Essential guide to project planning
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Essential guide to project planning

Introduction

**This guide covers** the key aspects of planning for a human rights-based project. The materials are grounded in Forum Syd’s many years of experience of supporting civil society organisations in their project work across the world.

**We hope that** this guide will be useful for those organisations that are looking for an easily understandable materials that combine both theory and practical examples while supporting your organisation to find your own way of applying a rights-based approach to your work.

**We as the authors** would like to thank our colleagues and partners for their valuable inputs, experiences and discussions that this guide has grown from.

Abbreviations

**SvEO:** abbreviation for the Swedish term *Svensk Enskild Organisation* and refers to Swedish non-profit associations, foundations and foreign Diaspora organisations present in Sweden that have a non-profit mission and promote democratic development and the dignity and worth of all people, women and men. SvE0s must have their headquarters in Sweden and their statutes or memorandums must indicate which activity SvE0s engage in and the way in which the Board or management foundation are elected. SvE0s must be registered in Sweden and have its own corporate identity.

**LEO:** abbreviation for the Swedish term *Lokal Enskild Organisation* and refers to a local partner organisation that complies with local laws of the country they are based or registered in.
Human Rights in Focus

Forum Syd gives financial support to civil society organisations working for the human rights to be accessible for all people. This work uses the human rights-based approach (HRBA) to development.

Basis for HRBA is laid in the Universal Declaration of Human Rights and related covenants and conventions.

HRBA is widely used by development actors, from the United Nations to small community based organisations. There are many reference materials on HRBA freely available should you wish to deepen your knowledge.

Here, in the Essential guide, we have listed the key aspects of HRBA as we see them useful for your project planning. We hope that it can open a discussion in your organisation of how you interpret and work rights-based in your context.

If you are new to this line of work, and feel it is difficult to take in all these aspects at once, focus on how the seven questions below are formulated and find your answer. We suggest for experienced human-rights workers using this list as a quick reference to make sure that nothing of importance is omitted in your planning.

**Does your project contribute to increased access to human rights?**

Forum Syd believes that poverty has structural causes related to unjust distribution of power, resources and security. Poverty is also about being denied rights, being discriminated against and not being able to influence one’s life. We use HRBA as the most powerful tool for getting at structural causes of poverty and therefore bringing a lasting change.
Working within HRBA is closely connected with working with democracy. Dignity of each individual human being is protected by the universal human rights system. It is applied in practice through equality, participation, accountability and transparency, the cornerstones of a democratic system. Democracy as a form of government is built on explicit obligations of governments to respect, protect and fulfil all human rights: political rights and freedoms, social, economic, and cultural rights.

When these cornerstones are missing or removed as in authoritarian regimes, democracy shrinks to its formal expression through elections, universal suffrage, and basic civil rights. Just as in the depth of poverty, people’s power to affect their live situation becomes limited. The human dignity, access to resources and security for minorities and other vulnerable groups, to their human rights, are denied.

It is the reason why we believe that it is through working with human rights we can achieve both poverty reduction and functioning democratic systems.

Not all breaches in human rights fulfilment can be tackled at once and for all people within a project that is limited in resources and time. The goal formulation should reflect
your project’s foundation in a particular human right(s).

**How do you understand the relation between rights-holders and duty-bearers in your project?**

For a project to be rights-based, it is not enough simply to refer to a human right, for example “the right to education”. It is important to understand the relationship between those who have this right and those who have the responsibility to provide access to it. These two groups of actors are called rights-holders and duty-bearers.

The state is the principal duty-bearer, as defined in the international human rights framework. The state on each level, from local, regional to national, has the formal power and the formal responsibility to change structures and institutions that are in conflict with its obligation to ensure access to human rights for its population. The state has responsibility to also work towards changing any existing attitudes, traditions and cultural norms which are not compatible with the human rights law.

Responsibility to respect human rights of others and cooperate with the state in its efforts to realize human rights is attached also to non-state actors. For example, global organisations, mass media, school system, parents (within the Convention on the Rights of the Child), religious leaders/other informal power structures.

When you work with the state as a principal duty-bearer, it is important to remember that the concept of rights-holders is not limited to citizens alone. Groups such as migrants, refugees, indigenous minorities holding no formal citizenship also are rights-holders towards whom the state has the obligations to fulfil.

Not all states have ratified all human rights conventions that are important for development. Moreover, national legislation is often in conflict with the human rights system. The state might actively interfere with enjoyment of certain rights: for example, to be homosexual is illegal in many countries today but the conventions guarantee individuals the right to decide over their own sexuality. To work rights-based means to make these inequalities and conflicts visible and seek for constructive relationships between the rights-holders and duty-bearers to solve them.

When you identify your project’s key target groups, keep in mind that you can meet resistance to change both among rights-holders and duty-bearers, and you can find the supporters among both groups.

**How do you regard the wider context while planning for the change you desire to achieve?**

Working rights-based means that you understand and can map how power, opportunities and resources are distributed in a society in order to choose strategic target groups for your project.

- Who has the power and obligations to change the situation for the rights-holders so that their needs will be met in a long-term perspective?
- How are these needs supported by the relevant conventions on the human rights?
- What is the ability of the rights-holders to claim their rights, individually or as part of a civil society?
- What is the capacity of duty-bearers and other actors with duty to act to respond to these claims and fulfil their obligations?
These types of questions will help you identify the formal and informal actors who by their behaviour can influence power relations between duty-bearers and rights-holders.

If the local duty-bearers and the civil society are weak, the work might need to include delivery of basic needs: food, water, literacy etc. The way to work rights-based in this context is to prepare the relevant actors to take up their responsibilities; but it is also about how those services are delivered, for example by making sure that the rights-holders participate actively and influence the development.

Have you defined the role of your own organisation(s) as a civil society actor?

Civil society has many different roles that it can play towards the rights-holders and duty-bearers. Some civil society organisations are self-organised groups of rights-holders; others are loosely formed networks or national-wide organisations acting as global development actors.

Civil society in some countries has the possibility to act and influence decision-making and is acknowledged by the duty-bearers as a partner for development. Other states or international actors limit the space for participation of the civil society and its ability to influence the development with respect to the human rights standards.

How do these relations look like for your organisation(s)? Have you found local or international partners who can support you in your efforts? What do you as a civil society actor need to learn in order to stay a relevant and capable agent of change?

A Swedish organisation in the field of international development work needs to be very clear about its own role and task in relation to its local partner and the local society.

Civil society organisations sometimes interpret their linkage to the human rights by taking over the state’s responsibility to deliver social service to a marginalised group. This can diminish the violation of a specific human right (for example, right to clean water, right to education) in a short-term perspective. However, in the long run the relation between rights-holders and duty-bearers will remain unbalanced. The rights-holders will continue to lack the ability to claim their rights themselves and the duty-bearers will maintain dysfunctional structures and institutions. A possible financial dependence for the delivery of a social service from international donors further weakens both local civil society and the state since they become more accountable to external actors than to their own people.

Do you have a clear relation to the rights-holders?

Human rights-based approach aims to increase people’s capacity to claim their rights. It is done by the rights-holders themselves or by a group of people/civil society organisation that has received a legitimate mandate from the target group to advocate for their rights. Participation, transparency and anti-discrimination guide all processes within a human rights-based project.

It is important to show that your project has a clear connection to the rights-holders, even if you have chosen to work with other actors for change; duty-bearers or civil society. The stage of planning, follow-up and evaluation of the project are those check points when you can reconnect to the right-holders.

Does your own organisation(s) follow the principles of participation, transparency and anti-discrimination internally?
Have you checked that your goals and approach to work hold with respect to gender equality?

It is well known that women as a group to a higher degree than men are denied or have limited access to power, resources and security. That is why there is no other way to reduce poverty and strengthen democracy as to ensure that equality between women and men is not just words but a natural ingredient in everything we think and do. To achieve this, men need to be engaged in the process of change as much as women.

**Gender equality** from a human rights perspective ensures that girls and boys, women and men, have equal rights, opportunities, responsibilities, as well as the power to shape their own lives.

To mainstream gender equality in the project is in very simple terms to make sure that the activities, indicators etc. have been formulated with respect to both women’s and men’s situation. To be able to do this, it is necessary to have enough information and good understanding of the target groups.

If the project goals have not been formulated based on an analysis including gender power relations, it might in the worst case lead to that the project makes the local situation worse than it was before the intervention.

**Gender and diversity** The world’s women and men are not homogeneous groups. Gender based discrimination interacts with other social categories such as sexual orientation, age, gender identity, gender expression, ethnicity, class, disability and religious belief. All women and men are members of more than one social group at the same time, and can simultaneously experience oppression and privilege to various degrees.

Does your organisation(s) mainstream gender equality in its own organisational process? For example, do women and men have equal access to decision-making within the governing bodies (annual meeting, board or working groups etc)? Do you have an action plan for improvement and follow-up?

Gender mainstreaming is an important part of making sure that the project is relevant. However, if you want to contribute to increased gender equality, you also need to set specific goals. If you do not set goals, it can lead to that gender equality becomes invisible and gender-related activities become side-events.

Does your organisation(s) have enough capacity to analyse the needs and to set a relevant gender equality goal?

**Have you planned your work with respect to sustainable use of natural resources?**

Consequences of climate change and unsustainable use of natural resources threaten the unequal power balance between men and women even further. Women are in general less represented in most countries in power structures for decision-making related to control over natural resources.

Forum Syd agrees with the **definition of sustainable development** from the Rio declaration 1992: “human development in which natural resource use aims to meet human needs while preserving the environment so that these needs can be met not only in the present, but also for generations to come”. Sustainable use of natural resources includes a long-term social, economic, environmental and even cultural sustainable use.
From a HRBA perspective it makes little sense to support and promote a sustainable development of a society without a conscious focus on how natural resources are managed and accessed.

Civil society is an important actor for change when it comes to holding different duty-bearers accountable for decision-making and legal frameworks in regard to sustainable use of natural resources. But we within our organisations also have the responsibility to ensure that our development projects do not leave an unmotivated heavy ecological footprint.

Does your organisation(s) discuss the development and the challenges it meets in connection to climate change and unsustainable use of natural resources? Do you have an action plan for what you yourselves can do? Does your organisation(s) have enough capacity to work for a more sustainable use of natural resources in the project area?

**Your project is part of the Forum Syd’s result framework**

Forum Syd is a non-profit, religiously and politically unaffiliated umbrella organisation. Our vision is a just and sustainable world where all people have the power to effect change. The vision describes an ideal world,
how we would like it to be. We share this vision or similar visions with many like-minded organisations. We strongly believe that when people use and develop democracy, common resources are distributed more fairly and poverty is reduced. This happens around the world when people join forces to claim their rights and empower themselves to change their lives.

Therefore, Forum Syd works for peoples’ organisation and a strong civil society.

We support civil society in nearly 70 countries by implementing our own programmes and by funding partnership projects between local organisations and their Swedish counterparts, including foreign Diaspora organisations present in Sweden. Through Forum Syd’s country offices we cooperate with local civil society directly, both as partners in common programmes and by funding development projects.

The global story of change is analysed and reported by Forum Syd all the way back to the Swedish taxpayers: they are the biggest actor towards whom we as agents for change are accountable for. Through Forum Syd’s results framework the achievements of your project will join in with this story.

Forum Syd developed a model for analysing different types of results (see separate page). For us, a result of a development work means change. The model shows what changes should happen within each group of actors. We draw the bright yellow line through the whole picture to show that we believe in that mobilisation of people and their organisation within a strong, representative and legitimate civil society will bring us closer to our vision.

We understand that change in structures which put obstacles to universal access to human rights requires change in attitudes and behaviours which hold these structures alive.

The Results model is not an exact science but a good tool to understand and learn what happens when organisations conduct various activities. We share the model with you hoping to inspire your organisation(s) to ask yourself: do we achieve a change with what we do? What made the change happen? Why did it not happen? Maybe we keep educating certain groups but they do not put into praxis what they learn? Why is that? Do we need to re-think our approach? Whatever your conclusions might be, the model can guide you to set realistic goals for your project. And, in the end of the project period, to make visible and describe what changes your project has achieved.

If we can do this, we can together contribute to just and sustainable societies where people have the power to effect change.
Forum Syd’s Result Model

**OUTPUTS**
directly linked to the activities
- Concerning issues of rights, civil society, including related to equality and environment/climate
- Information has reached the recipients
- Greater knowledge and awareness

**CHANGE**
in relationships, attitudes, behaviour and work methods that can be related to the project activities
- Attitudes/behaviour/self-image as holders of rights, incl. in relation to equality and environment/climate
- Greater capacity to claim rights and participate in democratic processes/structures

**CHANGE**
in structures and processes to which the project contributes – usually requires the interaction of between different actors and factors
- Greater quantitative/qualitative participation in democratic processes, decisions and accountability mechanisms (e.g. election participation)

**Rights holders**
marginalised people living in poverty
- Concerning issues of rights, civil society, including related to equality and environment/climate
- Information has reached the recipients
- Greater knowledge and awareness
- Greater capacity to claim rights and participate in democratic processes/structures

**Local partners**
Local civil society
Civil society organisations, networks, loosely organised groups
- Concerning issues of rights, civil society, equality and environment/climate
- Information has reached the recipients
- Greater knowledge and awareness
- The conditions needed for effective rights-based work have been created
- Strengthened internal democracy and work methods
- Strengthened thematic/strategic capacity (for campaigning, advocacy, monitoring, communicating message, influencing new laws)
- Greater administrative capacity
- More networking/new forums
- Higher degree of organisation in the target group/more members in the CSO
- Greater target group influence in civil society
- Greater legitimacy and representativeness of CSO/networks
- Greater quantitative/qualitative participation in democratic processes, decisions and accountability mechanisms

**Other actors**
civil populations, media, companies, religious communities, public health, school system
- Concerning issues of equality, environment/climate, rights-holders access to rights
- Information has reached the recipients
- Greater knowledge and awareness
- Greater target group influence in civil society
- Greater legitimacy and representativeness of CSO/networks
- Greater quantitative/qualitative participation in democratic processes, decisions and accountability mechanisms
- Interpretation of laws
- Application of laws
- Changes to laws
- Reform processes and formal structures enable democratic participation

**Duty-bearers**
Government, local decision-makers
- Concerning issues of equality, environment/climate, rights-holders access to rights
- Information has reached the recipients
- Greater knowledge and awareness
- Praxis/behaviour concerning issues of rights, equality and/or environment/climate
**Project Planning: key components and methods**

**WHAT DEFINES A** project? A project is limited in time, has specific goals and has a separate budget from the overall budgets of the implementing organisations.

A project always starts with a project idea. The first idea is often formulated as something that the organisations want to do (seminars, football tournament, radio campaign, build a school etc.). However, it is important to:

- **Take a few steps back** and look at the context
- **Identify** the main problem

- Focus on what you want to change instead of focusing directly on what you want to do.

A good way of working in a project is to create a project team. The project team should consist of the project management from the involved organisations and other relevant staff and, if possible, representatives from the target group. When a project will be implemented by two (or sometimes more) partner organisations, it is important that all organisations take part in the planning process.

The method for project planning that Forum Syd uses and recommends is based on the Logical Framework Approach (LFA). LFA is used by most civil society organisations and is a generally accepted international tool for planning, monitoring and evaluating projects and programs. If you are interested in learning more about LFA we recommend Sida’s publication *The Logical Framework Approach (LFA)* published in 2003.

We have chosen to focus on five steps of the LFA process that will guide you during the project planning. In this guide you will find explanations of each step and a concrete example of how they can be used practically:
1. Analysis

2. Goals

3. Activities and resources

4. Monitoring and lessons learned

5. Risk
Analysis: laying the ground for a human rights-based project

As you have already read in chapter 1, all projects funded by Forum Syd shall be human rights-based. This guides how the project is planned, implemented, monitored and evaluated. Important principles in the Human Rights-Based Approach (HRBA) we refer to here are participation of the rights-holders and local ownership of the project.

A project should be based on an analysis of:

- the context
- the different actors that are affected by and can affect the problem
- the specific problem or situation that the project aims to change

The analysis should always be the first step in project planning. When you have analysed the context, problem and actors you will be able to formulate the change you want to achieve.

For an analysis to be truly useful it needs to take into account perspectives, experiences, knowledge and wishes of different groups. It gives you a nuanced picture of the situation. Pay particular attention to those groups who are often excluded or are not used to voice their opinion.

Example of a human rights-based project planning

Project idea

LEO, a Kenyan NGO, has close contact with community based organisations in the specific region and has understood that there is a very high dropout rate of girls in the secondary school in the town X. LEO was contacted by the Women Self-Help Group from town X who wanted to know if LEO could do something about the situation. The Women Self-Help Group consists of women working with agriculture and living in and around the town. Some of them have children in the school. The dropout rate is high in the surrounding towns but especially high in the town X.

LEO and its Swedish partner organization have previously worked with issues related to gender equality and sexual and reproductive health and rights (SRHR) in a larger town close to town X. In order to learn more about the situation and be able to plan a new project, SvEO has applied for a pre-study with Forum Syd that has been approved. SvEO will therefore together with LEO and the Women Self-Help Group during two weeks conduct context, problem and actor analysis as well as identify goals, activities and resources and plan for how they will monitor and evaluate the new project. Lessons learned from the previous project will also be used as much as possible when planning the new project. The result of the pre-study will be an almost finalized project application to Forum Syd.

You will be able to follow this example throughout the guide and see how the organisations in Kenya planned their project. The example shows both the work process (P) and a summary (S) of the results of each step.

\[ P \] = process \hspace{1cm} \[ S \] = summary
Context analysis

When planning a project it is necessary to have a clear picture of the context where it will be implemented. The context analysis refers to the overall situation, the challenges and preconditions in the project area in regards to for example the social, political, religious, cultural and economic situation. It is important to make sure that you know what laws and rights are relevant for the project.

The context analysis should not be too broad; you should always focus on the project area and the issues you want to work with. Use already available sources such as official statistics, reports, research etc. in addition to own experiences and possible previous work.

Tip! Summarize the context and actor analysis by drawing a picture of it on a large paper. This is a way of visualizing the context of the project area and a good exercise to do together in the project team!

There might be contextual aspects that you at a first glance do not think will affect the project. For example, in many areas where Forum Syd supports projects, alcohol and other substances (for example khat) are strong hindrances to development and poverty reduction. Another such aspect is HIV and AIDS that have devastating consequences in the lives of the rights-holders as well as the society as a whole*.

*Learn more about alcohol as a hindrance for development at IOGT- NTO International Institute website. Learn more about how to work with HIV/AIDS on Forum Syd’s website.

Example: Context analysis

Considering the project idea, LEO has gathered statistics from the school, court and police, research reports from a nearby university and had meetings with local civil society organisations before representatives from SvEO arrived in the area for the pre-study. During the first day the project managers from both SvEO and LEO and one representative from the Women Self-Help Group went through the material and started drawing the context and the main challenges and preconditions in the project area. Below is a short summary of the main points that the organisations found to be relevant for the project focus. It is also shown in the picture of the context (Photo 1).

Photo 1: A project team’s working tools.
The organisations mapped relevant conventions that deal with the right to education and women’s rights. They also looked at what conventions that Kenya has ratified. They furthermore mapped the legislation related to gender-based violence and education as well as the responsible duty bearers in the region. They could conclude that there are legislations in place to support a project aiming at improving the retention rate of girls in secondary school.

The corruption is a strong hindrance to service delivery in the area. The health clinic is not well-equipped and do not have enough resources.

Most of the people living in and around the town X are working with small scale agriculture and small businesses. The agricultural sector is highly affected by the drought and flooding occurring in the area and most do not have regular income.

According to the Women Self-Help Group and a local NGO working with HIV/AIDS prevention, gender-based violence and sexual violence are widespread but not something that people talk about openly. There are only few cases of sexual violence and gender-based violence reported to the police and even a fewer number that is brought to court. Sexual abuse of young girls is according to various sources common. Some cases of sexual abuse of girls have been reported as having occurred in the school by both one teacher and boys attending the school. The gender-based violence is assessed by the civil society organisations as linked to high alcohol consumption amongst men.

The local police do not have the capacity or knowledge on how to deal with cases of gender-based violence and sexual violence.

It is clear from interviews done by LEO previous to the pre-study that a significant number of girls drop out of secondary school because of pregnancy.

The town X has only one secondary school. It was built by an International NGO 20 years ago and is now a public school. It was built for 50 pupils and now has 225 pupils but the facilities are the same (including the sanitary facilities).

The river that is used for the everyday water supply has the last few years been both drying out and flooding without any consistent regularity. The consequence is for example that girls stay home from school in order to help fetch water from the well that is situated 4 kilometers outside of the town. Some of the girls do not get back to school because they have missed too much time.

A large road goes through the town towards the closest city located 17 km from the town. Many girls that have dropped out of school as well as young boys travel to the city in order to find work.

There are both a large Pentecostal community and a Muslim community in the town. The religious leaders have a large impact on the town in regards to values and norms and have the possibility to be powerful actors of change.
Analysis of actors (stakeholder analysis)

The relevant actors to include in your analysis are the groups or individuals that will directly or indirectly affect and be affected by the problem. This includes the partner organisations as well as duty bearers, rights-holders, civil society and other actors such as media, religious communities etc.

Some useful questions you may ask yourself: What groups or individuals have the power to change the problem? Who are the duty-bearers? Who are the rights-holders? Are there other civil society organisations working with the same issue and who might want to cooperate? Are there some groups or individuals that might be reluctant to accept the change that the project is expected to achieve?

Here you can use Forum Syd's Result Model (see page 9) to make sure that you have included different types of actors in your analysis.

Not all the identified actors need to be included in the project as target groups. Instead you should make a strategic choice of target groups based on the changes that you want to achieve.

We recommend you to categorize the identified actors as supporters, floaters or blockers. Supporters will be those that support the change that you aim to achieve in the project. Floaters will be those that are still undecided or it is not clear where they stand. Blockers will be those that are clearly against the change. This can help you choose what groups to work with and in what way.

Example: analysis of actors

The workshop participants listed all actors that affect and are affected by the identified problem of girls dropping out of secondary school in the town X. They also analysed how the groups affect and are affected and the probability of them being positive to the change that the project would be expected to lead to. They categorized the actors as floaters, blockers or supporters. In most groups there will be a mix of these categories and the participants mapped out specific individuals that would be relevant and effective to target in the project. By mapping the actors or stakeholders, LEO and SvEO will also be able to assess who they need to talk to more in order to make sure that the project focus is the right one.

- Police
- Local duty-bearers (county level)
- School management and staff
- Teachers
- Parents (of both children in and out of school)
- Judiciary (the closest law court in the area)
- Personnel at the local health clinic
- Religious leaders (imam and priests)
- Children in school age (girls and boys, including children who have dropped out of school)
- Media (citizen journalists based in the town, other regional and national media actors)
- Civil Society organisations working in the area (two Women Self-Help Groups of which one is active, five youth groups that are not very active, two larger NGOs implementing projects focusing on micro-credits and HIV/AIDS prevention respectively)
Problem analysis

The purpose of the problem analysis is to determine the main problem and its causes and consequences. The problem analysis should always be related to human rights. There are many problems and situations in which rights of people are not respected when it comes to for example health care provision, access to education or freedom of expression.

Start by brainstorming around the specific problems that you focus on in the project area. Identify together with the relevant actors which is the main problem that your organisations could contribute to changing.

The causes answer the question of why; that is, the reasons why the problem exists. Usually, there are many causes that together lead to the problem. You need to reflect on how they are linked to each other and find the root causes. It is also good to connect the causes to the relevant duty-bearers who are responsible for taking action.

A project is implemented in order to change a problem or situation in which rights are being violated. This is what Forum Syd means by problem.

The consequences describe what the problem leads to. They strengthen your argument for why the project is needed. It can be a little bit tricky to separate causes from consequences but it is important in order to make sure that you target the causes to solve the problem and not the consequences. That way you will contribute to a lasting change.

The best way of structuring the problem, causes and consequences is in a problem tree. (see separate page)

Example: Problem analysis

Before the problem analysis workshop, LEO and the Women Self-Help Group have met the most important groups who gave them deeper understanding of the situation; several girls and boys, teachers at the school, the chief of police and a nurse in the local health clinic. This information is crucial when the partner organisations map the causes behind the situation of girls dropping out of secondary school. The question that they kept asking themselves was why? Why do girls drop out? Why do they feel that it is unsafe in the school? Why are the sanitary facilities not used by the girls? Why does nobody react when young men harass girls on the way to school? And so on

They could see clusters of causes and how one leads to another. They also mapped the consequences of the main problem. After one day of workshop the organisations had found a lot of causes, some of them straightforward and others very complex. They looked at their own capacities and areas of expertise in order to choose which areas to work with. LEO understood that they also need to improve their capacity of advocating towards duty-bearers to implement a sustainable change in the town X.
A large number of girls drop out of secondary school. Girls have limited opportunities. Low self-esteem. Girls in town X do not have access to their right to safe secondary education. Since the project application is for one year, organisations limited the causes of the problem that they will tackle first.

Financial restraints for families. Gender-based division of domestic work. Pregnant. Few women are active in local decision-making bodies. Rarely women are active in local decision-making bodies.

These causes will be tackled during the next, more long-term project. Girls get married early and quit school. Duty-bearers (county) do not prioritise the maintenance of the school premises. Duty-bearers (county) do not prioritise the maintenance of the school premises. The final formulation of the problem with connection to human rights.

Gender-based violence and sexual violence is normalised. Boys and men harass girls on the way to school. The road to school is dark with no supervision.
A project is expected to lead to a change of a problem or situation in which rights are violated (identified in the problem analysis). This change is formulated as a goal. A project will have identified changes on three levels that are formulated in the overall goal, project goal and sub-goals. These goals should be presented in your goal and risk matrix. When you have done a problem analysis and created a problem tree, it will be easier to formulate the goals. The changes that you choose should be targeting the causes of the problem. Out of all the causes that you have identified, it is essential that you choose to work with those that are realistic for you to work with and can be achieved during the project period.

Overall project goal describes the desired change to which the project will contribute to over a longer period of time (5 to 10 years). The overall goal gives the project a long-term direction.

Project goal describes the expected change during the project period. The project goal should be realistic to achieve by the organisations after 1 to 3 years.

Sub-goals contribute together to the project goal.

A good way of formulating a goal is to describe the situation that you want to see after the end of the project in present tense. It should not only be the project team that understands what the goals mean! One method to use when formulating goals is SMART.

SMART stands for:
- Specific
- Measurable
- Approved by the stakeholders
- Realistic
- Time-bound.

There should be a logical chain between the project goal and sub-goals. It means that looking at the sub-goals, it should be possible to understand their connection and the way they will lead to the achievement of the project goal.

Goals describes the change(s) that the project is expected to achieve.

All development projects supported by Forum Syd should lead to the local civil societies becoming stronger actors for change. Since the goals help you focus your work, it is good to formulate specific goals for organisational development. Development of organisational capacities might be the first step in the project realization, to make the whole project possible to carry out. It can also be seen as an investment into the sustainability of your work.
Projects supported by Forum Syd should also make visible their work towards increased gender equality and sustainable use of natural resources. We recommend you to set a goal which clearly regards these areas if they constitute one of the causes of the problem you aim to tackle. In other cases we recommend you to include a capacity-building component for gender or environment while aiming at strengthening the local civil society actors (local partner organisation or other partners or local groups).

There are also other ways to visualise your approach within gender and environment, for example through activities and indicators.

**Example: Formulating goals**

A small project cannot deal with all the reasons behind the existence of a situation in which rights are being violated. LEO and SvEO assessed that they are relevant actors to work with especially behavior change as they have experience of this type of work. They see that improving the situation in the town X will need engagement and understanding of duty-bearers (police, educational officer at county level, religious leaders etc). To be able to do this, LEO and the Women Self-Help Group need to strengthen their capacity and have therefore included a sub-goal related to this.

LEO and SvEO have decided to apply for a pilot project of one year (project goal) but have a more long-term plan for how they will develop the project and reach larger changes in the community (overall goal). If the pilot project is successful, they will then plan for a three-year project. The long-term work will focus on changing the root causes in the community that leads to gender inequality.

In this first project, the focus will be on the school to open up for discussions about the situation for both girls and boys and see a visible change in the school.

At first, the organisations formulated a project goal in which only girls’ rights were mentioned. Then they realized that it is not only girls that suffer from the situation but all children. This process of rethinking the goal shows how the gender analysis guides the project planning. Gender equality is something that concerns all.

**Overall goal:** Girls and boys in town X access their right to safe secondary school environment and complete their secondary school education

**Project goal:** Girls and boys have access to a safer secondary school environment in the town X (regarding road to school, protection from abuse and adapted sanitary facilities)

**Sub-goal 1:** LEO and the Women Self-Help Group in town X have the capacity and competence to work with advocacy towards duty-bearers

**Sub-goal 2:** Duty-bearers are actively engaged in improving the access to and environment at the secondary school taking into account both girls and boys needs
Planning for activities and resources

When you have a good understanding of the context (context analysis), the problem or situation you aim to change (problem analysis), the different actors (analysis of actors) and have formulated goals, it is time to plan for the concrete activities. The project activities are what will be done in the project in order to achieve the goals.

Examples of activities that are common in the projects funded by Forum Syd are workshops, media campaigns, trainings, meetings and policy research. The activities are placed in the goal- and risk matrix under the sub-goals. In other words, the activities planned for each sub-goal shall directly contribute to the realisation of the project goal.

Activities are what your organisations will do in the project in order to achieve the goals.

For each activity you need to specify the target groups in the project’s goal and risk matrix. The primary target group is those people who will be directly involved in the activity. You need to estimate the number of women, men or other groups.

There are also secondary target groups; it means those people who will likely be influenced by the project but not directly participating in the activities. You do not need to specify secondary target groups in the matrix; but the number that you estimate can help you to assess larger effects of your project. This information will be shown in the overall description of your project.

When planning the activities, you have to consider what resources you will need. Look at what your organisation has already available in form of premises, equipment, number of volunteers, and what you need to budget for. Forum Syd requires you to submit a so-called activity based budget. It means that the activities you plan to do will make out separate budget lines. In order to make it really simple, use the same numbers for each activity in the budget as you have them in the goal- and risk matrix. To make an activity based budget, you simply summarise the costs for the resources needed for each activity planned. For example, a budget line can be “1.1. Training of LEO in advocacy” that include rent of premises, cost of inviting an expert, coffee and snacks, travel costs.
Example: Activities and resources

**Process:** The organisations have identified the changes that they would be able to achieve during the project period. They then moved forward to plan for the activities that would be most efficient to achieve the changes. They have decided that they need to work both in the school and in the wider community with duty-bearers such as the police and the religious leaders. The organisations have discussed whether their project can do anything for facilitating the sustainable use of natural in the area.

They have decided to advocate for the duty-bearers to improve the school facilities in an environmentally friendly way. This is taking into account the irregular supply of water due to droughts (as described in the context analysis and the risk analysis). The resources, besides personnel, that will be necessary are mostly meeting venues, expert fees, travel costs and some printed information material.

<table>
<thead>
<tr>
<th>Goals and activities</th>
<th>Target groups</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sub-goal 1</strong></td>
<td></td>
</tr>
<tr>
<td>LEO and the Women Self-Help Group in town X have the capacity and competence to work with advocacy towards duty-bearers</td>
<td>LEO, the Women Self-Help Group</td>
</tr>
<tr>
<td><strong>Activity 1.1</strong></td>
<td></td>
</tr>
<tr>
<td>Training of LEO in advocacy methods by the NGO Training Center</td>
<td>LEO project staff (7 men, 6 women) and two board members (one man, one woman)</td>
</tr>
<tr>
<td><strong>Activity 1.2</strong></td>
<td></td>
</tr>
<tr>
<td>Training on the right to education, SRHR and advocacy methods for the Women Self-Help Group conducted by LEO</td>
<td>The members of the Women Self-Help Group (15 women)</td>
</tr>
</tbody>
</table>
## Sub-goal 2
Duty-bearers and other responsible actors are actively engaged in improving the access to and environment at the secondary school taking into account both girls and boys needs

<table>
<thead>
<tr>
<th>Activity 2.1</th>
<th>Organise discussion groups (boys’ groups, girls’ groups separately and together) in the school focusing on gender norms and sexual violence that will meet twice a month</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pupils (135 boys, 90 girls), teachers (5 men, 3 women), school management (8 men, 4 women)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 2.2</th>
<th>Four meetings and one workshop with duty-bearers on the situation of the school and community in relation to gender-based violence and sexual violence and the right to education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Police (4 men), county officials (5 men, 2 women), school management, religious leaders (3 men)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 2.3</th>
<th>Seminars and workshops on relevant rights, legislation and gender equality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers, school management, parents (around 100 men, 100 women)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 2.4</th>
<th>Three meetings and one seminar with the duty-bearers to advocate for them to finance and install ecological sanitary facilities in the secondary school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>County officials (the same in activity 2), school management</td>
</tr>
</tbody>
</table>
4. Monitoring the change and lessons learned

Monitoring means continuous, methodical process of data collection and information gathering throughout the life of a project. You need to plan for monitoring because it starts from the very beginning of the project. Monitoring is a way to make sure that you are on the right track and to be able to make adjustments in time. Monitoring is often mentioned together with evaluation. Usually, evaluation takes place at some given moments during the project or at the end.

The project that you are planning is expected to lead to concrete and measurable changes, formulated as goals. These goals need to be verified which means that there has to be ways of showing that the changes have taken place. In order to do this, you use both indicators and baseline values.

Indicators are measurements of goal fulfilment but not necessarily in numbers. The indicators you choose will never give you a whole picture of everything that your project has resulted in. The purpose of indicators is to give the most significant evidence of the change.

Indicators can be formulated in a number of different ways (qualitative, quantitative or a combination of both). You can also decide that you want to have a target for your indicator.

Look at the indicators in our example: the indicators for the project goal are a combination of both types. Indicator 1 is simply quantitative; indicator 2 is a combination of qualitative (“experience school environment as safe”) and quantitative (per cent). At the same time, indicator 2 shows that we want to reach a target of 90% girls and boys experiencing their school environment as safe, to be able to have a significant proof of this aspect of the project goal fulfilment. Indicator 3 shows that it also possible to only have a “neutral” indicator without a target.

Note that indicator 2 and 3 take into account both girls’ and boys’, women’s and men’s perception of what safe school environment is. Make sure that you are aware of how gender factors may influence your definition of indicators.

**Indicators** are used in order to answer the questions “Are we on the right track?” and “Did we achieve our goals?”.

No matter what type of indicator you choose, the most important thing is that you understand what is behind the numbers. It might not be relevant to measure the number of participants at a meeting. Maybe all the participants slept throughout the meeting! No matter what the case was, the indicator would not be able to help you show that a change has taken place.

It is important not to include too many indicators as you need to report on all of them! Choose the most relevant ones. If a project has many complicated indicators it will also be time consuming for the staff and lead to high costs that are perhaps not necessary.

In order to show a change, you need to have a starting point which is the baseline values. Baseline values are the measurement of the
indicators before or at the start of the project. An added value of this is that you are able to test that your indicators are relevant and it is clear what they measure.

The choice of indicators also depends on what methods of data collection that are possible for you to use. Methods for monitoring and evaluating the project are for example focus groups, surveys, interviews, most significant change and observations. A good way of making sure that monitoring and evaluation will be efficient and not take up too much time is to create a follow-up plan. It can feel difficult to make such a plan before a project has even started but it is a good exercise that can help you see if you have relevant indicators and enough resources. Below is a very simple example of what information you could include in a follow-up plan. Sources of verification show where information about the indicators can be found.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Baseline value</th>
<th>How?</th>
<th>When?</th>
<th>Who?</th>
<th>Sources of verification</th>
</tr>
</thead>
</table>

Monitoring and evaluation done while the project is still on-going can give a valuable input to improve your approach and to secure goal fulfilment. It is also important to make sure that you document what went well and what was challenging. This will be valuable in future work. It is what is also called lessons learned. One way of “picking up” lessons learned during the project period is by using the method of team self-review that Forum Syd recommends for monitoring.

Here lessons learned are presented as one of the last steps in project planning. However, it can also be the first! If you have already conducted a project and drawn lessons learned these should be the basis for the planning of a new project. Of course, an updated analysis needs to be done, new goals formulated and so on.

It is valuable to have an external evaluation to complement your own system of monitoring and evaluation. Remember to take into account the costs and include it in the budget.

1 Read more in Forum Syd’s Manual on Reporting, www.forumsyd.org
**Monitoring and lessons learned**

Process: The organisations formulated indicators that they think will show that the goals are achieved. They also made a simple plan for when the indicators would be used, who would do the monitoring and how it would be done. They realized that it would be very costly and time consuming to use all the indicators and therefore chose a few that they assessed would be the most significant. They also made a plan for how to gather baseline values before sending in the application to Forum Syd.

To make sure that everybody has the same understanding of what the indicators mean, they also wrote down description for each of them. For example, the dialogue meetings (indicator 1.2.) are “regular” when they happen once every three month.

<table>
<thead>
<tr>
<th>Goals and activities</th>
<th>Indicators</th>
<th>Baseline values</th>
<th>Sources of verification</th>
</tr>
</thead>
</table>
| Project goal         | 1. Number of girls who came back to school (due to improved safety)  
2. 90% per cent of girls and boys who experience their school environment as safe  
3. Per cent of children’s caretakers, men and women who consider the school environment as safe | 1. During 2014, 17 girls have quit school. This number has been almost the same the last five years.  
2. According to survey done during the pre-study 34% of girls, 79% of boys  
3. According to survey done during the pre-study 60% of women, 72% of men | 1. Statistics from the school, interview protocols from interviews with the girls  
2. Questionnaire and focus group interview protocols  
3. Questionnaire and focus group interview protocols |
<table>
<thead>
<tr>
<th>Sub-goal 1</th>
<th>1.1. LEO and the Women Self-Help Group have advocacy plans in place</th>
<th>1.1. Neither organisation have an advocacy plan</th>
<th>1.1. Advocacy plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEO and the Women Self-Help Group in town X have the capacity and competence to work with advocacy towards duty-bearers</td>
<td>1.2. LEO and the Women Self-Help Group hold regular dialogue meetings with duty-bearers on relevant issues</td>
<td>1.2. LEO has had sporadic round-table meetings with health authorities in the previous project. The Women Self-Help Group has not worked with advocacy at all.</td>
<td>1.2. Meeting agendas, list of participants</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-goal 2</th>
<th>2.1. School has a work plan on how to work with safety issues and a separate budget line for this</th>
<th>2.1. The safety work plan is from 1997 and does not include gender issues and is not adapted to the increased number of pupils. No specific budget line.</th>
<th>2.1. The school’s work plan of safety issues, the school budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duty-bearers are actively engaged in improving the access to and environment at the secondary school taking into account both girls and boys needs</td>
<td>2.2. Road to school secured by lighting &amp; patrols, incl. police patrols</td>
<td>2.2. There is no lighting and no patrols of any kind at the time of the pre-study</td>
<td>2.2. Photos, media reports, the county budget</td>
</tr>
<tr>
<td></td>
<td>2.3. Sanitary facilities in place and used by girls</td>
<td>2.3. The sanitary facilities are today not adapted to the number of pupils and the majority of girls are not using them</td>
<td>2.3. Photos, focus group interview protocols</td>
</tr>
<tr>
<td></td>
<td>2.3.1. New sanitary facilities are environmentally friendly</td>
<td>2.3.1. The old sanitary facilities did not take the environment into account</td>
<td>2.3.1. expertise conclusion paper from local environmental activists</td>
</tr>
</tbody>
</table>
Assessing risks

All projects are associated with some kind of risks. Forum Syd defines a risk as an event that impacts negatively on goal achievement. There will always be the possibility that something happens that could make it difficult or even impossible to reach the goals. The projects funded by Forum Syd are most often working with changing power relations, attitudes, behaviours and even structures. This type of work will always be met by resistance from some groups or individuals.

Some example of risks that are common for projects funded by Forum Syd and which you should consider:

- Human resources: for example high staff turnover, sickness etc.
- Financial management: corruption, unstable bank systems, big changes in the exchange rates etc.
- Resistance: a target group does not want to participate, threat of violence, spreading of rumours etc.
- Legal risks: difficulties of getting permits etc.
- Conflict and security related risks
- Environmental disasters: both naturally occurring and as a result of unsustainable use of natural resources

Always take into consideration risks that are both internal and external to SvEO and LEO. The examples above include both internal (for example risks related to human resources) and external (for example risks related to conflict). Some of the risks that you identify might be so severe that you need to stop all project activities if it occurs. Other risks might be rather easily managed.

The risks are related to goal fulfilment which means that you should think of risks related to each goal in your project. Risks that might affect the project as a whole should be related to the project goal.

Risks are events that impacts negatively on goal achievement. The key is to identify the risks before they happen!

One simple method of identifying risks is to do a brainstorming session with the project team. Put down all the risks that you can think of on a paper. In the next step you discuss and try to assess the probability of the risks occurring during the project and how severe the consequences would be. You could use the grades presented below.
Likelihood (1-5)
1. = Not at all likely (could occur only under exceptional circumstances)
2. = Not likely (could occur under rare circumstances)
3. = Possible (could occur under some circumstances)
4. = Probable (will probably occur under most circumstances)
5. = Almost sure (expected to occur under most circumstances)

Consequence (1-5)
1. = No consequences (the normal routines of the organisation will easily manage it)
2. = Small consequences (might affect smaller activities within the project)
3. = Medium consequences (would need adjusting the project plan)
4. = Large consequences (threatens the goal fulfilment)
5. = The entire project is threatened (the project needs to be stopped)

You might identify risks that you assess to be unlikely and also have small consequences for the project. These risks can be removed. If there are risks that are both very likely to occur and would threaten the entire project you need to rethink your project.

Risk management
The next step after identifying risks is to plan for how to manage the relevant risks. The risk management that you choose can be both proactive and reactive. The consequences of many risks can be lessened if measures are taken before it occurs; in that case you choose the proactive way of risk management. One example of such a risk is that a key person within LEO ends his/her employment. Making sure that several persons within LEO and SvEO are working with the project can lessen the impact if this risk occurs. The proactive risk management might also mean that you need to plan for additional activities within the project. Example of this could be that LEO increases its capacity to deal with exchange rates instability by attending special courses.

To manage a risk when it occurs is the reactive way of managing risks. This can mean that you decide to use alternative activities instead of those that you have planned from the beginning, so called “Plan B”. Forum Syd encourages you to choose the preventive measures before the reactive way of managing risks.

Risk assessment is not something that you will only do during the planning phase. You will need to revisit the identified risks and risk management and see if these should be adjusted or if there are new risks to think about.

Risk analysis
The risks were identified in two steps; first by brainstorming and putting all possible risks on a large paper. Thereafter the organisations graded the likelihood and consequences of all of them. By doing this, they were able to choose a few of the most likely risks with consequences for the goal fulfillment. The organisations had a more in-depth discussion on how the money will be handled in the project to prevent funds from being misused. They also discussed the division of roles within the project to make sure that the internal decision making will function.
### Goals

**Project goal**

Girls’ and boys’ have access to a safer secondary school environment in the town X (regarding road to school, protection from abuse and adapted sanitary facilities).

**Sub-goal 1**

LEO and the Women Self-Help Group in town X have the capacity and competence to work with advocacy towards duty-bearers

**Sub-goal 2**

Duty-bearers are actively engaged in improving the access to and environment at the secondary school taking into account both girls and boys needs

### Risk and risk management

| Risk: no funds are allocated by the county for improving the safety in access to school and on the premises |
| Risk management: even if no funds will be allocated in time and the duty-bears show great reluctance to give a concrete promise (9 months after project start), safety could be improved by more temporary solutions such as voluntary patrols, temporary toilets and other that the school, parents and children will decide upon. |
| Describe anti-corruption work within your organisation: |
| To minimize the risk for LEO and women self-help group members to get in the situation where they could be asked for bribes, a policy exists: never go alone, announce publicly all meeting occasions. |
| Within LEO: the budget is transparent for project team members, there are two authorized signatories, there is clear division of roles. LEO does annual audits with external auditor. |

| Risk: members of LEO and the Women Self-Help Group feel insecure before the new task of advocacy. |
| Risk management: there is continuous support to those members of LEO and the Women Self-Help Group who will be working with advocacy. |

1. Risk: resistance from teachers and school management to discussion groups.

   Risk management: start with the teachers and management and show how the process of discussion in groups will be done; transparency on discussion subjects; keep a non-judgmental position in regard to how things are in the school.

2. Risk: local duty-bears refuse to allocate funds to safety around school and/or improved sanitary facilities

   Risk management: during the first dialogue meetings focus on importance of good school results for the county; seek for strategic alliances with county officials and mass media.

3. Risk: parents are sceptical and will not participate.

   Risk management: notice boards, make sure that timing for meetings is adapted to parents work situation; encourage the religious leaders to promote the project.

*On the next page, you see how the goal and risk matrix looks like when it is summarized in the Forum Syd’s template.*
Appendix 1: Example: goal and risk matrix for project grant applications

All development projects granted through Forum Syd are part of the Forum Syd’s result framework and therefore contribute to the Forum Syd’ development goal:

Strengthened marginalized people living in poverty have democratic influence and access to human rights. The work has contributed to sustainable societies at local, national and global levels.

State your project’s overall goal: Girls and boys in town X access their right to safe secondary school environment and complete their secondary school education

<table>
<thead>
<tr>
<th>Goals and activities</th>
<th>Target groups</th>
<th>Indicators and baseline values</th>
<th>Sources of verification</th>
<th>Risks and risk management</th>
</tr>
</thead>
<tbody>
<tr>
<td>State project goal here</td>
<td>Girls’ and boys’ have access to a safer secondary school environment in the town X (regarding road to school, protection from abuse and adapted sanitary facilities).</td>
<td>Pupils, teachers, school management, county officials, religious leaders, parents, police</td>
<td>1. Number of girls who came back to school (due to improved safety) &lt;br&gt; Baseline: 1. During 2014, 17 girls have quit school. This number has been almost the same the last five years. &lt;br&gt; 2. 90% of girls and boys who experience their school environment as safe</td>
<td>1. Statistics from the school, interview protocols from interviews with the girls &lt;br&gt; 2. Questionnaire and focus group interview protocols &lt;br&gt; 3. Questionnaire and focus group interview protocols</td>
</tr>
</tbody>
</table>
Baseline: 2. According to survey done during the pre-study 34% of girls, 79% of boys
3. Per cent of children’s caretakers, men and women who consider the school environment as safe
Baseline: 3. According to survey done during the pre-study 60% of women, 72% of men

<table>
<thead>
<tr>
<th>Note: At least one sub-goal is to describe what the project has achieved towards strengthening the local civil society and/or LEO.</th>
<th>LEO, the Women Self-Help Group</th>
<th>1.1. LEO and the Women Self-Help Group have advocacy plans in place</th>
<th>1.1. Advocacy plans</th>
<th>Anti-corruption: To minimize the risk for LEO and women self-help group members to get in the situation where they could be asked for bribes, a policy exists: never go alone, announce publicly all meeting occasions. Within LEO: the budget is transparent for project team members, there are two authorized signatories, there is clear division of roles. LEO does annual audits with external auditor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>State sub-goal 1 here LEO and the Women Self-Help Group in town X have the capacity and competence to work with advocacy towards duty-bearers</td>
<td></td>
<td>Baseline: 1.1. Neither organisation have an advocacy plan</td>
<td></td>
<td>1. Risk: members of LEO and the Women Self-Help Group feel insecure before the new task of advocacy</td>
</tr>
<tr>
<td>Activity 1.1</td>
<td>Activity 1.2</td>
<td>1.2. Meeting agendas, list of participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
<td>----------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training of LEO in advocacy methods by the NGO Training Center</td>
<td>LEO project staff (7 men, 6 women) and two board members (one man, one woman) The members of the Women Self-Help Group (15 women)</td>
<td>1. Risk management there is continuous support to those members of LEO and the Women Self-Help Group who will be working with advocacy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.2. LEO and the Women Self-Help Group hold regular dialogue meetings with duty-bearers on relevant issues

Baseline: 1.2. LEO has had sporadic round-table meetings with health authorities in the previous project. The Women Self-Help Group has not worked with advocacy at all.
| State sub-goal 2 here | Pupils, teachers, school management, county officials, religious leaders, parents, police | 2.1. School has a work plan on how to work with safety issues and a separate budget line for this. Baseline: 2.1. The safety work plan is from 1997 and does not include gender issues and is not adapted to the increased number of pupils. No specific budget line.  
2.2. Road to school secured by lighting & patrols, incl. police patrols. Baseline: 2.2. There is no lighting and no patrols of any kind at the time of the pre-study.  
2.3. Sanitary facilities in place and used by girls.  
2.3.1. New sanitary facilities are environmentally friendly. | 2.1. The school's work plan of safety issues, the school budget.  
2.2. Photos, media reports, the county budget.  
2.3. Photos, focus group interview protocols.  
2.3.1. Expertise conclusion paper from local environmental activists. | State risks here  
1. Risk: resistance from teachers and school management to discussion groups.  
2. Risk: local duty-bearers refuse to allocate funds to safety around school and/or improved sanitary facilities.  
3. Risk: parents are sceptical and will not participate. |
Baseline: 2.3. The sanitary facilities are today not adapted to the number of pupils and the majority of girls are not using them
Baseline: 2.3.1. The old sanitary facilities did not take the environment into account

<table>
<thead>
<tr>
<th>Activity 2.1</th>
<th>2.1 Pupils (135 boys, 90 girls), teachers (5 men, 3 women), school management (8 men, 4 women)</th>
<th>Risk management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organise discussion groups (boys’ groups, girls’ groups separately and together) in the school focusing on gender norms and sexual violence that will meet twice a month</td>
<td>1. Risk management: start with the teachers and management and show how the process of discussion in groups will be done; transparency on discussion subjects; keep a non-judgmental position in regard to how things are in the school.</td>
<td></td>
</tr>
<tr>
<td>Activity 2.2</td>
<td>2.2. Police (4 men), county officials (5 men, 2 women), school management, religious leaders (3 men)</td>
<td>2. Risk management: during the first dialogue meetings focus on importance of good school results for the county; seek for strategic alliances with county officials and mass media</td>
</tr>
<tr>
<td>Four meetings and one workshop with duty-bearers on the situation of the school and community in relation to gender-based violence and sexual violence and the right to education</td>
<td>3. Risk management: notice boards, make sure that timing for meetings is adapted to parents work situation; encourage the religious leaders to promote the project</td>
<td></td>
</tr>
<tr>
<td>Activity 2.3</td>
<td>2.3. Teachers, school management, parents (around 100 men, 100 women)</td>
<td></td>
</tr>
<tr>
<td>Seminars and workshops on relevant rights, legislation and gender equality</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.1 Pupils (135 boys, 90 girls), teachers (5 men, 3 women), school management (8 men, 4 women)
<table>
<thead>
<tr>
<th>Activity 2.4</th>
<th>2.4. County officials (the same in activity 2), school management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three meetings and one seminar with the duty-bearers to advocate for them to finance and install ecological sanitary facilities in the secondary school</td>
<td></td>
</tr>
</tbody>
</table>