DEAR Programme Exchange Hub
Brussels, 13th February 2019

Learning and Reporting: Completing 'Annex VI Interim Narrative Report' for 2016 CfP DEAR Projects

The following pages report on the outcomes of discussions involving European Commission supported DEAR Project Managers, others representing DEAR projects and European Commission DEAR Task Managers.

The discussions focussed on the completion of (Interim) Narrative Reports:

- how to make it easier and more meaningful for projects and EC DEAR Task Managers alike, and
- how to present reports in such a way that information contained in them can be collated, compared and analysed across all DEAR projects.

This report forms an unofficial guide to the contractual Narrative Report format. The guide gives suggestions on how to complete the report, but projects contracted as a result of the 2016 DEAR Call for Proposals are NOT obliged to follow the suggestions in the Guide, nor those given in Appendix 1.

6th May 2019
DEAR Support Team

Unofficial Guide to DEAR Projects' completion of

ANNEX VI
INTERIM NARRATIVE REPORT

Comments and suggestions contained in this document (and shown in this type face) have been developed following a workshop involving EC supported DEAR project staff and DEAR Task Managers (Brussels, 13th February 2019). The comments and suggestions are inserted to assist DEAR projects in completing their Interim (and Final) Narrative Reports.

HOWEVER – Disclaimer: the comments and suggestions are not an official part of the Narrative Report format and suggestions made do not form part of European Commission instructions. They can therefore not be taken as statements that are officially endorsed by the Commission. *Importantly: the following pages are meant to be helpful to DEAR projects: if you feel they don't, then please ignore!*

- This report must be completed and signed by the contact person of the coordinator.
- The information provided below must correspond to the financial information that appears in the financial report.
- Please complete the report using a typewriter or computer **(*you can find this form at the following address <specify>).***
- Please expand the paragraphs as necessary.
- ***Please refer to the special conditions of your grant contract and send one copy of the report to each address mentioned.***
- The contracting authority will reject any incomplete or badly completed reports.
- The answer to all questions must cover the reporting period as specified in point 1.6.

Table of contents

List of acronyms used in the report

Suggestion:
Before completing the report:

- *have access to your project plan and your project's log-frame*
- *make yourself familiar with information gained from using your M&E plan*
- *get feedback on the process and the progress of your project from your external evaluator/critical friend*
- *organise a 'reflection and development workshop' or other assessment event involving your project partners to identify:*
    - *what went well – and why*
    - *what didn't go so well or not well at all – and the reasons why*
    - *what should be done differently – and why*
    - *what should stay as originally planned – and why?*

N.B. The Narrative Report format often speaks about 'the intervention' and about 'the Action'. In both cases it is your project that is meant.

1. Description

1.1. Name of coordinator of the grant contract:

1.2. Name and title of the contact person:

1.3. Name of beneficiary(ies) and affiliated entity(ies) in the action:

'Beneficiaries' in this context are the project's co-applicants.

1.4. Title of the action:

Give both the official title (as given in your application) and, if different, the title you use in your communications with members of the public

1.5. Contract number:

1.6. Start date and end date of the reporting period:

N.B.: Interim Reports are only concerned with a limited part of the timescale of the project, e.g. the first or second year of implementation only. ***The Final Narrative Report should cover the whole project period***

1.7. Target country(ies) or region(s):

These will be EU Member States and/or EU accession countries where the project is implemented

1.8. Final beneficiaries &/or target groups[1] (if different) (including numbers of women and men):

See Appendix 1 for the suggested format to use. A downloadable Excel format for projects to use in their reporting is available on capacity4dev.eu/dear. *Please note however that there is no obligation on 2016 CfP projects to use the appendix as their reporting framework. It is only a suggestion that will help collation across all DEAR projects, but DEVCO's DEAR Sector and the DEAR Support Team are aware that changing to the suggested format may be impractical or require too great a time investment for projects that are already halfway through the implementation of their work. Nevertheless: where projects can follow the suggestions in Appendix 1 it would be helpful if they did.*

N.B. 1: 'Final beneficiaries': for example, in an education project these might be the current and future pupils/students of a teacher who is taking part in the project; or for an advocacy project these might be the people affected by a change in policy that is advocated by the project. However, in many DEAR projects 'final beneficiaries' are impossible to quantify to any meaningful extent and in many cases they potentially could cover all the world's inhabitants.

N.B. 2: 'Including numbers of women and men': For DEAR Global Learning or DEAR Campaigning-Advocacy projects this is usually impossible to do to any meaningful extent. The suggestion is to ignore this.

[1] 'Target groups' are the groups/entities who will be directly positively affected by the project at the project purpose level, and 'final beneficiaries'" are those who will benefit from the project in the long term at the level of the society or sector at large.

1.9. Country(ies) in which the activities take place (if different from 1.7):

If your project involves work with collaborants based in countries outside the EU then list these countries here.

2. Assessment of the implementation of the action activities and its results

*Suggestion: In **completing section 2** of the report do not work on completing it in the order of the format, instead:*

** first write para 2.2.B – about the project Activities carried out in the period covered by the report*

** secondly write about the Outputs (in para 2.2.A)*

** thirdly write about the Interim Outcome(s) in para 2.2.A (if you have identified any Interim Outcome(s) in your plans) and then about the Outcome(s)*

** fourthly write para 2.1 – the Executive Summary of the action*

** after that complete paras 2.3 (updated Log-frame), 2.4 (Activity matrix) and 2.5 (Updated Action plan), followed by sections 3 and 4*

The underlying notion in the Narrative Report Format is the use of the Impact or Results Chain, i.e.:

➲ ***Intentions** of your project (i.e. your Specific and Overall Objective(s) >>>>*

➲ ***Inputs** available ("The financial, human, and material resources used for the development intervention".) >>>>*

➲ ***Activities** (the things done with the money, people, time etc: "Actions taken, or work performed through which inputs, such as funds, technical assistance and other types of resources are mobilized to produce specific outputs") >>>>*

RESULTS

➲ ***Outputs** (the things produced, or services provided: "The direct/tangible products (infrastructure, goods and services) delivered/generated by the intervention") >>>>*

➲ ***Outcome** (the effect of the things produced, or of the services provided: "The main medium-term effect of the intervention focussing on behavioural and institutional changes resulting from the Action") >>>>*

➲ ***Impact** (the contribution of the effects of your project to the wider, Overall Objective of the project: "The broader, long-term change to which the action contributes … in the political, social, economic and environmental global context")*

In describing this 'Impact Chain' quotations are taken from the log-frame (see below in para 2.3)

N.B.1: The completion or implementation of an Activity is NOT a Result

N.B.2: The meaning of 'Results' shown above is potentially different from what you identified as Results in your project's Concept Note! The Results you identified in your Concept Note may not be same as what is meant here by Results.

2.1. Executive summary of the action

Please give a global overview of the action's implementation for the reporting period (no more than ½ page).

The suggestion is that this paragraph is written after completion of paras 2.2.B and 2.2.A

The 'Executive summary' should focus on:

- *the project's main achievement in the period you are reviewing (in approx. 50 to 100 words)*
- *if implementation is going according to plan and if not, or not quite as planned, why that is the case (in approx. 50 to 100 words)*
- *what the main suggestions are for any changes to your plan (in approx. 50 to 100 words)*

If you address those points you can overlook what it says in the following sentences of the official report format (in any case, if you would follow what it says in the following you would almost certainly need much more than ½ page!)

Referring to the updated logical framework matrix[2] (see point 2.3. below), please describe and comment the level of achievement of the outcome(s), if it is relevant at this stage and the likeliness of reaching the final target(s) related to the outcome(s) at the end of the action.

Please explain briefly if any changes should be or have been brought to the intervention logic and to the Logical framework matrix, giving the justification for such changes (complete explanation should be placed in the 2.2 section under the relevant level considered: outcomes, outputs, activities). Comment the likeliness of reaching the final target(s) related to the impact in the future (specify).

2.2. Results and activities

A. RESULTS

Before completing this section (2.2.A) it probably is useful to ***first complete section 2.2.B (Activities)****. After completing 2.2.B then write about the Outputs, and only after that about the Outcome(s) of your work.*

N.B. If this is your second Interim Report it will be helpful if you give a short summary of 'where you got to' at the beginning of the period reported on in this report, e.g.:

- *the one or two main achievements reported in your previous report(s) (c. 50 to 100 words)*

[2] The relevant terminology (i.e. outputs, outcome, indicators, etc.) is defined in the logical framework matrix template attached to the guidelines for applicants (Annex e3d).

- *the main issue(s)/challenge(s) mentioned in your previous report that you had to overcome (c. 50 to 100 words)*

The narrative report should be based on the monitoring and evaluation system set up using as a basis the Logical framework matrix. As such, narrative report must inform all the indicators defined in the logical framework. Monitoring and/or evaluation reports relating to the performance of the Action shall be used and mentioned in the narrative reports.

In section 2.2.A, where relevant refer to:

- *your project's existing log-frame*
- *findings from the implementation of your M&E plan*

What is your assessment of the results of the action so far? Include observations on the performance and the achievement of outputs, outcomes and impacts and whether the action has had any unforeseen positive or negative results.

Many DEAR projects give explicit attention to one or more of the cross-cutting issues mentioned in the following. In discussing your Results only highlight those cross-cutting issues that explicitly relate to your intended Specific Objective(s)

Explain how the Action has mainstreamed cross-cutting issues such as promotion of human rights,[3] gender equality,[4] democracy, good governance, children's rights and indigenous peoples, youth, environmental sustainability[5] and combating HIV/AIDS (if there is a strong prevalence in the target country/region).

The following sentences in the Report format are somewhat confusing. Disregard them and instead follow the suggestions written in this font type.

Referring to the logical framework matrix (see point 2.3. below) please comment for each level of results (output, outcome, impact) the level of achievement of all the results on the basis of the corresponding current value of the indicators and all the related activities implemented during the reporting period.

- the level of achievement on the basis of the corresponding baseline, target and current value of the indicators, making reference to the assumptions and risks defined in the Logical framework
- the activities covered and implemented. Activities should be linked to corresponding output(s) through clear numbering.

In case of underperformance, please explain the reasons and the corrective measures.

In completing this section (2.2.A) the suggestion is that you first write about the Outputs, then about the Intermediate Outcome(s) (if your project plan has identified any), and then about the Outcome. The reason for this is that the success or otherwise of your Activities should give you evidence and other information about the Outputs

3 Including those of people with disabilities. For more information, see 'Guidance note on disability and development' at https://ec.europa.eu/europeaid/disability-inclusive-development-cooperation-guidance-note-eu-staff_en

4 See Guidance on Gender equality at https://ec.europa.eu/europeaid/toolkit-mainstreaming-gender-equality-ec-development-cooperation_en

5 See Guidelines for environmental integration at: https://ec.europa.eu/europeaid/sectors/economic-growth/environment-and-green-economy/climate-change-and-environment_en

you have created. Similarly, evidence of the success or otherwise of your Outputs will give you relevant information about the Outcome(s) you have created and hence about the extent to which you are achieving your Specific Objective(s).

Outcome (Oc) – "<Title of Outcome > "

<comment on current status of indicators associated to Oc and explain any changes, especially any underperformance; refer to assumptions in the Logframe>

(possibly) intermediary Outcome 1 (iOc 1) - "<Title of intermediary Outcome 1>"
(…)

'Outcome' = "The main medium-term effect of the intervention focusing on behavioural and institutional changes resulting from the Action." If things go according to plan, then this will be the same or better as your Specific Objective(s)

Given the quality and quantity of the Outputs you have created and described below, what evidence is there that, in the period you are reviewing in this report, you are moving towards your intended Specific Objective(s) and contributing to your Overall Objective? In this bit of your report you want to show how far you have got in achieving your objective(s). The suggestion is that you show this by addressing the following bullet points:

- *With reference to the outcome indicators given in your log-frame, succinctly discuss the evidence you have to say that you are doing as well/or better/or worse in achieving your objective(s) as you had planned at this stage*
- *What evidence have you got or which assumptions are you making that your Outputs do contribute to the Outcome(s)?*
- *What are the consequences of your assessments in the previous two bullet points for your future plans? For example, if things are not quite going according to plan what do you propose to do about it, or if things go better than planned, how can you build on that?*

- *With reference to the Impact indicator shown in your log-frame, what, if anything can you say that the Outcome(s) you are achieving contribute to the wider, Overall Objective of your project (i.e. your project's Impact): in what way is what you have done and achieved so far contributing to "… the political, social, economic and environmental global context …"*
  [In your first and second year reports it may not yet be possible to say anything about this, but in your final report you should explicitly address this and present any evidence or assumptions you have for this.]

Output 1.1. (Op 1.1.)
(…)

An Output = "The direct/tangible products (infrastructure, goods and services) delivered/generated by the intervention [i.e. by your project's Activities]"

Disregard the following sentence <Following the above assessment of results, please elaborate on all the topics/activities covered and implemented. > *Instead:*

- *List your intended Outputs (as shown in your agreed plan and log-frame) and for each Output mention the planned Indicator (shown in your log-frame). Then:*
    - *mention if the Output was created/partially created/not created as planned*
    - *if the Output was created or partially created: mention any evidence you have of the quality of the Output and other assessments that are relevant to the indicator*
    - *if the quality or quantity indicators where not or only partially achieved, mention * how this may affect achievement of your Specific Objective(s) and * what you will do to rectify the situation*

N.B. It is not uncommon that, as a result of doing your project, you find that a previously designed Indicator actually doesn't give you the information you want or need. Change the indicator if need be but explain here why you are changing it.

B. ACTIVITIES

In describing your Activities:

- *focus on <u>those Activities that are important for the project as a whole</u> (i.e. do NOT list all activities that have taken place in each and every country)*
- *for activities carried out by sub-grantees provide a list of <u>types of activities</u> carried out: do not list activities under each sub-grantee.*

(Nevertheless, you may still find it very useful to have a full list of all separate activities because in many cases these relate to specific budget lines for the project. In which case include a full list of activities carried out in the period covered by the report in an Annex to the your report.)

Activity 1.1.1.

<please explain any problems (e.g. delay, cancellation, postponement of activities) which have arisen and how they have been addressed> (if applicable)

<please list any risks that might have jeopardised the realisation of some activities and explain how they have been tackled> (if applicable)

- *for each of the project-wide activities say if they were organised as planned/largely as planned/not as planned in X number of countries, involving in total Y numbers reached, Z numbers participating, Q numbers of Supporter/Activists and R numbers of Multipliers (see Appendix 1 for how these groups are interpreted)*
- *indicate which Output(s) this activity has created or has contributed to*
- *If a particular Activity did not quite go according to plan, explain what you have done/will do to prevent this from affecting the success of your project.*

Activity 1.1.2.

<…>

After discussing the individual project-wide Activities give three short (<100 word each) descriptions that:

- *summarise <u>what the project has learned</u> from having done these Activities:*
  - *what worked and why?*
  - *what didn't (quite) work and why?*
  - *what are the implication of this is for your future plans.*

2.3. Logframe matrix updated

Although the log-frame can be developed on its own, over the past ten or fifteen years many organisations, including many grant funders, have found it helpful to first develop a slightly more thought-out 'intervention rationale' and 'intervention logic', such as a Theory of Change.

The reason for this is that a log-frame doesn't give much attention to making the <u>assumptions</u> explicit that underpin, for instance, statements about particular Outputs leading to the achievement of intended Outcome(s).

Having the nuts and bolts in place so that a bridge is the outcome, may show an adequate relationship between Outputs and Outcome in a bridge building project, but in a social development project, such as DEAR, that assumption is rarely correct. Making the assumptions explicit can be helpful: in clarifying your thinking and your effectiveness:

- *why do we think that Activity X will lead to Output Y? What's the evidence we can find for that, and if we don't have evidence, why do we think/assume it will happen?*
- *why do we think that Outputs Y, Z and Q will lead to Outcome A? What's the evidence we have for that or what is our reason for thinking that that will happen?*

Approaches such as Theory of Change help project organisers to identify factual evidence and, where that is not available, the assumptions about their work: making the actions that are planned and developed more realistic.

Unlike in the log-frame the assumptions highlighted in a ToC don't only deal with things 'outside the project management's control' but also with assumptions that are potentially in the project's control – such as how project partners relate to each other, or about the reasons for choosing a particular process of a lobbying, public campaigning or education activity.

Developing a ToC can also assist in providing tools, indicators and checking points that help in evaluating the progress you are making. It then becomes fairly straightforward to complete a logical framework such as the one used by the Commission.

There are various ideas posted on the internet to help in developing an intervention logic such as a Theory of Change. For a comparison between ToC and Log-frame see *for instance http://www.tools4dev.org/resources/theory-of-change-vs-logical-framework-whats-the-difference-in-practice/*

For practical ideas on developing a ToC see, for example, http://www.theoryofchange.org/what-is-theory-of-change/ or https://www.bond.org.uk/resources/theory-of-change-for-organisations (However, there are many other sites that give ideas for the development of a ToC or similar approach.)

The Logical framework (logframe) matrix should evolve during the Action project (i.e. the projects) lifetime: new lines can be added for listing new activities as well as new columns for intermediary targets (milestones) when it is relevant and values will be regularly updated in the column foreseen for reporting purpose (see “Current value”). The term "results" refers to the outputs, outcome(s) and impact of the Action.

The logframe can be revised as necessary (in line with the provisions defined in Article 9.4 of the General Conditions).

	Result chain	***Indicator***	***Baseline (value & reference year)***	***Target (value & reference year)***	***Current value* (reference year) (* to be included in interim and final reports)***	***Source and mean of verification***	***Assumptions***
Impact (Overall objective)	*The broader, long-term change to which the action contributes at country, regional or sector level, in the political, social, economic and environmental global context which will stem from interventions of all relevant actors and stakeholders.*	*Quantitative and/or qualitative variable that provides a simple and reliable mean to measure the achievement of the corresponding result To be presented, when relevant, disaggregated by sex, age, urban/rural, disability, etc.*	*The value of the indicator(s) prior to the intervention against which progress can be assessed or comparisons made. (Ideally, to be drawn from the partner's strategy)*	*The intended final value of the indicator(s). (Ideally, to be drawn from the partner's strategy)*	*The latest available value of the indicator(s) at the time of reporting (* to be updated in interim and final reports)*	*Ideally to be drawn from the partner's strategy.*	*Not applicable*
Outcome (s)	*The main medium-term effect of the intervention focusing on behavioural and institutional changes*	*(see definition above)*	*The value of the indicator(s) prior to the intervention against which*	*The intended final value of the indicator(s).*	*(same as above)*	*Sources of information and methods used to collect and*	*Factors outside project management's control that may influence on the impact-outcome(s) linkage.*

	Result chain	Indicator	Baseline (value & reference year)	Target (value & reference year)	Current value* (reference year) (* to be included in interim and final reports)	Source and mean of verification	Assumptions
	resulting from the Action (It is good practice to have one specific objective only, however for large Actions, other short term outcomes can be included here)		*progress can be assessed or comparisons made.*			*report (including who and when/how frequently).*	
Outputs	*The direct/tangible products (infrastructure, goods and services) delivered/generated by the intervention (*Outputs should in principle be linked to corresponding outcomes through clear numbering)*	*(same as above)*	*(same as above)*	*(same as above)*	*(same as above)*	*(same as above)*	*Factors outside project management's control that may influence on the other outcome(s)/outputs linkage.*

2.4. Activity Matrix

What are the key activities to be carried out to produce the intended outputs? *(*activities should in principle be linked to corresponding output(s) through clear numbering)*	***Means*** *What are the political, technical, financial, human and material resources required to implement these activities, e.g. staff, equipment, supplies, operational facilities, etc.* ***Costs*** *What are the action costs? How are they classified? (Breakdown in the Budget for the Action)*	***Assumptions*** *Factors outside project management's control that may impact on the activities-outputs linkage.*

2.5. Please provide an updated action plan for the future activities of the project[6]

Year

[6] This plan will cover the financial period between the interim report and the next report.

	Half-year 1						Half-year 2						
Activity	Month 1	2	3	4	5	6	7	8	9	10	11	12	Implementing body
Example	*example*												*Example*
Preparation Activity 1(title)													Beneficiary or affiliated entity 1
Execution Activity 1(title)													Beneficiary of affiliate entity 1
Preparation Activity 2 (title)													Beneficiary or affiliate entity 2
Etc.													

3. Beneficiaries/affiliated entities, trainees and other cooperation

3.1. How do you assess the relationship between the beneficiaries/affiliated entities of this grant contract (i.e. those having signed the mandate for the coordinator or the affiliated entity statement)? Please provide specific information for each beneficiary/affiliated entity.

N.B. 'Beneficiaries' in this context are the project co-applicants.

*The central questions here are mainly related to the way in which the different co-applicants and affiliated entities relate to each other in * project planning, * project implementation and * project evaluation and learning. Questions such as:*

- *How do the different project partners relate to and work with each other? Which project management style(s) are used?*
- *How much input into project planning and developing ideas for the project has each partner got?*
- *What is the opinion of partners about their work together on the project?*
- *What has worked well in the organisation of the project – and why? And what has not worked so well and needs changing or addressing?*

Suggestions from previous DEAR projects on how to deal with some of the project partner relationships can be found in the 'Planning and Implementing EU DEAR projects' booklet: https://europa.eu/capacity4dev/dear/node/64775 (pp 11-13 in particular). Reports on other project organisational topics, with suggestions from previous DEAR projects, are also available: see https://europa.eu/capacity4dev/dear/news/learning-dear-projects

3.2. How would you assess the relationship between your organisation and State authorities in the action countries? How has this relationship affected the action?

3.3. Where applicable, describe your relationship with any other organisations involved in implementing the action:

- Associate(s) (if any)
- Contractor(s) (if any))
- Final beneficiaries and target groups

- Other third parties involved (including other donors, other government agencies or local government units, NGOs, etc.)

Particularly the question of how you relate to your target groups/audiences/participants is relevant: how do you communicate with them? How much are they involved in giving you ideas for future activities and plans? How much does your project take account of their needs and interests? ('Planning and Implementing EU DEAR Projects' -see above- gives some attention to this on pp 8-9.)

3.4. Where applicable, outline any links and synergies you have developed with other actions.

3.5. If your organisation has received previous EU grants in view of strengthening the same target group, in how far has this action been able to build upon/complement the previous one(s)? (List all previous relevant EU grants).

In what way have your activities in the past year build on previous experiences, outcomes and learning from work with these audiences/target groups or from work on similar themes and issues in previous projects and programmes?

3.6. Where applicable, include a traineeship report on each traineeship which ended in the reporting period to be prepared by the trainee including the result of the traineeship and assessment of the qualifications obtained by the trainee with a view to his/her future employment.

N.B. Depending on the contract you have with the EC, this paragraph may not be included. If it is included it might be relevant in the case of projects that involve activities that lead to formal accreditation. For example, projects working with educators might involve courses that are accredited by a university (e.g. as part of a master's degree or other vocational or post-graduate course). Or a project's work in developing 'multipliers' may be based on or be part of a recognised Community Development qualification.

4. Visibility

How is the visibility of the EU contribution being ensured in the action?

Summarise the objectives and strategy of your Communications and Visibility Plan (<100 words) and mention your main successes (<100 words) and challenges (<100 words) in implementing it

The European Commission may wish to publicise the results of actions. Do you have any objection to this report being published on the EuropeAid website? If so, please state your objections here.

Name of the contact person for the action:

……..…………………………………………

Signature: ……………………………………

Location: …………………..…………………

Date report due: …………………..…………

Date report sent: ……………………………….

Appendix 1: The Question of 'How Many?'

Please note that there is no obligation on 2016 CfP projects to use this appendix (and the related Excel pro-forma) as their quantitative reporting framework. It is only a suggestion that will help collation across all DEAR projects, but DEVCO's DEAR Sector and the DEAR Support Team are aware that for projects who are already using a different recording framework, changing to the suggested format may be impractical or require too great a time investment.

Nevertheless, projects are encouraged to use this if possible – it will be helpful in getting a collective sense from across all DEAR Projects.

Paragraph 1.8 of the Narrative Report format asks projects to:

- *identify the different 'target groups' addressed by the project*
- *the number of people involved in each target group.*

Given the objectives of the DEAR Programme, 'target groups' in the context of DEAR projects are interpreted as:

- *those groups whose awareness, knowledge, understanding, skills, behaviour and/or policies a project wants to influence.*

Which target groups are DEAR projects typically addressing?

Based on the experiences of past projects, the following groups of individuals and institutions typically cover those targeted by and involved in DEAR projects. Each project will have identified the main groups that it wants to be working with or target. Obviously not all projects will cover all audiences shown here, and projects should only give information for those audiences where they have this available!

Individuals, targeted by/involved in the project
Teachers, teacher educators, HE lecturers/ academics
Non-formal educators: youth workers, community-, adult-, trade union educators
Children (< 16 years)
Young people (16 to 35 years)
Journalists
Business men and women
Employees (e.g. trade union members)
Local policy decision makers and civil servants
National and international policy decision makers (MPs, MEPs, civil servants)
Consumers
Other individuals not listed above

Institutions, targeted by/involved in the project
Formal education institutions (schools, universities, colleges)
Non-formal education institutions (youth groups, adult education centres)
Communities and community organisations
Media institutions (print, broadcast, internet)
Businesses and business organisations
Employee organisations/ trade unions
Other NGOs and Civil Society Organisations
Local Authorities (targeted by the project)
National and international policy bodies (e.g. political parties, govts, EU, UN)
Other institutions not listed above

Why collect information about the number of targets? And the possible downsides of showing numbers.

Showing how many people or organisations are targeted by and involved in a project can give a quick sense of the reach of a project.

However, there is a danger in giving numbers because someone with little time to familiarise him or herself with details, may be more impressed with a project that involves 1,000,000 people than with a project that involves 'only' 1,000 – even though the latter project may be more successful and impactful than the former.

For example, projects that use a Global Learning approach - "to enhance the competencies [knowledge, understanding, skills, dispositions] of target groups in understanding and addressing issues of global development" * - may aim to work with relatively small numbers because competence development tends to involve a relatively high and intense involvement of participants. Compared with Campaigning-Advocacy projects the (lasting) results of this work on wider behavioural or policy change may be more difficult to assess, however.

Conversely, projects that use a Campaigning-Advocacy approach - aiming “at concrete changes in behaviour at individual and collective levels or in institutional/corporate policies” * - are more likely to be engaging relatively large numbers through relatively short-term communication activities. But, compared with Global Learning projects, the (lasting) results of such work in terms of competence development may be more difficult to assess.

**= ‘DEAR in Europe – Commission Staff Working Document’, 2012, p. 14 See: https://europa.eu/capacity4dev/dear/documents/dear-staff-working-document-2012*

It therefore depends much on the type of objectives that a project pursues:

For some projects, particularly those with public awareness raising as one of their objectives, the number of people and institutions REACHED may be more relevant than for others - even if those ‘reached’ don’t do anything as result - because it helps to raise the profile of an issue and supports the creation of a climate in which it is normal to discuss global development issues or DEAR approaches.

For others, especially those with a public campaigning objective, the numbers PARTICIPATING is relevant because it indicates a level of public interest in the issue(s) and helps to create a climate in which discussion of and action on DEAR issues and approaches is seen as ‘normal’.

For again others the numbers of those who are KNOWN SUPPORTERS are of greatest significance. They provide a list of people and institutions who want to be known as supporters, giving a contact list of those who can be called on to take further action in support of the project: showing a level of publicly expressed and active concern and support, or identifying those whose competencies have been or are being enhanced dircetly by the project.

For again other projects the numbers of MULTIPLIERS (individuals or institutions who disseminate attention to and promote involvement with the project, its issues and approaches) are most significant since they may indicate not only pro-active involvement but also a likely lasting effect of the project’s work – for example, because an institution adopts the project’s proposed policy or an individual uses the knowledge/understanding/skills/dispositions gained from participation in the project to disseminate them amongst a wider audience.

Putting numbers in context is important and including a short explanation of what the numbers of target group people and institutions actually mean is therefore appropriates

Suggested target groups reporting for para 1.8 of the Narrative Report:

Information asked for should be completed in Excel format and accompany the narrative report. The pro-forma Excel is available from www.capacity4de.eu/dear.

The pro-forma Excel (in sheet 1) asks about the following information:

Project title	
Name of lead applicant	
Project contract number	

On sheet 2 of the Excel document for each of the identified target groups/audiences/participants the format asks about numbers to do with those REACHED, those PARTICIPATING, those who are KNOWN SUPPORTERS, and those who are MULTIPLIERS:

Category	Explanation	Observations
Individuals and Institutions REACHED by the project –as a result of an activity organised by the project itself, by its multipliers, or by its sub-grantees	Including for example: ○ Number of (potential) readers of an article about the project and/or the project's issue ○ Number of (potential) viewers or listeners of a TV or radio feature about the project and/or the project's issue ○ Viewers of the project's website or social media site	In many cases this is likely to include estimates (e.g. because you may not know exactly how many viewers there have been of a TV programme about the project). In which case base your estimate on other publicly available figures (such as typical number of viewers of a TV programme on that particular channel)
Individuals and Institutions PARTICIPATING in an activity organised by the project, a project multiplier, or a project sub-grantee	Including, amongst others: ○ participants in public events ○ participants of courses or training sessions ○ those 'liking' or sharing a Facebook or other social media or internet page	This is likely to include multiple counts of the same person or of the same institution. It is also likely to involve those who have been counted as Reached.
Number of UNIQUE, NAMED SUPPORTERS (Individuals and Institutions) who have actively supported the project, who want to stay in touch and who have given their name and contact details to the project (incl. to sub-grantees)	○ Contact details of these people and institutions are known by the project (incl. by a sub-grantee) (either email, postal address, telephone) ○ They have positively responded to or taken part in at least one of the project's supporter actions or activities	Because each of these people and institutions is unique, there is no double counting. • In the case of Institutions this may have involved agreement by an Institution to take part in a meeting or discussion about the project's issue • The project or sub-grantee will know which supporter action or activity they have taken part in
Individuals and Institutions that are unique and named MULTIPLIERS of the project	○ Contact details of these people and institution are known by the project (either email, postal address, telephone) ○ They use information and skills gained from the project to disseminate the project and/or the project's issue through their own channels or through their own organised events or activities	Because each Multiplier is unique there is no double counting of the same person. • In the case of Institutions this may for example involve agreeing to take forward the action of the project, e.g. by adopting a motion or policy in line with the project's ask, or by taking part as a sub-grantee, etc. • The project or sub-grantee will know which supporter action or activity they have taken part in

For Individuals the pro-forma on sheet 2 looks like this:

	no. REACHED by all project activities (incl. those organised by multipliers and sub-grantees)	no. of PARTICIPANTS in all Activities (incl. those organised by multipliers and sub-grantees)	no. UNIQUE, NAMED SUPPORTERS who have actively supported the project, who want to stay in touch and who have given their contact details to the project (incl. to sub-grantees)	no. of UNIQUE, NAMED MULTIPLIERS actively disseminating the project/project issues and known by the project partners and/or by sub-grantees	Succinct comments (optional: where felt necessary)
Individuals, targeted by/involved in the project incl. through sub-grantees (in Excel this row will be automatically filled in)	0	0	0	0	
Teachers, teacher educators, HE lecturers/ academics					
Non-formal educators: youth workers, community-, adult-, trade union educators					
Children (< 16 years)					
Young people (16 to 35 years)					
Journalists					
Business men and women					
Employees (e.g. trade union members)					
Local policy decision makers and civil servants					
National and international policy decision makers (MPs, MEPs, civil servants)					
Consumers					
Other individuals not separately identifiable or not listed above					
Why are the targeted Individuals important for the project?					
Are the numbers of Individuals Reached and involved on track/largely on track/not on track? Why?					

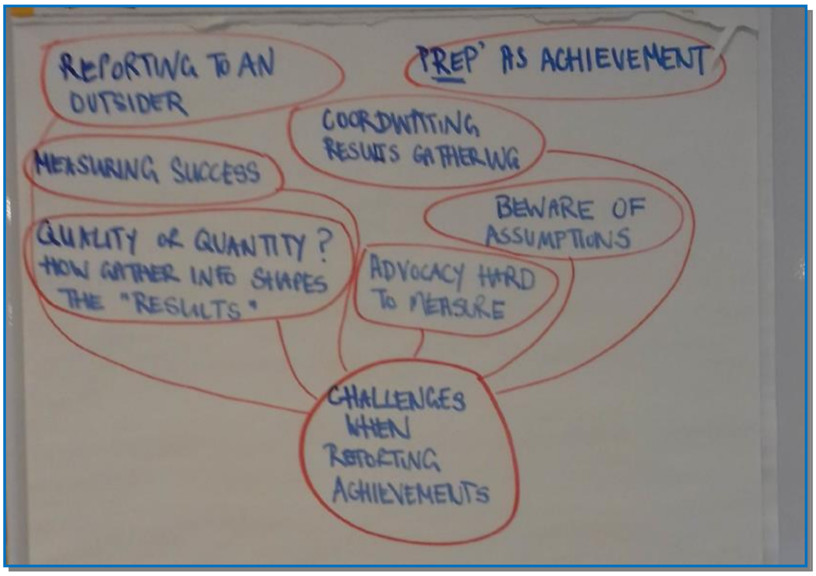
And for Institutions (groups, CSOs, LAs, governments, etc.) it looks like the following (in the Excel file this is also shown on sheet 2 below the Individuals):

	no. REACHED by all project activities (incl. those organised by multipliers and sub-grantees)	**no. of PARTICIPANTS in all Activities (incl. those organised by multipliers and sub-grantees)**	**no. UNIQUE, NAMED SUPPORTERS who have actively supported the project, who want to stay in touch and who have given their contact details to the project (incl. to sub-grantees)**	**no. of UNIQUE, NAMED MULTIPLIERS actively disseminating the project/project issues and known by the project partners and/or by sub-grantees**	**Succinct comments (optional: where felt necessary)**
Institutions, targeted by/involved in the project (in Excel this will be automatically filled in)	**0**	**0**	**0**	**0**	
Formal education institutions (schools, universities, colleges)					
Non-formal education institutions (youth groups, adult education centres)					
Communities and community organisations					
Media institutions (print, broadcast, internet)					
Businesses and business organisations					
Employee organisations/ trade unions					
Other NGOs and Civil Society Organisations					
Local Authorities (targeted by the project)					
National and international policy bodies (e.g. political parties, govts, EU, UN)					
Other institutions not separately identifiable or not listed above					
Why are the targeted Institutions important for the project?					
Are the numbers of Institutions Reached and involved on track/largely on track/not on track? Why?					

Appendix 2: Other Issues raised at the Exchange Hub

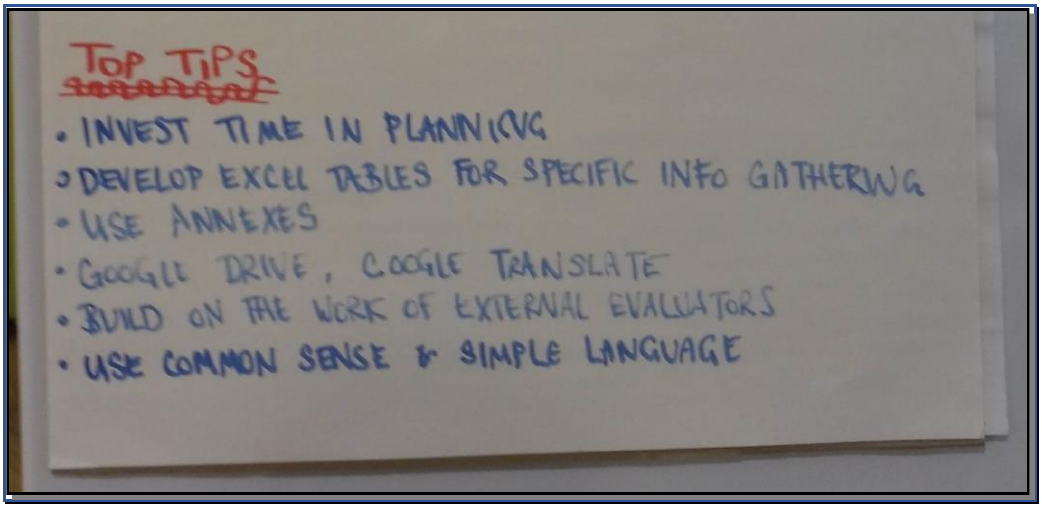
Achievements and reporting on Results and Learning

How do you report your project's achievements – and what information do you draw on for that?



If Achievement is defined as *"things done or created that have a positive effect on reaching the project's objectives"* then the following suggestions were made:

- in your project include and reserve time for planning and for learning (previous Learning & Development Hubs suggested to reserve 1/3rd of all the time available in a project for planning and evaluating, see https://europa.eu/capacity4dev/dear/documents/asking-questions-about-dear-projects)
- use the project's M&E framework to identify what information you want and need and how you will collect it (suggestion: have a look at the report on the Learning & Development Hub that looked specifically at M&E: https://europa.eu/capacity4dev/dear-programme/documents/learning-and-development-hub-report-ljubljana-2017)
- in reflecting on work done identify the key learning points, such as 'what worked well? and 'why did it work well?', 'what didn't work as planned or hoped? and why didn't work as well as planned or hoped?', and 'what will we do the same or different as a result of our previous experiences?'
- where the project itself cannot collect relevant information, for example about how behaviours of consumers have changed, use 'proxy-indicators' such as results of public polling carried out by polling organisations
- use the project's log-frame (or your Theory of Change if you have developed one) as a checklist to see if you are on-track
- **use your Narrative Report to tell a story that shows * the relevance of the work you have done, * the effect of that work on your targets/audiences/participants, * the results of your work, * what you have learned from the work you have done.**



Linking Outputs and Outcome(s)

- keep in mind that there should be a clear link between your reported Outputs and the Outcome(s) you describe - drawing on evidence where it is available or (where you don't have evidence) describing the assumptions you have to make that link
  Discussions during the Hub gave the following examples:

Output	Possible Outcome and evidence for it
Seminars and meetings involving multiple stakeholders from X countries	The development of a network and improved collaboration between stakeholders. *Evidence* for this might be: recommendations made by network participants and changes in the way in which network members do their business
Learning events with school students	Enhanced knowledge and understanding of the project's topic(s). *Evidence*: use before and after tests and other assessments (also see e.g. https://europa.eu/capacity4dev/dear-programme/event/dear-site-cluster-meetingreading-2015)
Animation cartoons highlighting the topic of a project aiming to develop 'critical awareness' amongst the public	Enhanced critical understanding of a topic. *Evidence*: test critical awareness of the product on a sample of potential users
Learning events involving x000 people from Y number of countries	Increased awareness amongst participants and increased engagement in the project. *Evidence*: end of event evaluations/feedback from participants carried out by the project
Training courses for X number of teachers	Improved teaching and learning on SDGs and Migration. *Evidence*: Y number of teachers included relevant global learning objectives in their educational plans
Multi-channel campaign on seafood choices	Behaviour of European seafood consumers is changed. *Evidence*: using multiple sources of evidence including for instance public responses to campaigns and annual reports and sales figures of seafood suppliers

- describe the Outcome(s) with reference to the Objectives given in your log-frame

Participants highlighted however that there is a major challenge in showing the link between Outcome(s) and lasting **Impact**, i.e. the contribution to the Overall Objective (the wider lasting change which the project wants to contribute to). The evidence for this is often circumstantial or needs to be based on one or more assumptions.

Obtaining feedback on your report from your Task Manager

- Do not ask for 'feedback on your report' or 'feedback on the progress of your project': you are unlikely to get it (the ROM visit your project *may* get will give you feedback on the progress of your project and on the quality of information you have about it)
- However, if there are particular aspects of your report where you would like to have feedback on (e.g. is the information you give in para. 2.1 adequate?, or is the information you give about your Outputs sufficient or well-presented?) then do ask. Your Task Manager should get back to you on those specific queries.

Open Space issues

The Hub included an opportunity for participants to raise and discuss issues that were not dealt with elsewhere during the day. These included:

Discussions on financial issues (reporting on and verification of expenditure)
Issues and suggestions included:

- Ensure the same auditing system is used across all partners, e.g. by using one company for all countries or ensuring that there is one lead auditing company who works with national auditors directly
- Develop/have the lead auditor develop guidelines for the auditing process and content that is followed by the separate country auditors
- Do not allow your (external) auditors to force you to do things that are not necessary
- Do the audit at regular (e.g. quarterly) intervals: do not save it all up to the end!

Evidence issues (verification, baselines, quality v quantity)

- GDPR has made it more difficult to collect for example participant details and pictures
- Change the baseline you use if during implementation it does not give the information you need
- Update your logframe regularly
- When there are many partners, in your report to illustrate the point you are trying to make, focus on one or a few examples from one or two partners: keep it short and don't present lists
- Making an assessment of 'quality' can be difficult.
    - The kind of quality a project wants to pursue will be different for different purposes: e.g. an Advocacy-Campaigning project may have different quality indicators than a Global Learning project. 'Quality' indicators will also depend on the level (e.g. is it at Activity, Output or Outcome level you want to assess it?)
        - At a project level, quality indicators might include for example:
            - the extent to which assumptions about the relationship between Activities > Outputs > Outcome(s) have been made explicit
            - the extent to which considerations of different tactics have been made explicit (e.g. using one-to-one lobbying *versus* public campaigning to achieve a policy change)
            - the extent to which different skills and experiences of project staff have been identified and used in planning, implementation and learning

            (However, such questions are more likely to be addressed in an external project evaluation than in a Narrative Report)

- At an Output level quality indicators might include for instance
    - the level of competence development (skills, understanding) that a learner has acquired (e.g. using the different levels in Bloom's taxonomy, see for instance http://bloomstaxonomy.org/Blooms%20Taxonomy%20questions.pdf)
    - the level of usefulness of a report as expressed by the targets of that report (e.g. a research report written for politicians and how useful targeted politicians find it)
- For advocacy-campaigning projects use of 'the campaigns cycle' can give various indicators for success: both qualitative and quantitative. See for example: https://knowhow.ncvo.org.uk/campaigns/campaigning-and-influencing/what-is-campaigning/the-campaign-cycle

Politics (BREXIT, changes in government policy)

- Projects, many of which have UK based partners, need information from the Commission about how a (no deal) BREXIT will affect them (if at all).
  So far the Commission information service has not given any information on how DG DEVCO plans to deal with this (see https://ec.europa.eu/info/brexit_en and the 'Preparedness Notices' where DEVCO shines by its absence … An internet search on DEVCO and BREXIT also does not give much clear information)
- Changes in governments and government policies (e.g. Hungary) can affect DEAR project plans negatively – meaning that they need significant revision. ('Planning and Implementing EU DEAR projects' gives some suggestions on how to deal with changes to your plans. See chapter 1 'Planning and Re-planning' and page 10 in particular: https://europa.eu/capacity4dev/dear/node/64775)

Communication beyond your project

- Share successes of your project with other projects and others. Use Sarah at DEAR Support Team as a conduit (s.simpsonharris@eprd.pl)
- If you are organising a large public event let DEAR Support Team know. We may be able to use it as a basis for an article and/or video that shares your project within the Commission and beyond.
- The European Development Days (18th-19th June, Brussels) focus on Inequality ('Addressing inequalities: Building a world which leaves no one behind') – a theme that relates well to most if not all DEAR projects – either directly or indirectly. See https://eudevdays.eu/

Previous Hubs involving DEAR Projects that addressed these and other issues. See the links to relevant Hub reports:

- Suggestions for **planning and implementing EU DEAR projects**
- Challenges and opportunities of **creating lasting results** through DEAR projects
- **Assessing the results of DEAR projects** on project participants and audiences
- Engaging **agents of change/multipliers** for DEAR
- Involving people in complex **social, economic and political change**
- **Questions to ask** about, before, during and after a DEAR project
- Working in and with **local communities**
- Working in and with **large partnerships**
- Using **evaluation during project implementation**
- Engaging the public in the **Sustainable Development Goals**
- Using **sub-granting** to achieve project objectives
- Contributing to the **EC-DEAR objectives**
- Developing **Communication Plans** for project work with external audiences

Appendix 3: Participant Feedback on the Exchange Hub and Suggestions for the Future

Feedback from participants after the Hub provided 16 responses. Evaluation scores (out of 10 maximum) on various aspects were as follows:

Extent to which participant expectations were met:	8.3
Achievement of Hub objectives:	8.1
Relevance of the Hub to participants' work:	9.5
Appropriateness of methodologies used during the Hub:	8.6
Quality of facilitation provided by DEAR Support Team:	9.4
Logistics support provided by DEAR Support Team:	9.9
The value of Commission staff participation:	9.5
Overall success of the Hub:	8.5

Suggestions made during the Hub:

- To develop and make available a set or catalogue of sample indicators (linked to e.g. Outputs and Outcomes) taken from existing log-frames

Other suggestions made in the feedback on the Hub included:

- Possible topics for future meetings:
  - "how to create and manage successful consortia (i.e. experience with working with multiple/ diverse partners)" Comment: For suggestions from a previous 'Working in Large Partnerships' Hub see https://europa.eu/capacity4dev/dear-programme/blog/sharing-knowledge-dear-projects
  - "monitoring project implementation: efficient tools for data collection and analysis on activities' implementation" For suggestions from a previous 'Using Evaluation during Project Implementation' Hub see https://europa.eu/capacity4dev/dear-programme/documents/learning-and-development-hub-report-ljubljana-2017
  - "project evaluation: how to produce useful midterm evaluations; planning and implementation of final evaluations; the minimum quality standards for DEAR project evaluations." "Best practices on how to measure the impact of our raising-awareness and advocacy actions - how to report it" See reference above and also the report on the 'Assessing the Results of DEAR Projects' Hub (https://europa.eu/capacity4dev/dear-programme/event/dear-site-cluster-meetingreading-2015)
- "All our projects have big potential. But if we support each other (in visibility for example), we would have even bigger impact. Maybe there can be some "buddy" system: for 2 random projects together. That project x and project y - have to be more "friends" and supporters of each other. It would motivate the cooperation."

DEAR Support Team will consider these and other suggestions in the planning of future events.