHR service, for example to have increased the capacity of midwives in providing safe abortion services. Another could be working on transforming social norms, for example reducing the stigma associated with abortion in the communities your project is working. Your selection of outcomes within your theory of change are important as they will guide all of your activity planning. Once you have set your outcomes, you will need to define some strategies that are like the vehicles that will help you to reach your desired outcomes. For example, if your outcome is to have reduced the stigma of abortion in communities where your project is active, one strategy you choose may be to work with media professionals to help raise awareness of abortion. Another could be working with community based organisations to help them establish and frame safe abortion as a human rights issue within their organisational vision,

strategies and policies, for example.
5. The final step, having completed your theory of change, is to work out the **when.** How long it is likely to take for you to achieve the outcomes you desire? This more detailed level of thought will be needed to help you work out your activity planning and develop your project milestones. What inputs (or activities) will you need to achieve the milestones you develop to help you achieve your project outputs and outcomes?

You can also use refer to this additional guidance here: http://www.theoryofchange.org/what-is-theory-of-change/

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PART 2: MONITORING PROJECT CHANGE

1. Theory of change – the why, how, who and what of your project following a logical flow

2. **Measuring change – we need to be able to demonstrate *the change* the project will have on beneficiaries?**

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The next consideration is how to measure the changes you seek to make through the project.

MEASURING CHANGE

Consider…
1. Developing a baseline position
2. Defining targeted change and how to measure this for different population groups
3. How you will measure the different types of change among primary beneficiaries?
4. How you will measure change among secondary beneficiaries?
5. How your project will reach the most vulnerable, and those with the greatest need?
6. What evidence you will use to document all changes you expect to see?
7. What resources you will need to measure change?

Always look first at what valid monitoring systems and data sources are in place that could be used or built on to measure change in your project.
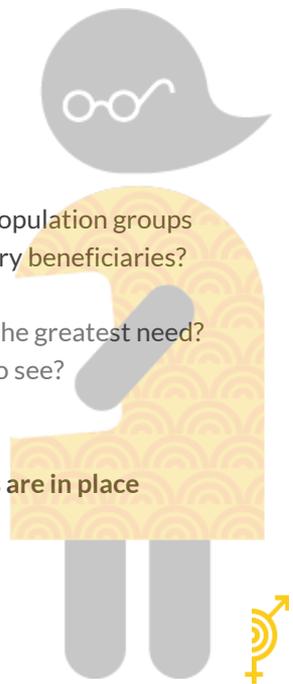
1. Your theory of change will articulate the changes you wish to bring about. But how will you measure these changes? It will be important that you set a baseline position at the start of your project. From this position you can measure the change that has happened as a result of the project. For example, if your project involves training midwives in safe abortion practice and this has never been done before, your baseline position would be zero midwives. Consider the costs (time and resources) needed to establish your baseline position and include these in your budget if you don't have pre-financing available.
2. You may have decided in your theory of change to benefit specific population groups and have defined these. For example, adolescent girls age 15-19, young women age 20-24, sex workers aged 15-19 and 20-24 and women and girls with disabilities aged 15-19 and 20-24. For all of these different groups you may wish to promote different levels or type of change. It may be easier to access and promote a greater level of change for women aged 20-24 without disabilities, for example, than women of the same age group with disabilities. You will need to factor in these differences when developing your outcome, output and milestone targets and activities.
3. You will also need to consider the *type* of change you will be able to measure. For example, if one outcome is to have increased the capacity of midwives (as primary beneficiaries of the project) to provide safe abortion services, how will you measure that increase in capacity? Increased capacity doesn't simply refer to the numbers of midwives trained. We need to be able to demonstrate the *specific change* the project will have on its beneficiaries. Could you measure the quality of care as a type of change? Could you conduct a survey of the midwives' level of knowledge and attitudes before and after training? Or could you carry out observations of midwives providing the service? Or both so that you can triangulate your data?
4. Consider also how your project is reaching secondary beneficiaries. E.g. if your project is raising awareness of a woman's right to safe abortion targeting women and their partners as primary beneficiaries, a secondary beneficiary could be a wider family member who hears from the woman and her partner about why safe abortion services are so important. How would you capture information on these wider family members' changes in knowledge and or attitude, for example?
5. Consider measuring how your project will reach the most vulnerable, and those with the greatest need. How do you know which groups have the greatest needs? How will you target them? How will you measure reaching those with greatest need?
6. For all the changes that your project aims to effect, please consider what evidence sources you can use to back them up. For example, in the case above if you're keen to understand family members' views, consider how you will capture that information from the outset. It may be that for some types of change you wish to effect, that the monitoring requirement to measure it just isn't feasible within the budget limitations. Understanding this will help you to consider measuring alternative types of change.
7. Think carefully about all costs associated with measuring change and include these within your budget. E.g. If you will need to employ a finance officer and a monitoring and evaluation officer to help monitor project progress please include these in your budget. If the available information systems are not able to provide the means of verification for your activities (e.g. to track numbers of safe abortion

services accessed) then consider how your project could strengthen these where feasible. And if not feasible then consider the cost of setting up appropriate an monitoring system within the project.

KEY CONSIDERATIONS FOR STRONG PROJECT DESIGN

PART 1: NUTS AND BOLTS

1. Context – what need are you seeking to address?

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PART 2: MONITORING PROJECT CHANGE

1. Theory of change – the why, how, who and what of your project following a logical flow

2. Measuring change – we need to be able to demonstrate *the change* the project will have on beneficiaries?

3. Monitoring, evaluation and learning – how will you establish a monitoring and evaluation strategy, and use learning from the project?

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The final consideration in part 2 is how you can effectively monitor, evaluate and learn from your project's achievements.

Consider…
1. What data you will need to collect
2. How you will collect it
3. What purpose will that data serve? i.e. what will you do with it once you've gathered it?
4. How will you triangulate and verify your project data?
5. How will you and your partners establish a reporting system? It will need to be practical and feasible, informed by your capacity to collect data, analyse and use it
6. Will you carry out any evaluation activity? What would you like to evaluate within your project and why?
7. How will you use monitoring and evaluation outputs for learning purposes?

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Linked to articulating the change you wish to effect, and linked to measuring that change, is your overarching monitoring and evaluation framework for the project. Working with your implementing partners to develop this, your project's monitoring and evaluation framework - which could be a simple word or excel document - needs to set out:

1. What monitoring data you need to collect on a regular basis
2. How you will collect it
3. What purpose does that data serve? i.e. what will you do with it once you've gathered it. Is it mainly to be used to inform project progress to allow you to adjust your programming and targets? Or will you also be using it to advocate for win over reluctant decision makers and possibly leverage additional interest and investment for scaling-up or replicating activities? If so then consider your audience and what data would be most attractive/ useful to them.
4. How will you triangulate and verify your project data? For example, how will you work with other existing data systems such as Health Management Information Systems (HMIS) or stand alone facility records
5. How will you and your partners establish a reporting system? You could develop an excel template, for example, that captures a) what data gets collected, b) at what frequency, c) by which partner and staff role, d) for what purpose and d) who its intended audience is (i.e. who will it be shared with)
6. Will you carry out any evaluation activity? What would you like to evaluate within your project and why? Who will do the evaluation and how much will it cost?
7. How will you use learning from M&E activity? What will evaluation findings be used for? How will they be disseminated? To whom etc?

PART 3: GUIDING PRINCIPLES

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KEY CONSIDERATIONS FOR STRONG PROJECT DESIGN continued

PART 3: GUIDING PRINCIPLES

1. Gender and diversity – consider a range of areas your project aims to impact such as how boys and men will be included in project activities, and how best your project seeks to support multiple exclusion scenarios e.g. disability plus gender

Then first consideration in part 3 is gender and diversity – helping you to reflect on how well your project will address these issues.

GENDER AND DIVERSITY

Consider...

1. How you will identify areas of potential resistance to gender-related change from within the community that are relevant to your project
2. Realistic levels of time and effort to overcome such resistance so that you plan around this
3. How best to reach people living with multiple exclusion factors
4. Articulating how girls and women will play an active role in decision-making or management within your project scope, or as a result of your intervention
5. Clarifying the needs, perceptions and roles or men and boys in your project context
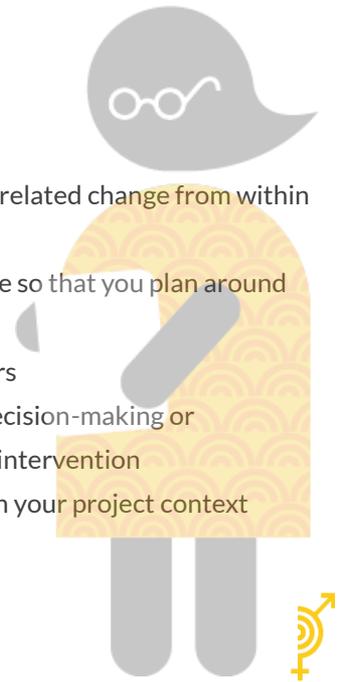
Due to the nature of the fund, all AmplifyChange projects are delivering gender-focused interventions and are delivered by org.ansiations specialising in this area of work. Despite this, there are often areas that could be further strengthened. For example:

1. Consider how you will identify areas of potential resistance to gender-related change from within the community that are relevant to the project and then show how you will address these
2. Consider realistic levels of time and effort that it could take to overcome such resistance so that you can plan your activity with this in mind. Be clear from the outset who needs to be involved to support these processes.
3. Consider how best to reach people living with multiple exclusion factors. For example consider how to reach women with disabilities, women of certain caste, women of certain caste with disability etc.
4. Consider articulating clearly how girls/women will have a role in decision-making or management within the project scope or as a result of the intervention.
5. Consider clarifying the different needs and perceptions of men and boys in your project context. Consider how their roles within families and communities more broadly underpin gender relations in your project context. Ensure it is clear how men and boys will be included in your project scope.

KEY CONSIDERATIONS FOR STRONG PROJECT DESIGN continued

PART 3: GUIDING PRINCIPLES

1. Gender and diversity – consider a range of areas your project aims to impact such as how boys and men will be included in project activities, and how best your project seeks to support multiple exclusion scenarios e.g. disability plus gender

**2. Flexibility and adaptability– how will you ensure your project is able to flex and adapt to changes in context?**

The second guiding principle is asking you to reflect on how well your project will be able to flex and adapt to changing context.

Consider…

1. Testing assumptions and theory of change regularly
2. Developing a risk management plan to help mitigate against changes in context that could negatively impact on your project's ability to deliver its intended outcomes
3. Developing and embedding a regular beneficiary feedback mechanism

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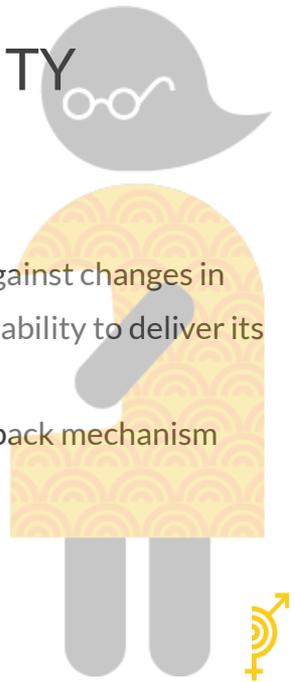
All projects need to be able to flex and adapt to changing contexts.

1. A good project should regularly test assumptions and its theory of change to see if it still holds. For example, at regular reporting intervals you will need to look at whether or not you have achieved your project milestones under each of your output indicators selected. If you have achieved the milestone, does having achieved it bring the project closer to achieving its intended outputs and outcomes? If not, then why not? It may be that you need to adjust your milestones or even indicators selected to make the link between your milestones, output indicators and intended outcomes stronger.
2. Consider any changes in context that may occur during the life of the project and anticipate how the project would be impacted if these changes occurred. Developing a risk management plan is a good way to anticipate risk in the project. For each risk you will need to consider mitigating actions you could take to counter the impact of those risks if they do occur.
3. From the outset consider how you will embed a beneficiary feedback mechanism within the project. This is important as beneficiary feedback will tell you how well, or not, your project is delivering on its intended outcomes. Consider how you will use this information. Having beneficiary feedback on a regular basis should allow you to adjust your project strategies to respond to their feedback and expressed needs. For example, you could ask midwives who have received training on safe abortion services in their post-training questionnaire whether or not they would now feel confident to deliver a safe abortion service and to give a reason for their response. If the majority of them say 'no' and provide the reason why they don't feel sufficiently confident, this information should allow you to go back to your training module and revise it to better meet the midwives' needs.

KEY CONSIDERATIONS FOR STRONG PROJECT DESIGN continued

PART 3: GUIDING PRINCIPLES

1. Gender and diversity – consider a range of areas your project aims to impact such as how boys and men will be included in project activities, and how best your project seeks to support multiple exclusion scenarios e.g. disability plus gender

2. Flexibility and adaptability– how will you ensure your project is able to flex and adapt to changes in context?

3. Sustainability – how will you ensure project beneficiaries are self-sufficient at the end of the project?

This third guiding principle is sustainability – we're asking you to consider how you will do all that you can to ensure your project beneficiaries are self-sufficient at the end of the project.
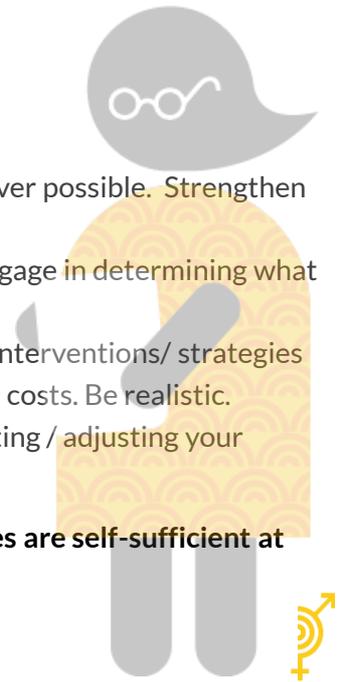
SUSTAINABILITY

Consider…
1. Building sustainability into project interventions wherever possible. Strengthen relationships with government
2. Working with beneficiary communities to have them engage in determining what approaches to sustainability are possible
3. Strengthening/ including advocacy within your project interventions/ strategies
4. Carefully the ability of stakeholders to absorb recurring costs. Be realistic.
5. Assessing your project assumptions regularly and updating / adjusting your sustainability strategy accordingly

The most sustainable projects are those whose beneficiaries are self-sufficient at the end of the project.

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All projects will need to consider sustainability carefully. Not all projects will be able to be fully sustainable at the end of the project period but those projects should be able to demonstrate elements of sustainability, providing the backbone to future sustainability. The most sustainable projects are those whose beneficiaries are self-sufficient at the end of the project.

1. Consider building sustainability into project interventions wherever possible. How could you do this? Could you work with local government, for example, to secure their commitment and co-ownership of your project aims from the start to increase the possibility of sustainability?
2. Consider working closely with beneficiary communities and ask them to help determine what approaches to sustainability are possible. For example, could community members engage in voluntary assistance hotlines for women in need of emergency support?
3. Consider strengthening or adding advocacy to your project interventions. Could you help to build capacity of beneficiaries to lobby local or national level government for strengthened or increased services for example? If you're unable to build this capacity yourselves could you partner with another organisation strong in this area?
4. Consider carefully the ability of stakeholders to absorb recurring costs for things like service delivery. Be as realistic as possible.
5. And finally reassess your project assumptions regularly. For example, if one assumption you made during project design was that government was supportive of the project, and this changes part-way through, consider what impact that will have on your project's sustainability. Is there anything you could do to mitigate this? Could you look to other stakeholders/ partners to counterbalance this loss in support?

KEY CONSIDERATIONS FOR STRONG PROJECT DESIGN continued

PART 3: GUIDING PRINCIPLES

1. Gender and diversity – consider a range of areas your project aims to impact such as how boys and men will be included in project activities, and how best your project seeks to support multiple exclusion scenarios e.g. disability plus gender

2. Flexibility and adaptability– how will you ensure your project is able to flex and adapt to changes in context?

3. Sustainability – how will you ensure project beneficiaries are self-sufficient at the end of the project?

4. Value for money – how can you best design your budget to be able to deliver your project efficiently and effectively, making sure you include all potential costs needed?

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And finally, this fourth guiding principle asks how you can consider value for money during your project design to deliver your project efficiently and effectively, making sure you include all potential costs needed.

VALUE FOR MONEY

Consider…
1. Team approach - have included your whole team (finance, M&E etc) in designing your project and budget to ensure it is realistic?
2. Context - different types of interventions and contexts result in different value for money measurements
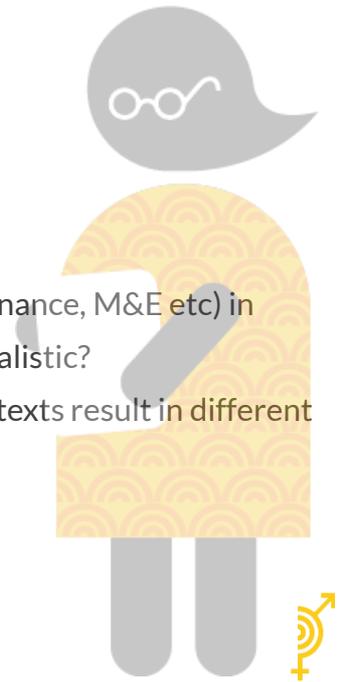
Value for money is about maximising the impact of inputs used to achieve a certain aim. It is an important element of your project design process.

When designing your project budget consider:

1. Team approach - have included your whole team (finance, M&E etc) in designing your project and budget to ensure it is comprehensive and realistic? Have you included enough provision for any new posts that you may need to recruit for? Have you considered all costs related to monitoring, evaluation and learning activity?

2. Context - Different types of interventions and contexts result in different value for money measurements. Consider the best type of approaches for your strategies and your context. Ask yourselves why is this the most cost effective intervention. What are the alternatives? For example, building the capacity of midwives in conflict affected areas may result in a higher unit cost of training than non-conflict affected contexts. This information should not deter you from building that capacity, but it should inform your decisions around how much of this you can afford to do versus other types of activities.

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